

Thursday, November 4, 2021

Time (EDT; UTC-4)	SESSION A: PHONETICS & PHONOLOGY	SESSION B: WORD LEARNING	SESSION C: MORPHO-SYNTAX
9:45AM – 10:00AM	CONFERENCE OPENING		
10:00AM – 10:30AM	Exploring systematicity in the developing lexicon with phonological networks. <i>C. Laing</i>	Moving beyond “nouns in the lab”: Using naturalistic data to understand why infants’ first words include <i>uh-oh</i> and <i>hi</i> . <i>K. Casey, C. Potter, M. Nancheva, C. Lew-Williams, E. Wojcik</i>	Syntactic constraints and medial wh-questions in child Brazilian Portuguese. <i>E. Grolla</i>
10:30AM – 11:00AM	Negative and positive transfer of tones: Vietnamese speakers’ perception of tones and recognition of (tone) words in L2 Mandarin. <i>J. Liu, E. Pelzl</i>	Kind-relevant information supports the fast-mapping of novel labels. <i>C.-I. Galusca, K. Andrásj, G. Csibra</i>	How children ask questions across languages. <i>K. Yatsushiro, C. Dal Farra, A. Gonzalez, J. Hein, S. Silleresi, A. Avellana, A. Huang, J. Ilori, G. Gayathri, M. Guasti, U. Sauerland, L. Pintér</i>
11:00AM – 11:30AM	US Spanish-English bilingual speakers transfer glottal stops at word junctures. <i>G. Repiso Puigdeliura</i>	Pragmatic inference and social cognition in acquiring (and remembering) word meanings. <i>K. Trice, D. Saratsli, A. Papafragou, Z. Qi</i>	Object wh-questions with unknown verbs are transitive for 20-month-olds. <i>L. Perkins, Y. Ying, A. Williams, J. Lidz</i>
11:30AM – 12:00PM	Children’s use of subphonemic information in homophone processing. <i>E. Conwell, G. Horvath, A. Kuznia, S. Agauas</i>	Do children learn from reformulations in non-pedagogical contexts? <i>M. Waller, N. Nozari, D. Yurovsky</i>	How old is too old? The effect of age of acquisition on subject-verb agreement in young child L2 learners. <i>M. Goldin</i>
12:00PM – 12:30PM	Sensitivity to fine-grained phonetics details in childhood: Differences between first- and second-language learners. <i>F. Desmeules-Trudel, E. Johnson, C. Chambers</i>	English-learning children hear and use multiple meanings for words in early speech. <i>J. Mankewitz, S. Meylan, S. Floyd, H. Rabagliati, M. Srinivasan</i>	The optimal period for learning new function words in children. <i>S. Massicotte-Laforge, R. Shi</i>
12:40PM – 2:10PM	NIH/NSF FUNDING WORKSHOP <i>Brett Miller (National Institutes of Health), Peter Vishton & Tyler Kendall (National Science Foundation)</i>		
2:10PM – 3:00PM	SOCIAL HOUR		

MEMORIAL FOR LILA GLEITMAN HOSTED BY THE SOCIETY FOR LANGUAGE DEVELOPMENT (SLD): <https://bit.ly/gleitman-memorial>

Time (EDT; UTC-4)	SESSION A: SYNTAX & SEMANTICS	SESSION B: ATYPICAL POPULATIONS	SESSION C: LANGUAGE INPUT
6:30PM – 7:00PM	Learning verb meanings using cross-situational and linguistic information. <i>Y. Zhang, A. Amatuni, E. Cain, X. Wang, D. Crandall, C. Yu</i>	Toddlers with ASD anticipate words during real-time language processing. <i>K. Prescott, J. Mathee-Scott, T. Reuter, J. Edwards, J. Saffran, S. Ellis Weismer</i>	Caregiver phonetic input supports infants’ learning of sound categories: The role of voice onset time distribution in natural phonological acquisition. <i>M. Nam, Y. Choi, Y. Kim, R. Mazuka</i>
7:00PM – 7:30PM	Verb type, but not event structure, affects children’s pronoun interpretation. <i>A. R. Yuile, C. Fisher, L. Wagner</i>	Tense acquisition in Williams syndrome: The interaction of rules with long-term memory impairment. <i>R. Pasquinelli, B. Landau</i>	Acquisition of stable variation: A corpus study of English subject-verb agreement. <i>C. Lukyanenko, K. Miller</i>
7:30PM – 8:00PM	Syntactic bootstrapping mental verbs and perceptions verbs with limited morphosyntactic cues. <i>D. Li</i>	From word recognition to word learning: Comparing online speech processing in typically developing and late-talking 2-year-olds. <i>A. LaTourrette, S. Waxman, E. Norton, A. Weisleder</i>	100,000 words encountered unevenly over six months of everyday infancy. <i>S. Goulding, C. Fausey, E. Wojcik</i>

*List of posters in Poster Session 1 (ª = alternate for paper presentation):

GROUP 1: SIGNED LANGUAGES

- Language contact is part of language emergence: Noun phrase ordering in Nicaraguan Sign Language. *M. Flaherty, S. Namboodiripad, S. Goldin-Meadow*
- Late first language acquisition alters the organization of the phonological system of American Sign Language. *S. Nielson, R. Mayberry*
- Pointing in parent input during interactions with deaf children in American Sign Language. *J. Leary, P. Gappmayr, A. Lieberman*
- Sign language socialization in three indigenous Mesoamerican communities: A qualitative comparative study. *L. Hou, L. Horton, A. German, J. Singleton*

GROUP 2: BILINGUALISM

- Cross-community differences in bilingual infants' experience with language switching. *J. Kosie, R. K.-Y. Tsui, T. Martinez, A. Sander-Montant, L. Fibla, C. Potter, K. Byers-Heinlein, C. Lew-Williams*
- Cross-language priming effects through a new distributional lens.ª *A. Chaouch-Orozco, J. Gonzalez Alonso, J. A. Duñabeitia, J. Rothman*
- Is it easier for children to learn English if their native language is similar to English? *J. Chan, J. K. Hartshorne*
- Narrative and morphosyntactic competence in bilingual Urdu-speaking children in Hong Kong and Pakistan: First language attrition and incomplete acquisition. *S. Hamdani, R. Kan, A. Chan, N. Gagarina, S. Armon-Lotem*

GROUP 3: SPEECH PERCEPTION

- Effects of bilingualism on language and social perception: Evidence for specificity. *S. Rajendra, P. Quinn, L. Singh*

- Effects of hearing loss on children's processing of word onsets and codas. *R. Abrahamse, N. Xu Rattanasone, K. Demuth, T. Benders*
- Family socio-economic status predicts infant speech perception. *L. Singh, J. Yeung*

GROUP 4: MORPHO-SYNTAX, L1

- Do Japanese children randomly place the theme argument of an unaccusative verb in the subject position and the object position? *H. Shimada, T. Sano*
- Learning subcategorization properties of attitude verbs in wh in-situ languages. *N. Huang, Y. Yang, V. Hacquard, J. Lidz*
- The acquisition of verb argument realization in Mandarin Chinese. *S. Yang, J. Chen*
- The wh-phrase should go where? Modeling the acquisition of question variants in English. *A. Nguyen, C. Wilson*

GROUP 5: MORPHO-SYNTAX, L2

- Principle C in L2 acquisition: Reconstruction effects. *M. Yusa, B. D. Schwartz*
- Processing of information structure and scrambling by L2 speakers. *M. H. Kim*
- Resumption facilitates L1-Koreans' L2 production of English relative clauses. *F. Zenker, B. D. Schwartz*
- Selection and reassembly of uninterpretable features in L2 acquisition: Evidence from wh-questions.ª *T. Kimura*
- Sluicing in the L2 English of L1 Japanese speakers. *A. Ohba, B. D. Schwartz*

GROUP 6: SEMANTICS

- A cross-linguistic bias in motion path encoding. *A. Papafragou, M. Grigoriglou, M. Johanson*
- Children's interpretation of superlatives in full and fragment answers.ª *L. Tieu, Z. Shen*

- L2 acquisition of singular/plural interpretation of Japanese bare nouns. *T. Okuma*
- Over-acceptance of English stative progressives by Mandarin native speakers. *C.-y. Chen, T. Ionin*
- The early meaning of conditionals.ª *M. Grigoriglou, P. Ganea*

GROUP 7: DISCOURSE & PRAGMATICS

- Comparing parent and examiner topic initiation and maintenance during interactions with minimally and low verbal individuals with autism.ª *N. Darvishi, H. Baker-Harvey, M. Barokova, H. Tager-Flusberg*
- Do children use pragmatic (goal) information to compute event culmination? *A. Mathis, A. Papafragou*
- From insubordination to subordination in child language acquisition: A pragmatic and constructional bootstrapping account. *S. Fujii*
- Verbal/non-verbal referential acts and information status in Mandarin-speaking children's conversation. *K. Yeh, C.-c. Huang*

GROUP 8: WORD LEARNING

- Acquiring 'hard' spatial prepositions: The case of *between*. *D. Skordos, M. Johanson, A. Papafragou*
- From lexical frames to syntactic categories. *K. Liang, C. Yang*
- How social cues index discourse topics to promote word learning. *C. Lee, C. Lew-Williams*
- Mapping evidential meanings onto different forms. *D. Saratsli, A. Papafragou*
- Mothers' use of tactile cues for word learning is attuned to infants' development. *E.-S. Ko, R. Abu-Zhaya, E.-S. Kim, K.-W. On, T. Kim, A. Seidl*

GROUP 9: SENTENCE PROCESSING

- A full parse or a shallow structure in L2? An ERP study of anaphora in successive-cyclic wh-

movement in L1-Mandarin/L2-English. *K. Swanson, L. Dekydtspotter*

- Cognitive control and comprehending passives in Mandarin preschoolers with and without risk for DLD. *Y. Ji, L. Sheng, L. Zheng*
- Quantifier spreading and the role of prosody in children and adults: An eye tracking study. *K. Ito, U. Minai, A. Royer*
- Strengths in comprehending grammatical aspect among Mandarin-exposed preschool children with ASD. *Q. Xie, Y. Su, L. Naigles*
- Timing and power in gap filling in nonnative vs. native French. *L. Dekydtspotter, K. Miller, M. Iverson, Y. Xiong, K. Swanson, C. Gilbert*

Friday, November 5, 2021

Time (EDT; UTC-4)	SESSION A: BILINGUALISM & L2	SESSION B: INPUT & CHILD-DIRECTED LANGUAGE	SESSION C: SYNTAX & SEMANTICS
10:00AM – 10:30AM	L2 acquisition of the Japanese associative plural marker <i>tati</i> . <i>K. Kume, H. Marsden</i>	Statistical regularities in child-directed speech depend on children’s age. <i>A. Langus, M. Marimon, A. Saksida, N. Boll-Avetisyan, B. Höhle</i>	The role of shared variation on the acquisition of variable rules. <i>Y. Chen, K. Schuler</i>
10:30AM – 11:00AM	The role of L1-L2 similarity in L2 predictive processing: An ERP study. <i>J. Alemán Bañón, C. Martin</i>	Child-directed speech: Prosodic modulations in word learning contexts and effects on children’s lexical development. <i>J. Shi, Y. Gu, G. Vigliocco</i>	“A blue square table” or “a square blue table”? Adjective ordering preferences in elicited child and adult production. <i>L. Grohe, P. Schulz</i>
11:00AM – 11:30AM	Language-specific label-referent disambiguation in 4-month-old infants. <i>A. Saksida, A. Langus</i>	Paternal and maternal parentese and infant vocabularies: A longitudinal corpus analysis. <i>K. Sheth, N. Ferjan Ramirez</i>	Tolerance for distributivity? Children’s interpretation of plural expressions in Dutch. <i>I. Mognon, E. Hagen, A. de Koster, P. Hendriks</i>
11:30AM – 12:00PM	Cross-linguistic influence online: An eye-tracking study on pronoun resolution in simultaneous bilingual Turkish-Dutch children. <i>C. van Dijk, A. Aumeistere, S. Brouwer, T. Dijkstra, S. Unsworth</i>	Early lexical knowledge in infants primarily exposed to overheard speech. <i>R. Foushee, M. Srinivasan</i>	Lexical richness and syntactic complexity in children’s story writing. <i>Y. Hsiao, N. Dawson, N. Banerji, K. Nation</i>
12:00PM – 12:30PM	On the relation between cross-linguistic influence, between-language priming and language proficiency in bilingual children. <i>S. Unsworth, C. van Dijk</i>	The effect of input modality on children’s experience-based language learning: An online syntactic priming study. <i>L. Buckle, K. Messenger, H. Branigan, L. Lindsay</i>	Children’s acquisition of variable differential object marking in Spanish. <i>M. C. Callen, K. Miller</i>
12:30PM – 2:00PM	POSTER SESSION 2**		
2:00PM – 2:30PM	MEMORIAL FOR PAULA MENYUK, FOUNDER OF BUCLD		

– BREAK –

Time (EDT; UTC-4)	
7:00PM – 8:30PM	KEYNOTE SPEAKER: Taking diversity seriously in language development research: What we can learn from Japanese language acquisition <i>Reiko Mazuka (RIKEN Center for Brain Science & Duke University)</i>
8:30PM – 9:30PM	PRIZE ANNOUNCEMENTS / OPEN MIC / SOCIAL HOUR

****List of posters in Poster Session 2** (a = alternate for oral presentation):

GROUP 1: BILINGUALISM

- Bilingual infants learn cognates more rapidly than non-cognates. *L. Mitchell, R. K.-Y. Tsui, K. Byers-Heinlein*
- Bilingual toddlers’ comprehension of sentences with code-switched adjectives. *L. Kremin, C. Lew-Williams, K. Byers-Heinlein*
- Even simultaneous bilinguals do not quite reach monolingual levels of proficiency in syntax. *W. Li, J. K. Hartshorne*
- Linguistic consequences of toing and froing: Factors that modulate narrative development in bilingual returnee children. *M. Kubota, V. Chondrogianni, A. Clark, J. Rothman*
- The effect of cognates on bilingual infant vocabulary trajectories: A study using bilingual

CDIs of English and one additional language. *S. Siow, N. Gillen, I. Lepadatu, G. Garcia-Castro, D. Avila-Varela, N. Sebastián-Gallés, K. Plunkett*

GROUP 2: PHONETICS & PHONOLOGY

- Cortical oscillations in pre-verbal infants track rhythmic speech and non-speech stimuli. *A. Ni Choisdealbha, A. Attaheri, S. Rocha, N. Mead, H. Olawole-Scott, P. Brusini, S. Gibbon, P. Boutris, C. Grey, S. Flanagan, U. Goswami*
- Infants show increased neural tracking of intonation during natural infant-directed speech. *K. Menn, C. Michel, L. Meyer, S. Hoehl, C. Männel*
- Infants' perception of repetition- and diversity-based regularities in speech: A meta-analysis of neural evidence. *J. Gemignani, A. Martinez-Alvarez, C. Nallet, L. Martin, A. Pasquini, J. Gervain, I. de la Cruz-Pavía*
- Nonword repetition patterns in a culture with infrequent child-directed speech. *M. Cychosz*

GROUP 3: MORPHO-SYNTAX

- Complementizer use in declaratives and long-distance wh-object questions. *D. McDaniel*
- Learning structure-role alignments without linguistic bias: A computational exploration. *J. Petty, R. Frank*
- Object wh-questions with psych verbs are easy in child Spanish. *V. Mateu*
- Typology vs structure: Transfer in L3 Italian. *M. Gallardo, S. Montrul*
- The recursive set-subset ordering restriction overrides adjective ordering restrictions. Evidence from Romanian 4-year-olds and adults. *A. C. Bleotu, T. Roeper*

GROUP 4: SEMANTICS

- Children's understanding of entailment in conditionals. *I. Canudas Grabolosa, E. Pagliarini, G. Chierchia, L. Bonatti*
- Comprehension of temporal conjunctions in monolingual and heritage Greek children: The event-semantic kindergarten-path effect.^a *C. Makrodimitris, P. Schulz*

- Language dominance predicts direct and indirect crosslinguistic influence in existential constructions in Spanish and Catalan. *S. Perpiñán, A. Soto-Corominas*
- Unlearning L1 options and incomplete acquisition: The case of CLLD in Italian and Romanian. *L. Smeets*

GROUP 5: ATYPICAL POPULATIONS

- Definitional skills in children with Developmental Language Disorder: Delayed or deviant? *I. Dosi, Z. Gavriilidou*
- Is Developmental Language Disorder associated with slower processing speed across domains? *N. Zapparrata, P. Brooks, T. Ober*
- Narrative profiles of individuals with typical development and Down syndrome. *I. Neitzel, M. Penke*
- Regular and irregular noun plurals in German-speaking individuals with Down Syndrome. *M. Penke*
- Sound-category learning and memory skills in neurotypical adults and adults with language-learning disabilities. *C. Quam, B. Carlstrom, M. Franz, W. T. Maddox*

GROUP 6: LANGUAGE INPUT

- Habla conmigo, papá: Fathers' language input in bilingual Latinx families. *J. Andert, M. Baralt, N. Ferjan Ramirez*
- Sibs and bibs - Older siblings and infant vocabulary development. *L. Hippe, N. Ferjan Ramirez*
- The lexical skills of Maltese bilingual preschoolers having different socioeconomic backgrounds: Effects of primary caregiver language input. *R. Baldacchino, D. Gatt*
- Types of passive voice in children's books and child-directed speech. *R. Altmiller, K. Corriveau, S. Arunachalam*

GROUP 7: COGNITIVE & SOCIAL FACTORS

- Associations between shared book reading at home and white matter organization in

kindergarten in relation to subsequent language and reading abilities. *K. Davison*

- "I know what they will do next!" Evaluating contributions of theory of mind to reading comprehension in school-aged children. *D. DeNigris, R. Obeid, P. Brooks*
- Maternal education and work status impact infant word learning ability. *R. Huang, W. Robertson, T. Wang*
- Relations between parental education and real-time sentence processing efficiency among Chinese preschoolers. *R. Wei, G. Luk, M. Rowe*

GROUP 8: WORD LEARNING

- Fast-mapping labels onto sets in two-year-olds. *C. Cheng, L. Feigenson, M. Kibbe*
- Interacting effects between phonotactic probability and phonological neighborhood density in word learning in Swedish school-aged children. *E. Holmer, E. Witte*
- Investigating the potential of using mobile apps in remote developmental research. *N. Gillen, S. Siow, I. Lepadatu, J. Sučević, K. Plunkett, M. Duta*
- Quantifying the syntactic bootstrapping effect in verb learning: A meta-analytic synthesis. *A. Cao, M. Lewis*

GROUP 9: SENTENCE PROCESSING

- Children's comprehension of possessive and adversative passives in Japanese: Examining alternating hypotheses. *M. Ishikawa, U. Minai*
- Comparing syntax processing in different language learners: A syntactic priming study of L1 child speakers and L2 adult speakers. *S. Hardy, E. Ushioda, K. Messenger*
- Effects of verb argument structure and voice on L2 sentence processing of psych verbs. *S. Fang, A. Juffs*
- Examining referent salience in native and non-native pronoun resolution: An online eye-tracking study. *T. Wang, U. Minai, A. Gabriele*
- Working memory and syntax. *J. Sandoval Estrada, M. Zuñiga Espinosa, J. Grinstead*

Saturday, November 6, 2021

Time (EDT; UTC-4)	SESSION A: SIGNED LANGUAGES	SESSION B: LANGUAGE AND ASD	SESSION C: SENTENCE PROCESSING
10:00AM – 10:30AM	Hearing and deaf ASL-English bilinguals show typical early bilingual development. <i>C. Goodwin, J. Piotroski, D. Lillo-Martin</i>	Domino effects of bilingualism in Autism Spectrum Disorders? Executive functions, complement clauses and Theory of Mind. <i>S. Durrleman, I. M. Tsimpli, E. Peristeri</i>	iCatcher: A freely available neural network approach for automated coding of young children's eye movements. <i>Y. Erel, C. Potter, S. Jaffe-Dax, C. Lew-Williams, A. Bermanto</i>
10:30AM – 11:00AM	Non-native early ASL input from parents to deaf children acquiring ASL still supports ASL vocabulary growth. <i>L. Berger, A. Lieberman, J. Pyers, N. Caselli</i>	Refining the scope of syntax- vs. pragmatics-driven non-target sentence productions in German-speaking children with ASD. <i>M. Stegenwallner-Schütz, A. Zukowski, F. Adani</i>	Predictive effects of number-marked verbs and copulas in Czech 2-year-olds. <i>F. Smolík, V. Bláhová</i>
11:00AM – 12:30PM	POSTER SESSION 3***		
12:30PM – 2:00PM	PLENARY SPEAKER: Bootstrapping the syntactic bootstrapper <i>Anne Christophe (École Normale Supérieure – PSL University)</i>		
2:00PM – 3:00PM	POP-UP MENTORING PROGRAM		

– BREAK –

Time (EDT; UTC-4)	SESSION A: MORPHO-SYNTAX	SESSION B: VOCABULARY & WORD LEARNING	SESSION C: COMPUTATIONAL MODELING
7:00PM – 7:30PM	Hearing loss, prediction and subject-verb agreement: <i>are</i> is a cue, <i>is</i> is not. <i>B. Davies, R. Holt, K. Demuth</i>	Translation equivalents are not special in bilingual infant vocabulary development: Evidence from a quantitative model. <i>R. K.-Y. Tsui, A. M. Gonzalez-Barrero, E. Schott, K. Byers-Heinlein</i>	Consequences of phonological variation for word segmentation. <i>C. Beech, D. Swingley</i>
7:30PM – 8:00PM	Detecting definiteness: On the L2 acquisition of the Mandarin plural marker [-men]. <i>J. Wang, B. D. Schwartz</i>	Parent coaching is linked to accelerated vocabulary acquisition: A one-year follow-up study. <i>E. Huber, N. Ferjan Ramirez, N. Corrigan, P. Kuhl</i>	Searching for morphological productivity. <i>C. Belth, S. Payne, J. Kodner, C. Yang</i>
8:00PM – 8:30PM	Tamil children's comprehension of recursive locatives and relativized sentences. <i>U. Lakshmanan</i>	Not as hard as it looks? Linguistic, and not conceptual, ability drives negation acquisition. <i>V. Gomes, R. Doherty, D. Smits, S. Goldin-Meadow, J. Trueswell, R. Feiman</i>	A computational analysis of language delay and intervention. <i>L. Barak, Z. Harmon, N. Feldman, J. Edwards, P. Shafto</i>
8:30PM – 9:00PM	Testing intervention effects in acquisition of wh-argument questions by Mandarin-speaking preschoolers. <i>D. Shi, X. Yang</i>	The child acquisition of voices in Paiwan. <i>K. Lin, Y.-t. Chang, K. Deen</i>	An automated classifier for child-directed speech from LENA recordings. <i>J. Bang, G. Kachergis, A. Weisleder, V. Marchman</i>
9:00PM – 10:00PM	SOCIAL HOUR		

***List of posters in Poster Session 3 (ª = alternate for oral presentation):

GROUP 1: BILINGUALISM

- Early sign language exposure does not prevent acquisition of spoken language. *E. Pontecorvo, M. Higgins, J. Mora, A. Lieberman, J. Pyers, N. Caselli*
- Influence of preschool entry and maternal talk on dual language development. *M. Castellana, L. Winstone, V. Benitez*
- Investigating overt subjects in topic continuity: An online study on the effects of language dominance and length of L2 residence in late L1 attrition. *D. Genevska-Hanke*
- Production of /i/ and /i:/ by Russian-English bilingual children: Effects of language experience. *E. Maryutina, S. van der Feest, V. Shafer*
- The development of voice onset time in bilingual Italian-German children. *T. Bloder, V. Shafer, T. Rinker*

GROUP 2: PHONETICS & PHONOLOGY

- A preliminary investigation of acoustic enhancement of speech production in preschoolers in challenging communication environments. *H. Yi, B. Snyder, D. DiCristofaro, T. Warwick, K. Brooks*
- Children's coarticulatory patterns reflect undifferentiated articulatory strategies. *D. Abakarova, A. Noiray*
- Declarative and imperative points by infants can be distinguished by accompanying preverbal vocalizations. *J. Schick, C. Saldana, T. Kathiresan, V. Dellwo, K. Zuberbühler, S. Stoll*
- Infant preference for natural phonetic cue trading relations. *M. A. Hullebus, T. Fritzsche, A. Langus, A. Gafos, B. Höhle*
- Listening, fast and slow: L2 learners' online processing and offline knowledge of allophony. *M. Dailey, C. Straboni, S. Peperkamp*

GROUP 3: MORPHO-SYNTAX

- Acquisition of negation across ten typologically diverse languages. *S. Çabuk-Balli, J. Mazara, P. Widmer, S. Stoll*

- Can indirect positive evidence be used in the domain of inflectional morphology? Native English-speaking learners' understanding of Mandarin plural marking. *Y. Li, H. Goad*
- Prevalence of long passives in child Mandarin: Input and grammatical intervention. *M. Liu*
- The acquisition of case systems in typologically diverse languages: Children gradually generalize abstract grammatical rules. *O. Rüst, M. Baroni, S. Stoll*
- The developmental trajectory of grammatical gender: Evidence from Arabic. *H. Alali*

GROUP 4: SEMANTICS

- Changing facts in children's counterfactual reasoning. *I. Grosu, A. Cournane*
- Children develop causatives despite pervasive ellipsis: Evidence from Turkish.ª *G. You, E. Ger, M. Daum, S. Stoll*
- Not-OR versus NEITHER: Logical inferences in child Greek. *V. Tsakali, M. Mastrokosta, D. Oikonomou*
- The acquisition of antonymous dimensional adjectives by Italian preschoolers. *E. Pagliarini, A. Barlassina, E. Sanfelici*

GROUP 5: DISCOURSE & PRAGMATICS

- Are non-native speakers sensitive to microvariation in anaphora resolution? The case of Italian learners of European Portuguese. *J. Teixeira, A. Fiéis, A. Madeira*
- Mothers' descriptions of referents are linked to children's communicative competence. *E. Yıldız, B. A. Uzundağ*
- Preschoolers' comprehension of focus: The role of contextualization in non-exhaustive interpretation. *L. Pintér, B. Surányi*
- The comprehension of grammaticalized implicit meanings in SPCD and high-functioning ASD children: A comparative study. *B. Surányi, V. Svindt*

GROUP 6: INPUT & CHILD-DIRECTED LANGUAGE

- Does using 'babytalk' predict more talking with infants? Infant-directed prosody in the TalkBank LENA corpus. *H. Yeung, E. McClay, E. Hutchinson*
- Electronic media, language input, and language output in Latinx infants. *K. Lindekugel, N. Ferjan Ramirez*
- Parental use of causal language for preterm and full-term children: A longitudinal study. *S. Özdemir, A. Aktan-Erciyes, T. Göksun*
- Phonetic variation in coronals in English infant-directed speech: A large-scale corpus analysis. *E. Khlystova, A. Chong, M. Sundara*
- Thiamine supplementation for lactating mothers benefits language processing in infants at risk of thiamine deficiency. *D. Baldwin, J. Measelle, L. Gallivan, A. Sanchirico, N. Weinstein, H. Kroeun, P. Sophonneary, K. Whitfield*

GROUP 7: COGNITIVE & SOCIAL FACTORS

- 'And togezer vee vill rule ze vorld!' The interplay between children's language attitudes and media representations of foreign accents. *T. St. Pierre, M. Galytskyy, E. Johnson*
- Phonological and orthographic parafoveal processing in Russian children and adults. *V. Staroverova, A. Lopukhina, N. Zdorova, A. Kaprielova, N. Ladinskaya, O. Vedenina, S. Goldina, K. Bartseva, O. Dragoy*
- When do children become able to revise in an adult-like manner? Examining the role of cognitive control and socioeconomic background in children's ability to revise. *M. Lebreton, J. Trueswell, A. de Carvalho*
- Why is ambiguity detection in kindergarten a predictor of later reading abilities? *V. Bigot, J. Trueswell, A. de Carvalho*

GROUP 8: WORD LEARNING

- Consequences of lexical variability in learners' early vocabularies. *C. Richter*

- The impact of child-directed language on children's lexical development. *S. Dong, Y. Gu, G. Vigliocco*
- The adult-like nature of early negative auxiliaries. *A. Eliatamby, V. Valian*
- The role of infants' point-following skills on the relation between mothers' pointing and infants' word comprehension. *S. Ertaş, E. Ger, S. Koşkulu, A. Küntay*
- Toddlers fail to use prosodic information to guide their interpretation of novel verbs in ellipsis sentences. *L. Schiavon Kolberg, A. de Carvalho, A. Christophe*

GROUP 9: COMPUTATIONAL MODELING

- A reinforcement learning approach to speech category acquisition. *C. Thorburn, E. Lau, N. Feldman*
- Learning constraints on wh-dependencies by learning how to efficiently represent wh-dependencies: A developmental modeling investigation with Fragment Grammars. *N. Dickson, L. Pearl, R. Futrell*
- Learning morphology with inductive bias: Evidence from infixation. *C. Wilson*
- The effect of frequency and salience on the acquisition of infrequent morphemes. *J. Mazara, S. Stoll*

Sunday, November 7, 2021

Time (EST; UTC-5)			
10:00AM – 11:30AM	SYMPOSIUM: Pragmatic deficits in children with Autism Spectrum Disorder <i>Jeannette Schaeffer (U. Amsterdam), Ianthi Maria Tsimpli (U. Cambridge), Eleni Peristeri (U. Thessaly), Francesca Panzeri (U. Milan), Greta Mazzaggio (U. Trento), Beatrice Giustolisi (U. Milan), Silvia Silleresi (U. Milan), Luca Surian (U. Trento), Rama Novogrodsky (U. Haifa), Natalia Meir (Bar-Ilan U.)</i>		
	SESSION A: LANGUAGE PROCESSING	SESSION B: MORPHO-SYNTAX	SESSION C: SEMANTICS & PRAGMATICS
11:40AM – 12:10PM	Increases in speed and accuracy of children’s online word recognition measured via a large-scale, open database of developmental eye-tracking data. <i>M. Zettersten, A. Saleh, N. Bhatt, D. Yurovsky, T. L. Xu, S. Uner, A. S. M. Tsui, R. Schneider, S. Meylan, V. Marchman, J. Mankewitz, K. MacDonald, B. Long, M. Lewis, G. Kachergis, B. deMayo, A. Carstensen, M. Braginsky, V. Boyce, C. Bergey, M. Frank</i>	Intervention in the absence of lexical restriction: Effects of pronoun type on relative clause comprehension. <i>A. Bentea, S. Durrleman</i>	Non-uniformities in the development of presupposition projection in <i>if</i> -conditionals. <i>S. Y. Chen, C. Torma, A. Aravind</i>
12:10PM – 12:40PM	Speech perception slopes across the first year of life: Maturation of consonant perception, but not vowel perception, predicts lexical skills at 12 months. <i>A. Werwach, G. Schaadt, H. Obrig, A. Friederici, C. Männel</i>	Wearing causation on its sleeve: Overt CAUSE in child French causatives. <i>F. Martin, Y. Nie, A. Alexiadou, M. T. Guasti</i>	The interpretation of Chinese plurals. <i>Y. Liu, K.-H. Gil</i>
12:40PM – 1:10PM	Uh what did you say? Children’s parsing preferences are altered by experience with disfluent sentences. <i>C. Chiang, T. Mintz</i>	Children learn interdependencies within inflectional paradigms by productive rule formation: Evidence from Icelandic. <i>S. Björnsdóttir</i>	On the acquisition of scalar and additive inferences with focus scalar particles Evidence from Spanish <i>incluso</i> ‘even’ and <i>ni siquiera</i> ‘not even’. <i>E. Heredia Murillo, A. van Hout, H. Demirdache</i>
1:10PM – 1:40PM	What counts as seeing? Young children’s comprehension of Direct Perception and Inference reports. <i>E. E. Davis, B. Landau</i>	Two roles for development in language change: The case of English <i>of</i> and <i>-s</i> possessives. <i>E. Hall, A. Pérez-Leroux</i>	Children’s acquisition of new/given markers in English, Hindi, Mandinka and Spanish. <i>V. Shukla, M. Long, V. Bhatia, P. Rubio-Fernández</i>
1:45PM – 2:45PM	STUDENT WORKSHOP: Open Science without sharing (all of) your data: Case studies from Lookit and your research <i>Melissa Kline Struhl (Lookit)</i>		
2:45PM – 3:00PM	AWARDS & CONFERENCE CLOSING		