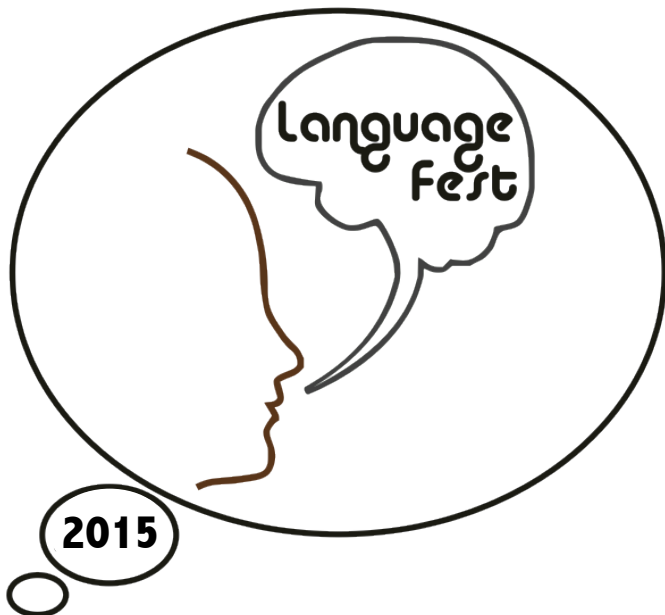


UConn Language Fest



Saturday, April 25th, 2015

9:00am– 4:00pm

University of Connecticut

Oak Hall, First Floor

9:00: Continental Breakfast

9:30: Poster Setup

9:45: Opening Remarks

Diane Lillo-Martin, Director, UConn Cognitive Science P
Board of Trustees Distinguished Professor of Linguis

10:00 – 11:00: Poster Session 1

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

*“Variability and Invariance in Speech and Lexical Proce
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 Sci
and by an NSF IGERT Grant, “*IGERT: Language Plasticity – G
Cognition, and Computation*” (James Magnuson, PI). We gratef
acknowledge the support and efforts of Diane Lillo-Martin, Jam
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 J
Jyotishi, Monica Li, Andre Lindsey, Iliana Meza-Gonzalez, Nicol

2. Lying Through Tattoos
*Emma Bjorngard*⁸
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 Gumkowski*¹, *Nicole Landi*^{1,2,3,4,6}
5. Assessing Language in School-Aged Children with ASD in a Virtual, Public Speaking Task.
*Nora Alpers-Leon*⁴, *Saba Torabian*¹², *Nancy McIntyre*^{9,13}, *Lindsay Swain-Lerro*^{9,13}, *Stephanie Novotny*¹³, *Letitia Naigles*^{3,4,6}, *Peter Mundy*¹³
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 Terziyan*⁵, *Bernard Grela*⁵, *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 Kovacs*⁵, *Emily Myers*^{1,3,4,5}
10. Does Parental Input During Joint Attention Differ for TD Children and
13. Adaptation to a Talker or Adaptation to an Accent?
*Xin Xie*³, *John Bugden*^{3,6}, *Dhvani Patel*¹⁰, *Emily Myers*¹
14. Variations in Auditory Processing among Musicians, A Readers, and Below Average Readers
Erika Skoe^{1,3,4,5,6}, *Lisa Brody*⁵, *Sarah Camera*⁵, *Rachel*
15. Concealable Stigmatized Identities and Language Use a A Comparison between American and Turkish Cultures
*Elif Ikizer*³, *Nairan Ramirez-Esparza*³
16. An Investigation of Infant Audiovisual Perceptual Expe Time
*Jessica Gaafar*³, *Kathleen Elizabeth Shaw*^{1,3,4}, *Heather*

*Coelho*¹¹

- Matt Hall¹, Inge-Marie Eigsti^{1,3,4,6,0}, Heather Bortfeld^{1,3,4,6,0}, 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 Origin of The SUI Phenotype in the Early Language Development
 12. Event-Plausibility During Language Processing
Gitte Joergensen³, Gerry Altmann^{3,4}
 13. The Effect of an Intensive Oral Reading Program on Di Chronic Mild Aphasia
Marilyn Richard⁵, Jennifer Mozeiko⁵
 14. An ERP Analysis of Difficulties for Early English Reac
Olivia Harold¹, Anish Kurian^{1,3,4}, Nina Gumkowski¹, Ni
 15. Testing Variability in College Students
Jessica Hazel^{3,5}, Stephanie Del Tufo^{1,3}, Sayako Earle^{5,6}, Myers^{1,3,4,5}
 16. Comprehension of Miranda Rights by Adolescents with Language Impairment
Anne Marie Lieser⁵, Tammie Spaulding⁵

- 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. Comprehension of Driving Vocabulary in Adolescents with Language Impairment
Jessica Pandolfe⁵, Tammie Spaulding⁵
 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
 13. Neurobiological Representations of Semantic Processing in Line Passage Comprehension
Emily Baron¹, Kayleigh Ryherd^{3,4}, Kaja Jasinska¹, Pete 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 Marco³
 15. The Role of Language in Second-Order Theory of Mind in Children with Autism Spectrum Disorder and Children with Specific Language Impairment
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}

5. University of Connecticut Speech Language and Hearing Sciences
6. University of Connecticut Cognitive Science
7. University of Connecticut Linguistics
8. University of Connecticut Philosophy
9. University of Connecticut Education
10. University of Connecticut Physiology and Neurobiology
11. University of Arizona
12. University of California-Davis
13. University of California-Davis, MIND Institute
14. University of Chicago
15. University of Iowa
16. Johns Hopkins University
17. McDaniel College
18. Southern Connecticut State University
19. University of Washington
20. University of Wisconsin-Madison
21. Anadolu University, Turkey
22. Federal University of Santa Catarina, Brazil
23. Queen's University, Canada
24. Children's Hospital of Philadelphia