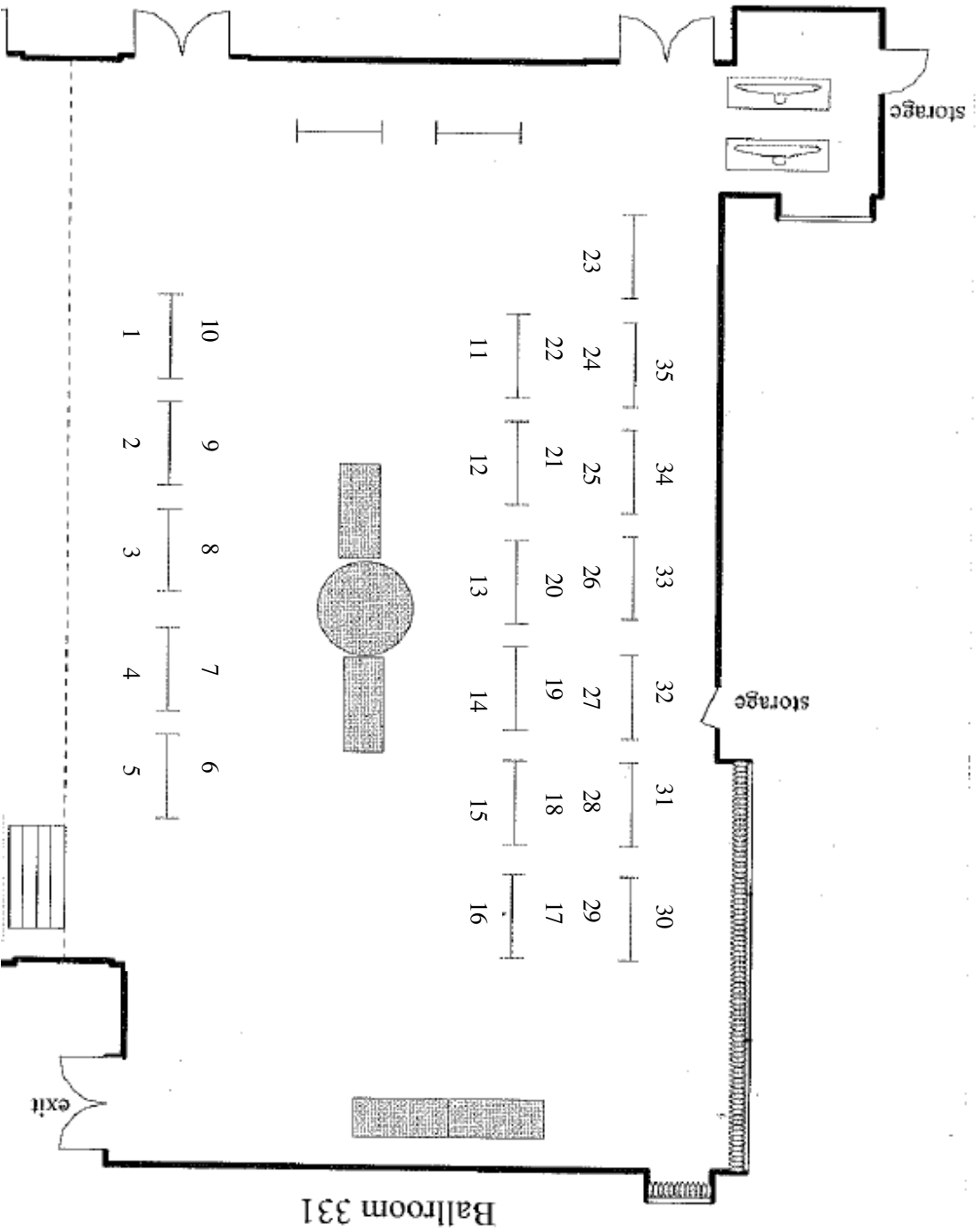
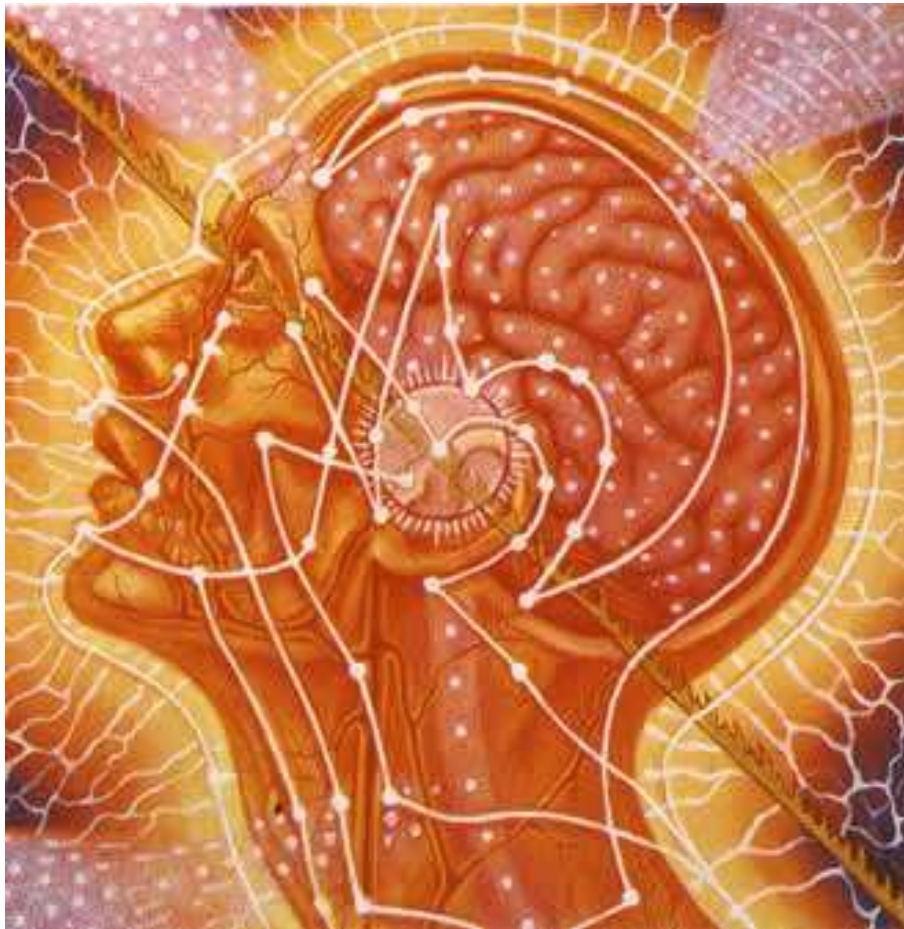


UConn Language Fest Spring 2011 Poster Layout



UConn Language Fest Spring 2011



***1:00-4:15pm
Friday, April 8, 2011, Storrs
Student Union Ballroom***

This festival is designed to allow a broad cross-section of language researchers at UConn to acquaint one another and the general community with their work. It is intended to support constructive feedback and new collaboration.

The event is free and open to the public.

For more information go to: <http://www.cogsci.uconn.edu/languagefest/>

Program:

1pm-2pm Introduction "The Mind and the Written Word"

MC: Diane Lillo-Martin, Department of Linguistics and Director of the Language Core.

Natalie Olinghouse, University of Connecticut Neag School of Education. "An Overview of Reading and Writing Research in the Neag School of Education"

Nicole Landi, Haskins Laboratories. "Using cognitive neuroscience methods to uncover language and reading anomaly"

Holly Fitch, University of Connecticut Department of Psychology. "Using animal models to assist in dissociating genetic, neural and behavioral contributors to language disability"

2pm-2:15pm Break

2:15pm-4:15pm Poster session

First Session (Odd Numbered Posters) 2:15-3:15

Second Session (Even Numbered Posters) 3:15-4:15

Hors d'oeuvres will be served.

Poster Program:

1. Communication Partners' Comprehension of Family-Based Homesign Gesture Systems in Nicaragua.

Emily Carrigan¹, Marie Coppola^{1,2}

2. Intensifying Vocabulary Instruction in Kindergarten: Effects for English Language Learners
Breda O'Keeffe³, Sharon Ware³, Ashley Capozzoli-Oldham³, Michael Coyne³

3. How Grade Schoolers Interpret Novel Verbs is Related to their Overall Language Abilities
Emma Kelty¹ & Letitia R. Naigles¹

4. Early word learning strategies differentially predict later lexical knowledge
Letitia Naigles¹, Janina Piotroski¹, Deborah Fein¹

5. The effect of test revision: Comparing the performance of preschool children with SLI and typical controls on the PPVT-III and PPVT-IV

Sabrina Jara⁴, Tammie Spaulding⁴ and Calli Schechtman⁴

6. A new study of the co-development of gesture and speech in young children's narrative discourse

Elena Levy¹

7. Do Particles Give You Compounds?

Jean Crawford², Corina Goodwin², Helen Koulidobrova², José Riqueros-Morante², Lyn Tieu², Diane Lillo-Martin², Letty Naigles¹, and William Snyder²

NOTES

NOTES

8. An Investigation into the Generalization of Recursive Structure in an Artificial Grammar Paradigm
Emily Szklarek¹, Pyeong Whan Cho^{1,7}, Whitney Tabor^{1,7}
9. Determiners that won't let you ask anything
Ana Bastos-Gee²
10. Semantic and Syntactic Language Skills In Individuals with Optimal Outcomes
K. E. Tyson¹, E. Troyb¹, A. Orinstein¹, M. Helt¹, I. M. Eigsti¹, M. Barton¹, L. Naigles¹, E. A. Kelley¹⁰, M. A. Rosenthal¹, M. C. Stevens¹¹, R. T. Schultz¹², and D. A. Fein¹
11. Processing of Wh-Questions by Children With Autism and Their Typically Developing Peers
Anthony Goodwin¹, Deborah Fein¹ & Letitia Naigles¹
12. Spontaneous syntactic development in children with autism
Jessica D. Mayo¹, Inge-Marie Eigsti¹, Rhea Paul¹³
13. Neural underpinnings of prosody in autism
Inge-Marie Eigsti¹, Rhea Paul¹³, Jillian Schuh¹, Einar Mencl⁷, Robert Schultz²⁶
14. Narratives of Optimal Outcome Children with a History of Autism Spectrum Disorders
Joyce Suh¹, Inge-Marie Eigsti¹, Marianne Barton¹, Katherine Tyson¹, Allison Green¹, Eva Troyb¹, Alyssa Orinstein¹, Molly Helt¹, Michael Rosenthal¹, Robert T. Schultz¹², Michael Stevens¹¹, Elizabeth Kelley¹⁰, Letitia Naigles¹, Deborah Fein¹
15. Specific Language Impairment and Executive Function: Parent and Teacher Ratings of Behavior
Kacie Wittke⁴, Tammie Spaulding⁴, Calli Schectman⁴
16. Dative and Locative Prepositions in Children with SLI: Part II
Bernard Grela⁴, Vanessa Harwood⁴, Dana Arthur⁴
17. A comparison of intensity dosage for Constraint Induced Language Therapy in aphasia
Jennifer Mozeiko⁴, Carl Coelho⁴, Emily Myers^{1,4,8}
18. Predicting story goodness performance from cognitive measures following TBI
Karen Le⁴, Carl Coelho⁴, Jennifer Mozeiko⁴, Frank Krueger¹⁴, and Jordan Grafman¹⁵
19. Relationships Between Executive Function and Metamemory in TBI Survivors
Deborah L. Brom⁴, Pradeep Ramanathan⁴, Mary R. T. Kennedy⁹
20. Phonetic Features of Dutch Accent in English by native Dutch-English Bilingual Speakers
Anurag Rimzhim^{1,7}, Carol A. Fowler^{1,7}, Laurie B. Feldman^{7,16}, Mirjam Ernestus^{17,18} & Janet G. van Hell^{18,19}
21. Animal, Ainal, Animal: The Phoneme Transposition Effect
Anish Kurian^{1,7}, JingJing Zhao^{1,7}, James Magnuson^{1,7}, Jay Rueckl^{1,7}
22. Frequency, Neighborhood Density, and Phonological Similarity in Picture Naming: An Artificial Lexicon Study
Austin F. Frank^{20,7}, Michael K. Tanenhaus²⁰, Richard N. Aslin²⁰, Anne Pier Salverda²⁰

23. Using NIRS to Investigate Processing Patterns for Speech and Music in Preverbal Infants
Eswen Fava²⁷, Rachel Hull²⁷, Heather Bortfeld¹
24. The Impact of Modifying Early Reading Intervention Based on Kindergarteners' Response
Ashley Capozzoli-Oldham³, Sharon Ware³, & Michael Coyne³
25. EVOCA: Enhancing Vocabulary through Cognate Awareness
Elizabeth Howard³ and Igone Arteagoitia²¹
26. Vocabulary Characteristics of Fifth-Grade Struggling Writers Across Three Genres
Joshua Wilson³, Natalie G. Olinghouse³
27. Competition and Cooperation in the Recognition of Temporarily and Wholly Ambiguous Words: An Artificial Lexicon Study
Pyeong Whan Cho^{1,7} and Whitney Tabor^{1,7}
28. Connectionist Modeling of Reinforcement Learning through Temporal Juggling of Multiple Error Signals
Jeff Rodny^{6,5} and Whitney Tabor^{1,7}
29. In Search of the Neural Correlates of Categorical Perception: A Multivariate Approach
Matthew Jacobsen⁴, Emily Myers^{1,4,8}
30. Speech-Evoked Activity in the Auditory Cortex of Deaf Children Following Cochlear Implantation as Measured Using NIRS
Heather Bortfeld^{1,7}, Alec Sevy²², Theodore J. Huppert²³, Michael S. Beauchamp²⁴, Ross E. Tonini²² John S. Oghalai²⁵
31. Local coherences in the visual world paradigm
Anue Kukona^{1,5}, Pyeong Whan Cho^{1,7}, James Magnuson^{1,7}, Whitney Tabor^{1,7}
32. Individual differences and lexical learning: Links to memory for faces, things and words
Ashlee Shaw¹, Dana Arthur⁴, Alexander Demos¹, James Magnuson^{1,7}
33. Electrophysiological evidence against early syntactic encapsulation
James Magnuson^{1,7}, Shin-Yi Fang^{1,7}
34. Clitic Doubling in Non-Standard Serbian and Slovenian Dialects
Jelena Runic²
35. Influences of wordlikeness and learning context in novel word learning
Karen Aicher^{1,7}, Beverly Collison⁴, Dana Arthur⁴, Jay Rueckl^{1,7}

Affiliation List

1. University of Connecticut Psychology
2. University of Connecticut Linguistics
3. University of Connecticut NEAG School of Education
4. University of Connecticut Communication Disorders

5. University of Connecticut Computer Science
6. University of Connecticut Cognitive Science
7. Haskins Laboratories
8. Brown University
9. University of Minnesota
10. Queen's University, ON, Canada
11. Institute of Living, Hartford Hospital / Yale University
12. Center for Autism Research, Children's Hospital of Philadelphia
13. Yale child Study
14. George Mason University
15. Kessler Foundation
16. University of Albany
17. Radboud University, Nijmegen
18. Max Planck Institute for Psycholinguistics, Nijmegen, NL
19. Pennsylvania State University
20. University of Rochester
21. Center for Applied Linguistics, Washington, D.C.
22. Baylor College of Medicine
23. University of Pittsburgh
24. University of Texas Health Science Center at Houston
25. Stanford University
26. Children's Hospital of Pennsylvania
27. Texas A&M University

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See www.cogsci.uconn.edu for more info.