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:

   Emily Carrigan¹, Marie Coppola¹²

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. Naigles³

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
8. An Investigation into the Generalization of Recursive Structure in an Artificial Grammar Paradigm
Emily Szkudlarek¹, Pyeong Whan Cho¹,⁷, Whitney Tabor¹,⁷

9. Determiners that won’t let you ask anything
Ana Bastos-Gee⁷

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 Fein⁷ & 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

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 Myers¹,⁴,⁸

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. Kennedy⁵

20. Phonetic Features of Dutch Accent in English by native Dutch-English Bilingual Speakers
Anurag Rimzhim¹,⁷, Carol A. Fowler¹,⁷, Laurie B. Feldman⁷,¹⁶, Mirjam Ernestus⁷,¹⁸ & Janet G. van Hell¹⁰,¹⁸,¹⁹

Anish Kurian¹,⁷, JingJing Zhao¹,⁷, James Magnuson¹,⁷, Jay Rueckl¹,⁷

22. Frequency, Neighborhood Density, and Phonological Similarity in Picture Naming: An Artificial Lexicon Study
Austin F. Frank²⁰,⁷, Michael K. Tanenhaus²⁰, Richard N. Aslin²⁰, Anne Pier Salverda²⁰
23. Using NIRS to Investigate Processing Patterns for Speech and Music in Preverbal Infants
   Eswen Fava$^{27}$, Rachel Hull$^{27}$, Heather Bortfeld$^1$

24. The Impact of Modifying Early Reading Intervention Based on Kindergarteners’ Response
   Ashley Capozzoli-Oldham$^3$, Sharon Ware$^3$, & Michael Coyne$^3$

25. EVOCA: Enhancing Vocabulary through Cognate Awareness
   Elizabeth Howard$^3$ and Igone Arteagotia$^{27}$

26. Vocabulary Characteristics of Fifth-Grade Struggling Writers Across Three Genres
   Joshua Wilson$^3$, Natalie G. Olinghouse$^3$

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 Jacobsen$^4$, 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 Sevy$^{22}$, Theodore J. Huppert$^{23}$, Michael S. Beauchamp$^{24}$, Ross E. Tonini$^{22}$ John S. Oghalai$^{25}$

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 Shaw$^1$, Dana Arthur$^4$, Alexander Demos$^1$, James Magnuson$^{1,7}$

33. Electrophysiological evidence against early syntactic encapsulation
   James Magnuson$^{1,7}$, Shin-Yi Fang$^{1,3}$

34. Clitic Doubling in Non-Standard Serbian and Slovenian Dialects
   Jelena Runic$^2$

35. Influences of wordlikeness and learning context in novel word learning
   Karen Aicher$^{1,7}$, Beverly Collison$^4$, Dana Arthur$^4$, 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
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
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

This event is sponsored by the UConn Cognitive Science Program with generous support from the Psychology Department, the Philosophy Department, the Linguistics Department, the Communication Disorders Department, and the Neag School of Education, the College of Liberal Arts and Sciences, and by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders).

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