

Last Updated: October 5th, 2026

BUCLD 51 Schedule

Thursday, November 5 th	
1:00-6:00	Society for Language Development (SLD) Symposium The evolution of language: biological, social, and cultural precursors <i>Tecumseh Fitch, Robert Seyfarth, and Catherine Hobaiter</i> https://web.sas.upenn.edu/societyforlanguagedevelopment/symposium/ METCALF LARGE
6:30-7:30	Professional Development Workshop <i>Melissa Kline Struhl</i> CONFERENCE AUDITORIUM

Friday, November 6 th			
Time	Session A: East Balcony	Session B: Conference Auditorium	Session C: Terrace Lounge
	Semantics: Quantification	Sign Language Word Learning	L2 and Heritage Syntax
9:00-9:30	Multiplicity Interpretations of English Bare Plurals <i>Ruidi Huang and Anna Papafragou</i>	Deaf toddlers' early ASL vocabulary knowledge and their caregivers' continued use of sign language predicts their later ASL vocabulary knowledge <i>Kaj Kraus, Anna Lim, Elana Pontecorvo, Erin E. Campbell, Jennie Pyers, Amy Lieberman, and Naomi Caselli</i>	Knowing without using: Evidence from relative clause comprehension in heritage Marathi <i>Anupama Reddy and Kamil Deen</i>
9:30-10:00	Learning to encode (in)definiteness in a language without articles <i>Yuanfan Ying, Xiaolu Yang, Yanting Li, and Stella Christie</i>	Label variability in American Sign Language input <i>Erin E. Campbell, Tory Sampson, Emily Saunders, and Amy Lieberman</i>	Dominant Language Transfer vs Dyadic Restructuring in Korean Heritage Speakers <i>Martine Gallardo and Silvina Montrul</i>
10:00-10:30	Earlier than Expected: Universal and Existential Quantifier Comprehension in 17-Month-Olds <i>Elena Pagliarini, Walid Irhaymi, and Anna Gavarró</i>	Variation in quantity of input and American Sign Language vocabulary <i>Elana Pontecorvo, Erin E. Campbell, Matthew Hall, and Naomi Caselli</i>	Null subjects/objects in L2 English by L1 Brazilian and European Portuguese speakers <i>Rosiani Oliveira Bueno Dias and Elaine Grolla</i>

10:30-11:00	BREAK
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Friday, November 6th			
Time	Session A: East Balcony	Session B: Conference Auditorium	Session C: Terrace Lounge
	Word Learning	Multimodal Conversational Development	Syntax/Semantics Interface
11:00-11:30	What counts as a word changes between ages 5 and 7 <i>Premvanti Patel, Kate Kinnaird, Gabor Brody, and Athulya Aravind</i>	Emergence of conversational turn-timing in Lengua de Señas Nicaragüense <i>Jorie Fleming, Jennie Pyers, and Annemarie Kocab</i>	You guessed it! Children interpret adjectives as mental states when they appear with a syntactic complement <i>Misha Becker and Kristen Syrett</i>
11:30-12:00	Parent-reported word frequency predicts infants' early word comprehension: analysis of 3 independent datasets <i>Elika Bergelson and Yuzhen Dong</i>	Coordinating attention, coordinating turns: Communicative behaviors in deaf preschoolers' signed interaction <i>Savannah Tellander, Allison Fitch, and Rain G. Bosworth</i>	Who chased whom? Children unravel the syntax-pragmatics interface in Mandarin <i>Shuqi Hu, Aijun Huang, and Zhuang Wu</i>
12:00-12:30	Children reason about speaker knowledge to learn words cross-situationally <i>Khuyen N. Le, Martin Zettersten, and David Barner</i>	Multimodal turn-taking in naturalistic parent-child interaction <i>Ruby R. Trujillo, Steven L. Elmlinger, Alyssa Guillu, Jessica E. Kosie, and Casey Lew-Williams</i>	Preschoolers lack sensitivity to the formal link in pronoun resolution <i>Gabor Brody, Magdalena Roszkowski, and Athulya Aravind</i>
12:30-1:00	Children's Bilingual Experiences Support Word Learning from Code Switching <i>Haley Weaver, Anna V. Duncan, and Kimberly Crespo</i>	Multiple assessments of spoken English development among deaf and hard-of-hearing children acquiring both sign and speech <i>Shuyan Wang and Diane Lillo-Martin</i>	Preschool children can distinguish factive and non-factive verbs when contrastive mental states are highlighted <i>Akari Ohba, Wataru Sugiura, and Kamil Deen</i>
1:00-2:00	LUNCH		

Friday, November 6 th			
Time	Session A: East Balcony	Session B: Conference Auditorium	Session C: Terrace Lounge
	Semantics: Negation	Morphosyntax	Phonology and Prosody
2:00-2:30	Reconstruction effects in the L2 acquisition of English negated disjunction <i>Mayuko Yusa and Bonnie D. Schwartz</i>	Impact of acquisition context on morphology and syntax in an emerging language <i>Deanna Gagne, Ann Senghas, Celeste Flores, and Marie Coppola</i>	Effect of emphasis in training stimuli on subject-verb agreement processing in L1-Chinese learners of English <i>Alex Cowan and Kiwako Ito</i>
2:30-3:00	Eaten or not eaten? Negation as a window into the acquisition of event culmination <i>Silvia Curti, Desir Carioti, Angeliek van Hout, and Maria Teresa Guasti</i>	Mapping morphosyntactic structure to event representations: Mandarin-speaking toddlers use numeral-classifier distributions to compute event culmination <i>Kexuan Li, Xiaolu Yang, Stella Christie, and Rushen Shi</i>	Listening under articulatory perturbation disrupts subsequent production for nonnative and native sound contrasts in school-age children <i>Fei Ting Woon, Amanda Seidl, and F. Sayako Earle</i>
3:00-3:30	Not so hard: Children produce appropriate sentence completions following negation <i>Kimi Costello, Victor Gomes, Briony Waite, and Jesse C. Snedeker</i>	Beyond the agreement 'rich'/agreement 'poor' binary: acquiring a language with selective agreement suppression <i>Imane Bou-Saboun and Athulya Aravind</i>	Developmental cue weighting in Turkish sentence comprehension: Morphosyntactic and prosodic sensitivity <i>Selim Tiryakiol, Leyla Zidani-Eroglu, and Fatih Bayram</i>
3:30-5:00	Poster Session I  Poster Session I Presenters METCALF SMALL + CONFERENCE AUDITORIUM		
5:00-5:30	BREAK		
5:30-7:00	Keynote Address <i>Jesse Snedeker</i> METCALF LARGE		

Saturday, November 7 th			
Time	Session A: East Balcony	Session B: Conference Auditorium	Session C: Terrace Lounge
	Corpus Methods	Understudied and Minority Languages	L1 Syntax
9:00-9:30	Corpus and HSP investigation into cues for learning disjunction: Clause type and attitude verbs <i>Matthew Iver Loder and Ailís Cournane</i>	Acquiring conventionalized tactile practices: Longitudinal evidence from DeafBlind children <i>Marjorie Bates, Hayley Broadway, Rhonda Voight-Campbell, Phoenix Cook, Jamie Sfarnas, and Deanna Gagne</i>	The initial acquisition of relative clauses in infants <i>Emilie Lamarre, Marine Isambert, Florence Cote-Couture, and Rushen Shi</i>
9:30-10:00	Semantic networks in the narratives of children with SLI and typical language <i>Tomáš Savčenko and Filip Smolik</i>	Language Input in Azerbaijani Families and Infants' Early Vocabulary Outcomes <i>Sabina Sharifova and Patricia J. Brooks</i>	Specifying the Passive target: what meta-analytic latent-trait modeling reveals about children's developing knowledge of English Passives <i>Siena Christensen, Lisa Pearl, Emma Nguyen, Frankie Boren, and Jacob Davalos</i>
10:00-10:30	Relational meanings in the two-symbol utterances of children and language-trained apes <i>Lily Zihui Zhu and Jesse C. Snedeker</i>	Phonological salience and the acquisition of plural meaning in Correntino Spanish speaking-children <i>Karen D. Pasetto Ovelar and Silvina Montrul</i>	30-month-olds display island sensitivity <i>Alex Emmert, Sterling Goicoechea Mullenix, and Jeffrey Lidz</i>
10:30-11:00	BREAK		

Saturday, November 7 th			
Time	Session A: East Balcony	Session B: Conference Auditorium	Session C: Terrace Lounge
	Semantics: Scalarity & Modality	Caregiver–Child Interaction Across Modalities	Individual Differences: Cognitive and Neural Predictors
11:00-11:30	Understanding necessity modals: salience helps but children still struggle <i>Oana Lungu, Anouk Dieuleveut, Elizabeth M. Swanson, Ailis Cournane, and Valentine Hacquard</i>	Sign language use and shared deafness independently affect caregivers' attention-getting strategies: Evidence from deaf nonsigning caregivers's interactions with their deaf toddlers <i>Jennie Pyers, Juliana Davidson, Katelyn Ellis, and Amy Lieberman</i>	The effects of L2 exposure at school on children's executive functioning: A longitudinal study <i>Gloria Chamorro, Inés de la Viña, and Vikki Janke</i>
11:30-12:00	Children spontaneously compute scalar implicatures <i>Ebru Evcen and David Barner</i>	Modality differences in attention during object labeling in ASL and spoken English caregiver-child interactions <i>Amy Lieberman, Emily Saunders, Jocelyn Thomas, Tory Sampson, Chen Yu, and Erin E. Campbell</i>	Reading Acquisition Across the Diglossia Gap: Cognitive and Environmental Predictors of Early Arabic Literacy <i>Aya Kanissi, Emmanuel Trouche, Dominique Guillo, Sylviane Valdois, and Alaa Ghandour</i>
12:00-12:30	Linguistic Context in Adjective Learning: Explicit Contrast Supports Adjective Extension for Some, But Not All, Properties <i>Olesia Bokhanovich, Sonia E. Singh, Morgan Nguyen, and Alexander LaTourrette</i>	Bimodal code-blending: Developmental patterns of deaf and hard-of-hearing children from hearing families <i>Chui Yi Lee and Diane Lillo-Martin</i>	The development of hemispheric asymmetry in the language network functional connectivity across age <i>Natalya Vladyko, Peter E. Turkeltaub, William Gaillard, and Elissa L. Newport</i>
12:30-1:00	Using event dynamics to infer temporal order in language <i>Elena Marx, Hanna-Sophia Georgievskia Shine, Eva Wittenberg, and Jesse C. Snedeker</i>	How caregiver-child dyads coordinate multimodal attention depends on language modality <i>Jennifer Sander, Dilys Eikelboom, Yayun Zhang, Amy Lieberman, and Caroline Rowland</i>	Examining the role of individual differences and task effects in the processing of referential ambiguity in the L1 and L2: Evidence from ERPs <i>Alison Gabriele, José Alemán-Bañón, Münir Ozturhan, Andrew P. Collins, Xiao Yang, Braden Swaim, Manuel Carreiras, Simona Mancini, Lesa Hoffman, and Robert Fiorentino</i>

1:00-2:00	LUNCH Pop Up Mentoring Program (PUMP) METCALF LARGE
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Saturday, November 7 th			
Time	Session A: East Balcony	Session B: Conference Auditorium	Session C: Terrace Lounge
	Syntax: Sentence Comprehension	Input Variability and Early Learning	Phonological Acquisition
2:00-2:30	Children align with same-gendered speakers when learning a novel grammatical feature <i>Yiran Chen and Jenny Saffran</i>	Predicting children's word frequencies from peer input: Effect of speaker age in directed vs. surrounding speech <i>Johanna Schick and Sabine Stoll</i>	Mapping Phonological Development from 2,000+ Days of Children's Everyday Lives <i>Meg Cychosz, Sonia Patrizi, Daisy Ye, Julianna Gross, Emma Montilla, Jihyun Stephans, Rachel Romeo, and Dylan Chan</i>
2:30-3:00	Tracking the developing parser online: Real-time gaze dynamics of sentence comprehension in monolingual Korean preschoolers <i>Gyu-Ho Shin and Seongmin Mun</i>	The development of accent processing in children: can two-year-olds spontaneously comprehend unfamiliar-accented speech? <i>Mysha Amir, Idella A. Smolyar, Chenye Mary Wang, Deniz Atik, and Alexander LaTourrette</i>	Does the Female Language Advantage Appear in Early Babbling? <i>Julianna Gross, Daisy Ye, Sonia Patrizi, and Meg Cychosz</i>
3:00-3:30	The acquisition of Mandarin Lai 'Come' and Qu 'Go': task demands, perspective-taking, and the absence of a simple sequence <i>Jingyi Zhang and Yue Ji</i>	Infants actively organize learning experience into Zipf-like distributions <i>Brianna E. Kaplan and Chen Yu</i>	Both speech input and vocalization practice predict higher canonical babbling in children cross-culturally <i>Kasia Hitczenko, Erika Bergelson, Marisa Casillas, Heidi Colleran, Meg Cychosz, Pauline Grosjean, Lisa Hamrick, Bridgette Kelleher, Camila Scaff, Amanda Seidl, Sarah Walker, and Alejandrina Cristia</i>
3:30-5:00	Poster Session II  Poster Session II Presenters METCALF SMALL + CONFERENCE AUDITORIUM		

5:00-5:30	BREAK
5:30-7:00	Plenary Address Acquiring Rules: Finding Structure in Variable Input <i>Kathryn Schuler</i> METCALF LARGE

Sunday, November 8 th			
9:00-10:30	Symposium I From Input to Rules: Explicit Models of Language Acquisition <i>Daoxin Li, Heidi Getz, and Caleb Belth</i> METCALF LARGE		
10:30-11:00	BREAK		
11:00-12:30	Symposium II Interactions between number language and number concepts in development <i>Sebastian Holt, Dedre Gentner, Kexin (Kathy) Que, Melissa Kibbe, Lei Yuan, and David Barner</i> METCALF LARGE		
12:30-1:00	BREAK		
Time	Session A: East Balcony	Session B: Conference Auditorium	Session C: Terrace Lounge
	Generative Syntax	Learning Biases	Speech Development
1:00-1:30	Mandarin three-year-olds use morphosyntactic and semantic cues to resolve argument structure ambiguity: A novel verb experiment <i>Yulun Wu, Xiaolu Yang, and Stella Christie</i>	Online processing and offline judgments of floating numeral classifiers in L2 Japanese <i>Keisuke Kume</i> (Remote Presentation)	Learning Words in Context: Place-Based Regularities Support Self-Guided Word Learning <i>Sophie Domanski and Yi Ting Huang</i> (Remote Presentation)
1:30-2:00	Acquisition of Fronted Wh-questions in Mandarin-speaking Children <i>Deming Shi, and Xiaolu Yang</i> (Remote Presentation)	Developmental evidence for learning bias for person systems <i>Fang Wang, Jennifer Culbertson, Oana Lungu, and Mora Maldonado</i>	Acoustic speech development and gender in autism: An 8-year longitudinal study <i>Eleni Peristeri, Maria Andreou, Mary Baltazani, and Angelos Lengeris</i> (Remote Presentation)
2:00	Conference Closing		

Poster Session I

Friday, November 6 th		
No.	Poster Title	Presenter(s)
1	The role of humanness in the acquisition of the Korean optional plural marker -tul	<i>Chae Eun Lee and Tania Ionin</i>
2	Interpreting gender of nonwords in Czech children and adults: can word form help in learning gender in an opaque gender system?	<i>Mikuláš Preininger, Lukáš Jiříčka, and Filip Smolik</i>
3	Paradigmatic and syntagmatic associations in sequential bilingual children: Evidence from masked priming	<i>Esma Kot Artunc, Ayse Gurel, and Serkan Uygun</i>
4	Pied-piping in Wh-questions and Relative Clauses in Brazilian Portuguese	<i>Gabrielli de Lima Gomes and Elaine Grolla</i>
5	An asymmetry in children's comprehension of Tagalog wh-questions	<i>Nozomi Tanaka and Elaine Lau</i>
6	Adults shift, children resist: Evidence from mass/count flexibility	<i>Alessandra K. Pintado-Urbanc, María Teresa Borneo, Manasvi Chaturvedi, Premvanti Patel, María Mercedes Piñango, and Athulya Aravind</i>
7	Semantic seeds shape the neural dynamics of language learning	<i>Abigail Laver, Albert Kim, and John Trueswell</i>
8	Differentiating grammatical knowledge from experimental noise: The case of disjunction.	<i>Alan C. Bale, Roman Feiman, Dimitrios Skordos, and David Barner</i>
9	There are cues in the input to constructional homonyms, if learners know to look	<i>Allison Dods and Jeffrey Lidz</i>
10	Are young children worse at learning words with place-agreeing consonants? Testing the learning bias account of Similar Place Avoidance	<i>Annie Holtz, Sara C. Carter, Kenny Smith, and Mitsuhiro Ota</i>
11	Distributing Meaning Across Speech and Gesture in Child Language Development: Evidence from English, French, German, and Spanish	<i>Armita Ghobadi, Pauline Wolfer, and Stephanie Durrleman</i>
12	Predicting object shapes using world knowledge and classifier information in L2 Mandarin	<i>Baorui Xu and Yipu Wei</i>
13	Parent-child neural synchrony during naturalistic play predicts novel word learning	<i>Bianca Santi, Crystal Lee, Jessica E. Kosie, Mira Nencheva, and Casey Lew-Williams</i>
14	Child-directed speech increases across development with children's own vocalizations	<i>Brooke K. Ryan, Hadas Raviv, Uri Hasson, Liat Hasenfratz, and Casey Lew-Williams</i>
15	Age differences in acoustic cue sensitivity in perception of child-produced /ɪ/ and /w/	<i>Caroline A. Hall-Sherr and Sarah Creel</i>
16	From logical rules to logical language: Evidence for	<i>Chiara Saponaro, Mahham Fayyaz,</i>

	developmental links between non-verbal disjunctive inference and verbal disjunction	<i>Grace Pavalko, and Nicolò Cesana-Arlotti</i>
17	Variation, generalizations and Turkish passives	<i>Deniz Güden and Mine Nakipoğlu</i>
18	Wh-clefts: Fronting in Chinese	<i>Elaine Lau</i>
19	Influences of infant temperament on early language outcomes from 6 to 36 months: A meta-analysis	<i>Elizabeth S. Che, Nicolas Zapparrata, Atara Ellenberg, and Patricia J. Brooks</i>
20	Progressive aspect is acquired before perfect aspect	<i>Emma Wing, Kaya LeGrand, and Michael Diercks</i>
21	Czech 20-month olds interpret gender-marked adjectives without nouns, showing emerging knowledge of the gender agreement system	<i>Filip Smolik, Mikuláš Preininger, Jolana Treichelová, and Martina Abbondanza</i>
22	A modified Human Simulation Paradigm shows adult interpretive consensus increases across the development of an idiosyncratic communication system	<i>Henri Winter, Sofiy Inck, Max Choi-Henslee, and Ruthe Foushee</i>
23	Context Clues for Conversational Cues: Children Use Prior Linguistic Context to Infer Novel Noun Meanings	<i>Idella A. Smolyar and Alexander LaTourrette</i>
24	Do manner and path exist outside language? Evidence from a non-linguistic task in adults, children and LSN signers	<i>Irene Canudas Grabolosa, Vandita Gupta, Marie Coppola, Jesse C. Snedeker, and Annemarie Kocab</i>
25	Complex morphosyntax: can children produce what they do not fully comprehend?	<i>Isabel Verheul, Daphne in 't Veld, Ileana Grama, and Jeannette Schaeffer</i>
26	Beyond Averages: Deriving Time-Varying Metrics of Daylong Recordings and Associations with Preschool Language Development	<i>Jennifer E. Magnuson, Alicia Mortimer, Ellie K. Taylor-Robinette, and Rachel R. Romeo</i>
27	The gradual acquisition of distributivity: evidence from Catalan	<i>Jeremy Apa Petozzi and Elena Pagliarini</i>
28	Prosody crucially shapes the interpretation of Chinese wh-words in L2 acquisition	<i>Jih-ho Cha and Laurent Dekydtspotter</i>
29	Input Quantity Matters More than Bilingual Status for Early Vocabulary Development: Evidence from Korean LENA Recordings	<i>Joo Kyeong Kim and Eon-Suk Ko</i>
30	Comprehension of Raising and Non-raising Structures in Brazilian Portuguese Child Language	<i>Kalyne Silva and Elaine Grolla</i>
31	Children's Path Through Collective and Distributive Meanings in Brazilian Portuguese	<i>Karina Bertolino, Chiara Saponaro, and Maria Teresa Guasti</i>
32	Automated audio-visual speaker diarization of mother-infant interactions	<i>Kean Mun Lee, Manoj Ramanathan, Su Zhang, Johann Kay Ann Tan, Haoxuan Zhang, Timurcan Ozelik, Angshuk Dutta, Duc Tri Phan, Guilherme Polanczyk, Daniel Fatori, and Victoria Leong</i>

33	The syntax of non-case-marked sluicing in Japanese: Evidence from child language	<i>Koji Sugisaki</i>
34	Acquisition of variation: The learnability of ne particle in French	<i>Lena Abirou and Charles Yang</i>
35	The contribution of early and later gestures to subsequent vocabulary outcomes in Mandarin-speaking children with cochlear implants	<i>Ling-Yu Guo, Lei Xu, Jianfen Luo, and Linda Spencer</i>
36	Acquiring a second classifier system: The effects of cross-linguistic variability	<i>Margaret Lei</i>
37	Connecting clauses in Russian as a second language	<i>Margot Cobat and Alison Gabriele</i>
38	Babbling explores, words consolidate: acquiring phonotactic rules at 18 months.	<i>Marielle Weyland, Pauline Maes, and Mikhail Kissine</i>
39	Child-produced speech is not lost in the noise: toddlers' word recognition in real-world listening conditions	<i>Marzie Samimifar and Federica Bulgarelli</i>
40	Infants use rhyme identity to bootstrap tracking of non-adjacent dependencies	<i>Megha Sundara, Victoria Mateu, Alex de Carvalho, and Sharon Peperkamp</i>
41	Efficiency and acceleration in the accumulation of children's early vocabulary	<i>Michael Frank</i>
42	The acquisition of the Vietnamese long passive with <i>bị</i> and <i>được</i>	<i>Minh Hoang Duong and Kamil Deen</i>
43	Cascading periods of language-related brain plasticity across early childhood	<i>Monica E. Ellwood-Lowe, Monami Nishio, Alexander J. Dufford, Michael Acarco, Theodore D. Satterthwaite, and Allyson P. Mackey</i>
44	Language Environments in Slovenian Early Education Centers: Examining Preschool Teachers' Speech across Daily Classroom Activities	<i>Naja Ferjan Ramirez, Živa Petrovec, Urska Fekonja, Kaja Hacin Beyazoglu, Maja Buzuk, and Nika Pogorelc-Jesih</i>
45	Children and adults use mutual exclusivity less with verbs than with nouns	<i>Panpan Cui, Lilia Rissman, and Sudha Arunachalam</i>
46	Mandarin as a Heritage Language: Tracing shifts in language attitudes, language use, vocabulary, and syntax	<i>Phoebe Lam, Adriana Soto-Corominas, and Evangelia Daskalaki</i>
47	Associations between motor development and Communicative Development Inventory measures in English- and ASL-Exposed preschool children	<i>Rain G. Bosworth and Allison Fitch</i>
48	Articulatory Complexity in Phonological Learning: Production Evidence from Corpora	<i>Ryan Corrigan</i>
49	Caregiver nonverbal communicative behaviors across speaking, signing, and bimodal dyads	<i>Sarah A. Sellers, Allison Fitch, and Rain G. Bosworth</i>
50	The puzzle of the "impossible" voice ambiguity	<i>Shangyan Pan</i>
51	Syntactic constraints and executive functions in Mandarin-speaking preschool children's comprehension of	<i>Shubei LIN and Yi (Esther) SU</i>

	non-canonical sentences	
52	Effects of Structural and Semantic Prominence on Online Pronoun Resolution in Mandarin-Speaking Adults and Children Aged 9 to 11	<i>Shuya Chen, Patrick Sturt, and Vicky Chondrogianni</i>
53	Children's categorization and teaching in semi-supervised word learning	<i>Sonia E. Singh, Fanxiao Wani Qiu, and Alexander LaTourrette</i>
54	Acquiring sensitivity to the Sonority Sequencing Principle: Evidence from Korean learners of English	<i>Suyeon Yun</i>
55	Investigating the role of similarity in word recognition using a large-scale developmental eye-tracking database	<i>Tarun Sepuri, Alvin WM Tan, Ben Prystawski, Bria Long, and Martin Zettersten</i>
56	Let me be clear: Emphasis, attention and increased use of variants in input and production	<i>Thomas J. Packer-Stucki, Kathleen McCarthy, and Sophie Holmes-Elliott</i>
57	Revisiting Mandarin-acquiring children's knowledge of restitutive 'you' ('again')	<i>Ting Xu, William Snyder, and Stella Christie</i>
58	The Many Faces of Root Infinitives: New Evidence from Italian and French	<i>Tommaso Sgrizzi, Colette Malena Dumazet, Andrei Avanesov, and Caterina Donati</i>
59	A breathing point in passive comprehension: Verb-medial passives in child Japanese	<i>Wataru Sugiura and Kamil Deen</i>
60	An ERP investigation of sensitivity to binding constraints in a second language: Evidence from Mandarin-speaking learners of English	<i>Xuan Wang, Alison Gabriele, and Robert Fiorentino</i>
61	A frame-based model of affix-driven word-class learning	<i>Yang Wang and Megha Sundara</i>
62	From Sound to Syntax: Auditory Brainstem Encoding Supports Online Language Comprehension Across Grammatical Domains in Mandarin-acquiring Autistic Children	<i>Yi (Esther) SU, Qie Zhou, Mingrui Liang, Yiyan Su, Yuping An, and Lee Tecoulesco</i>
63	Beyond semantic complexity: How sociocultural experience shapes kinship term acquisition	<i>Yuchen Jin, Dalia Querenet, Joseph Leisz, Subin Kim, Alisa Gorshenin, Emily Leach, Emily Walker, Laura Wagner, and Marisa Casillas</i>
64	Mandarin 30-month-olds use the maximizer <i>wanquan</i> ('completely') to boost the degree of novel adjectives	<i>Yumeng Lin, Xiaolu Yang, Stella Christie, and Rushen Shi</i>
65	Acquiring the Formal Rule of Causativity Expression Precedes Mastery of Its Meaning in Mandarin-Speaking 3- to 6-year-olds	<i>Zi Tao Song and Etsuko Haryu</i>
66	Variability in bilingual language experience across the lifespan shapes the use of case-marking as a predictive cue in Korean	<i>Joonhee Kim and Theres Grüter</i>
67	Manual vs automated video coding using iCatcher+: a replication study with the Central Fixation Paradigm	<i>Morgan Macleod, Balthazar Lauzon, Raffaella Folli, Heidi Harley, and Juliana Gerard</i>

68	Children's Pronoun Resolution: Interplay of Discourse and Attentional Prominence	<i>Luisa Geib and Martina Penke</i> (Remote Presentation)
69	Subject–Object Asymmetries in Bare and Complex Wh-Question Production in Mandarin-Speaking Children	<i>Fangfang Fan, Yuxin Yang, Jiayin Zhu, and Deming Shi</i> (Remote Presentation)
70	Revisiting the learnability of negated disjunction in child Mandarin: Evidence for the Semantic Subset Principle	<i>Shuheng Liu and Yi (Esther) Su</i> (Remote Presentation)
71	Shortened German LITMUS Sentence Repetition Task as a Screening Tool for Developmental Language Disorder in Bilingual Children in Germany	<i>Lina Abed Ibrahim, Elna Bauer, Solveig Chilla, Angela Schmidt, and Natalia Gagarina</i> (Remote Presentation)
72	Age of Acquisition Effects on Head Nods in ASL: Computational Approaches	<i>Serpil Karabuklu</i> (Remote Presentation)

Poster Session II

Saturday, November 7 th		
No.	Poster Title	Presenter(s)
73	It's about time: Moving beyond ERPs to study the development of language processing with multivariate temporal response functions	<i>Briony Waite, Jesse Snedeker, and Anthony Yacovone</i>
74	Effects of Acoustic, Linguistic, and Cognitive Factors on Sentence Recognition in Mandarin-Speaking Children with Cochlear Implants	<i>Yang Song, Fei CHEN, and Jiang Xie</i>
75	A comparison of nominal and verbal -s in L2-English elicited production	<i>Tania Ionin, Chae Eun Lee, and Isela Silvera</i>
76	What the Eyes Say about Spoken Narrative Production in Children and Adults	<i>Irina A. Sekerina, Artemii Razumnov, Olga Parshina, and Natalia Gagarina</i>
77	First language acquisition of habituality: Evidence from Brazilian Portuguese imperfective	<i>Luciana Aparecida Paraguassu Amaral, Ana Müller, Atty Schouwenaars, and Angeliek van Hout</i>
78	Adults rely on infant vocalizations when interpreting the intention of their points	<i>Margot Berthelin, Johanna Schick, Alban Moor, Klaus Zuberbühler, and Sabine Stoll</i>
79	Children's acquisition of pre-nasal post-tonic /t/ flapping across phonological domains	<i>Jessica Shepherd and Betsy Sneller</i>
80	Asymmetric transfer at the interface: Comprehension of Korean subject honorification by Japanese- and Czech-speaking learners of Korean	<i>Nayoung Kwon, Sun Hee Park, and Gyu-Ho Shin</i>

81	The optional complementizer that in L2 English: Does epistemic authority matter?	<i>Jue Wang</i>
82	Discourse status as a cue to the acquisition of the Mandarin belief verb <i>yiwei</i>	<i>Dingyi Pan and Rachel Dudley</i>
83	Comprehension of Relative Clauses in Brazilian Portuguese Children and Adults	<i>Silvina Montrul, Elaine Grolla, Karina Gomes Bertolino, Camilla de Rezende, and Clariana Vieira</i>
84	Infrequent Child-Directed Speech Is Temporally Clustered and Draws Infant Vocalizations Across Diverse Communities	<i>Adriana Weisleder and Meg Cychosz</i>
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