

Thursday, November 5, 2020

Time (EST; UTC-5)	SESSION A: PHONETICS & PHONOLOGY	SESSION B: SEMANTICS & PRAGMATICS	SESSION C: LEXICAL PROCESSING
9:45AM – 10:00AM	CONFERENCE OPENING		
10:00AM – 10:30AM	Acquisition of morphologically and phonologically conditioned vowel length in Albanian. <i>E. Kapia, J. Riverin-Coutlée, C. Cunha, J. Harrington</i>	Learning speaker- and addressee-centered demonstratives. <i>A. Skilton</i>	Children with cochlear implants use semantic prediction to facilitate spoken word recognition. <i>C. Blomquist, R. Newman, Y. T. Huang, J. Edwards</i>
10:30AM – 11:00AM	The relationship between second-language learners' production and perception of English vowels: The role of native-like acoustic correlates. <i>J. Y. Song, F. Eckman</i>	Genericity signals the difference between <i>each</i> and <i>every</i> in child-directed speech. <i>T. Knowlton, J. Lidz</i>	Lexical competition in late language emergence. <i>E. Simmons, R. Paul, R. Aslin, J. Magnuson</i>
11:00AM – 11:30AM	From babbling to first words: Phonological or lexical selection? <i>S. van der Feest, H. Yi &amp; B. Davis</i>	Can 2.5-year-olds use expectations about polysemy for disambiguation? <i>S. Floyd, A. Goldberg, C. Lew-Williams</i>	Lexical priming as evidence for language co-activation in the simultaneous bilingual child's lexicon. <i>E. Koutamanis, G. J. Kootstra, T. Dijkstra, S. Unsworth</i>
11:30AM – 12:00PM	Hypo- and hyperarticulation in infant-directed speech in German. <i>D. Baer-Henney, C. von Kries</i>	Pragmatic effects on the learnability of evidential systems. <i>D. Saratsli, A. Papafragou</i>	On the links between speed of processing, parental input complexity and vocabulary development. <i>J. Egger, C. Rowland, C. Bergmann</i>
12:00PM – 12:30PM	How to obtain robust predictions from computational models of learning. <i>T. Schatz, Y. Matushevych, R. Li, S. Goldwater, N. Feldman</i>	How should we use words like <i>could</i> ? Development in understanding epistemic modal verbs as seen through modal judgment tasks. <i>M. Srinivasan, R. Foushee, A. Starr, J. Wehry, S. O'Grady</i>	Referential pacts with preschoolers maximize testable words and reveal changes in construal. <i>K. McCrary Kambourakis, S. Creel</i>
12:30PM – 2:00PM	<b>POSTER SESSION 1*</b>		
2:00PM – 3:00PM	SOCIAL HOUR		

– BREAK –

Time (EST; UTC-5)	SESSION A: LITERACY DEVELOPMENT	SESSION B: SEMANTICS	SESSION C: COMPUTATIONAL MODELING
7:00PM – 7:30PM	Dialect change and early reading comprehension in African American children. <i>R. Yan, S. Charles, P. de Villiers</i>	Can “blick” be passivized? Depends on its meaning: A novel-verb study with English-speaking children. <i>E. Nguyen</i>	Bare form production for past-tense: A computational analysis of 3 accounts. <i>L. Barak, Z. Harmon, N. Feldman, J. Edwards, P. Shafto</i>
7:30PM – 8:00PM	Effects of African American mothers' language to their preschool children on later reading outcomes. <i>P. de Villiers, R. Yan, L. Camacho, A. Reed-Jones, B. Peters, S. Charles, N. Conaway, E. Doyle, D. Barnieh</i>	Acquisition of belief reports by Mandarin speaking children. <i>V. Hacquard, Y. Yang, J. Lidz</i>	Continuously growing resources but discrete production units: A probabilistic account of the development of early utterance length. <i>Q. Xu, M. Chodorow, V. Valian</i>
8:00PM – 9:00PM	<b>STUDENT WORKSHOP: Open, collaborative science: Steps towards a more robust and representative science of language development</b> <i>Michael Frank (Stanford U.)</i>		

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

- Accessing the mental lexicon by visual speech cues: A priming study of children's speech production. *T. Rabideau, S. Habros, S. Beatty, H. Yeung, T. Zamuner*
- Acquisition of grammatically and socially conditioned phonological variation. *B. Sneller, E. Newport*
- Acquisition of numerals, the natural numbers, and amount comparatives. *M. Hackl, E. Apostoae, L. Rosenstein*
- The acquisition of possession in Inuktitut: Insight from child and caregiver speech. *L. Doroski, H. Littlefield, S. Allen*
- Age of acquisition effects on verbal fluency in Turkish Sign Language.ª *O. Keleş, F. Atmaca, K. Gökgöz*
- Analyzing emotion in language input: Caregivers' cues to valence support toddlers' learning of emotion words. *M. Nencheva, D. Tamir, C. Lew-Williams*
- Children and adults condition variable rules on social context. *K. Schuler*
- Children's comprehension of two-level recursive possessives in Japanese and English. *D. Guerrero, T. Nakato, J. Park, T. Roeper*
- Collective-distributive interpretations in bilingual Spanish-English-speaking children. *A. Lingwall Odio, J. Grinstead*
- Development of children's understanding of counterfactuals. *M. Tulling, A. Cournane*
- The development of object shift in Icelandic child language. *F. Lindahl, S. Sigurjónsdóttir*
- Distributional properties of the input affect syntax learning for children with Developmental Language Disorder, but not Typically Developing peers. *A. Owen Van Horne, K. Strother-Garcia*
- The effect of lexical contrast on phonological development. *A. Cui*
- How do construction frequency effects modulate L2 priming? *I. Hurtado, S. Montrul*
- Infant temperament and parental aggravation predict vocabulary growth through age nine. *Z. Bergson, P. J. Brooks*
- Infants' online processing of sung and spoken language. *E. Barker, M. van Heugten*
- Input variability and the late-acquisition of Brazilian Portuguese subject bare singulars. *R. Silva Santana, E. Grolla*
- Interaction of lexical and morphological aspect in L1 English L2 Spanish. *J. Heil*
- Korean and English verb learning in transitive frames. *H. Shi, A. X. He, H.-j. Song, S. Arunachalam*
- Lexicon, ANS and symbolic estimation. *J. Grinstead, M. Nieves Rivera, J. Opfer*
- A negative concord stage in the acquisition of negative polarity items. *K. Davidson*
- Neural sensitivity to local and global distributional information in speech changes as a function of development. *Y.-L. Weng, J. Schneider, Z. Qi*
- Non-actional passives can be comprehended by 4-year olds. *A. Liter, J. Lidz*
- Number, lexicon and collective-distributive interpretations. *R. Padilla Reyes, J. Grinstead, M. Nieves Rivera*
- Observing negation: Artificial and naturalistic Human Simulation Paradigms. *V. Gomes, Y. Huh, S. Goldin-Meadow, R. Feiman, J. Trueswell*
- Online comprehension of passive sentences by children with developmental language disorder and typically-developing age-matched peers. *K. Oppenheimer, G. Morini, K. Strother-Garcia, Y. T. Huang, A. Owen Van Horne*
- Parser immaturity and the processing of ambiguous relative clauses in Brazilian Portuguese. *I. Góes, E. Grolla*
- Phonologically cued lexical anticipation in L2 English: A visual world eye-tracking study. *K. Connell, M. G. Puscama, J. Pinzon-Coimbra, J. Rembalsky, G. Xu, J. Valdes Kroff, M. T. Bajo, G. Dussias*
- Quantifier-spreading under negation. *F. Chen, L. Rosenstein, M. Hackl*
- Reasons for the reverse production effect: Task difficulty or specific to language? *B. Lopez, D. Gallardo, T. Zamuner*
- The role of semantics in the acquisition of noun class morphology: Some evidence from Eegimaa. *S. Sagna, V.-A. Vihman, M. Vihman, D. Brown*
- The role of within- and between-talker variability in early word learning. *F. Bulgarelli, E. Bergelson*
- SES differences in verb usage mediate form-function relations in parental speech. *Y. T. Huang, M. Rowe, K. Oppenheimer*
- Social cognition and pragmatic inference in word learning. *Z. Qi, D. Saratsli, A. Papafragou*
- Some alternatives are worth considering: Children who compute scalar implicatures know that "some" means not all, but "dax" doesn't. *K. Lopez, R. Feiman*
- A strong language foundation, but not being deaf, supports learning ASL as a second language. *K. Kraus, D. Gagne*
- Testing the role of the L1 in L2 connected speech production. *M. Fang, C. B. Chang*
- Uniting monolingual and bilingual learning: Typical vs. atypical words shape toddlers' real-time sentence processing. *C. Potter, C. Lew-Williams*

Friday, November 6, 2020

Time (EST; UTC-5)	SESSION A: BILINGUALISM & COGNITION	SESSION B: MORPHO-SYNTAX	SESSION C: WORD LEARNING
10:00AM – 10:30AM	The effectiveness of phonological cues for bilingual input separation. <i>F. Adriaans</i>	The development of non-canonical word order in Mandarin-speaking heritage children. <i>J. Hao &amp; V. Chondrogianni</i>	Word frequency is a cue to lexical category for 8-month-old infants. <i>C. Marino, C. Bernard, J. Gervain</i>
10:30AM – 11:00AM	Language exposure predicts bilingual children's speech patterns. <i>M. Cychosz</i>	Number mismatch and intervention in the absence of lexical restriction: An investigation of <i>celui/celle</i> -headed relative clauses in French. <i>A. Bentea, S. Durrleman</i>	Getting the rhythm for infant language learning: infants' cortical tracking of speech rhythm relates to their word segmentation performance. <i>T. Snijders</i>
11:00AM – 11:30AM	Bilingualism effects in the Theory of Mind of children with Autism Spectrum Disorder in social exclusion contexts. <i>E. Peristeri, S. Durrleman, I. M. Tsimpli</i>	Infants' rule generalization is governed by the Tolerance Principle. <i>E. Emond, R. Shi</i>	Grammatical gender acquisition in German: Three-year-old children use phonological cues to learn the gender of novel nouns. <i>T. Fritzsche, A. Walter, B. Höhle</i>
11:30AM – 12:00PM	Are refugee bilingual children disadvantaged in their cognitive and linguistic abilities? <i>Ö. Yeter, H. Rabagliati, D. Özge</i>	Probabilistic constraints on overt subject use in child Spanish-speakers with SLI. <i>K. V. Dickinson, P. A. Ortiz-Ramírez, A. Arrieta-Zamudio, J. Grinstead, B. Flores-Ávalos</i>	Caregiver-reported pronominal errors made by children with and without autism spectrum disorder. <i>E. Zane, S. Arunachalam, R. Luyster</i>
12:00PM – 12:30PM	Associations between manual dexterity and language skills persist into adulthood. <i>P. Brooks, R. Obeid, A. Garzone</i>	Parents' and children's production of English negation. <i>M. Jasbi, A. McDermott-Hinman, K. Davidson, S. Carey</i>	Individual variability in pupillary entrainment predicts speech segmentation with prosodic and statistical cues in infancy. <i>A. Langus, M. Marimon, B. Höhle</i>
12:30PM – 2:00PM	<b>NIH/NSF FUNDING WORKSHOP</b> <i>Brett Miller (National Institutes of Health), Peter Vishton &amp; Tyler Kendall (National Science Foundation)</i>		
2:00PM – 3:00PM	SOCIAL HOUR		

– BREAK –

Time (EST; UTC-5)	
7:00PM – 8:30PM	<b>POSTER SESSION 2**</b>
8:30PM – 9:30PM	SOCIAL HOUR

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

- Asymmetry between person and number features in L2 subject–verb agreement. *S. Wakabayashi, T. Kimura, J. Matthews, T. Akimoto, T. Hokari, T. Yamazaki, K. Otaki*
- Bilingual children process garden-path sentences in the same way as monolingual children.ª *G. Pontikas, I. Cunnings, T. Marinis*
- Is categorical perception for phonemes adult-like by 6 years of age? Phoneme identity and reaction time in the Flower Crown Task for multilingual children in Singapore. *H. Ke, L. Pan, B. A. O'Brien, S. Styles*
- Category priming promotes infants' success in naming things unseen.ª *E. Luchkina, S. Waxman*
- Changes in parental input patterns of wh-questions. *Y. Oshima-Takane, P. Titova*
- Characterizing developmental trajectories in L1 production of Thai tones.ª *F. Burrioni, P. Panpraneet, C. Onsuwan*
- Children's asymmetrical responses and the spreading phenomenon of focus particles in Japanese right dislocation.ª *R. Mochizuki, H. Shimada, K. Yamakoshi*
- 'Clap your hands' or 'take your hands'? One-year-olds distinguish between frequent and infrequent multiword phrases.ª *B. Skarabela, M. Ota, R. O'Connor, I. Arnon*
- Complement control in early child Mandarin: Evidence from a preferential looking experiment. *J. Xu, X. Yang, R. Shi*
- Determining risk and protective factors for dual language development in recently arrived refugee children from Syria. *A. Soto-Corominas, J. Paradis*
- Effects of impoverished early language on simple transitive sentence comprehension: The roles of animacy and word order. *Q. Cheng, R. Mayberry*
- Hearsay is generally trusted more than inference: Reliance on different information sources by 5-6-year-olds and adults. *J. Kim, S. Kim, Y. Choi*
- How chatty are daddies? Parental differences in the language environments of infants. *N. T. Shapiro, D. Hippe, N. Ferjan Ramirez*
- The impact of speech complexity on preschooler attention and learning. *R. Foushee, M. Srinivasan, F. Xu*
- Informativity of the word learners' environment: New insights from the human simulation paradigm.ª *S. Johnson, T. Schalla, U. Suanda*
- Language development in Southern varieties of American English.ª *C. Christodoulou, I. M. Tsimpli*
- Learning to anticipate with unconventional prosodic mappings: The L2 advantage. *C. Nakamura, J. Harris, S.-A. Jun*
- Learning language in the digital age: Effects of interruptions on word learning and word recognition. *A. R. Y. Tan, S. Ramachandran, Y. X. Ho, L. Singh*
- Structures of function morphemes guide Mandarin-learning 19-month-olds in backward syntactic categorization. *Y. Ying, X. Yang, R. Shi*
- Minimal gains for minimal pairs in preschoolers. *S. Creel, C. Frye*
- Phonetic cue reweighting is error-driven and dimension-based. *V. Kapatsinski, Z. Harmon, K. Idemaru*
- Predicting scalar implicature interpretations from lexical knowledge. *A. Pratt, A. Arrieta-Zamudio, J. Grinstead*
- Processing factors and syntactic choice in Mandarin child-caregiver speech. *J. Chen, G. Fu, S. Yang, B. Narasimhan*
- Proficiency effects in the acceptance of resumptive pronouns in second language English.ª *F. Zenker*
- Do preschoolers use new words with speakers who don't know those words? *A. Langenhoff, M. Srinivasan*
- Relation of infant and mother pointing to infants' word comprehension and latency to find referents.ª *S. Ertaş, S. Koşkulu, E. Ger, A. Küntay*
- A sea of words: Verbal clutter and statistical word-referent learning.ª *M. Long, S. H. Suanda*
- Sensitivity to non-native phonetic contrasts in word learning and discrimination in the second year of life: Evidence from monolingual and bilingual infants. *L. Singh, A. R. Y. Tan*
- The social dynamics of joint attention in American Sign Language interactions between deaf children and their parents.ª *A. Lieberman, A. Fitch, E. Setzer*
- Speed and accuracy correlate positively in Japanese children's speech production, regardless of potential tradeoffs. *K. Iwamoto, A. Kondo, H. Kikuchi, R. Mazuka*
- SVO order processing in diverse groups of Mandarin-exposed preschool children with autism spectrum disorder. *J. Mo, Y. Su, L. Naigles*
- The use of pronoun interpretation biases in Spanish Heritage Speakers: The role of language exposure. *C. Contemori*
- What making inferences says about children's underlying linguistic knowledge. *M. Barbir, K. Sivakumar, A.-C. Fiévet, A. Christophe*
- When less is more: Evidence from verb learning in Korean 4- and 5-year-olds. *S. Arunachalam, A. X. He, H.-j. Song*
- Word length and transitional probabilities impact word segmentation. *W. Yu, T. Wang, L. Wang, J. Zhang, D. Liang*

Saturday, November 7, 2020

Time (EST; UTC-5)	SESSION A: SIGNED LANGUAGES	SESSION B: SEMANTICS	SESSION C: PROSODY
10:00AM – 10:30AM	Sign advantage for children: Signing children’s spatial expressions are more informative than speaking children’s speech and gestures combined. <i>D. Z. Karadöller, B. Sümer, E. Ünal, A. Özyürek</i>	<i>Maximize Presupposition!</i> in development. <i>A. Aravind, M. Hackl</i>	The infant brain recognizes utterance-level contours at birth. <i>A. Martinez-Alvarez, S. Benavides-Varela, J. Gervain</i>
10:30AM – 11:00AM	Disabled L2 learners not disadvantaged by phonological processing of signed language. <i>T. Joyce, D. Quinto-Pozos, J. Singleton</i>	Decomposing <i>both</i> . <i>C. Torma, G. Brody, A. Aravind</i>	“The tiger hits! The duck too!” 3-year-olds can use prosodic information to constrain their interpretation of ellipsis. <i>L. Schiavon Kolberg, A. de Carvalho, N. Havron, M. Babineau, A. C. Fiévet, M. B. Marques Abaurre, A. Christophe</i>
11:00AM – 12:30PM	<b>POSTER SESSION 3***</b>		
12:30PM – 2:00PM	<b>PLENARY SPEAKER: Title TBA</b> <i>Adele Goldberg (Princeton U.)</i>		
2:00PM – 3:00PM	POP-UP MENTORING PROGRAM		

– BREAK –

Time (EST; UTC-5)	SESSION A: PHONETICS & PHONOLOGY	SESSION B: SYNTAX & SEMANTICS	SESSION C: WORD LEARNING
7:00PM – 7:30PM	Processing and attrition of tone and vowel in Mandarin-English bilinguals of varying proficiency. <i>S. Elinton, S. Creel, J. Kelholt, D. Yuen, C. Quam</i>	Unaccusativity in Mandarin child language. <i>K. Lin, K. Deen</i>	Testing the roles of regularity and lexical class on toddlers’ spoken word recognition. <i>C. Moore, E. Bergelson</i>
7:30PM – 8:00PM	Infants are sensitive to phonotactic patterns in their native language at 5-months. <i>M. Sundara, C. Breiss</i>	Non-interrogative use of <i>wh</i> -words in Mandarin distinguishes between children with Developmental Language Disorder and language impaired children with autism. <i>R. Huang, J. Schaeffer</i>	Asking and answering: Questions promote active learning of novel words. <i>C. Gaudreau, H. Puttre, G. Araneta, M. Kaliakin, K. Hirsh-Pasek, R. Golinkoff</i>
8:00PM – 8:30PM	The acoustic realization of vowels and tones in Mandarin infant-directed speech: More variable and less discriminable. <i>P. Tang, N. Xu Rattanasone, I. Yuen, K. Demuth</i>	The distributional learning of recursive structures. <i>D. Li, L. Grohe, P. Schulz, C. Yang</i>	Maternal repetition and expansion of child utterances at the outset of combinatorial speech promote growth in MLU. <i>E. Che, P. Brooks</i>
8:30PM – 9:00PM	The acquisition of temporal cues to onset and coda voicing contrasts in children with hearing loss. <i>J. Millasseau, L. Bruggeman, I. Yuen, K. Demuth</i>	The Comparative-Superlative Generalization in child language. <i>L. Tieu, N. Shelton</i>	Robots are distracting: Word learning with and without social interaction. <i>K. Sommer, C. Casey, J. Wiles, P. Escudero</i>
9:00PM – 10:00PM	SOCIAL HOUR		

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

- An acquisition path for Speech Acts in English and their interaction with negation. *R. Woods, T. Roeper*
- The acquisition of recursive possessives in child Tamil. *U. Lakshmanan*
- Age of acquisition effects in agreement in Turkish Sign Language (TİD). *S. Ozdemir, K. Gökgöz*
- Auditory representations based on numerical information in 9 to 10 months-old infants. *S. Benavides-Varela, N. Reoyo Serrano*
- Bayesian simulation of clause-level constructional knowledge in child language development: Active transitives and suffixal passives in Korean. *G.-H. Shin, S. Mun*
- Children’s interpretations of *every...some* sentences. *C. Bill, E. Pagliarini, J. Romoli, L. Tieu, S. Crain*
- Children’s sensitivity to prosody and ostension in answers to wh-questions. *B. Stoddard, J. de Villiers*
- The development of DATIVE arguments: Evidence from Modern Greek clitics. *D. Oikonomou, E. Anagnostopoulou, V. Tsakali*
- The developmental interplay of OR and AND. *V. Tsakali*
- Early parental causal language input predicts later child causal verb understanding. *A. Aktan-Erciyes, E. N. Atalay, A. Ş. Örengül, P. Karataş, T. Göksun*
- Effects of instruction on L1-Mandarin L2-English learners’ acquisition of English inverse scope. *M.-J. Wu, T. Ionin*
- Exhaustive pairing errors in passives. *J. Kisjes, B. Hollebrandse, A. van Hout*
- Explicitness in referent introduction in heritage speakers’ majority English. *T. Pashkova, M. Murphy, S. Allen*
- Eye-gaze patterns in early infancy and later language and communication outcomes. *M. Cruz, J. Pejovic, C. Severino, S. Frota*
- False belief in children and adolescents with Down Syndrome. *I. Neitzel, M. Penke*
- How often do children hear verbs and see relevant events in everyday contexts?: Observing children in Spanish-speaking and English-speaking families. *A. Gaston-Panthaki, P. Tovar-Perez, M. Young, G. Smith, R. Webb, J. Childers*
- Iconic sentences are not always easier: Evidence from bilingual German-Greek children. *C. Makrodimitris, P. Schulz*
- Immature syntax or processing? What causes “Scope Marking Errors” in English-speaking 5-year-olds. *C. J. Lutken, G. Legendre*
- Information structure shifts attention during pronoun processing in German. *R. Hert, J. Järvikivi*
- Does knowledge of social norms help children to understand irony? *V. Hukker, S. Sprenger, P. Hendriks*
- The L2 acquisition of intonation: A feature-based approach. *C. Sánchez-Alvarado*
- Labeling supports spatial encoding: Saying is better than showing for the midpoint relation. *N. Simms, D. Gentner, D. Uttal*
- Preschoolers adapt syntax at multiple levels. *Y. Lin, M. Thothathiri, C. Fisher*
- Processing causatives in first language acquisition: A computational approach. *G. You, M. Daum, S. Stoll*
- Repairing onsetless syllables during late childhood. *G. Repiso Puigdelliura*
- The role of case morphology at the syntax-discourse interface in L2 German. *M. Lecouvet*
- Second language acquisition of placement cross-modally: A view from hearing learners of ASL. *A. T. Frederiksen*
- Sentence Repetition Task as a measure of language dominance. *J. Torregrossa, M. Andreou, C. Bongartz*
- “Small big flowers” or “small and big flowers”? Simple is better and roll-up is too complex for Romanian 5-year-olds. *A. C. Bleotu, T. Roeper*
- On the structural modifications of European Portuguese syllable-final tap by L1-Mandarin learners. *C. Zhou, A. Rato, M. J. Freitas*
- Studying an Arabic-German bilingual population’s production and comprehension of relative clauses longitudinally – Preliminary results. *D. Öwerdieck, C. Hamann, L. Abed Ibrahim*
- Valid measurement of vocabulary development in bilingual toddlers. *A. Weisleder, E. B. Miller, C. F. Canfield, H. Wippick, A. Vazquez, D. Shaw, P. Morris, A. Mendelsohn*
- Do we learn from our prediction mistakes? Evaluating error-based theories of language acquisition. *J. Fazekas, A. Jessop, J. Pine, C. Rowland*
- When children interpret disjunction exclusively. *K. Yatsushiro, A. Nicolae, M. Asano, Y. Miyamoto, S. Otani*
- Who talks to the child? Analysing linguistic input in Sesotho and French corpora. *G. Loukatou, C. Scaff, A. Cristia, N. Havron*
- Word learning during shared book reading: Evidence from eye tracking. *N. Altvater-Mackensen*
- Zipfian distribution and language learning. *O. Lavi-Rotbain, I. Arnon*

Sunday, November 8, 2020

Time (EST; UTC-5)	SESSION A: SENTENCE PROCESSING	SESSION B: SEMANTICS & PRAGMATICS	SESSION C: LANGUAGE INPUT
10:00AM – 10:30AM	Engaging cognitive control helps children ignore unreliable sentence processing cues. <i>Z. Ovens, J. Novick, Y. T. Huang</i>	Children’s interpretation of additive particles <i>mo</i> ‘also’ and <i>also</i> in Japanese and English. <i>H. Kurokami, J. Lidz, V. Hacquard, D. Goodhue</i>	Infant-directed speech becomes less redundant as infants grow: Implications for learning. <i>S. Tal, E. Grossman, I. Arnon</i>
10:30AM – 11:00AM	Children’s event representations are driven by verb tense. <i>B. Qin, M. van Heugten</i>	How do preschoolers comprehend contrastive vs. descriptive adjectives pre- and post-nominally? <i>C. Davies, J. Lingwood, B. Ivanova, S. Arunachalam</i>	Does amount of L2 exposure affect the social and cognitive skills of monolingually-raised children attending bilingual education? <i>G. Chamorro, V. Janke</i>
11:00AM – 11:30AM	19 month-olds parse wh-questions incrementally. <i>M. Hirzel, L. Perkins, J. Lidz</i>	4- and 5-year-olds use mental models of events in reference resolution. <i>A. R. Yuile, C. Fisher</i>	Onomatopoeia in child-directed language and children’s word learning. <i>Y. Motamedi, M. Murgiano, E. Wonnacott, C. Marshall, P. Perniss, S. Goldin-Meadow, G. Vigliocco</i>
11:30AM – 12:00PM	What matters in processing of scrambling: Cross-population investigation in Russian. <i>I. Sekerina, G. Stark</i>	Universal free choice inferences of <i>dou</i> -constructions in child Mandarin. <i>S. Wang</i>	Infant-directed input and literacy effects on phonological processing: Non-word repetition scores among the Tsimane’ of the Bolivian Amazon. <i>A. Cristia, G. Farabolini, C. Scaff, N. Havron, J. Stieglitz</i>
12:00PM – 12:30PM	Going against verb bias: Toddlers shift parsing strategies when encountering disfluencies. <i>C. Chiang, T. Mintz</i>	Preschoolers’ comprehension of the interaction of intonation and illocutionary force. <i>D. Goodhue, J. Wehbe, V. Hacquard, J. Lidz</i>	How L1 acquisition in situations of contact drives long-term language change. <i>H. Forsythe &amp; G. R. Kemp</i>
12:30PM – 2:00PM	<b>SYMPOSIUM: Exploring innateness: How do we move ahead?</b> <i>Iris Berent (Northeastern U.), Elissa Newport (Georgetown U.), Virginia Valian (Hunter College, CUNY)</i>		
2:00PM – 2:10PM	AWARDS & CONFERENCE CLOSING		