

IASCL★SRCLD 2002



joint conference of the ix international
congress for the study of child language
and the symposium on research in
child language disorders



July 16-21
University of Wisconsin-Madison
Madison, Wisconsin, USA

Special Emphasis Topic:

Informing Developmental Theory
and the Nature of Language
Disorders through Research



joint conference of the ix international congress for the study of child language and the symposium on research in child language disorders

July 16 - 21 2002

University of Wisconsin-Madison
Madison, Wisconsin, USA



Monona Terrace

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Co-Director, Max Planck Institute for Evolutionary Anthropology
A Usage-Based Approach to Early Syntactic Development

Dorothy Bishop

Welcome Principal Research Fellow
Wellcome Trust, Oxford University
How Language Impairment Can Help Us Understand Normal Development

Paul Fletcher

Professor and Department Chair, University of Hong Kong
Then and Now: Grammar in the Analysis of Language Impairment

Annick De Houwer

Associate Professor, University of Antwerp
Uneven Development in Bilingualism Acquisition

Laurence B. Leonard

Professor, Purdue University
Specific Language Impairment Across Six Languages: Some New Findings and Their Implications for Theory and Clinical Practices

notes:

TOPIC CODE KEY

- AAC Augmentative/Alternative Comm
- AAE African American English
- AS Assessment
- BIL Bi/Multilingualism
- CD Conversation/Discourse
- CDS Child Directed Speech
- CI Cochlear Implants
- CL Cognition/Language
- CLC Cross Linguistic Comparison
- DD Developmental Disability
- GLD Genetics/Lang Development
- HI Hearing Impaired
- LA Language Acquisition
- LEX Lexicon
- LIT Literacy
- ME Methodology
- MET Metalinguistic Awareness
- MOR Morphology
- NEU Neuro Devel/Language
- OLI Other Language Impaired
- PER Speech Perception
- PHO Phonology
- PRE Prelinguistic Communication
- PRG Pragmatics
- S05 SLI 0-5
- SIG Signed Languages
- SSA SLI School Age
- SYN Syntax

ROOM CODE KEY

- BA Ballroom A
- BB Ballroom B
- BC Ballroom C
- BD Ballroom D
- CT Community Terrace
- HE Hall E
- HF Hall F
- HG Hall G
- HH Hall H
- HI Hall I
- HJ Hall J
- HL Hall L
- HM Hall M
- HOF Hall of Fame Room
- HP Hall P
- HQ Hall Q
- LH Lecture Hall

DIRECTOR

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Department of Communicative Disorders

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Find a specific author and page

Pullout Forms
CEU Participant Form back of book
Participation Log back of book

The 22nd Annual Symposium on Research in Child Language Disorders and the 9th International Congress for the Study of Child Language is a joint meeting presenting research in language development and language disorders. The meeting is sponsored by a grant from NIDCD. Special emphasis topic is "Informing Developmental Theory and the Nature of Language Disorders through Research: Influences and Relationships."



Welcome to Madison, the University of Wisconsin and the State.

This is the first joint meeting of the International Association for the Study of Child Language and the Symposium for research in Child Language Disorders. This meeting provides the opportunity for the members of the two groups to learn more about each other, establish contacts and various forms of collaboration. The planning and advisory groups have worked for more than two years to bring you the best possible program. The program has been structured to allow for simultaneous sessions across topics so areas can be samples or specific interests followed through the six days of the meeting. We have also arranged for several tours of points of interest in the Madison area on Thursday afternoon. We encourage you to take advantage of these Madison experiences. In addition there will be many community activities to participate in, the Farmers Market, Concerts on the Square and music at the Monona Terrace and the Memorial Union on Campus. We hope that you have an optimum conference experience and that you take advantage of the social activities available in the Capital City. Again, welcome to the conference.

Things to know about the conference:

- The IASCL and the SRCLD began about the same time to accomplish similar goals, to foster research in child language development or disorders. The SRCLD has met every year since 1980 and the IASCL first met in London in 1975 and currently meets every three years.
- More than 50 students have been supported to attend the conference and present their research funded by the NIDCD-NIH and the IASCL.
- New text and reference books are on display in the Community Terrace, the same room as the poster sessions. Ten publishers have sent books for you to peruse.
- If you visit the Memorial Union on campus, be sure to bring your conference name badge or you won't be able to buy a beer, a requirement when visiting the Union.
- The continental breakfast each day is our attempt to make sure your nutritional requirements are met each day.



Brian MacWhinney
President, IASCL



Jon Miller
Director, SRCLD

**2002 STARs July 16-21 2002
CONGRATULATIONS!**

Our International STARs

Rachel Best
South Bank University London

Lynn Dempsey
South Bank University

Susan Ebbels
University of London

Denise Hayward
University of Alberta

Elena Lyakso
St. Petersburg State University

Robert Moffat
University of Strathclyde

Rachel Moser
University of British Columbia

Maria O'Neill
University of Ulster

Judith Rispens
University of Groningen

Belinda Seeff
University College London

Elizabeth Simmonds
South Bank University

Emma Thomas
University of Oxford

Natalia Zharkova
State University of St. Petersburg

Our U.S. STARs

Margaret Aurilio
University of South Florida

Meredith Bailey-Orr
University of Minnesota

Isabelle Barriere
Johns Hopkins University

Stephanie Berk
University of Connecticut

Haya Berman
University of Maryland College Park

Lori Betourne
University of Texas, Dallas

Stacy Betz
University of Kansas

Shelley Bredin-Oja
University of Kansas Medical Center

Melissa Brothers
East Tennessee State University

Ferenc Bunta
Arizona State University

Janet Calderon
San Diego State University

Hsing-Hua Chang
Michigan State University

Barbara Conboy
San Diego State University

Patrick Craven
Penn State

Katherine D'Amato
Smith College

Candi Deschamps
Smith College

Julianna Dykes
Case Western Reserve University

Sarah Freedman
Smith College

Laura Gregory
University of Texas, Austin

Kerstine Hart
Brigham Young University

Shirin Hastings
Smith College

Valerie Johnson
Vanderbilt University

Elizabeth Kelley
University of Connecticut

Barbara Kelly
University of California, Santa Barbara

Ellen Stubbe Kester
University of Texas, Austin

Wendy Kohn
Smith College

Molly Losh
University of California, Berkeley

Ruth Miller
University of Minnesota

Seyda Ozcaliskan
University of California, Berkeley

Mary Richardson
San Diego State University

Shannon Rae Rodrigue
San Diego State University

Kimary Shahin
University of British Columbia

Barbora Skarabela
Boston University

Melissa Smith
University of Connecticut

Cheryl Street
University of Minnesota

Patricia Ward
University at Buffalo

Diane Wertz
University of Florida

Krisztina Zadjo
University of Washington, Seattle





APPROVED
CONTINUING
EDUCATION
PROVIDER

AMERICAN SPEECH-LANGUAGE-
HEARING ASSOCIATION

SYMPOSIUM

Continuing Education Units (CEUs) Information

The University of Wisconsin-Madison, Department of Communicative Disorders, is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. The program is offered for up to 2.9 Continuing Education Units (Advanced level: Basic communication processes area). ASHA CE provider approval does not imply endorsement of course content, specific products, or clinical procedures.

Verification of ASHA CEUs

Four steps are required to verify ASHA continuing education credit. Required forms are available in the back of this book.

- 1) Verify your attendance at symposium events by completing the Participation Log located in the back of this book.
- 2) Complete and sign a UW-Madison Evaluation form (available at the registration desk). Be sure to only select the sessions you attended.
- 3) Using a #2 Pencil, complete the CEU Participant form.
- 4) Submit all three forms at the conclusion of the symposium.

Forms **must** be submitted at this time to receive continuing education credit.

Your CEU Participant form will be validated for the number of CEUs reflected by the UW-Madison Evaluation form and Participation Log. We will notify ASHA that you have successfully completed the symposium.

Wisconsin DPI Requirements

Wisconsin DPI clock hour credit has been applied for and is expected. DPI Verification forms (PI-1681) will be available at the registration desk.

- 1) Complete the Request for DPI Credit form. This should be submitted with your UW-Madison Evaluation form (see above).
- 2) At the conclusion of the symposium, print your name on a mailing envelope available in the registration area. Submit this with your forms.

Other State Licensing Board Requirements

If you are licensed in a state which requires registration of CEUs, and if your state requires evidence of approval, be sure to keep your copy of this symposium book.

Thank you for joining us. If you have any question about CEUs, please consult one of the IASCL/SRCLD committee members. Your comments and suggestions are invited and always appreciated.

Madtown Day Trip Excursions

Daily excursions for family and friends of conference attendees!

Please encourage your family and friends to participate in these fun excursions throughout the Madison area on Tuesday, Wednesday, Friday, and Saturday. We will board the bus at 1:00 p.m. each day in front of the Monona Terrace Convention Center, Level Four, Main Door and return at 3:30 p.m. Please look for a sign-up area at the registration site. You will pay your own way at the excursion site when we arrive.

Tuesday, July 16th The Henry Vilas Zoo

Stroll through a Madison treat—our zoo is one of only ten accredited zoos nationwide that are free to the public. A recent restoration of the park has brought us many new exhibits including the Herpetarium (a hands-on experience with reptiles), Discovering Primates Complex, Big Cat Complex, and Visitor Center. Further refurbishment will bring a Tropical Forest Aviary scheduled to open this summer. Admission is FREE! (You may want to bring money for refreshments). www.vilaszoo.org

Wednesday, July 17th The Middleton Outdoor Pool

In its 5th year of operation, this water mecca attracts many visitors each summer. Some of the facilities highlights are two 130 foot waterslides, a diving well, drop slides, sand volleyball courts, and a sand playground. **IMPORTANT:** Although lifeguards are on duty, you **MUST** keep an eye on your little ones and be in the water with them. **PACK YOUR SWIMSUIT!** Admission is \$2.50 per person.

Friday, July 19th Olbrich Gardens Butterfly Bonanza—a popular annual treat

Blooming Butterflies—Discover rare tropical treasures hidden in the heart of Madison! Experience the wonder of strolling through a tropical forest on a search for fleeting butterflies. Live butterflies will emerge from chrysalises daily in the Bolz Conservatory. Also enjoy the insect exhibit in the Commons area and take a leisurely walk through the beautiful outdoor gardens. Admission is \$3.00 per child; \$5.00 per adult. www.olbrich.org

Saturday, July 20th Vitense Golfland

Founded in 1958 by George Vitense, a longstanding PGA professional, this family-oriented golfland offers many affordable, fun activities for adults and children alike. It includes a newly-remodeled Par 3 Gold course, two award-winning miniature golf courses, batting cages and a mini-water park area. It's a popular outing among Madisonians! Admission is \$7.00 per child; \$8.00 per adult. www.vitense.com



Henry Vilas Zoo



IASCL/SRCLD 2002 TOURS

Van Galder Company - Package Tours - Thursday, July 18, 2002

All tours will load at 1:00 pm at Monona Terrace Conference Center, Level Four, Main Door for a 1:15 p.m. departure. All tours will return by 5:30 pm.

Tour A:

Wollersheim Winery

Visit Wisconsin's most picturesque winery, now 140 years old. Tour the vineyards and limestone caves where wines age in wooden casks. Sample the prize-winning wines. Top off the day with a "pie stop" at a local eatery known for their homemade pies. We'll drive through beautiful Devil's Lake State Park.

\$37.00 per person includes transportation, escort, winery tour, and pie stop.

Tour B:

Taliesin - Frank Lloyd Wright

Nearby Spring Green, WI was the home and studio of Frank Lloyd Wright who designed Madison's Monona Terrace Convention Center and the Unitarian Meeting House. We'll tour Wright's fascinating Hillside architectural school and theatre, which is still being used by the FFL architects. After the tour, enjoy a refreshment break on the way home.

\$43.00 per person includes transportation, escort, Hillside tour, refreshment break.



Taliesin - Frank Lloyd Wright

Tour C:

Bike Tour

You bring your backpack and peddle power and we'll provide the bike, helmet, bottle of water and high-energy snack. It's an easy 12 mile ride on the Military Ridge Bike Trail to Mount Horeb. There, enjoy the great sites and quaint shops on the Trollway, known for their carved, life-size Norwegian trolls on Main Street. If you're fast, you can bike both ways, or turn in your bike at Mount Horeb and relax at the Grumpy Old Troll micro-brewery located right at the trail.

\$48.00 per person includes transportation, escort, bicycle, helmet, trail pass, bottle of water & snack.

Tour D:

International Crane Foundation

Spend a day with nature. Take a guided tour and meet the cranes, among the largest, rarest, and most beautiful birds on earth. ICF is the only place in the world where the magnificent Whooping Crane is exhibited in a natural setting. Talk with human chick parents as they feed and exercise their brood. Top off the day with a "pie stop" at a local eatery known for their homemade pies.

\$40.00 per person includes transportation, escort, Crane tour, and pie stop.

Tour E:

Wisconsin River Canoe Trip

Paddle one of our canoes downstream on the beautiful Wisconsin River. Enjoy the sumptuous scenery along the river. Take a break and a swim on a friendly sand bar. You won't have to paddle upstream as we'll pick you up at Ferry Bluff, from the top of which you can get a fantastic view of the Wisconsin countryside. Bring a towel and wear a bathing suit, sunglasses, sun screen and shoes that can get wet. We'll send you off with a bottle of water and high energy snack and meet you at the end with the towels.

\$45.00 per person in a 2 person canoe (partners to be assigned on bus) or \$55.00 per person in a one person canoe. Price includes transportation, escort, canoe with paddles and life jackets, bottle of water & snack.

Tour F:

New Glarus Swiss Village

Visit New Glarus, WI, a picturesque village settled by the Swiss in 1845. Your costumed tour guide will fascinate you with stories of New Glarus on the way to the Chalet of the Golden Fleece. The "Golden Fleece" is an authentic copy of a Swiss Bernese mountain chalet built in 1937. It is home to a collection of one-of-a-kind antiques and treasures collected by Edwin Barlow, founder of the annual Wilhelm Tell Drama in New Glarus. After touring the museum, there will be free time to shop the many Swiss shops, bakeries and restaurants before heading home.

\$36.00 per person includes transportation, escort, and Golden Fleece.



Other things to do in Madison

Wisconsin State Capitol Tours

The Department of Administration offers free guided tours of the Wisconsin State Capitol daily, including most holidays. Tours depart from the Information Desk on the ground floor of the Rotunda Monday through Saturday at 9:00, 10:00, 11:00 a.m., 1:00, 2:00, and 3:00 p.m. An additional 4:00 p.m. tour is offered daily Memorial Day through Labor Day.

The tour covers four areas of the Capitol: the Rotunda, Assembly, and the Senate and the Governor's Conference Room. Some of the areas may be closed to tour groups; we cannot predict the availability in advance. The tour will not go into the Assembly or Senate if the legislature is in session, but visitors may observe from the galleries. Since gallery space is limited, large groups should contact their legislatures ahead of time to observe the session.

Capitol guidebooks, activity books, postcards, Capitol miniatures, commemorative posters, and 15-minute Capitol tour videos are available for purchase at the Capitol Information Desk or by mail order.

Elvehjem Museum of Art

Free admission. Open Tuesday -Friday 9:00 a.m. - 5:00 p.m. Saturday-Sunday 11:00 a.m.-5:00 p.m., closed Monday.
800 University Avenue, Madison, WI 53706
Ph: 608-263-2246 / Fx: 608-263-8188 / www.lvm.wisc.edu

Madison Art Center

Museum of modern and contemporary art offering rotating exhibitions, education programs, and a gallery shop.
211 State St., Madison, WI 53703
Ph: 608-257-0158 / Fx:608-257-5722 / www.madisonartcenter.org

Dane County Farmers' Market on the Square

Wisconsin agricultural goods direct from producers. Outstanding market with over 200 vendors. Saturdays, 6:00 a.m. - noon.
PO Box 1485, Madison, WI 53701
Ph: 690-424-6714 / Fx: same / www.madfarmmkt.org

Wisconsin Union

'Living room of the campus.' Live music, films, gamerooms. Call for info.
800 Langdon St., Madison, WI 53706
Ph: 608-263-7133 / Fx: 608-262-5487

Transportation

Hotel Shuttle Service:

Tuesday- Saturday: We are running shuttles every 15-20 minutes between the hours of 7:00-9:15 a.m. and 11:30 a.m.-12:45 p.m. and 5:00-6:00 p.m.

Sunday: We are running shuttles every 15-20 minutes between the hours of 7:30-9:00 a.m. and 11:00 a.m.-12:30 p.m.

Family and Friends MadTown Day Trips and Tour Shuttle:

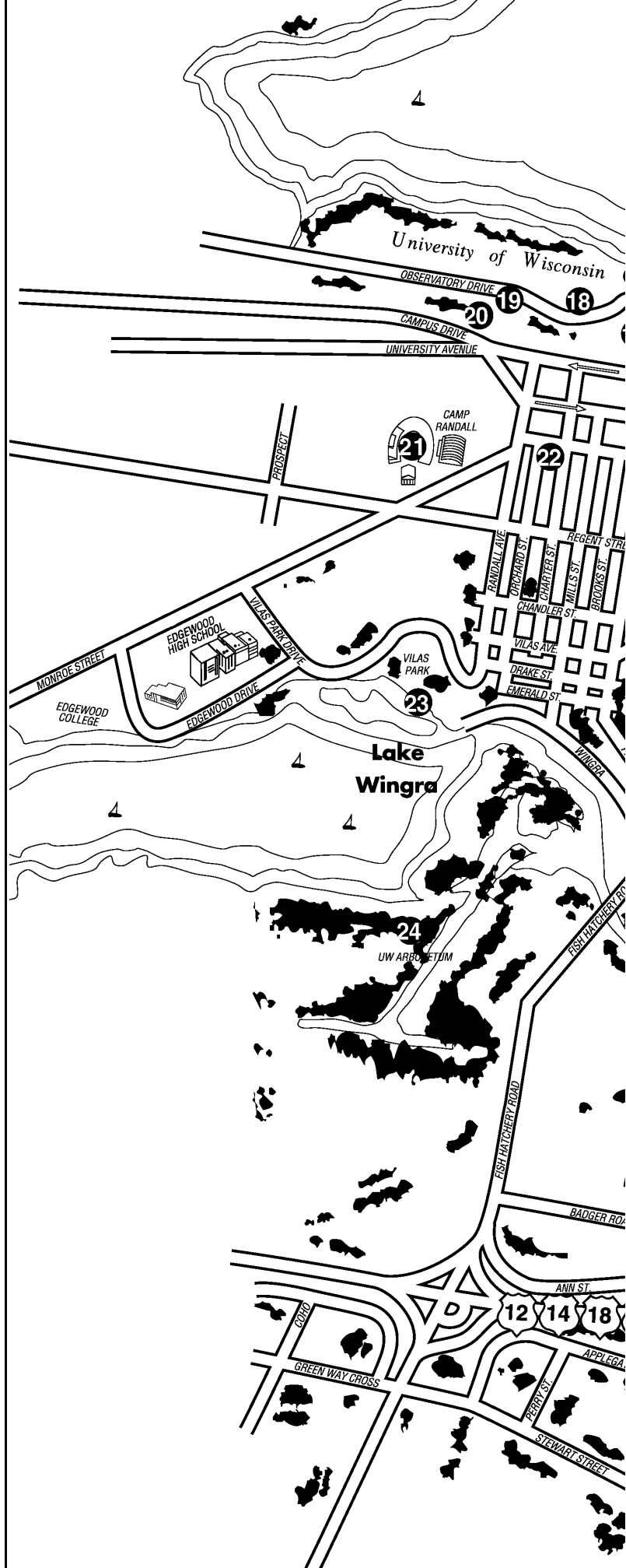
MadTown Day Trips (Tue., Wed., Fri., Sat.) and IASCL/SRCLD 2002 Tours (Thur.) All trips and tours board each day at 1:00 p.m. in front of the Monona Terrace Convention Center, Level Four, Main Door. Departure is 1:15 p.m.

Additional Transportation Information:

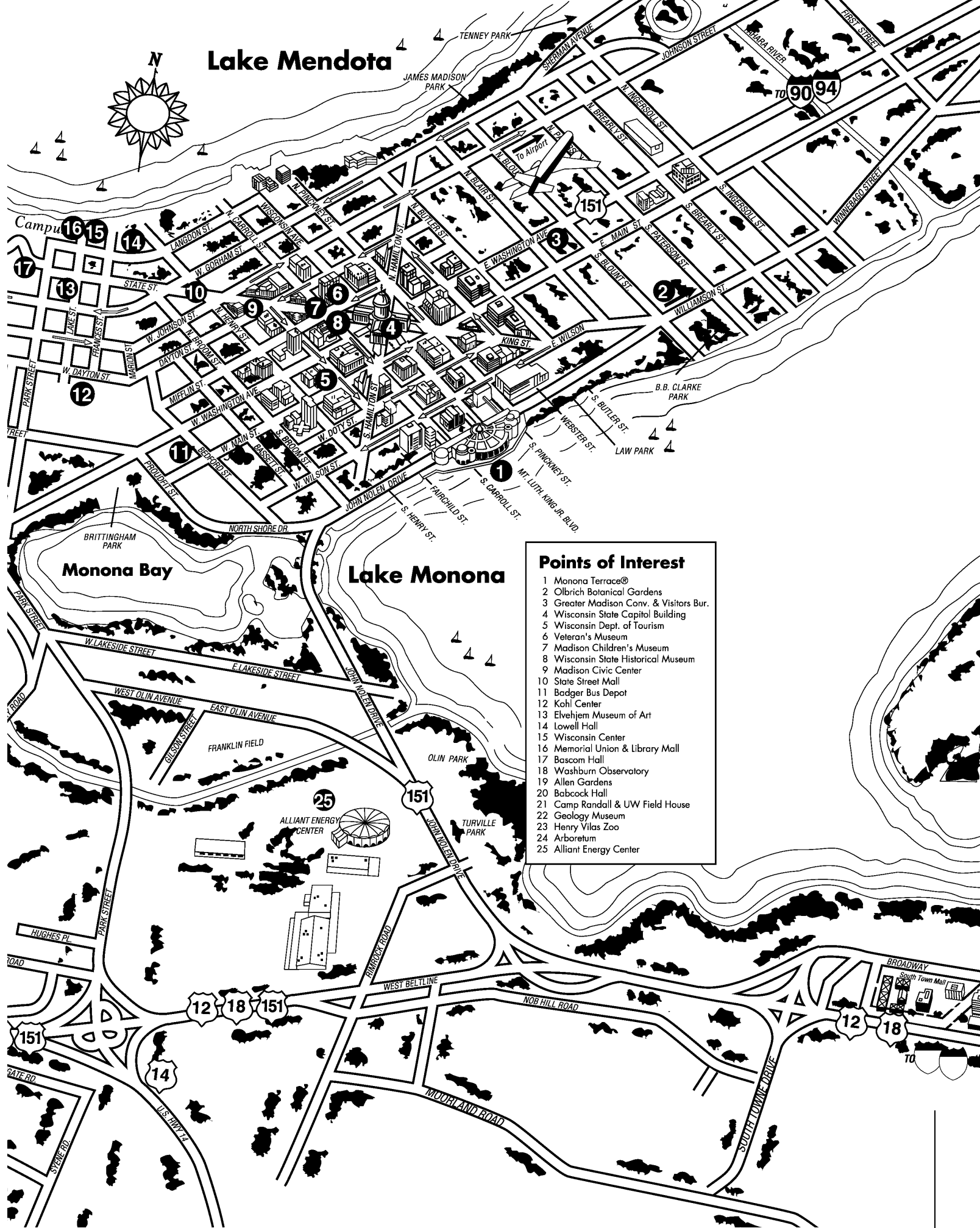
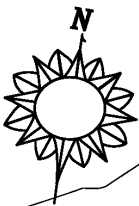
Badger Cab: 256-5566
Union Cab of Madison: 242-2000
Madison Taxi: 255-8294
MadisonMetroBusSchedule: www.ci.madison.wi.us/metro/metro2.html

Special Madison Websites

City of Madison: www.ci.madison.wi.us
GreaterMadisonConvention&Visitors Bureau: www.visitmadison.com
Madison Chamber of Commerce: www.greatermadisonchamber.com
Memorial Union: www.union.wisc.edu/events p: 608-265-3000



Lake Mendota



Points of Interest

- 1 Monona Terrace®
- 2 Olbrich Botanical Gardens
- 3 Greater Madison Conv. & Visitors Bur.
- 4 Wisconsin State Capitol Building
- 5 Wisconsin Dept. of Tourism
- 6 Veteran's Museum
- 7 Madison Children's Museum
- 8 Wisconsin State Historical Museum
- 9 Madison Civic Center
- 10 State Street Mall
- 11 Badger Bus Depot
- 12 Kohl Center
- 13 Elvehjem Museum of Art
- 14 Lowell Hall
- 15 Wisconsin Center
- 16 Memorial Union & Library Mall
- 17 Bascom Hall
- 18 Washburn Observatory
- 19 Allen Gardens
- 20 Babcock Hall
- 21 Camp Randall & UW Field House
- 22 Geology Museum
- 23 Henry Vilas Zoo
- 24 Arboretum
- 25 Alliant Energy Center



FACTOID :
Madison has the most restaurants per capita of any city in the United States.

In accordance with this factoid, we have compiled a list of restaurants in some areas of Madison that are close to the Monona Terrace.

RESTAURANTS

Downtown Madison
 State Street
 UW-Madison Campus

Downtown Locations

Admiralty Room in the
 Edgewater
 256-9071 x120
 666 Wisconsin Ave

Ancora Coffee Roasters
 255-0285
 112 King St

Angelic Brewing Co
 257-2707
 322 W Johnson St

Argus
 256-4141
 123 E Main St

Avenue Bar
 257-6877
 1128 E Washington Ave

Badger Candy Kitchen
 255-3538
 7 W Main St

Bahn Thai Restaurant
 256-0202
 944 Williamson St

Bellini's
 250-0097
 401 E Washington Ave

Bistro
 257-6000
 1 W Dayton St

Blue Marlin
 255-2255
 101 N Hamilton St

Buraka
 255-3646
 141 S Butler St

Café Continental
 251-4880
 108 King Street

Café Montmartre
 255-5900
 127 E Mifflin St

Casbah
 255-2272
 119 E Main St

China Moon
 251-1003
 112 E Mifflin

Clay Market Cafe
 255-6981
 111 King St

Cleopatra's
 250-1926
 131 W Wilson St

Cleveland's Diner
 251-4455
 410 E Wilson St

Come Back Inn
 258-8619
 508 E Wilson St

Cookbook Café
 286-9333
 125 S Webster Street

Dayton Street Café & Bakery
 (In Concourse Hotel)
 257-6000
 1 West Dayton St

Dean's Downtown Delicatessen
 255-3677
 116 W Mifflin St

Dimitri's Gyros
 251-0302
 600 Williamson St

Dog Eat Dog
 441-9364
 106 King St

Dotty Dumplings Dowry
 255-3175
 116 N Fairchild St

Espresso Royale
 441-9140
 21 N Butler

Essen Haus
 255-4674
 514 E Wilson St

Fyte's Corner Bistro
 251-8700
 1344 E Washington Ave

Good Day Coffee Shop
 251-0157
 101 N Webster St

Great Dane Pub & Brewery
 284-0000
 123 East Doty

Guantanamo
 260-8246
 141 S Butler St

Gumby's Pizza
 259-9090
 310 S Brearly

Ha Ru Bong Korean Restaurant
 255-1988
 600 Williamson St

Harvest
 255-6075
 21 N Pinckney St

Horn Of Africa Restaurant
 255-2077
 117 E Mifflin St

Inn On The Park
 257-8811
 22 S Carroll St

Ken's Bar & Grill
 257-1176
 117 S Butler St

Kitchen Hearth
 283-4202
 114 E Main St

L'Etoile Restaurant
 251-0500
 25 N Pinckney St

Little Village Cafe
 255-6622
 221 King St

Luigi's Diner
 257-0790
 102 King St

Madison's
 229-0900
 119 King St

Madison Club
 255-4861
 5 E Wilson

Marrakesh Cafe
 255-1345
 135 E Johnson St

Mildred's Sandwich Shop
 255-2460
 827 E Johnson St

Miller's Eats & Treats
 256-4878
 120 N Fairchild St

Opera House
 284-8466
 117 Martin Luther King Jr Blvd

Opus Lounge
 441-6787
 116 King St

Paradise Lounge
 256-2263
 119 W Main St

Peppino's
 251-9500
 111 S Hamilton Street

Pizza Extreme
 259-1500
 605 E Washington Ave

Restaurant Magnus
 258-8787
 120 E Wilson St

Sam's 10 West Inc
 251-9494
 10 West Mifflin

Sophia's Bakery & Café
 259-1506
 831 E Johnson St

Subway
 255-1636
 121 E Main St

Supreme Pizza
 255-2500
 912 E Johnson St

Taqueria Gila Monster
 255-6425
 106 King St

Top of the Park
 257-8831
 401 N Carroll St

Tornado Steak House
 256-3570
 116 S Hamilton St

Wah Kee Wonton Noodle
 Restaurant
 255-5580
 600 Williamson St

White Horse Inn
 255-9933
 202 N Henry St

Wilson Street Grill
 251-3500
 217 S Hamilton St

State Street Locations

Big Mike's Super Subs
 255-5355
 449 State St

Buffalo Wild Wings & Weck
 255-9964
 529 State St

Cafeli
 257-8611
 425 State St

Casa Bianca
 258-8000
 313 State St

Casa De Lara
 251-7200
 341 State St

Chautara
 251-3626
 334 State St

Chocolate Coyote
 255-4257
 341 State St

Deb & Lola's Restaurant &
 Lounge
 255-0820
 227 State St

Einstein's Bagels
 257-9828
 652 State St

Espresso Royale Caffè
 259-0300
 650 State St

Espresso Royale Caffè
 259-0800
 208 State St

Gino's Restaurant
 257-9022
 540 State St

Grand Lobby Cafe
 255-2594
 216 State St

Himal Chuli
 251-9225
 318 State St

House of Wisconsin Cheese
 255-5204
 107 State St

Husnu's
 256-0900
 547 State St

Kabul Afghanistan &
 Mediterranean Restaurant
 256-6322
 541 State St

Kosta's On State
 255-6671
 117 State St

La Bamba Mexican Restaurant
 257-1511
 449 State St

La Provenzale
 257-1411
 540 State St

Madison Masala
 287-1599
 115 State St

Mediterranean Café
 251-8510
 625 State St

Michelangelo's Coffee House
 251-5299
 114 State St

Milans Sub Station
257-7999
617 State St

Myles Teddywedgers Cornish
Pasty
257-2383
101 State St

Nadia's Restaurant and
Grapevine Lounge
257-1740
508 State St

Nick's Restaurant
255-5450
226 State St

Noodles & Company
257-6393
232 State St

Oceans Brasserie
257-3107
527 State St

Plaza Tavern
255-9876
449 State St

Parthenon
251-6311
316 State St

Radical Flye
256-1200
231 State St

Rocky Rococo
256-0600
651 State St

Sal's Pizzeria
251-2800
313 State St

Saz
256-1917
558 State St

Starbuck's
294-8345
661 State St

State Bar and Grill
294-9988
118 State St

State Street Brats
255-5544
603 State St

Steep & Brew
256-2902
544 State St

Stillwaters
256-0596
250 State St

Sunroom Cafe
255-1555
638 State St

Ton-Ton Restaurant
251-2171
122 State St

Tutto Pasta
294-1000
305 State St

Wasabi Japanese Restaurant &
Sushi Bar
255-5020
449 State St

Zobra's Gyros Restaurant
255-8870
315 State St

Z-Teca
280-8720
548 State St

UW's Campus Locations

Amanda's
255-3585
6 University Square

Amy's Cafe
255-8172
414 W Gilman St

Babes Grill and Bar at the
Depot
250-6411
640 W Washington Ave

Baker's Two
255-1130
12 University Square

Beijing Restaurant
257-8388
40 University Square

Bellini Lounge and Restaurant
250-0097
401 E Washington Ave

Best Burger on Campus
257-1164
320 N Randall Dr

Big Mike's Super Subs
251-8444
454 W Johnson St

Brothers
251-9550
704 University Ave

Bull Feathers
257-6444
303 N Henry St

Cafe Assisi
255-1816
254 W Gilman St

Canterbury Booksellers
Coffeehouse
258-8899
315 W Gorham St

Casa Bianca
284-8889
333 N Bassett St

Caspian Cafe
259-9009
17 University Square

Clothesline Cafe In Laundry
101
294-9274
437 West Gilman Street

Edwardo's Natural Pizza
Restaurant
284-0800
454 W Johnson St

Electric Earth Cafe
255-2310
546 W Washington

Hong Kong Wok
255-0622
622 University Ave

Howard Johnson
251-5511
525 W Johnson St

Kennedy Manor Dining Room
And Bar
256-5556
1 Langdon St

Kitakuni
251-3377
437 W Gorham

Kollege Klub
257-3611
529 N Lake St

Living Room
250-0700
529 University Ave

Nitty Gritty Restaurant & Bar
251-2521
223 N Frances St

Paisan's
257-3832
80 University Square

Papa John's Pizze
257-7272
515 University Ave

Pizzeria Uno Chicago Bar &
Grill
255-7722
222 W Gorham St

Plaza Cafe
251-5511
525 W Johnson St

Plaza Tavern & Grill
255-6592
319 N Henry St

Porta Bella
256-3186
425 N Frances St

Shamrock Bar
255-5029
117 W Main St

Sake Cafe
259-0444
626 University Ave

Sukho Thai Center Food
255-1313
453 W Gilman St

Temple Garden Noodle East
250-6560
411 W Gilman

Varsity Club Lounge
257-4391
601 Langdon St

Vientiane Palace Restaurant
255-2848
151 W Gorham St

Wild Iris Cafe
257-4747
1225 Regent St

Yan's Soupoon Restaurant
256-4030
121 W Mifflin St

Blocks of rooms have been reserved at the following locations. Ask for special conference rates when making reservations. Please indicate that you are with SRCLD or the Symposium in Child Language Disorders. Shuttle bus service is provided to these hotels, see page 15 for schedule.

Less Expensive Housing
If you need less expensive housing, please contact the SRCLD office at 608-262-7581. Please indicate if you are willing to share a room.

LODGING

Best Western Inn on the Park
Reservations: 800-279-8811
Phone: 608-257-8811
Fax: 608-257-5995
22 South Carroll Street
Madison, WI 53703-3372
Rates:
\$109 Double
\$99 Single
\$139 Suite

Concourse
Reservations: 800-356-8293
Phone: 608-257-6000
Fax: 608-257-5280
One West Dayton Street
Madison, WI 53703
Rates:
\$114 for 1 adult
\$10 extra for each
additional adult

The Edgewater Hotel
Reservations: 800-922-5512
Phone: 608-256-9071
Fax: 608-257-0910
666 Wisconsin Avenue
Madison, WI 53703
Group Code: 4280
Rates:
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The Hilton Madison
Reservations: 800-HILTONS
Phone: 608-255-5100
9 East Wilson Street
Madison, WI 53703
Rates:
\$129 for 1, 2, 3,
or 4 people in a room

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Madison Hostel
Phone: 608-441-0144
141 South Butler Street
Madison, WI 53703

Sheraton Inn
Reservations: 888-625-5144
Phone: 608-251-2300
Fax: 608-251-1189
706 John Nolen Drive
Madison, WI 53713
Rates:
\$89 for up to 5 people in a room

Hawthorn Suites Limited
Reservations: 800-527-1133
Phone: 608-284-1234
Fax: 608-284-9401
2110 Fimrock Road
Madison, WI 53713
Rates:
\$89 for up a studio room with
one or two beds

Hotel Ruby Marie
Reservations: 877-690-7829
Phone: 608-327-7829
Fax: 608-327-7833
Email: info@rubymarie.com
524 E Wilson
Madison, WI 53703
Rates:
\$82.80-\$90 per night
Within walking distance of the
conference

2002 IASCL/SRCLD Publishers

Arnold Publishers

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www.erlbaum.com
Mahwah, New Jersey

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Multilingual Matters

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Clevedon, England

Cambridge University Press

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New York, NY

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www.jkp.com (Jessica Kingsley Publishers)
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Philadelphia; Amsterdam; the Netherlands

York Press

www.yorkpress.com
Timonium, MD



joint conference of the ix international congress for the study of child language and the symposium on research in child language disorders

T H A N K Y O U !

This meeting would not have been possible without the hard work and dedication of a number of people. We owe a great debt to Jamie Murray-Branch who has coordinated the meeting over the past year. The classified staff of the Department of Communicative Disorders came to our aid during a number of emergencies for which we are eternally grateful. The staff of the Language Analysis Lab provided technical assistance as well as brute force labor on a number of occasions. We want to acknowledge and thank the following people for their fine work.

IASCL/SRCLD staff

Jamie Murray-Branch, Coordinator
Genevieve Gorman, Webmaster
Erin Schwarz, Project assistant and Database manager
Kris Zimmerman, (former) Project Assistant
Ann Nockerts, Computer Programmer
Kathy Kuss, Graphic Artist

Department of Communicative Disorders

Bob Klipstein
Nancy Gibson
Joni Brown
Sherie Felicijan
Dennis Grossman

Volunteer

Special thanks to all our many volunteers who are assisting with the conference sessions and preparation of conference materials.

IASCL/SRCLD Congress Program Committee

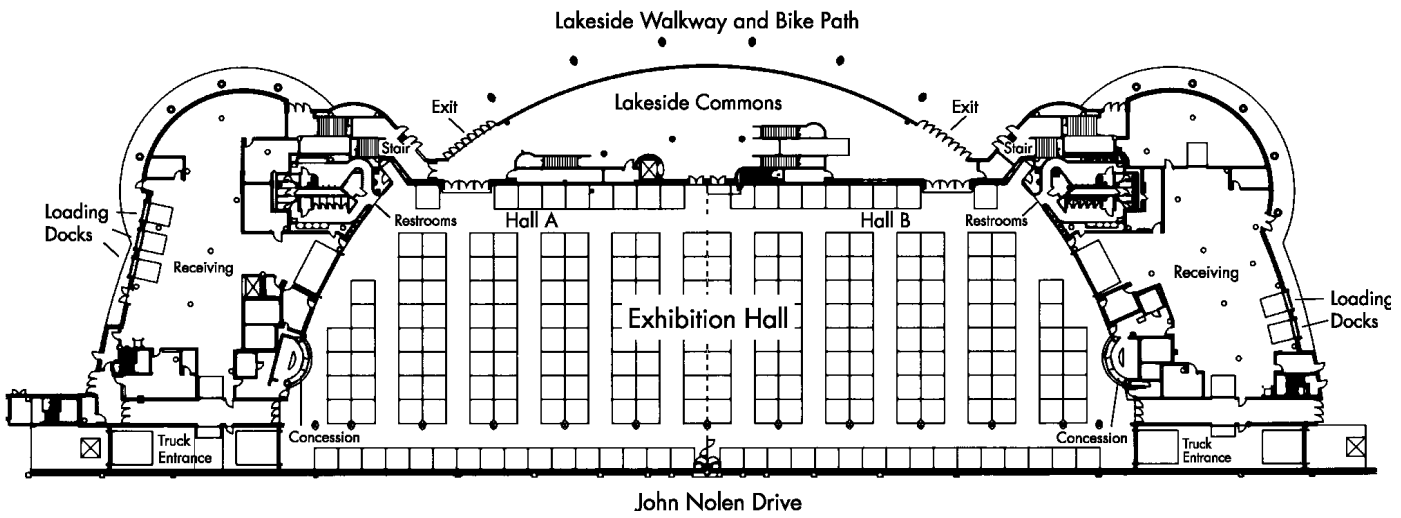
Len Abbeduto
Dorothy Aram
Thomas Cambell
Robin Chapman
Gina Conte-Ranston
Chris Dollaghan
Susan Ellis Weismer
Julia Evans
Paul Fletcher
Judith Johnston
Ray Kent
Laurence Leonard
Brian McWinney
Mabel Rice
Jenny Saffran
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Larry Shriberg
Ida Stockman
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Purdue University
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University of Wisconsin - Madison
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Michigan State University
San Diego State University
University of Iowa
University of Georgia

We offer special thanks to Paul H. Brookes Publishers and Thinking Publications for their continued generous support of this meeting

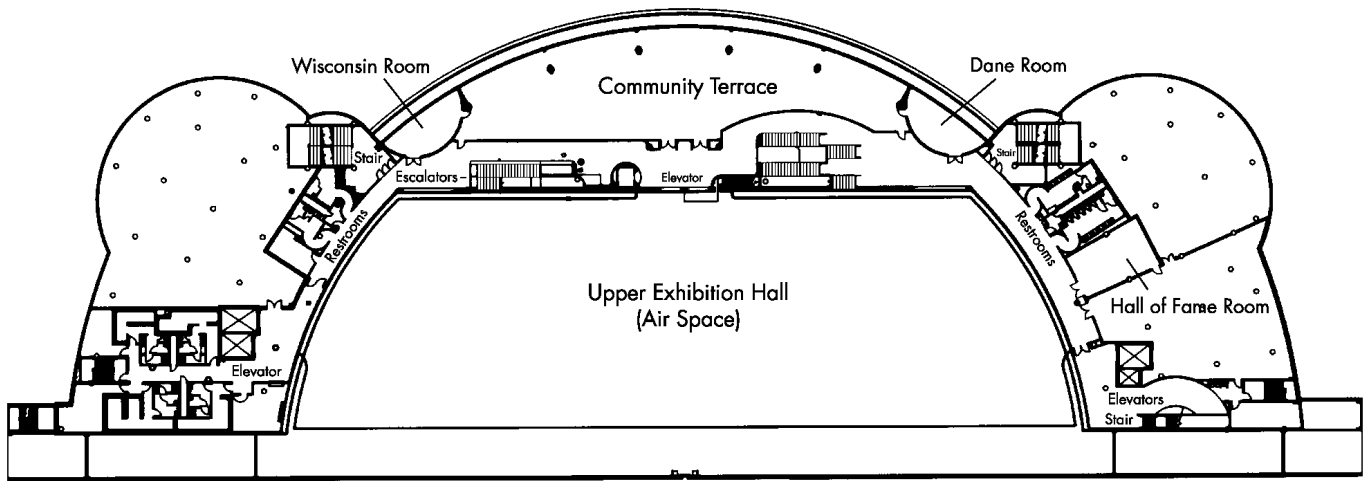
We would also like to thank the Brian MacWhinney and Executive Committee of the IASCL for their support.

This conference was funded in part by The National Institutes of Health, National Institute on Deafness and other Communication Disorders,
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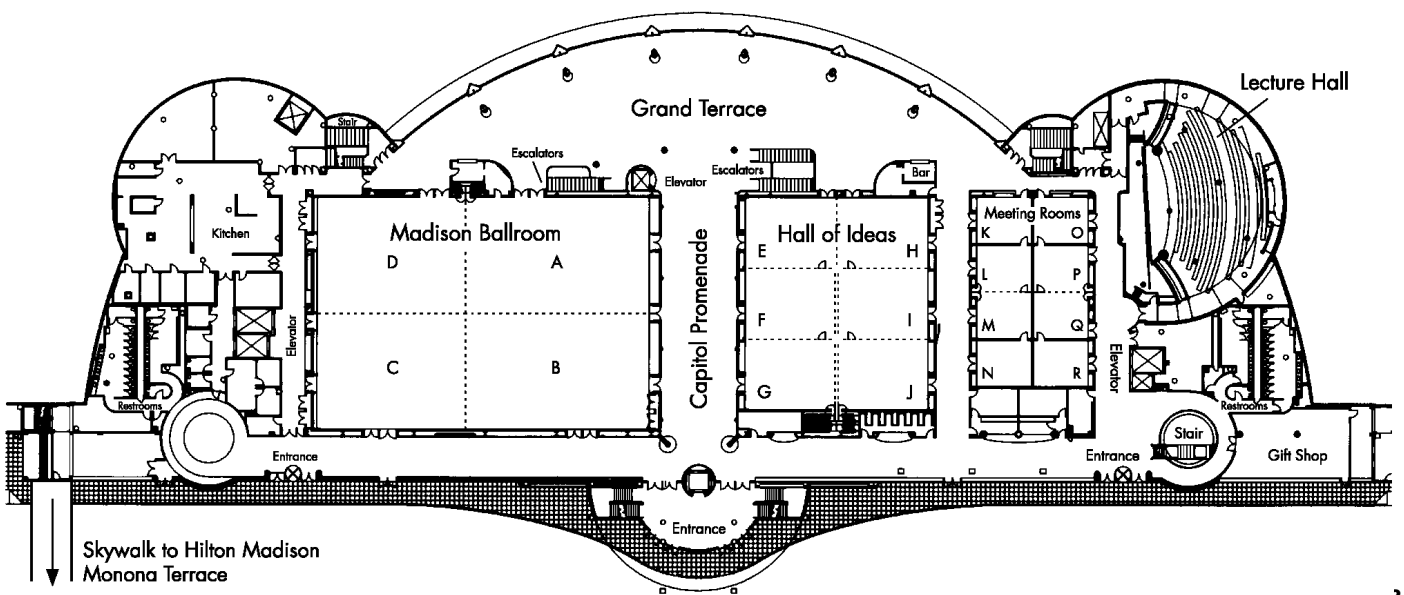
LEVEL 1 - LAKESIDE



LEVEL 2 - MEZZANINE



LEVEL 4 - MEETING ROOMS / GRAND TERRACE



Week at a Glance

Registration

Monday July 15
5:00 p.m. - 7:00 p.m.
Desks A & B

Tuesday July 16
7:30 a.m. - 9:00 a.m.
Desks A & B

	Tuesday July 16	Wednesday July 17
7:45 a.m. - 8:30 p.m.	Continental Breakfast Capital Promenade	Continental Breakfast Capital Promenade
8:30 a.m. - 10:00 a.m.	Official Opening Ballroom A & B	Plenary Speaker Dorothy Bishop Topic: How Language Impairment Can Help Us Understand Normal Development. Info on page 16. Ballroom A & B
10:00 a.m. - 10:30 a.m.	Break	Break
10:30 a.m. - 12:00 p.m.	Plenary Speaker Michael Tomasello Topic: A Usage-Based Approach to Early Syntactic Development. Info on page 16. Ballroom A & B	Breakout Session 3 Symposia, Papers & Posters See Program Schedule on page 24 for abstract number, topic and location.
12:00 p.m. - 1:30 p.m.	Lunch See page 6 and 7 for a list of restaurants in the Madison area. Lunch is also available at the Monona Terrace Convention Center in the Grand Terrace.	Lunch
Family and Friends Activities	Madtown Day Trip Excursion 1:00 p.m. - 3:30 p.m. The Henry Vilas Zoo	Madtown Day Trip Excursion 1:00 p.m. - 3:30 p.m. The Middleton Outdoor Pool
1:30 p.m. - 3:00 p.m.	Breakout Session 1 Symposia, Papers & Posters See Program Schedule on page 19 for abstract number, topic and location.	Breakout Session 4 Symposia, Papers & Posters See Program Schedule on page 27 for abstract number, topic and location.
3:00 p.m. - 3:30 p.m.	Break	Break
3:30 p.m. - 5:00 p.m.	Breakout Session 2 Symposia, Papers & Posters See Program Schedule on page 21 for abstract number, topic and location.	Breakout Session 5 Symposia, Papers & Posters See Program Schedule on page 29 for abstract number, topic and location.

After Hours Scheduled Activities

How to Use this Book

- **Week at a Glance**
This schedule provides information about the entire duration of the conference.
- **Plenary Speakers**
Biography and abstracts of the featured speakers.
- **Program Schedule**
This schedule provides detail information about Breakout Sessions 1-14. Date, time, topic, abstract ID number, and room.
- **Symposia, Paper, and Poster Abstracts**
Look to this section for information about all the abstracts.
- **Abstract Index**
Find a specific symposia, paper, or poster abstract ID number, topic, room location, and time.
- **Author Index**
Find a specific author and page.



joint conference of the ix international congress for the study of child language and the symposium on research in child language disorders

Thursday July 18	Friday July 19	Saturday July 20	Sunday July 21
Continental Breakfast Capital Promenade Plenary Speaker Paul Fletcher Topic: Then and Now: Grammar in the Analysis of Language Impairment. Info on page 17. Ballroom A & B	Continental Breakfast Capital Promenade Plenary Speaker Annick De Houwer Topic: Uneven Development in Bilingual Acquisition. Info on page 17. Ballroom A & B	Continental Breakfast Capital Promenade Plenary Speaker Laurence Leonard Topic: Specific Language Impairment Across Six Languages: Some New Findings and Their Implications for Theory and Clinical Practice. Info on page 17. Ballroom A & B	Coffee & Juice Breakout Session 13 Papers See Program Schedule on page 51 for abstract number, topic and location.
Break	Break	Break	Break
Breakout Session 6 Symposia, Papers & Posters See Program Schedule on page 33 for abstract number, topic and location.	Breakout Session 7 Symposia, Papers & Posters See Program Schedule on page 36 for abstract number, topic and location.	Breakout Session 10 Symposia, Papers & Posters See Program Schedule on page 45 for abstract number, topic and location.	Breakout Session 14 Papers & Posters See Program Schedule on page 52 for abstract number, topic and location.
Lunch	Lunch Student Travel Award Luncheon Meeting Rooms L & M	Lunch	
IASCL/SRCLD 2002 Tours 1:30 p.m. - 5:30 p.m. Light snacks are included with each tour.	Madtown Day Trip Excursion 1:00 p.m. - 3:30 p.m. Olbrich Gardens Butterfly Bonanza	Madtown Day Trip Excursion 1:00 p.m. - 3:30 p.m. Vitense Golfland	
	Breakout Session 8 Symposia, Papers & Posters See Program Schedule on page 39 for abstract number, topic and location.	Breakout Session 11 Symposia, Papers & Posters See Program Schedule on page 47 for abstract number, topic and location.	
	Break	Break	
	Breakout Session 9 Papers & Posters See Program Schedule on page 41 for abstract number, topic and location.	Breakout Session 12 Symposia, Papers & Posters See Program Schedule on page 48 for abstract number, topic and location.	
*Banquet 6:30 p.m. - 11:30 p.m. Reception 6:30 p.m. Dinner 8:00 p.m. Dance 9:30 p.m. Exhibit Halls A & B	IASCL Business Meeting 4:30 p.m. - 6:00 p.m. Lecture Hall		

* Featuring Tony Castaneda Latin Jazz Quartet (cash bar)

Hotel Shuttle Service:

Tuesday- Saturday:

Shuttles will be running every 15-20 minutes between the hours of 7:00-9:15 a.m. and 11:30 a.m.-12:45 p.m. and 5:00-6:00 p.m.

Sunday:

Shuttles will be running every 15-20 minutes between the hours of 7:30-9:00 a.m. and 11:00 a.m.-12:30 p.m.

MadTown Day Trips and Tour Busses:

Family and Friends MadTown Day Trips (Tue., Wed., Fri., Sat.) and IASCL/SRCLD 2002 Tours (Thur.) All trips and tours board each day at 1:00 p.m. in front of the Monona Terrace Convention Center, Level Four, Main Door. Departure is 1:15 p.m. For more info see pages 6 and 7.

See page 13 for Monona Terrace floor plan. See page 8 for additional transportation information and map of Madison.

Tuesday plenary speaker

Michael Tomasello Biography

PhD in Psychology in 1980 from University of Georgia (USA); taught at Emory University and worked at Yerkes Primate Center (USA) from 1980 to 1998; since 1998, Co-Director, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany. Research interests focus on processes of social cognition, social learning, and communication in human children and great apes. Books include: *The New Psychology of Language: Cognitive and Functional Approaches to Language Structure* (edited, Erlbaum, 1998; Volume 2, in press); *The Cultural Origins of Human Cognition* (Harvard University Press, 1999); and *Language Development: The Essential Readings* (edited w/ Elizabeth Bates, Blackwell, 2001). Forthcoming: *Child Language Acquisition: A Usage-Based Approach* (Harvard University Press, 2003).

A Usage-Based Approach to Early Syntactic Development

Most accounts of child language acquisition use as analytic tools adult-like syntactic categories and schemas (grammars) with little concern for whether they are psychologically real for young children. Recent research has demonstrated, however, that children do not operate initially with such abstract linguistic entities, but instead operate on the basis on concrete, item-based constructions. Children construct more abstract linguistic constructions only gradually - on the basis of linguistic experience in which frequency plays a key role - and they constrain these constructions to their appropriate ranges of use only gradually as well - again on the basis of linguistic experience in which frequency plays a key role. The best account of first language acquisition is provided by a usage-based model in which children process the language they experience in discourse interactions with other persons, relying explicitly and exclusively on social and cognitive skills that children of this age are known to possess.

www.eva.mpg.de

Wednesday plenary speaker

Dorothy Bishop Biography

Dorothy Bishop completed her BA in Experimental Psychology at Oxford University in 1973, and went on to do a Master's degree in Clinical Psychology at the Institute of Psychiatry in London. She then returned to Oxford to work at the MRC Neuropsychology Unit with Dr Freda Newcombe, at the same time as doing a doctorate on the topic of children's comprehension problems. After seven years in Oxford, she took up a Senior Research Fellowship with the Medical Research Council based, first at the University of Newcastle upon Tyne, and then at the University of Manchester. During this time she completed several research studies, including a longitudinal study following the progress of 4-year-olds with SLI over a 4 year period. Follow-up of the same children at age 16 was recently completed in a collaborative study with another of our speakers, Professor Maggie Snowling. Other research studies looked at language development in children with cerebral palsy, relationships between handedness and developmental disorder, and genetics of specific language impairment. In 1991, Dorothy moved to take up a post as a Senior Scientist at the MRC Applied Psychology Unit in Cambridge where she continued her studies of genetics of SLI, and also embarked on new studies of auditory processing in specific language impairment. In 1998 she was awarded a Principal Research Fellowship by the Wellcome Trust, which allowed her to establish a research group based at Oxford University dedicated to the study of children's communication impairments. She has published books on handedness and developmental disorders, language development in exceptional circumstances, and children's comprehension, as well as numerous research articles.

How Language Impairment Can Help Us Understand Normal Development

When developmental disorders are employed in theoretical arguments about the nature of language acquisition, this is nearly always in the context of debates about innate language specialisation. Specific language impairment (SLI), congenital hearing loss, Williams syndrome, and Down syndrome have all been recruited to the cause of those who argue for innate syntactic mechanisms, separate from 'general learning principles' and not tied to any one modality. The emphasis on this question has focused our attention on cases of dissociation between skills, both within the language domain and between language and other cognitive skills. In this talk I shall briefly mention some of the live questions that continue to arouse debate in the modularity arena. However, in the second part of the talk I shall focus on an issue that has received less attention, namely, the extent to which children with communication impairments can throw light on dependencies between language and thought.

For instance, SLI is often described as if it is truly specific, affecting the child's ability to master language structure while leaving other aspects of cognition intact. There is ample evidence that some nonverbal cognitive operations are compromised in SLI, but this is often dismissed as a relatively uninteresting consequence of difficulty in using 'verbal coding'. I shall use evidence from developmental disorders to argue that the ability to carry out basic syntactic operations such as subordination may be implicated in important cognitive skills such as building representations of events, memory, social cognition, and use of inner language to control behaviour. The implication is that language impairment will have increasing ramifications as the child develops, leading to difficulties in comprehension, memory, social discourse and executive functions. In short, by studying children with developmental disorders we can find out more about how language, and more specifically, syntax, constrains the development of thought.

<http://epwww.psych.ox.ac.uk/oscci/dbhtml/index.html>

Thursday plenary speaker

Paul Fletcher Biography

Paul Fletcher has been Chair Professor and Head of the Department of Speech and Hearing Sciences at the University of Hong Kong since 1995. Prior to that he was Professor in the Department of Linguistic Science at the University of Reading. He was an undergraduate at Oxford University, studying Classics, and his PhD is in Linguistics from the University of Alberta. He has authored and edited a number of books on normal and non-normal language development, and is widely published in these fields. He is a past president of the International Association for the Study of Child Language. His current research is on morphosyntactic development and impairment in Cantonese, and in lexical development in Cantonese and Mandarin, via adaptations of the MacArthur CDI.

Then and Now: Grammar in the Analysis of Language Impairment

It is more than twenty-five years since the publication of *The Grammatical Analysis of Language Disability* (GALD - Crystal et al. 1976). This and other publications at around the same time assumed that comparative grammatical analysis would provide us with a window on to the essential character of language impairment in children. This assumption is still the driving force behind many studies, but the context in which researchers operate is very different. The study of normal language development and its disorders was in the 1970s more or less restricted to English, but we are now much more aware of the distinct problems and opportunities other languages pose for the learner. Viable alternative accounts of grammar learning have been developed which contrast with the then dominant and still influential generative paradigm. Current grammatical frameworks acknowledge the central role of the lexicon in grammatical representations. And we have become alert to the potential afforded by the processes of perception and production for the attrition of lexical and syntactic representations in children with language impairment. In this paper we review the basic assumptions of GALD in the light of what we now know, and ask what role comparative grammatical analysis should continue to have in the assessment and remediation of children with language impairment. If grammar is to play a part, which framework is most appropriate? And how complete a characterization does a focus on grammar provide?

Crystal, D., Fletcher, P. and Garman, M. (1976). *The Grammatical Analysis of Language Disability*. London: Edward Arnold.

www.hku.hk/speech/

Friday plenary speaker

Annick De Houwer Biography

Annick De Houwer is Associate Professor of Communication at the University of Antwerp (UIA). She has worked on sociolinguistic and psycholinguistic aspects of Dutch child language, but is best known for her research on bilingual acquisition in young children, especially through her monograph *The Acquisition of Two Languages from Birth: a Case Study* (published by Cambridge University Press) and her chapter on 'Bilingual Acquisition' in the *Handbook of Child Language*. Her current research is primarily focused on finding connections between language input and bilingual development, both on a macro- and a microlevel. Among others, she is coordinating a research project on 60 mono- and bilingual (French-Dutch) families in Flanders (in cooperation with Dr. Marc Bornstein, National Institutes of Health, Washington). Dr. De Houwer is an Officer in various scientific associations such as the International Association of Applied Linguistics (AILA) and the International Association for the Study of Child Language (IASCL), and is an Advisory Member of the Multilingual Affairs Committee of the International Association of Logopedics and Phoniatrics (IALP). Together with Steven Gillis she is General Editor of the IASCL book series 'Trends in Language Acquisition Research' with John Benjamins Publishing Company.

Uneven Development in Bilingual Acquisition

A striking feature of young bilingual children's language use is that there can be so much difference between the ways in which they use either of their languages and the levels of language skill in each. As I will argue, many of the differences between individual bilingual children's use of their two languages can be attributed to differences in the learning environments for each of the languages. These learning environments concern, amongst others, language use patterns in the parent pair, age of first regular exposure, relative and absolute frequencies of input for each language, and interaction strategies. Evidence for my claims will be based on a macro-sociological study of ca. 1,800 bilingual families, a much smaller but more in-depth study of ca. 20 bilingual families, and findings from the literature. If indeed it is the case that differences in learning environments can explain much of the variation between one particular child's use of two languages (and, by extension, inter-individual variation between bilingual children), this has important repercussions for the assessment of possible language learning problems in bilingual children and the sort of help they might need to overcome them.

Saturday plenary speaker

Laurence B. Leonard Biography

Laurence B. Leonard is Rachel E. Stark Distinguished Professor in the Department of Audiology and Speech Sciences at Purdue University, USA. Since 1971 he has published in the area of language disorders in children. His research has been directed toward the phonological, lexical, and morphosyntactic abilities of children with specific language impairment. Many of his studies in recent years have been crosslinguistic, collaborative efforts with colleagues outside the USA. Along with many research articles and chapters, Leonard has written a book, *Children with Specific Language Impairment*. In 2001, Leonard received the Honors of the American Speech-Language-Hearing Association.

Specific Language Impairment Across Six Languages: Some New Findings and Their Implications for Theory and Clinical Practice

In the past decade, numerous studies have provided evidence pointing to significant grammatical deficits in children with specific language impairment (SLI). This evidence has led to several detailed proposals concerning the source of the children's difficulties. In this paper, recent findings from six different languages (English, Italian, Hebrew, Swedish, Spanish, Cantonese) will be used to introduce additional issues that present accounts of SLI must consider. These issues include: (1) extraordinary problems with noun phrase morphology; (2) problems with word order independent of verb morphology errors; (3) expression of finiteness but not tense through default forms; (4) special difficulties with past-but not present-tense inflections; (5) the occurrence of "hear-miss" errors in null-subject languages; and (6) the appearance of errors that can be attributed to difficulties with aspect as easily as to difficulties with tense. Ways in which some of these findings can be accommodated by present accounts of SLI will be discussed. The findings will also be considered in terms of the modifications they suggest for current assessment and treatment procedures for children with SLI.

Program Schedule Breakout Sessions

Symposia, Papers, and Posters

Breakout Session 1: Tuesday, July 16 at 1:30

Symposia	Id	Topic	Room
<i>Language and Cognition in Mental Retardation Syndromes</i> Len Abbeduto & Robin S. Chapman; University of Wisconsin-Madison, USA Carolyn Mervis; University of Louisville, USA	IS01	CL	BC
<i>The Acquisition of Agreement in Maya</i> Clifton Pye; University of Kansas, USA Penny Brown; Max Planck Institute for Psycholinguistics, The Netherlands Lourdes De León; CIESAS, Mexico Barbara Pfeiler; Universidad of Yucatan, Mexico Katherine Demuth; Brown University, USA	S04	MOR	BB
<i>Managing language sample data: New research tools</i> Jon Miller; University of Wisconsin-Madison, USA Gail Gillon; University of Canterbury, New Zealand Judith Johnston; University of British Columbia, Canada	IS05	AS	LH
<i>Mapping the Boundaries of Word Finding Difficulties</i> Julia Dockrell & David Messer; South Bank University, UK Karla McGregor; Northwestern University, USA Victoria Murphy; University of Hertfordshire, UK (discussant) Heather van der Lely; University College London, UK Karen Froud; Massachusetts Institute of Technology, USA Jennifer Thomson & Usha Goswami; University College London, UK	S06	LEX	BA
<i>The Development of Conversational Behavior in Monolingual and Bilingual Children</i> Ylknur Kecik., Fatma Hulya Özcan, Ahmet Konrot & Seyhun Topbas; Anadolu University, Turkey Normann Jorgensen; University of Copenhagen, Denmark	S10	CD	HH & HI
<i>Otitis Media: Implications for Language Development and Disorders and Auditory Processing</i> Joanne Roberts; Univ. of NC at Chapel Hill, USA Christine Dollaghan & Thomas Campbell; University of Pittsburgh, USA Richard G. Schwartz; City University of New York, USA Judith S. Gravel ; Albert Einstein College of Medicine, USA Lisa L. Hunter; University of Minnesota, USA	S27	CL	BD
<i>Language in Childrens and Adolescents with Williams Syndrome in Italian, English and French</i> Judy Reilly; San Diego State University, USA Virginia Volterra, Maria Cristina Caselli & Olga Capirci; National Research Council, Roma, Italia Stefano Vicari & Francesca Tonucci; Ospedale Bambino Gesù, Italia Antonella Descovi & Simonetta D'amico; University of Rome, Italy Josie Bernicot, Michele Guidetti, Claudie Kociuba & Agnes Lacroix; University of Poitiers, France Ursula Bellugi, Liz Lichtenberger & Jacqueline Krieter; The Salk Institute, USA Anita Zamora; Psychology Dept, San Diego St, USA	S33	CLC	HE & HF
Paper Session 1: Cognition/Language	Id	Topic	Room
<i>The Cognitive, Perceptual and Developmental Factors Affecting Children's Language Ability</i> Katrina Lines & David Cottrell; James Cook University, Australia	PR017	CL	HG
<i>Rapid naming abilities in children with Attention-Deficit/Hyperactivity Disorder (ADHD) and Language Impairment</i> Alison McInnes & Rosemary Tannock; Hospital for Sick Children, Canada	PR241	CL	HG
Paper Session 2: Syntax			
<i>Why do children have difficulty with English passives? An eyetracking study</i> Karin Stromswold, Janet Eisenband, Edward Norland & Jill Ratzan; Rutgers University, USA	PR097	SYN	HJ
<i>"Oh this time the spy has the nocliars": Children's processing of structurally ambiguous sentences</i> Evan Kidd & Edith Bavin; La Trobe University, Australia	PR144	SYN	HJ
<i>Coordination in Spanish child language: how far is it from adult speech?</i> Vianey Varela; Universidad Nacional Autónoma de México, México	PR243	SYN	HJ

Posters

	Id	Topic	Room
<i>Narrative Performance in German Williams Syndrome</i> Marion Krause; University of Duesseldorf, Germany	PS109	CL	CT
<i>Conversational Repair in Speakers with Autism</i> Joanne Volden; University of Alberta, Canada	PS112	PRG	CT
<i>Lexical and Grammatical Growth in Toddlers At-Risk for SLI</i> Pamela Hadley, Nicole Eklund & Jennifer Brinkmeier; Northern Illinois University, USA	PS142	AS	CT
<i>Adaptations of the Mac Arthur Communicative Inventories (CDIs) to languages spoken in Spain: Current state in 2002</i> Susana López-Ornat; Universidad Complutense de Madrid, Spain Miguel Pérez-Leroux; Univ. de Santiago de Compostela, Spain Margareta Almgren; University of the Basque Country, Spain Nekane Arratibel, Carlos Gallego & Pilar Gallo; Universidad Complutense de Madrid, Spain Iñaki Garcia & Alexandra Karousou; Universidad Complutense de Madrid, Spain Sonia Mariscal; Universidad Nacional a Distancia, Spain	PS143	AS	CT
<i>Quantitative and qualitative aspects of vocabulary development: a comparison between spontaneous speech and parental report data</i> Nicoletta Salerni; Università di Milano-Bicocca, Italy Alessandra Assanelli; Università di Padova, Italy Laura D'Odorico; Università di Milano-Bicocca, Italy	PS148	LEX	CT
<i>Pragmatic Adequacy in Children with Williams Syndrome</i> Sabine Pirchio; Università di Roma la Sapienza, Italia Maria Cristina Caselli; National Research Council, Roma, Italy	PS149	CD	CT
<i>Segmentation Marking in Text Production</i> Irit Katzenberger; University of Tel-Aviv & Hadassah College, Israel Dalia Cahana-Amitay; Bar Ilan University, Israel	PS150	LIT	CT
<i>Verb Inflections in Turkish Speaking Children with Down Syndrome</i> Dilek Durusoy Erbas; Anadolu University, Turkey Bülent Togram; Yunuserme Kampusu, Turkey Seyhun Topbas; Anadolu University, Turkey	PS151	MOR	CT
<i>Vowel alterations in Norwegian infant directed speech during the first 5 months.</i> Kjellrun T. Englund; Norwegian University of Sci and Tech, Norway Dawn Behne; NTNU, Norway	PS154	CDS	CT
<i>A Tool for Analyzing Teachers' Language Interactions with Children in First-Year Classrooms</i> Elizabeth Doell & Vicki Reed; University of Sydney, Australia	PS156	CD	CT
<i>The Effect of the Writing Task on the Spelling Performances in School Aged Children</i> Geneviève De Weck; University of Neuchâtel, Switzerland Michel Fayol, Marylène Challard & Sandra Collay; University Blaise Pascal, France Sophie Krugel Vuilleumier & Sophie Siegrist; University of Neuchatel, Switzerland	PS173	LIT	CT
<i>Speed of processing in a child with a cerebellar angioma</i> Meredith Bailey-Orr & Jennifer Windsor; University of Minnesota, USA	PS177	NEU	CT
<i>Analysis of Fathers' Language and Social Interactions with Their Developmentally Different Twins</i> Rosalind Scudder; Wichita State University, USA Terre K. Graham; Rockhurst University, USA Trisha H. Self; Wichita State University, USA	PS184	CDS	CT
<i>Systematic and Engaging Early Literacy Instruction</i> Barbara Culatta; Brigham Young University, USA Dana Kovarsky; University of Rhode Island, USA Geraldyn R. Timler; SUNY at Buffalo, USA	PS186	LIT	CT
<i>Use of Derivational Morphology by Kindergarten Children with and without Specific Language Impairment</i> Lynne E. Hewitt & Vijayachandra A. Ramachandra; Bowling Green State University, USA Carol Scheffner Hammer; Penn State University, USA	PS212	MOR	CT
<i>Analysis of Parental Input for Desire Based Utterances: Differences in Individuals with Downs Syndrome and Autism</i> David Kelley; University of VT, USA	PS213	CL	CT
<i>Parent-Child Narratives in Children with Histories of Early Corrective Heart Surgery</i> Kathleen Peets; Harvard Graduate School of Education, Canada David Bellinger; Children's Hospital, Boston, USA Lowry Hemphill; Harvard Graduate School of Education, USA	PS214	CD	CT

Getting the Point: Electrophysiological Correlates of Protodeclarative Pointing
 Lynette M. Henderson; Austin Peay State University, USA
 Michael G. Davis; Vanderbilt University, USA
 Marygrace E. Yale; University of Miami, USA
 Paul Yoder; Vanderbilt University, USA

Development of a Reference Profile of Children's Grammatical Development
 Thomas Klee; University of Newcastle upon Tyne, UK
 William Gavin; Colorado State University, USA
 Carolyn Letts; University of Newcastle, UK

Chocolate-biscuits or chocolate and biscuits? Children's production of prosodic-phrase boundaries
 Jana Dankovicova; University College London, UK
 Kathryn Pigott; Ferryview Health Centre, UK
 Bill Wells; University of Sheffield, UK
 Sue Peppé; Queen Margaret Univ. College, UK

PS231	PRE	CT
PS245	AS	CT
PS265	PHO	CT

Symposia, Papers, and Posters

Breakout Session 2: Tuesday, July 16 at 3:30

Symposia

Early language acquisition by infants and toddlers
 Jenny Saffran; University of Wisconsin-Madison, USA
 James Morgan; Brown University, USA
 Toben Mintz; University of Southern California, USA
 Sandra R. Waxman; Northwestern University, USA

Atypical Learners: A Primer on Possibilities and Pitfalls
 Mabel Rice; University of Kansas, USA
 Judith Johnston & Barbara Bernhardt; University of British Columbia, Canada
 Peter De Villiers; Smith College, USA
 Carolyn Mervis; University of Louisville, USA
 Jon Miller; University of Wisconsin-Madison, USA
 Donna Thal; San Diego State University, USA
 Steven Warren; Vanderbilt University, USA
 Ann Peters; University of Hawaii, USA

Id	Topic	Room
IS12	PER	LH
S37	CL	BA

Paper Session 3: Phonology

Phonological skills in two-year old Cleft Palate Children: the impact of deviant phonology on language output and articulation

Kino Jansonius-Schultheis; University of Amsterdam, The Netherlands
 Anne Baker; University of Amsterdam, The Netherlands

Specific Characteristics of Cleft Lip and Palate in Turkish: Any Difference At All?

Seyhun Topbas & Sertan Özdemir; Anadolu University, Turkey

Intonation abilities of children with speech and language impairments

Bill Wells; University of Sheffield, UK
 Sue Peppé; Queen Margaret Univ. College, UK

Id	Topic	Room
PR114	PHO	BB
PR120	PHO	BB
PR173	PHO	BB

Paper Session 4: Syntax

Semantic principles in the acquisition of syntax

Richard M. Weist; SUNY College at Fredonia, USA
 Aleksandra Pawlak; International House, Poland
 Jenell Carapella & Ryan Internicola; SUNY College at Fredonia, USA

The relation between grammar and lexicon in acquisition

Jacqueline van Kampen; UiL OTS, University of Utrecht, The Netherlands

Language acquisition at the syntax-semantics interface

Julien Musolino; Indiana University, USA
 Jeffrey Lidz; Northwestern University, USA

PR059	SYN	BC
PR061	SYN	BC
PR115	SYN	BC

Paper Session 5: Morphology

Early phases in the acquisition of verb morphology, in Spanish

Carmen Aguirre; University of Vienna, Austria

Comprehension and Production of Verb-Argument Structure and Aspectual Morphology in 22 Month-Olds

Melissa Smith & Letitia Naigles; University of Connecticut, USA

Edith Bavin; La Trobe University, Australia

Laura Wagner; Harvard University, USA

Individual Differences in the Grammaticalization Process of Spanish Noun Phrases

Beatrice M. Schnell; Harvard Graduate School of Ed, USA

Paper Session 6: Cross Linguistic

“Ontogenetic Universals” and Cross-Linguistic Variations in Children’s Acquisition of Personal Pronouns and Kinship Terms

Galina Dobrova; University of Russia, Russia

Structural Properties and Precocious Acquisition: A Case Study of Child Acquisition of Noun Classes in Bantu Languages

Daniel Idiata; Omar Bongo University, France

The Language Continuum: Narrative Discourse Skills in English-Japanese Bilingual Children

Masahiko Minami; San Francisco State University, USA

Red Thread of Croatian and Yucatec Maya: What Could Be Common In the Two Languages?

Melita Kovacevic; University of Zagreb, Croatia

Barbara Pfeiler; Universidad of Yucatan, Mexico

Marijan Palmovic; University of Zagreb, Croatia

Paper Session 7: Pragmatics

Analysis of Pragmatic Disorders in Williams Syndrome

Elena Garayzábal & María Sotillo; Universidad Autónoma de Madrid, Spain

Social pragmatic difficulties in children with specific language impairment (SLI): Is it the result of the language impairment or a primary deficit in social knowledge?

Klara Marton, Linda Gershovich & Brocha Abramoff; Brooklyn Colley, CUNY, USA

Narrative Capability in Children with a History of Autism

Elizabeth Kelley, Anna Janovicz, Lara Mayeux & Jennifer Omdoll; University of CT, USA

Donna Vear, Letitia Naigles & Deborah Fein; University of CT, USA

Towards a characterization of a profound autistic child’s communicative attempts

Laurent Danon-Boileau; Université René Descartes Paris VSorbonne and CNRS (LAPLE), France

Edy Veneziano; Université Nancy 2, France

Frédérique Laval; Université Paris VII, France

Pragmatic functioning in natural setting and the emergence of “theory of mind” in autistic and control group children: A comparative study.

Edy Veneziano; Université Nancy 2, France

Marie-Hélène Plumet; CNRS Paris V, France

Sylvia Cupello; Université Paris 5, France

Carole Tardif; Université Rennes 2, France

Paper Session 8: Assessment

Identifying children at risk for communication disorders – Screening and assessment at 18 months

Barbro Bruce, Kristina Hansson, Ulrika Nettelbladt & Karl Radeborg; Lund University, Sweden

The Spanish (spoken in Spain) MacArthur Communicative Inventories (MCDI): New measures for linguistic and pre-linguistic development

Susana López-Ornat, Pilar Gallo & Alexandra Karousou; Universidad Complutense de Madrid, Spain

Sonia Mariscal; Universidad Nacional a Distancia, Spain

Norms of Language Development in Zulu

Susan Suzman; University of the Witwatersrand, South Africa

More comprehensive assessment of early child language development: A cross-rater composite score for the MacArthur CDI

Marc H. Bornstein; National Inst of Child Health & Human Devel, USA

Annick De Houwer; PSW - UIA, Belgium

PR215	MOR	BD
PR229	MOR	BD
PR275	MOR	BD
PR014	CLC	HE
PR019	CLC	HE
PR045	CLC	HE
PR192	CLC	HE
PR038	PRG	HF
PR086	PRG	HF
PR117	PRG	HF
PR285	PRG	HF
PR286	PRG	HF
PR200	AS	HG
PR202	AS	HG
PR206	AS	HG
PR282	AS	HG

Paper Session 9: Conversation/Discourse

Narrative abilities in children with Selective Mutism

Alison McInnes; Hospital for Sick Children, Canada

Daniel Fung; Woodbridge Hospital, Singapore

Katharina Manassis, Rosemary Tannock & Lisa Fiksenbaum; The Hospital for Sick Children, Canada

Teachers' Facilitative and Directive Language Interactions with Children in their First year of Formal Schooling

Elizabeth Doell & Vicki Reed; University of Sydney, Australia

A Dynamic Systems Account of When Children Do and Not Progress in Semantic and Syntactic Development

Keith Nelson, Janet Welsh & Yue Xuan; Penn State University, USA

Marnie Arkenberg & Patrick Craven; Penn State University, USA

Stephen Camarata; Vanderbilt University School of Medicine, USA

Paper Session 10: Bilingualism

At the threshold of a foreign language: sociocognitive dialogues on metalinguistic awareness

Riikka Alanen & Hannele Dufva; University of Jyväskylä, Finland

Future morphology in the acquisition of Basque and Spanish by a bilingual child

Margareta Almgren; University of the Basque Country, Spain

Andoni Barreña; University of Salamanca, Spain

The lexicon in the narrations of bilingual children of 4 and 5 years: a case of forced code-switching?

Mehmet Ali Akinci; UMR 6065 CNRS – Université de Rouen, France

Bilingual Child Code-Switching: The Language Dominance Hypothesis Revisited

Juana M. Licerias; University of Ottawa, Canada

Todd Spradlin; University of Ottawa, Ontario

Raquel Fernández Fuertes; Universidad de Valladolid, Spain

Effect of Narrative Elicitation Method on the Language Production of Latino Children

Aquiles Iglesias, Christopher Coyle, Juan Suarez & Deanene Berry; Temple University, USA

Posters

Precursors of Metalinguistic and Metacommunicative Awareness and Activity in Adult-Child Conversation (based on Slovak)

Daniela Slancová; Presov University, Slovak Republic

Verbal Associations of Bilingual Preschool Kids

Natalia S. Starzhynskaya; Nat'l Institute of Educ of Belarus, Belarus

Gestures Accompanying Speech in Specifically Language-Impaired Children

Joanna Blake, Debbie Myszczyzyn & Ariela Jokel; York University, Canada

Metacognitive Abilities in Hearing Impaired Children: A Pilot Study

Nirmal Samanta; Aegis Rehabilitation Services, USA

Jayanti Ray; WAsate University, USA

Asymbolia in an 8.0 year old boy with Williams Syndrome: Implications for Normal Language Development

Jill Boucher, Glyn Collis & Sue Leekham; University of Durham, UK

Exploring Semantic Contributions to the Age of Acquisition Effect

Rachel Moser & Judith Johnston; University of British Columbia, Canada

Jerome Language Study: A Study of Language Acquisition

Beverley Jaremko; University of Calgary, Canada

Exposure to novel and familiar words in primary science lessons

Rachel Best; South Bank University, UK

Julie Dockrell; University College London, UK

Nick Braisby; University of London Guildhall, UK

Nouns and Verbs in Children's Early Vocabularies: A Cross-linguistic Study of the MacArthur

Communicative Development Inventory in English, Mandarin and Cantonese

Twila Tardif; University of Michigan, USA

Paul Fletcher; University of Hong Kong, China

Zhixiang Zhang & Weilan Liang; Peking University, China

Young Children's Acquisition of Novel Transitive and Ergative Cantonese Verbs

Patricia Brooks & Shukkwon Cheung; City University of New York, USA

Syntax in Creole Children with Down Syndrome

Dany Adone; Heinrick-Heine-Unv Universität, Germany

	Id	Topic	Room
	PR176	CD	HH & HI
	PR217	CD	HH & HI
	PR239	CD	HH & HI
	PR023	BIL	HJ
	PR057	BIL	HJ
	PR073	BIL	HJ
	PR242	BIL	HJ
	PR312	BIL	HJ
	PS001	MET	CT
	PS003	BIL	CT
	PS006	CL	CT
	PS007	CL	CT
	PS018	CL	CT
	PS026	LEX	CT
	PS033	LEX	CT
	PS034	LEX	CT
	PS039	LEX	CT
	PS040	SYN	CT
	PS041	SYN	CT

<i>Language mixing in children with Down syndrome</i> Elizabeth Kay-Raining Bird & Patricia Cleave; Dalhousie University, Canada Jennifer Cupit; MacKay Center, Canada Anna Randall-Gryz & Glen Nowell; Dalhousie University, Canada	PS060	BIL	CT
<i>Preschool Children Learning Hmong and English: Lexical-Semantic Production Skills in L1 and L2</i> Kathryn Kohnert & Pui Fong Kan; University of MN-Minneapolis, USA	PS069	LEX	CT
<i>Parents' Strategies in Bilingual Upbringing</i> Katharina Meng; Institut für Deutsche Sprache, Germany Ekaterina Protassova; University of Helsinki, Finland	PS086	BIL	CT
<i>Separating Children with SLI from Typical Second Language Learners: Insights from Non-linguistic Processing Measures</i> Kathryn Kohnert & Jennifer Windsor; University of Minnesota, USA	PS093	SSA	CT
<i>The development of the perfective aspect ʔo2 in Cantonese-speaking children with and without SLI</i> M. Y. Anita Wong; Stephanie Stokes & Paul Fletcher; University of Hong Kong, China	PS155	SSA	CT
<i>Within-Group Variation in the Ability of Children with Specific Language Impairment (SLI) to Access an Ongoing Interaction</i> Colleen Liiva & Patricia Cleave; Dalhousie University, Canada	PS158	SSA	CT
<i>Receptive and Expressive Language Patterns of Toddlers with Severe Developmental Disabilities</i> MaryAnn Ronski & Rose A. Sevcik; Georgia State University, USA Lauren B. Adamson; & Melissa Cheslock; Georgia State University, USA	PS201	AAC	CT
<i>Phonological Aspects of Production of Noun Plurals in German Children with SLI</i> Christiane Hofbauer & Christa Kieferle; University of Munich, Germany	PS223	PHO	CT
<i>Patterns of Early Language Development of Children with Williams Syndrome</i> Angela Becerra & Melissa Thomas; University of Louisville, USA Byron F. Robinson; Georgia State University, USA Carolyn Mervis; University of Louisville, USA	PS228	GLD	CT
<i>Acquisition of Concrete and Relational Vocabulary by Children with Williams Syndrome</i> Melissa Thomas & Mary Beth Z. Whittle; University of Louisville, USA Florence Chang & Carolyn Mervis; University of Louisville, USA	PS229	GLD	CT
<i>Language Skills of Young Males with Fragile X Syndrome</i> Joanne Roberts; Univ. of NC at Chapel Hill, USA	PS246	GLD	CT
<i>Visual and Verbal Coding Strategies in Children with Specific Language Impairment</i> Skye Conner & Judith Johnston; University of British Columbia, Canada	PS247	CL	CT
<i>Narrative Abilities in Children with Specific Language Impairment</i> Dona Boudreau; Portland State University, USA	PS264	CD	CT

Symposia, Papers, and Posters

Breakout Session 3: Wednesday, July 17 at 10:30

Symposia	Id	Topic	Room
<i>The Lexicon/Syntax Interface in Later Language Development</i> Dorit Ravid; Tel Aviv University, Israel Liliana Tolchinsky & Elisa Rosado Villegas; Universidad de Barcelona, Spain Ruth Berman; Tel Aviv University, Israel Harriet Jisa; Dynamique du Language & Université Lyon 2, France Janet G. van Hell & Ludo Verhoeven; Nijmegen University, The Netherlands Sven Strömquist; University of Lund, Sweden (discussant)	S01	CLC	BD
<i>The MacArthur CDI: Past, Present and Future</i> Elizabeth Bates; University of California-San Diego, USA Philip Dale; University of Missouri-Columbia, USA Larry Fenson; San Diego State University, USA Judith Goodman; University of Missouri-Columbia, USA Donna Jackson-Maldonado; Universidad Autónoma de Querétaro, Mexico Virginia Marchman; University of Texas at Dallas, USA Donna Thal; San Diego State University, USA	IS02	AS	LH

The Neurobiology of Auditory Processes in Childhood Language Impairment

Richard G. Schwartz; City University of New York, USA
 Valerie L. Shafer; Albert Einstein College of Medicine, USA
 Robert J. Ruben; University of New York, USA
 Judith S. Gravel ; Albert Einstein College of Medicine, USA

Peer Interaction and Pragmatic Development—Part 1

Catherine Snow; Harvard University, USA
 Shoshana Blum-Kulka; Hebrew University, Israel
 Jane Katz; Harvard University, USA
 Vibeke Grover Aukrust; Oslo University, Norway
 Asta Cekaita; Linkoping University, Sweden
 Agelici Nicolopoulou; Lehigh University, USA
 Deborah Huck-Taglicht & Talia Habib; Hebrew University, Israel
 Aylin Kuntay; Koc University, Turkey
 Elizabeth S. Richner; Lehigh University, USA
 Karin Aronsson; Linkoping University, Sweden

Parents' and Teachers' Child-Directed Speech to Low-Income Children

Allyssa McCabe; University of Massachusetts-Lowell, USA
 Joanne Roberts; Univ. of NC at Chapel Hill, USA
 David Dickinson; Education Development Center, USA
 Tempii Champion; University of North Carolina, USA
 Lynne Vernon-Feagans; University of North Carolina, USA
 Elizabeth E. Manlove; Pennsylvania State University, USA
 Sandra Jackson; University of North Carolina, USA
 Catherine Snow; Harvard University, USA (discussant)

Paper Session 11: Child-directed Speech

Fathers are from Mars, Mothers are from Venus: Parents Talk to their Children about the Mind

Elena Nicoladis; University of Alberta, Canada

The Role of Context in Mother-Child Interactions: An Analysis of Communicative Intents Expressed During Toy Play and Book Reading with 12-month-olds

Kristine M. Yont & Catherine Snow; Harvard University, USA
 Lynne Vernon-Feagans; University of North Carolina, USA

Listen Up! Parental Input to Children with Chronic Otitis Media

Kristine M. Yont & Catherine Snow; Harvard University, USA
 Lynne Vernon-Feagans; University of North Carolina, USA

The Dynamics of Peer Interaction: Thematic Frames, Genres and Modalities in the Talk of Nine-Year-Old Children

Hana Avni; Hebrew University, Israel

Paper Session 12: Phonology

Do Phonological Skills at the Age of 2;6 Correlate with Reading Skills at the Age of 7?

Pirjo Turunen, Heikki Lyytinen & Matti Leiwo; University of Jyväskylä, Finland

Universal and Language Specific Aspects of Variability in Phonological Patterns

Seyhun Topbas & Baris Dinçer; Anadolu University, Turkey

L2 Stress Acquisition – perception and production

Heidi Altmann & Irene Vogel; University Delaware, USA

Paper Session 13: Language Development

Stability, context, and sex in early child language development

Marc H. Bornstein; National Inst of Child Health & Human Devel, USA

Variability in Communication and Motor Development in One-Year Olds

Megan Hodge, Johanna Darrach & Joyce Magill-Evans; University of Alberta, Canada

Environment plays a large role in individual differences in toddler expressive language

Carol Van Hulle & Anne Sigl; UW-Madison, USA
 K. S. Lemery & Harold Goldsmith; University of Wisconsin - Madison, USA

Paper Session 14: Syntax

Acquisition of the German passive: A “construction conspiracy” account

Kirsten Abbot-Smith & Heike Behrens; Max Planck Institute, Germany

	Id	Topic	Room
S07		NEU	HE & HF
S09		PRG	BA
S11		CDS	BB
PR046		CDS	HG
PR047		CDS	HG
PR048		CDS	HG
PR049		CDS	HG
PR071		PHO	HH
PR119		PHO	HH
PR244		PHO	HH
PR055		GLD	HI
PR186		GLD	HI
PR236		GLD	HI
PR064		SYN	HJ

Some notes on the meaning of root infinitives
 Elma Blom; Utrecht Inst of Linguistics OTS, The Netherlands

Is it He or She? Clues for Syntactic Gender
 Orit Amiram & Sharon Armon-Lotem; Bar-Ilan University, Israel

Posters

Young children's use of nouns in pre-verbal position
 Nenagh Kemp; Max Planck Child Study Centre, UK
 Elena Lieven & Michael Tomasello; Max Planck Institute for Evolutionary Anthropology, Germany

Subtypes of Specific Language Impairment in Adolescents
 J.H. Serfontein & H. Jordaan; University of the Witwatersrand, South Africa

Genetic and environmental influences on the language abilities of 4-year old children.
 Bonamy Oliver; Institute of Psychiatry, UK
 Philip Dale; University of Missouri-Columbia, USA
 Frank M. Spinath & Robert Plomin; SGDPResearch Centre, U.K.

On the so-called category 'adverb': Blocking effects in child German and in adult Catalan
 Heiner Drenhaus; Universitaet Potsdam, Denmark
 Mercè Coll Alfonso; Universitat Autònoma de Barcelona, Spain

Blocking of Binding relations in the (late) acquisition of German ditransitive verbs
 Heiner Drenhaus; Universitaet Potsdam, Denmark

Phonological Processes of Metathesis in Down Syndrome and Normal Developing Children
 Eliseo Diez-Itza, Verónica Martínez López & Manuela Miranda; Universidad de Oviedo, Spain

The emergence of explicit phonological awareness: Recognition of syllables and phonemes from preschool to second grade
 Nicole Stadie & Barbara Höhle; University of Potsdam, Germany

Attention to Context in Autistic Children
 Orenda Cornwell & Judith Johnston; University of British Columbia, Canada

Parent Implemented Speech and Language Treatment for Young Children with Cleft Lip and Palate
 Melissa W. Brothers & Nancy J. Scherer; East Tennessee State University, USA

Saying and telling, complementation, and theory of mind: a study of oral deaf children
 Peter De Villiers, Sarah Freedman, Wendy Kohn & Shirin Hastings; Smith College, USA

Differences and Similarities in the Acquisition of Complex Nucleus: Brazilian Portuguese, European Portuguese, English and Dutch
 Giovana Ferreira Bonilha; Pontifical Catholic University of Rio Grande do Sul, Brazil

Exploring Social Communication Deficits in School-Age Children
 Truman E. Coggins, Lesley B. Olswang & Jennifer Bonaro; University of Washington, USA

Working Memory and Social Communication
 Truman E. Coggins & Amy Costanza-Smith; University of Washington, USA

Social-Cognitive Performance of School-Age Children with Social Communication Problems
 Geralyn R. Timler; SUNY at Buffalo, USA

The Value of Narrative Productions in Assessing Later Language in Children with Social Communication Deficits
 Laura Snow, Truman E. Coggins & Kate Goodwin; University of Washington, USA

Seeing is Believing: Direct Observation of Social Communication Problems in the School Environment
 Lesley B. Olswang & Amy L. Donaldson; University of Washington, USA
 Liselotte Svensson & Jessica Dalton; University of Washington, USA

Phonological awareness, working memory and learning to read in Hungarian
 Ágnes Lukács & Valéria Csépe; Hungarian Academy of Sciences, Hungary

The Language-Literacy Link: What Teachers Perceive
 Helen Huckleberry, Linda Bryan & Paxton Oliver; University of Louisiana at Monroe, USA

Age and Gender Effects in Preschoolers' Collaborative Speech
 R. Bruce Thompson; University of Southern Maine, USA

The Emergence of Displaced Language in Early Childhood: Scaffolding Patterns in Mother-Child Discourse
 Jeremy Anglin, Leanne Ward & Ellen MacDonald; University of Waterloo, Canada
 Shanni Philp & Marie White; University of Waterloo, Canada

SLI deictic, semantic and morphosyntactic difficulties in Catalan/ Spanish verb production
 Mònica Sanz Torrent; Universitat de Barcelona, Spain
 Eva Aguilar Mediavilla; Universitat de les Illes Balears, Spain
 Miquel Serra Raventós; Universitat de Barcelona, Spain

Id	Topic	Room
PR134	SYN	HJ
PR307	SYN	HJ
PS079	SYN	CT
PS108	GLD	CT
PS127	GLD	CT
PS135	SYN	CT
PS136	SYN	CT
PS145	PHO	CT
PS146	PHO	CT
PS161	CL	CT
PS163	CL	CT
PS164	CL	CT
PS165	PHO	CT
PS194	PRG	CT
PS195	PRG	CT
PS196	PRG	CT
PS197	PRG	CT
PS198	PRG	CT
PS208	MET	CT
PS210	LIT	CT
PS225	PRG	CT
PS226	CD	CT
PS235	DD	CT

<i>Child-Directed Responsive Speech Input in Day Care Centers</i> Luigi Girolametto; University of Toronto, Canada Elaine Weitzman; The Hanen Centre, Toronto, Canada	PS240	CDS	CT
<i>First words in 8-16 months French-speaking children</i> Sophie Kern; Laboratoire Dynamique du Langage, France Géraldine Hilaire; Institut des Sciences de l'Homme, France	PS257	LEX	CT
<i>Speech and Language Development of a Young Child Post-Decannulation</i> Robert Kraemer & Elena Plante; University of Arizona, USA	PS261	GLD	CT
<i>Analysis of Word Class Categories by Spontaneous Language Sample and Parent Report at 20 months</i> Mary Richardson & Shannon Rae Rodrigue; San Diego State University, USA Donna Thal & Diana Mankowski; San Diego State University, USA	PS262	AS	CT

Symposia, Papers, and Posters

Breakout Session 4: Wednesday, July 17 at 1:30

Symposia	Id	Topic	Room
<i>SLI: Exploring Pragmatic Language Impairments</i> Gina Conti-Ramsden; University of Manchester, UK Dorothy V.M. Bishop; University of Oxford, UK Nicola Botting; University of Manchester, UK Bonnie Brinton; Brigham Young University, USA Catherine Adams & Alison Crutchley; University of Manchester, UK Courtenay Frazier Norbury; University of Oxford, UK Martin Fujiki; Brigham Young University, USA Anne Hesketh; University of Manchester, UK	S03	PRG	BA
<i>Language acquisition in (very) young children with a Cochlear Implant</i> Peter W. Jusczyki; John Hopkins University (<i>in memoriam</i>) Steven Gillis; University of Antwerp-UIA, Belgium (convenor) Gisela Szagun; University of Oldenburg, Germany Christine Yoshinaga-Itano; University of Colorado-Boulder, USA Anne Baker; University of Amsterdam, The Netherlands (discussant) Paul J. Govaerts; St. Augustinus Hospital, Belgium (convenor) Karen Schauwers; University of Antwerp, Belgium Derek M. Houston; Indiana University School of Medicine, USA	IS06	HI	LH
<i>Requests in Cross-Linguistic Perspective</i> Josie Bernicot; University of Poitiers, France Nancy Budwig; Clark University, USA Lisa Comparini; University of Connecticut, USA Marie Doulkéridis & Michele Guidetti; Université de Poitiers, France Aylin Kuntay; Koc University, Turkey Keiko Nakamura; Keio University, Japan Susan Ervin-Tripp; University of California-Berkeley, USA (discussant)	S12	PRG	BB
<i>Liquid Consonants in Phonological Acquisition: What happens in some Iberian Languages</i> Regina Lamprecht; Pontificia Universidade Católica do Rio Grande do Sul, Brazil Carmen Lúcia Matzenauer-Hernandorena; Universidade Católica de Pelotas, Brazil Ana Ruth Moresco Miranda; Universidade de Pelotas Ufpel, Brazil Maria Joao Freitas; University of Lisboa, Portugal	S16	CLC	BD
<i>The Functions of Gestures in the Development of Speech Communication</i> Jana Iverson; University of Missouri, Columbia, USA Martha Wagner Alibali, Sotaro Kito & Julia Evans; University of Wisconsin - Madison, USA Donna Thal; San Diego State University, USA Esther Dromi; Tel Aviv University, Israel	S18	CL	HH & HI
<i>The Effects of Speech Production and Speech Perception in Sound System Acquisition: The Case of the Brazilian Portuguese</i> Elizabeth R. Teixeira, Carla Padovani & Rosana Santos Dórea; Universidade Estado da Bahia, Brazil Wilson Junior de Araújo Carvalho; Universidade Fortaleza, Brazil	S23	PHO	BC

Acquiring the Unique Features of African American English

- Jill de Villiers; Smith College, USA
- Michael Terry; University of Massachusetts, USA
- Marissa Fond; Smith College, USA
- Min-Joo Kim, Barbara Zurer Pearson & Lamy Abdulkarim; University of Massachusetts, USA
- Elena Benedicto; Purdue University, USA
- Harry Seymour; University of Massachusetts, USA
- D'Jaris Coles; Wayne State University, USA
- Tom Roeper; University of Massachusetts, USA
- Elizabeth Johnson-Quayle; Wayne State University, USA
- Frances Burns; University of Massachusetts, USA
- Linda Bland-Stewart; George Washington University, USA

Paper Session 15: Syntax

The acquisition of the Ditransitive construction

- Kai Kiekhoefer; Max Planck Institute, Germany

Acquiring the Syntax and Information Structure of WH-Questions in a Dialect of Norwegian

- Marit Westergaard; University of Tromsø, Norway

'JA' in Early Child Catalan

- Mercé Coll-Alfonso; Universitat Autònoma de Barcelona, Spain

Paper Session 16: Morphology

Utterance Length Vs. Morphosyntactic Complexity

- Lea Nieminen; University of Jyväskylä, Finland

Creation of New Words: Syllabic Processes

- Leonor Scliar-Cabral & Lúcia Mossman Trindade; Universidade Federal de Santa Catarina, Brazil

Percentage of Base Noun Forms, MLU and Individual Strategies in the Acquisition of Case

- Maria Voeikova; Russian Academy of Sciences, Germany

Prosodic Development in School-Age Children: Resyllabification and Stress Assignment in Derived English Words

- Linda Jarmulowicz, Valentina Taran-Michael & Elizabeth Horton; University of Memphis, USA

Paper Session 17: Sign Language

Deaf children's use of phonological coding: evidence from reading, spelling and working memory

- Margaret Harris & Constanza Moreno; Royal Holloway Univ. of London, UK

Specific Sign Language Impairment: Deprivation or Disorder

- Rosalind Herman & Gary Morgan; City University of London, UK

Delayed Language Exposure and The Two-Word Stage in the Acquisition of ASL

- Stephanie Berk; University of Connecticut & University of Pittsburgh, USA

- Diane Lillo-Martin; University of Connecticut, USA

Assessment of Sign Language Skills of American and Catalan Deaf Students: A Cross Linguistic Comparative Study

- Phillip Prinz; San Francisco State University, USA

- Nuria Silvestre; Universitat Autònoma de Barcelona, Spain

Paper Session 18: Child-directed Speech

Patterns of Cooperation in Parent Child Interactions

- Grebelsky Tsfira, Shoshana Blum-Kulka & Yaacov Shamir; Hebrew University, Israel

When the caregiver is a non-native: Implications of child-directed speech

- Suzanne Quay; International Christian University, Japan

The influence of context, and the structural features of child-directed speech on vocabulary outcomes in Toddlers

- Anne Kolatsis; University of Queensland, Australia

Syntactic bootstrapping with missing arguments: The case of Mandarin Chinese

- Joanne Niang-Pio Lee & Letitia Naigles; University of Connecticut, USA

Posters

Caregiver input in Japanese: use of nouns and verbs in book-reading and toy-play contexts

- Tamiko Ogura; Kobe University, Japan

On the Use of the Connective "And" in Oral French Narration: A Developmental Study

- Monique Vion & Annie Colas; Université de Provence, France

S29 | AAE | HOF

Id | **Topic** | **Room**

PR150 | SYN | HE

PR171 | SYN | HE

PR267 | SYN | HE

PR102 | MOR | HF

PR122 | MOR | HF

PR162 | MOR | HF

PR299 | MOR | HF

PR131 | SIG | HG

PR133 | SIG | HG

PR185 | SIG | HG

PR261 | SIG | HG

PR093 | CDS | HJ

PR103 | CDS | HJ

PR111 | CDS | HJ

PR306 | CDS | HJ

Id | **Topic** | **Room**

PS047 | LEX | CT

PS049 | CD | CT

<i>You is I: single-pronoun reversal in a Ukrainian-speaking child: a case study</i> Roma Chumak-Horbatsch; Ryerson University, Canada	PS064	CL	CT
<i>Does language status at 16 months relate to later spontaneous language production?</i> Shannon Rae Rodrigue & Bree E. Jeannette; San Diego State University, USA Joyce C. Shen & Donna Thal; San Diego State University, USA	PS182	LEX	CT
<i>The acquisition of Yoruba vowel assimilation</i> Olanike Ola Orié; Tulane University, USA David Ingram; Arizona State University, USA	PS183	PHO	CT
<i>Nonword Repetition and Language Development in Four-Year-Old Children with and without a History of Early Language Delay</i> Janna Carlson & Scott Miller; San Diego State University, USA Cassandra Wright & Donna Thal; San Diego State University, USA	PS185	CL	CT
<i>Language Development and Its Relation to Children's Performance on Theory of Mind and Executive Function Tasks: Results from an Intervention Study</i> Patrick Craven, Keith Nelson, Janet Welsh & Celene Domitrovich; Penn State University, USA	PS191	CL	CT
<i>Development of motion descriptions in Korean children</i> Kyung-ju Oh; University of CA-Berkeley, USA	PS192	CL	CT
<i>A Longitudinal Study of Complex Syntax Production by a Child with Specific Language Impairment</i> Julianna Dykes & C. Melanie Schuele; Case Western Reserve University, USA	PS199	SYN	CT
<i>Evidentiality: On the Interplay between Metalinguistic Awareness and Reliability Judgments</i> Stanka A. Fitneva; Cornell University, USA	PS200	MET	CT
<i>Null Objects and Cause in Early Child Korean</i> Sook Whan Cho; Harvard University, Korea Cheong Ryu & Jae-Won Lee; Yonsei University, Korea	PS206	SYN	CT
<i>The Disambiguation Effect and Fast Mapping: Children with SLI Differ from Age-Matched and Language-Matched Peers</i> Brenda L. Beverly & Julie Estis; University of South Alabama, USA	PS222	LEX	CT
<i>Striving for reading success in young children with expressive phonological impairment</i> Gail Gillon; University of Canterbury, New Zealand	PS224	PHO	CT
<i>Sentence Comprehension in Adolescents with Down Syndrome and Typically Developing Children: Effects of Voice and Visual Context</i> Giuliana Miolo, Heidi A. Sindberg & Robin S. Chapman; University of Wisconsin-Madison, USA	PS232	DD	CT
<i>Extension of words learned through fast mapping</i> Krista M. Wilkinson; Emerson College, USA Kim Mazzitelli; New York University, USA	PS237	LEX	CT
<i>Linkages between fluency and language ability in typically developing children and children with SLI-E</i> Nan Berstein Ratner; University of Maryland, USA Leslie Rescorla; Bryn Mawr College, USA	PS243	OLI	CT
<i>Metalinguistic Abilities in Children with Specific Reading Disorder</i> Lori Betourne & Sandy Friel-Patti; University of Texas at Dallas, USA	PS260	MET	CT
<i>Specific Language Impairment: a syntactic or a processing deficit?</i> Danielle Wetherell; University of Manchester, UK	PS268	SSA	CT
<i>The role of contextual facilitation in reading in children with specific language impairment (SLI)</i> Victoria Joffe; City University of London, UK	PS274	SSA	CT
<i>Adapting SALT for Turkish</i> Judith Johnston & Funda Acarlar; University of British Columbia, Canada	PS276	AS	CT

Symposia, Papers, and Posters

Breakout Session 5: Wednesday, July 17 at 3:30

Symposia	Id	Topic	Room
<i>Studying Grammatical Development through Computational Analyses of Large Corpora</i> Brian MacWhinney; Carnegie Mellon University, USA Michael Tomasello; Max Planck Institute for Evolutionary Anthropology, Germany Thomas Hun-tak Lee; City University of Hong Kong, Hong Kong Elena Lieven; Max Planck Institute for Evolutionary Anthropology, Germany Julian Mark Pine; University of Nottingham, UK Fernand Gobet;	IS07	ME	LH

Peer Interaction and Pragmatic Development—Part 2

- Deborah Huck-Taglicht & Talia Habib; Hebrew University, Israel
- Aylin Kuntay; Koc University, Turkey
- Agelici Nicolopoulou & Elizabeth S. Richner; Lehigh University, USA
- Shoshana Blum-Kulka; Hebrew University, Israel
- Catherine Snow & Jane Katz; Harvard University, USA
- Vibeke Grover Aukrust; Oslo University, Norway
- Asta Cekaita & Karin Aronsson; Linkoping University, Sweden

Paper Session 19: Cognition/Language

- Reading and action: Manipulation enhances reading comprehension and memory*
Arthur M. Glenberg, Tiana Christensen & Michael P. Kaschak; University of Wisconsin-Madison, USA
- Novel Verbal and Nonverbal Learning in Embodied and Non-Embodied Contexts among Children with Language Disorders*
Susan Latham & Ida Stockman; Michigan State University, USA
- Novel Verbal and Nonverbal Learning by Normal Children in Embodied and Non-Embodied Contexts*
Ida Stockman & Susan Latham; Michigan State University, USA
- Inference Understanding in Adolescents with Traumatic Brain Injury: Effects of Working Memory on Task Performance*
Catherine Moran & Gail Gillon; University of Canterbury, New Zealand

Paper Session 20: Morphology

- Assessing the productivity of verb morphology in early child Spanish*
Javier Aguado Orea & Julian Mark Pine; University of Nottingham, UK
- The acquisition of grammatical person in Spanish*
Marta Casla, Eugenia Sebastian & Soledad Luque; Universidad Autónoma de Madrid, Spain
- Rich Morphological Variation and Patterns of Verb Acquisition in Mexican Spanish Speaking Children*
Diana Servin; Oxford University, UK
- Cynthia Klingler; Universidad de Las Américas, México

Paper Session 21: Syntax

- A Usage Based Account of Person Flexion Acquisition in Spanish Verbs*
Cecilia Rojas-Nieto; Universidad Nacional Autónoma de México, Mexico
- Determiners in child L1 and child L2 Spanish: more on the morphological versus the syntactic deficit debate*
Rocío Pérez-Tattam & Cristina Senn; University of Ottawa, Canada
- Estrella Nicolás; Instituto Universitario Ortega y Gasset, Spain
- Juana M. Licerias; University of Ottawa, Canada
- Is there a common grammar at particular stages of language development in child L1 and child L2 acquisition of English?*
M. Teresa Fleta Guillen; British Council School of Madrid, Spain

Paper Session 22: Prelinguistic/Assessment/Speech Perception

- Pre-linguistic communication: The Importance of Tactile Behaviour among Sub-Clinically Depressed Mothers and their Infants during a Pleasure-eliciting Situation*
Eisquel Herrera & Nadja Reissland; University of Aberdeen, UK
- Language Delay and Behavior Problems in a National Survey Sample of Children Ages 18-35 Months*
Leslie Rescorla; Bryn Mawr College, USA
- Thomas Achenbach; University of Vermont, USA
- Assessment of Very Early Processing Skills: The Example of Word and Non-Word Repetition*
Penny Roy; City University, UK
- Shula Chiat; University College, London, UK
- Vowel-like Sounds of Russian Infant Vocalizations and Speech Development*
Gennadyi Kulikov & Nadezhda G. Andreeva; St. Petersburg State University, Russia
- Alla P. Samokishchuk & Maria I. Pavlikova; St. Petersburg State University, Russia
- Early gesture-speech communication: Are gestures verbs and referents nouns?*
Barbara Kelly; University of California, Santa Barbara, USA

Paper Session 23: Lexicon

- You for I: A longitudinal study of a French child's use of the second person pronoun*
Aliyah Morgenstern; LEAPLE (CNRS-Paris V), France
- Mireille Brigaudiot; Centre IUFM Versailles, France

S41	PRG	BA
Id	Topic	Room
PR005	CL	BB
PR231	CL	BB
PR232	CL	BB
PR303	CL	BB
PR182	MOR	BC
PR224	MOR	BC
PR288	MOR	BC
PR153	SYN	BD
PR258	SYN	BD
PR266	SYN	BD
PR004	PRE	HE
PR021	AS	HE
PR034	AS	HE
PR036	PRE	HE
PR247	PRE	HE
PR011	MOR	HF

Interpreting and Producing Case Markers: Findings from German-Learning Children with and without Specific Language Impairment

Katrin Lindner; Universitaet Muenchen, Germany

The Development of the Understand and Use of Mental and Social Verbs in School Age Children

Marion Farmer; University of Northumbria, UK

A new approach to the comparison of diversity in different word classes

David D. Malvern & Ngoni Chipere; University of Reading, UK

Pilar Durán & Brian J. Richards; University of Reading, UK

Lexical diversity, inflectional productivity and cross-linguistic comparisons

Pilar Durán & Ngoni Chipere; University of Reading, UK

David D. Malvern & Brian J. Richards; University of Reading, UK

Paper Session 24: Bilingualism

Code mixing in mother-child interaction in deaf families

Anne Baker & Beppie van den Bogaerde; University of Amsterdam, The Netherlands

A quantitative analysis of factors accounting for code-mixing in an early developing bilingual

Margaret Deuchar & Rachel Muntz; University of Wales, UK

Differences in the lexical development of monolingual and bilingual preschool children

Bohdana Allman; Brigham Young University, USA

Paper Session 25: Metalinguistic Awareness

Individual and developmental differences in reading comprehension monitoring: when and how do children assess problems?

Eme Pascale-Elsa; CNRS, Université de Poitiers, France

Jean-François Rouet; Université de Poitiers, France

The role phonological awareness plays in the learning process of reading

José Marcelino Poersch & Carla Aparecida Cielo; Pontifical Catholic University-RS, Brazil

Phonological Awareness: Performance of Children With and Without Phonological Deviations

Helena Bolli Mota, Michele Gindri Vieira & Marcia Keske-Soares; Univ. Federal de Santa Maria, Brasil

Do ideas fly faster than time? Children's developing understanding of metaphorical motion events in English and Turkish

Seyda Ozcaliskan; University of CA- Berkeley, USA

Paper Session 26: Literacy

The Effect of Color & Vocabulary Age on Hemispheric Picture Naming Characteristics in Children with Reading Disorders

Marianna Walker, Elizabeth Owens, Michael Rastatter & Andrew Stuart; East Carolina University, USA

A Longitudinal Study of the Development of the Ability to Detect Lexical and Structural Ambiguity and Its Relation to Early Reading Skill

Helen Smith Cairns; Queens College of CUNY, USA

Dava E. Waltzman; Hunter College of CUNY, USA

Gloria Schlisselberg; Mercy College, USA

Genre and modality in lexical development

Victoria Johansson; Lund University, Sweden

Development of Reading and Phonological Awareness among Normal Japanese Children A 3-year longitudinal & Cross-sectional Study

Keiko Hara, Kyoko Iitaka, Keiko Okazaki & Tamiko Ichijima; Sophia University, Japan

Setsuko Imatomi; Showa University Medical School, Japan

Hideki Sakihara & Chiyoko Oowada; International University of Kagoshima, Japan

The effects of social disadvantage on the relationship between 'outside-in' and 'inside-out' emergent literacy skills at Grade 1 and reading skills at Grade 3: Evidence from an early intervention program

James Boyle; University of Strathclyde, Scotland

Robert Rutherford; Renfrewshire Council Psychological Services, Scotland

Paper Session 27: SLI

Specific Language Impairment in Spanish and Catalan Speaking Children

Vicenc Torrens; U.N.E.D. Ciudad Universitaria, Spain

Kenneth Wexler; M.I.T., USA

The Use of Noun Morphology by Korean-speaking Children with Specific Language Impairment

Soyeong Pae; Hallym Univeristy, Korea

Junghyun Park; Yonsei University, Korea

PR026	SYN	HF
PR027	LEX	HF
PR304	LEX	HF
PR305	LEX	HF
PR050	BIL	HG
PR201	BIL	HG
PR274	BIL	HG
PR091	MET	HH & HI
PR199	MET	HH & HI
PR227	MET	HH & HI
PR310	MET	HH & HI
PR083	LIT	HJ
PR121	LIT	HJ
PR167	LIT	HJ
PR256	LIT	HJ
PR279	LIT	HJ
PR092	S05	HOF
PR143	S05	HOF

Language Processing Overload: Evidence from Japanese SLI Children

Yumiko Tanaka Welty; Int'l Univ. Health & Welfare, Japan
 Jun Watanabe; Osaka University of Arts, Japan
 Lise Menn; Univ of Colorado, USA

PR225 SSA HOF

Posters

The Age at Which Children Receive Cochlear Implants and Their Receptive Spoken Vocabulary Development

Assessing Language Learnability in Vietnamese Children

Deborah Hwa-Froelich; Saint Louis University, USA
 Carol Westby; University of New Mexico, USA

Onomatopoeia in Child Language (Example of Russian)

Ekaterina Protassova; University of Helsinki, Finland

Do the Wechsler Scales Underestimate the Difference between Verbal- and Performance Abilities in Children with Language Related Disorders

Ernst Ottem; National Centre for Logopedics, Norway

Confirmatory Factor Analysis of ITPA Models with Language Impaired Children

Ernst Ottem; National Centre for Logopedics, Norway

Analysis of the Personality Inventory for Children (PIC) for Children with Mixed Receptive/Expressive Disorders

Ernst Ottem; National Centre for Logopedics, Norway

Learning words through overhearing

Nameera Akhtar; University of CA-Santa Cruz, USA

Adaptation of MacArthur CDI to Galician: Normative results and reliability analysis

Miguel Pérez Pereira; Universidad de Santiago, Spain
 Maite Forján & Mariela Resches; Univ de Santiago de Compostela, Spain
 Xose Ramón García-Soto; University of Burgos, Spain

Errors in Object Naming: Language Proficiency and Cross-linguistic Control in Developing Sequential Bilinguals

Kathryn Kohnert; University of MN, USA

Semantic Priming of Object Decisions: A Comparison of Adults and Children

Naomi Hashimoto & Karla McGregor; Northwestern University, USA

A Phonologically Based Strategy To Improve Retrieval Skills in Children

Diane J. German; National-Louis University, USA

Partial Word Knowledge Growth through Reading by School-Age Children

Stacy Silverman; University of Missouri, USA
 Marilyn Newhoff; San Diego State University, USA

The role of perceptual similarity in inferences about word meanings: Data from mentally retarded children in Korean

Hyeonjin Lee; Yeungnam University, Korea
 Yu Jung Kim; Korean Assc. For the Fostering and Education of the New Generation, Korea
 Hei-Rhee Ghim; Chungbuk National University, Korea

Noun phrase gender agreement in Spanish-speaking children with specific language impairment

Raquel Anderson; Indiana University, USA

Noun priming and picture descriptions in individuals with Down syndrome

Hye-Kyeong Seung; University of Florida, College of Health Prof., USA
 Robin S. Chapman; University of Wisconsin-Madison, USA

Relations between phonological and inflectional errors in German-speaking children with cochlear implants and with unimpaired hearing

Claudia Steinbrink & Gisela Szagun; University of Oldenburg, Germany

Prosodic Profiles of Speakers with Williams Syndrome

Steve Pittelko; University of Wisconsin-Madison, USA
 Patricia Hargrove; MN State University, Mankato, USA

Language Impaired Children's Grammatical Sensitivity in a Dual Task

Cheryl Street & Jennifer Windsor; University of Minnesota, USA

Exploring ESL Learners' English Spelling Difficulties: A Platform for Intervention

Belinda Seeff; University College, London, UK

English grammatical morphology in children from Spanish-speaking environments: A descriptive analysis

Laura Gregory, Lisa Bedore & B. Mus; University of Texas at Austin, USA

Language Assessment Practices with Native American School Children

Diane Frome Loeb & Lisa Cuny; University of Kansas & Haskell Indian Nations University, USA
 Mary Hasvold & Jerry Briscoe; University of Kansas & Haskell Indian Nations University, USA

Id	Topic	Room
PS011	HI	CT
PS013	AS	CT
PS016	LEX	CT
PS021	AS	CT
PS022	AS	CT
PS023	AS	CT
PS053	LEX	CT
PS058	LEX	CT
PS061	CLC	CT
PS063	CL	CT
PS065	LEX	CT
PS068	LEX	CT
PS072	LEX	CT
PS074	MOR	CT
PS076	CL	CT
PS090	PHO	CT
PS094	GLD	CT
PS100	MOR	CT
PS110	BIL	CT
PS132	BIL	CT
PS187	AS	CT

Prelinguistic Communication and Later Lexicon Development among Hebrew Speaking Infants

Anat Zaidman-Zait; University of British Columbia, Canada

Esther Dromi; Tel Aviv University, Israel

The face threatening acts in children's debates. Difficulties in being polite

Itziar Idiazabal & Luis M. Larrigan; University of the Basque Country, Spain

PS230

PRE

CT

PS267

PRG

CT

Symposia, Papers, and Posters

Breakout Session 6: Thursday, July 18 at 10:30

Symposia

Lexical Processing in Children with Typical and Disordered Language Development

Susan Ellis Weismer; University of Wisconsin-Madison, USA

Elizabeth Bates; University of California-San Diego, USA

Patricia Brooks; City University of New York, USA

Karla McGregor; Northwestern University, USA

Jim Montgomery; University of North Carolina, USA

Acquisition of Morphology: Paradigm Structure and Input Dependence

Mary Swift; University of Rochester, The Netherlands

Sabine Stoll; Max Planck Institute, Germany

Barbara Pfeiler; Universidad of Yucatan, Mexico

Dagmar Bittner; University of Potsdam, Germany

Heike Behrens; Max Planck Institute, Germany

Klaus-Michael Köpcke; University of Hannover, Germany

From Theory to Practice in Work with Specific Language Impaired Children

Carolyn Letts; University of Newcastle, UK

James Law; City University of London, UK

Victoria Joffe; The University of Reading, UK

Eeva Leinonen; University of Hertfordshire, UK

Maggie Vance; University College London, UK

Jennifer Reid; Fife Primary Care NHS Trust, Scotland

Morag Donaldson; University of Edinburgh, UK

The Acquisition of Functional Categories in French across Learner Contexts: L1, Bilingual L1, L2 and SL1

Johanne Paradis; University of Alberta, Canada

Martha Crago; McGill University, Canada

Cornelia Hamann; University of Geneva, Switzerland

Natascha Mueller; University of Hamburg, Germany

Marie Labelle; Universite du Quebec, Canada

Daniel Valois; University of Montreal, Canada

Lea Nash; Universite Paris 8, France

Adriana Belletti; University of Siena, Italy

Celia Jakubowicz; Université Paris 5, France

Aafke Hulk; Vakgroep Frans, The Netherlands

Cecile De Cat; University of York, UK

Language development from the Perspective of Radical Construction Grammar

Virginia C. Gathercole & Marilyn Vihman; University of Wales, Bangor, UK

Anna Theakston; Manchester University, UK

Margaret Deuchar; University of Wales, UK

Ewa Dabrowska; Sheffield University, UK

Elena Lieven; Max Planck Institute for Evolutionary Anthropology, Germany

William Croft (discussant)

The Language of Mental State Explanations: Conceptual, Semantic and Syntactic Issues in Normal and Delayed Development

Peter De Villiers, Jill de Villiers & Kimberly Broderick; Smith College, USA

Nicole Eddy & Jennifer Friedman; Smith College, USA

Jennie Pyers; University of CA- Berkeley, USA

Sarah Freedman; Smith College, USA

Brenda Schick & Elizabeth Caldwell; Univ. of Colorado, Boulder, USA

Robert Hoffmeister; Boston University, USA

Id

IS03

S05

S14

S20

S26

S31

Topic

LEX

MOR

AS

SYN

CLC

CL

Room

LH

BC

BB

HE

BA

BD

program schedule

Sunday

Saturday

Friday

Thursday

Wednesday

Tuesday

Paper Session 28: Pragmatics

Why gestures can be more effective than words in early communication

Eve Clark, William Bowen, Joy C. Geren & Michelle M. Chouinard; Stanford University, USA

Adult 'directions' and children's uptake in the early acquisition of meaning

Eve Clark; Stanford University, USA

Language acquisition at the semantics-pragmatics interface

Julien Musolino; Indiana University, USA

Anna Papafragou; University of Pennsylvania, USA

Children telling stories to younger and older listeners: Differences in narrator orientation

Barbara Bokus; University of Warsaw, Poland

Paper Session 29: Language Development

Sex Differences in Syntactic Development: Evidence from Cantonese-Speaking Pre-Schoolers in Hong Kong

Hui Li; Hong Kong Institute of Education, China

Shek Kam Tse; The University of Hong Kong, China

The Two Realities of Child Language

Jeremi Sauvage; University de Rouen, France, France

Evidence Of Linkage With Chromosome 7q31 Markers In Sib Pairs With Speech But Not Language Disorders

J. H. Schick & A. M. Kundtz; Case Western Reserve University, USA

H. K. Tiwari; University of Alabama Birmingham, USA

H. Gerry Taylor & Lisa Freebairn; Case Western Reserve University, USA

Lawrence Shriberg; University of Wisconsin-Madison, USA

Barbara Lewis & Sudha Iyengar; Case Western Reserve University, USA

Paper Session 30: Phonology

Speech intelligibility in multi-source environments in young children and possible applications to cochlear implant users.

Ruth Litovsky; University of Wisconsin-Madison, USA

Developmental Effects of Phonotactic Probability and Lexicality in Speech Production of Children with Phonological Disorders

Patricia Ward & Jan Charles-Luce; University at Buffalo, USA

On the status of children's underlying phonological representations

Michele Morrisette & Judy Geirut; Indiana University, USA

Holly Storkel; University of Kansas, USA

Paper Session 31: Cognition/Language

The construction of the semantic field of mental verbs in Spanish acquisition

Rodrigo Romero Méndez; Universidad Nacional Autónoma de México, Mexico

Correlations between newness, joint attention, and argument realization in child Inuktitut

Barbora Skarabela & Shanley Allen; Boston University, USA

Self-and-other reference in Italian young children: a longitudinal study

Emma Baumgartner; University of Rome, Italy

Antonella Devescovi; Università la Sapienza, Italy

Simonetta D'amico; University of Rome, Italy

Syntactic and semantic language comprehension processing in children with specific language impairment (SLI)

Beate Sabisch; Ludwig-Maximilians-University, Germany

Anja Hahne; Max-Planck-Institute of Cognitive Neuroscience, Germany

Waldemar von Suchodoletz; Ludwig-Maximilians-University, Germany

Angela Friederici; Max Planck Institute of Cognitive Neuroscience, Germany

Paper Session 32: Syntax

Learning Animacy Hierarchy Effects on Verb Argument Structure

Katherine Demuth; Brown University, USA

Malillo Machobane & Francina Moloi; National University of Lesotho

Christopher Odato; Brown University, USA

The Acquisition of Functional Categories by Children Learning English

Michael Hegarty; Louisiana State University, USA

Examining the Verb Island Hypothesis

Kathleen McClure; Rhode Island College, USA

Julian Mark Pine; University of Nottingham, UK

Id	Topic	Room
PR068	PRG	HF
PR069	PRG	HF
PR116	PRG	HF
PR208	PRG	HF
PR074	GLD	HG
PR089	GLD	HG
PR188	GLD	HG
PR099	PER	HH
PR104	PHO	HH
PR181	PHO	HH
PR216	CL	HI
PR262	CL	HI
PR292	CL	HI
PR298	CL	HI
PR075	SYN	HJ
PR095	SYN	HJ
PR170	SYN	HJ

Posters

Mothers as Sources of Family Narrative Repertoires for Preschoolers

Heather Rogers; Arlington Heights School District, USA

Cynthia J. Johnson & Terrilynn Jenkins; University of Illinois at Champaign, USA

The conversational repair as cultural practice of socialization in family interactions

Francesco Arcidiacono & Barbara Maroni; University of Rome, Italy

Verbal Pragmatic vs. Behavioral Rating Measures of Maternal Responsiveness and Directiveness as Predictors of Children's Lexical Development

Elise Frank Masur; Northern Illinois University, USA

Valerie Flynn; Aurora University, USA

Doreen L. Eichorst; Northern Illinois University, USA

Speech production of pediatric cochlear implant users: Prosodic preservation in the face of segmental Inaccuracy

Allyson K. Carter, Caitlin Dillon & David B. Pisoni; Indiana University, USA

The Relationship between Neighborhood Density and Age-of-Acquisition

Holly Storkel; University of Kansas, USA

Verbal working memory and novel word learning in children with language impairment and children with hearing impairment.

Kristina Hansson, Jessica Forsberg & A. Löfqvist; Lund University, Sweden

E. Mäki-Torkko; Lund University Hospital, Sweden

Birgitta Sahlén; Lund University, Sweden

Lexical production and the role of gesture in children with Williams Syndrome

Arianna Bello, Virginia Volterra & Olga Capirci; National Research Council, Roma, Italia

The development of voicing in Swedish initial position sC clusters as a phonological correlate: An acoustic case-study of a child 1;6 - 2;7.

Fredrik Karlsson & Kirk PH Sullivan; Umea University, Sweden

Peter Czigler; Orebro University, Sweden

Jan van Doorn; The University of Sydney, Australia

Electronic Hypertext: are there gains in reading performance?

Loni Grimm Cabral, Magda Chagas Periera & Fernando Cabral; Univ Federal de Santa Catarina, Brasil

What can children's uses of discourse connectives tell us about their ability to "read minds"?

Tomoko Matsui, Peter McCagg & Taeko Yamamoto; International Christian University, Japan

Talking about thinking before thinking about thinking: A case study of mentalistic term use in a bilingual Child

Elena Nicoladis; University of Alberta, Canada

Is the Effect of the Writing Task Identical in Normal Children and Children with Spelling Difficulties?

Geneviève De Weck; University of Neuchâtel, Switzerland

Michel Fayol, Marylène Challard & Sandra Collay; University Blaise Pascal, France

Sophie Krugel Vuilleumier; University of Neuchâtel, Switzerland

Sophie Siegrist; University of Neuchatel, Switzerland

Did Denver II Results for Toddlers Predict Speech and Language Outcomes Eight Years Later?

Linda S. Day, Jeanine Jesberg & Barbara Braddock; University of Missouri-Columbia, USA

Laura Hillman & Philip Dale; University of Missouri-Columbia, USA

Howard Hoffman; National Institutes of Health, USA

Joseph Stockbauer; Missouri Department of Health and Senior Services, USA

An investigation of attentional processes in children with hearing impairments.

Elizabeth Snyder & Barbara Burns; University of Louisville, USA

Word Finding Difficulties in the Absence of Literacy Difficulties.

Elizabeth Simmonds; South Bank University, UK

Julie Dockrell; University College London, UK

David Messer; South Bank University, UK

Emergent metalinguistic awareness: A pilot study in toddlers

Jayanti Ray; WAsate University, USA

Nirmal Samanta; Aegis Rehabilitation Services, USA

The Classroom Discourse Skills of a Child with a Language Disorder

Kathleen Peets; Harvard Graduate School of Education, Canada

Rhonda Martinussen & Rosemary Tannock; Hospital for Sick Children, Canada

Norms for Story Production in the Edmonton Narrative Norms Project

Phyllis Schneider & Denyse Hayward; University of Alberta, Canada

Norms for Story Comprehension in the Edmonton Narrative Norms Project

Denyse Hayward & Phyllis Schneider; University of Alberta, Canada

Id	Topic	Room
PS073	CDS	CT
PS084	CD	CT
PS125	PRG	CT
PS126	PHO	CT
PS129	LEX	CT
PS131	CL	CT
PS137	LEX	CT
PS138	PHO	CT
PS147	CL	CT
PS152	CL	CT
PS166	MET	CT
PS174	LIT	CT
PS188	AS	CT
PS190	SIG	CT
PS205	LIT	CT
PS207	MET	CT
PS215	CD	CT
PS216	AS	CT
PS217	AS	CT

Dysfunctional rapid temporal processing and generalized slowing are not specific to SLI: The case of ADHD

Janis Oram & Carla Johnson; University of Toronto, Canada

Rosemary Tannock; Hospital for Sick Children, Canada

Production of morphology in the spoken language of children with moderate hearing impairment

Maria O'Neill & Alison Henry; University of Ulster, Northern Ireland

PS219

CL

CT

PS242

MOR

CT

Symposia, Papers, and Posters

Breakout Session 7: Friday, July 19 at 10:30

Symposia

Exploring Issues of Language Disorder and Modality Through the Study of Atypical Signers

Bencie Woll, Nicola Grove, Joanna Atkinson, Gary Morgan; City University of London, England

Neil Smith; University College of London, UK

Ianthi Tsimpli; University of Cambridge, USA

Harry Sieratzki; University College of London, England

The Significance of Errors

Elena Lieven; Max Planck Institute for Evolutionary Anthropology, Germany (convenor)

Gina Conti-Ramsden, Kate Joseph & Anna Theakston; Manchester University, UK

Brian MacWhinney; Carnegie Mellon University, USA

Julian Mark Pine; University of Nottingham, UK

Karin Stromswold; Rutgers University, USA

Melissa Bowerman; Max Planck Institute, Netherlands (discussant)

Language-nonverbal IQ Discrepancies in Children with SLI

J. Bruce Tomblin; University of Iowa, USA

Hugh Catts; University of Kansas, USA

Carol Miller; Pennsylvania State University, USA

Mabel Rice; University of Kansas, USA

Susan Ellis Weismer; University of Wisconsin-Madison, USA

Larry Leonard; Purdue University, USA

Conflict Talk across Cultures

Jiansheng Guo; California State University, Hayward, USA (convenor)

Nereyda Hurtado & Amy Kyratzis; UC Santa Barbara, USA

Keiko Nakamura; Keio University, Japan (convenor)

Twila Tardif; University of Michigan, USA

Margarita Wulftange; UC Santa Barbara, USA

Catherine Snow; Harvard University, USA

The Development of the Weaker Language in Bilingual First Language Acquisition

Andoni Barreña; University of Salamanca, Spain

Petra Bernardini; Lund University, Sweden

M. Jose Ezeizabarrena; Universidad Basque Country, Spain

Ira Gawlitzek; University of Mannheim

Aafke Hulk; Vakgroep Frans, The Netherlands

Tanja Kupisch, Juergen Meisel & Natascha Mueller; University of Hamburg, Germany

Howard Nicholas; La Trobe University, Australia

Elena Nicoladis; University of Alberta, Canada

Carol W. Pfaff; Freie Universität Berlin, Germany

Suzanne Schlyter; Lund University, Sweden

Rosemarie Tracy; Universitat Tubingen, Germany

How Opaque is Referential Opacity

Deepthi Kamawar; Smith College, USA

Elizabeth J. Robinson; Keele University, UK

Ian A. Apperly; Birmingham University, UK

Sarah Hulme & Peter Mitchell; University of Nottingham, UK

Jill de Villiers; Smith College, USA (discussant)

Id

Topic

Room

S08

SIG

HG

S15

SYN

LH

S21

AS

BA

S28

CLC

BB

S40

BIL

BD

S42

CL

BC

Paper Session 33: Pragmatics

Modal concepts and modal language: the expression of the epistemic modality in Italian

Maria Silvia Barbieri, Elisabetta Bascelli & Chiara de Castro; University of Trieste, Italy

Japanese children's pragmatic skills in triadic family interactions

Hiroko Kasuya & Kayoko Uemura; Bunkyo Gakuin University, Japan

Pragmatic Development of Mandarin-speaking Children From 14 Months to 32 Months

Jing Zhou; Nanjing Normal Univ., China

Use of first-person subject pronouns in Spanish and socio-pragmatic competence

Rosa Graciela Montes; Universidad Autónoma de Puebla, Mexico

Paper Session 34: Literacy

The importance of formulaic openings and closings in first language (L1) and second language (L2) children's letters

Ellen Lipp; California State University-Fresno, USA

Rapid auditory processing and phonological deficits: Evidence from children with reading disorders

Catherine Marshall & Margaret J. Snowling; University of York, UK

Kate Nation & Peter J. Bailey; University of York, UK

Studying on-line processes of writing in 9-year-olds

Asa Nordqvist; Göteborg University, Sweden

Lea Nieminen, Pirjo Turunen, Sari Kanala & Matti Leiwo; University of Jyväskylä, Finland

Sven Strömquist; University of Lund, Sweden

Non-words. Repetition or discrimination?

Christina Reuterskiöd Wagner, Birgitta Sahlén & Angelique Nyman; Lund University, Sweden

Paper Session 35: Phonology

On how children deal with alternating vowels in Portuguese

Paula Fikkert; University of Nijmegen, The Netherlands

Maria Joao Freitas; University of Lisboa, Portugal

Development of the Test of Phonological Sensitivity in Spanish

Maria R. Brea, Judith Becker Bryant, Elaine Silliman & Ruth Huntley Bahr; Univ of South Florida, USA

Phonological development and lexical selection: The case of /b/

Carol Stoel-Gammon & Beate Peter; University of Washington, USA

Inter and Intra Variation in the Speech of the Four Year Old Ibibio Child.

Ekaete Evangel Akpan; University of Uyo, Nigeria

Paper Session 36: Child-directed Speech

Determinants of the order of acquisition in wh-questions: Re-evaluating the role of caregiver speech

Caroline Rowland; University of Liverpool, UK

Talking to boys and girls: a Brazilian study

Fabiola de Sousa Braz; Centro Universitário de João Pessoa - Unipê, Brazil

Lucivanda Cavalcante Borges & Nádia M. Ribeiro Salomao; Universidade Federal de Paraíba, Brazil

Brazilian mother-child linguistic interaction: the influence of different socioeconomic levels

Lucivanda Cavalcante Borges; Universidade Federal da Paraíba - Brasil, Brasil

Fabiola de Sousa Braz; Centro Universitário de João Pessoa - Unipê, Brazil

Nadia M. Ribeiro Salomao; Universidade Federal da Paraíba - Brasil, Brasil

Noun-bias in early Japanese vocabularies? Individual differences in frequency and presentation of nouns in caregivers' speech

Susanne Miyata; Aichi Shukutoku University, Japan

Yuriko Oshima-Takane; McGill University, Canada

Hiro Yuki Nisisawa; Tokiwa University, Japan

Paper Session 37: Morphology

Spanish Diminutives in Mother-Child Conversation

Gigliana Melzi & Kendall King; New York University, USA

Early Acquisition of Verb Grammar and Its Relations to Lexical Changes: Evidence from French and Austrian-German

Dominique Bassano; CNRS, University of Paris 5, France

Sabine Klampfer; Austrian Academy of Sciences, Austria

Isabelle Maillochon; University de Nantes, France

Wolfgang Ulli Dressler; Austrian Academy of Sciences, Austria

Id	Topic	Room
PR058	PRG	HE
PR060	PRG	HE
PR101	PRG	HE
PR268	PRG	HE
PR044	LIT	HF
PR078	LIT	HF
PR129	LIT	HF
PR152	LIT	HF
PR088	PHO	HH
PR109	PHO	HH
PR237	PHO	HH
PR272	PHO	HH
PR124	CDS	HI
PR222	CDS	HI
PR223	CDS	HI
PR234	CDS	HI
PR041	MOR	HJ
PR042	MOR	HJ

Verbal Aspect in Bulgarian Child Language: An Interactive Approach

Juliana Stoyanova; Sofia University, Bulgaria

Acquisition of Japanese Copula Da

Hiromi Morikawa; University of Kansas, USA

Posters

Understanding oral and written negative statements in a logical way : A Developmental Study in French

Stéphanie Bouzigue & Monique Vion; Université de Provence, France

The role of scope in the acquisition of tense, mood and aspect

Annerieke Boland; University of Amsterdam, The Netherlands

Training 2?-year-olds to produce the transitive: the role of frequency, semantic similarity and shared syntactic distribution

Kirsten Abbot-Smith, Elena Lieven & Michael Tomasello; Max Planck Institute, Germany

Production of Infinitives in the Conversational Speech of 5-Year-old Language-Impaired Children

Sarita Eisenberg; Montclair State University, USA

Mastering the syntax of pathbreaking verbs delays learning others of the same kind

Anat Ninio & Tamar Keren-Portnoy; The Hebrew University, Israel

The Emergence of Word Templates and Phonological Disorder: a Case Study of Chinese-speaking children

Zhu Hua & Li Wei; University of Newcastle upon Tyne, UK

Prosodic Errors in Children with Childhood Apraxia of Speech (CAS) During Music-Related Tasks

Beate Peter; University of Washington, USA

The understanding and use of mental and emotional state language in narrative: A comparison of children with SLI, pragmatic language impairment (PLI) and autism.

Courtenay Frazier Norbury & Dorothy V.M. Bishop; University of Oxford, UK

The Emergence of Narrative Story Comprehension in Young Children: An Examination of Underlying Constructs

Elizabeth Skarakis-Doyle, Lynn Dempsey & Chris Lee; University of Western Ontario, Canada

Emergence of Narrative Comprehension in Preschoolers: Understanding the Gist

Lynn Dempsey, Elizabeth Skarakis-Doyle & Chris Lee; University of Western Ontario, Canada

“Tell me about a time”: Accounts of emotional experiences from high-functioning children with autism

Molly Losh; University of California, Berkeley, USA

Very Low Test Scores: Some Issues and Solutions

Peter Flipsen Jr. & James Thelin; University of Tennessee, USA

Sara Thelin; Parent Child Services Group, USA

Grammatical Reconstructions and Tense Errors Made by Children with SLI During Imitation Tasks

Stacy Betz & Mabel Rice; University of Kansas, USA

J. Bruce Tomblin; University of Iowa, USA

Su Dong Chen; University of Kansas, USA

The Influence of Severity of Language Impairment on the Withdrawn Behaviors of Children with SLI

Kerstine I. Hart, Martin Fujiki, Bonnie Brinton & Craig H. Hart; Brigham Young University, USA

Phonological development of Russian children during the first postnatal year

Elena E. Lyakso; Saint Petersburg State University, Russia

Assessment of prosodic abilities in Swedish children with language impairment

Christina Samuelsson & Ulrika Nettelblad; Lund University, Sweden

Charlotte Scocco; Karolinska Institute, Sweden

Physiological indices of prosodic structure

Lisa Goffman, Lori Vink & Rahul Chakraborty; Purdue University, USA

Syntactic skills in developmental dyslexia: evidence from grammaticality judgements and spontaneous speech

Judith Rispens, Susan Roeleven & Charlotte Koster; University of Groningen, The Netherlands

Children’s ability in executing different phonological awareness tasks

José Marcelino Poersch & Carla Aparecida Cielo; Pontifical Catholic University-RS, Brazil

Meta-Syntactic Therapy using visual coding: teaching grammatical structures to children with severe, persistent SLI

Susan H. Ebbels, Heather van der Lely & Julie Dockrell; University College London, UK

Contextual effects in processing accent variation: exploring top-down processing in children with and without speech difficulties

Liz Nathan; University College London, UK

Bill Wells; University of Sheffield, UK

PR148	MOR	HJ
PR187	MOR	HJ
Id	Topic	Room
PS051	GLD	CT
PS054	PRG	CT
PS055	SYN	CT
PS057	SYN	CT
PS062	SYN	CT
PS070	PHO	CT
PS071	PHO	CT
PS080	PRG	CT
PS082	CD	CT
PS083	CD	CT
PS091	CD	CT
PS092	AS	CT
PS095	AS	CT
PS096	PRG	CT
PS101	PHO	CT
PS105	AS	CT
PS121	PHO	CT
PS139	MET	CT
PS140	MET	CT
PS153	MET	CT
PS256	PHO	CT

Symposia, Papers, and Posters

Breakout Session 8: Friday, July 19 at 1:30

Symposia	Id	Topic	Room
<p><i>TalkBank Tools for Multimedia Analysis of Communicative Interactions</i></p> <p>Brian MacWhinney; Carnegie Mellon University, USA Manuela Wagner; University of Graz, Austria Richard Lehrer; University of Wisconsin - Madison, USA Pamela Rosenthal Rollins; University of Texas at Dallas, USA</p>	IS08	AS	LH
<p><i>A New Method for Determining Creativity in Early Grammatical Development using High Density Developmental Corpora: Crosslinguistic Comparisons</i></p> <p>Elena Lieven, Kai Kiekhoefer & Heike Behrens; Max Planck Institute, Germany (convenor) Anna Theakston; Manchester University, UK Marilyn Vihman; University of Wales, Bangor, UK Ewa Dabrowska; Sheffield University, UK Michael Tomasello; Max Planck Institute, Germany (discussant) Maigi Vija; University of Tartu, Estonia</p>	S13	MOR	BA
<p><i>Acquiring Tense and Aspect in African American English</i></p> <p>Jill de Villiers; Smith College, USA Janice Jackson; University of South Carolina, USA Toya Wyatt; Univ. of CAat Fullerton, USA Mike Dickey; Northwestern University, USA Bart Hollebrandse; Univ. of Groningen, The Netherlands Lisa Green; Univ of Texas at Austin, USA Michael Terry; University of Massachusetts, USA</p>	S30	AAE	HE & HF
<p><i>Language-Specific Influences on Early Semantic and Cognitive Development</i></p> <p>Virginia C. Gathercole; University of Wales, Bangor, Wales Penny Brown; Max Planck Institut, The Netherlands Soonja Choi; San Diego State University, USA Kristine Jensen de López; University of Aalborg, Denmark Seren Roberts; University of Wales, Bangor, UK Dedre Gentner; Northwestern University, USA Melissa Bowerman; Max Planck Institute, Netherlands Chris Sinha; University of Southern Denmark, Denmark</p>	S35	CLC	BB
<p>Paper Session 38: Cognition/Language</p> <p><i>Educational Linguistics in Poland</i></p> <p>Roman Starz; Zwi tokrzyska Academy in Kielce, Poland</p> <p><i>A Direct Evaluation of Language and IQ in Children with Language Impairment</i></p> <p>Laura Segebart DeThorne & Ruth V. Watkins; University of Illinois, Urbana-Champaign, USA</p> <p><i>Language characteristics of children with ADHD</i></p> <p>Hatice Sofu, Ayse Avci & Sunay Firat; Cukurova University, Turkey Umran Korkmazlar; Istanbul University, Turkey</p>	Id	Topic	Room
	PR146	CL	BC
	PR165	CL	BC
	PR169	CL	BC
<p>Paper Session 39: Language Development</p> <p><i>The Interpretation of CAI and JIU Conditionals by Chinese-Speaking Children</i></p> <p>Xiaolu Yang; Tsinghua University, Beijing, P.R. China</p> <p><i>Pragmatic Development of Turkish Children in L1 Acquisition</i></p> <p>F. Özden Ekmekçi & Yesim Kesli ; University of Çukurova, Turkey</p> <p><i>Language Development in Preschool Aged Children Adopted from China</i></p> <p>Jenny Roberts; Temple University, USA Karen Pollock; Memphis State University, USA Johanna Price; University of Memphis, USA Rena Krakow; Temple University, USA</p> <p><i>First verbs in Spanish acquisition: their semantic structure</i></p> <p>Sergio Ibáñez Cerda & Cecilia Rojas-Nieto; Universidad Nacional Autónoma de México, Mexico</p>	PR128	LA	HG
	PR230	PRG	HG
	PR248	LA	HG
	PR265	LA	HG

Paper Session 40: SLI

Lexical and morphological diversity in children with SLI: Evidence in support of an Optionality Constraint

Stephanie Stokes & Paul Fletcher; University of Hong Kong, China
 Cheung-Shing Samuel Leung & Andrew Kong; University of Hong Kong, China

The Production of Root Compounds in Children with SLI

Bernard Grela & William Snyder; University of Connecticut, USA
 Kazuko Hiramatsu; University of Michigan-Flint, USA

An Examination into Grammatical Knowledge and Cognitive Skills in Children with Specific Language Impairment

Jarrad A. G. Lum & Edith Bavin; La Trobe University, Australia

Paper Session 41: Bilingualism

Language, two languages, theories of minds, and executive functions. Influences, interactions and disorders

Agnes Melinda Kovacs & Erno Teglas; University of Babes-Bolyai, Romania

Maturation and Modules in Early Bilingual Development

Teresa Satterfield & Maria Jesus Perez-bazan; University of Michigan, USA

Second language acquisition at kindergarten: the creation of an L2 speech community.

Mela Sarkar; McGill University, Canada

Paper Session 42: Syntax

Syntax and pragmatics in the acquisition of Italian subjects

Ludovica Serratrice; University of Manchester, Canada

Child acquisition of the aspect maker -le in Mandarin Chinese—Evidence opposing the prototypical account

Hsiang-Hua Chang; Michigan State University, USA

The Acquisition of Initial Mutations in Modern Irish

Mary Hughes; Boston University, USA

Paper Session 43: Syntax

Priming transitive constructions with 3-year-olds, 4-year-olds and 6- to 7-year-olds

Ceri Savage; University of Manchester, UK
 Elena Lieven; Max Planck Institute for Evolutionary Anthropology, Germany
 Anna Theakston; Manchester University, UK
 Michael Tomasello; Max Planck Institute for Evolutionary Anthropology, Germany

Case, Agreement and Development: The Saga Continues

Matthew Rispoli; Northern Illinois University, USA

Acquisition of Passive Sentence Structures by Children During Intervention and Under Naturalistic Conditions

Keith Nelson, Patrick Craven & Yue Xuan; Penn State University, USA
 Marnie Arkenberg & George Lauck; Penn State University, USA

Posters

Profiles of Adaptive Communication and Socialization in Autism and PDD-NOS: An Item Analysis of the Vineland Adaptive Behavior Scales

Rhea Paul & Stephanie Miles; Southern CT State U & Yale Child Study Center, USA
 Sara Sparrow, Morgan Coflin & Shelly Booker; Yale Child Study Center, USA
 Ami Klin & Fred Volkmar; Yale Child Study Center, USA

Reading disabled or language deprived? A comparison of deaf good and poor readers

Charlene Chamberlain; University Of North Dakota, USA
 Rachel Mayberry; McGill University, Canada

Word Familiarity and Phonological Recoding: A Test of the Self-Teaching Hypothesis

Christiane Kyte & Carla Johnson; University of Toronto, Canada

Grammaticality sensitivity in children with early focal brain injury and children with specific language impairment

Beverly B. Wulfeck; San Diego State University, USA
 Elizabeth Bates; University of California-San Diego, USA
 Magdalena Krupa-Kwiatkowski; San Diego State University, USA

Alphabetic Knowledge of Sequential Bilingual Children: Letter-Name and Letter-Sound Recognition

Elaine Silliman, Ruth Huntley Bahr & Luziella Alvarez; University of South Florida, USA
 Maria R. Brea & Judith Becker Bryant; University of South Florida, USA

Regular and Irregular Past Tense Use in Early Sequential Bilingual Children with Specific Language Impairment

Peggy F. Jacobson; CUNY Graduate Center, USA
 Richard G. Schwartz; City University of New York, USA

PR094	S05	HH
PR105	SSA	HH
PR142	S05	HH
PR137	BIL	HI
PR226	BIL	HI
PR249	BIL	HI
PR052	SYN	HJ
PR158	SYN	HJ
PR254	SYN	HJ
PR063	SYN	HP & HQ
PR070	SYN	HP & HQ
PR151	SYN	HP & HQ
Id	Topic	Room
PS045	PRG	CT
PS075	LIT	CT
PS077	LIT	CT
PS078	NEU	CT
PS097	LIT	CT
PS111	MOR	CT

<i>Neurolinguistic Networks for Verb Generation in Adults, Children, and Children with Brain Injury</i> Heidi Feldman; Univ. of Pittsburgh School of Med, USA Brian MacWhinney; Carnegie Mellon University, USA James R. Booth; Northwestern University, USA	PS114	NEU	CT
<i>Temporal Processing and Literacy</i> Jasmina Ivsac & Mirjana Vancas; University of Zagreb, Croatia	PS115	LIT	CT
<i>Maternal Responsivity to Prelinguistic Toddlers with Developmental Delay in India and Indian Immigrant Families in the United States</i> Deepa Aier & Jeanne Wilcox; Arizona State University, USA	PS116	PRE	CT
<i>Phonology Acquisition in Brazilian Sign Language</i> Lodenir Becker Karnopp; Universidade Luterana do Brasil, Brazil	PS117	SIG	CT
<i>Changes in simultaneous and backward masking recognition, reading skills, and language performance in children with reading impairments following Fast ForWord-Language training</i> Dan Valentine, Mark Hedrick, Lori Swanson & Molly Erickson; University of Tennessee, USA	PS118	LIT	CT
<i>Parental Report and Spontaneous Speech Measures of Low-income Toddlers' Vocabulary at Age 2</i> Barbara Alexander Pan; Harvard University, USA Meredith Rowe; Harvard University, USA Elizabeth Spier & Catherine S. Tamis-LeMonda; New York University, USA	PS122	LEX	CT
<i>Use of pronouns in French by bilingual deaf children: a specific path towards mastery?</i> Nathalie Niederberger & Ioanna Berthoud-Papandropoulou; University of Geneva, Switzerland	PS124	MOR	CT
<i>Indefinite articles and definite forms in Swedish children with SLI</i> Kristina Hansson & Ulrika Nettelbladt; Lund University, Sweden Laurence B. Leonard; Purdue University, USA	PS141	MOR	CT
<i>Four-year Language Outcomes of Children with Prenatal Cocaine Exposure: The Influence of Foster/Adoptive Care</i> Barbara Lewis, Lynn T. Singer, Robert Arendt & Sonia Minnes; Case Western Reserve University, USA Paul Weishampel, Sarah E. Fulton & Elizabeth Short; Case Western Reserve University, USA	PS162	NEU	CT
<i>Spanish Nonword Repetition in Spanish-Speaking and Spanish/English Bilingual Children</i> Janet Calderon & Vera Gutierrez-Clellen; San Diego State University, USA	PS189	BIL	CT
<i>Cross-domain and cross-linguistic relationships in early bilingual acquisition</i> Barbara T. Conboy; San Diego State University & University of California, San Diego, USA Donna Thal; San Diego State University, USA	PS204	BIL	CT
<i>HLM modeling of change in the expression of setting information in narratives by adolescents and young adults with Down syndrome</i> Sally Miles, Heidi A. Sindberg & Robin S. Chapman; University of Wisconsin-Madison, USA	PS211	CL	CT
<i>Psycholinguistic Profiles Of Spanish Specific Language Impaired (SLI) Children: The Evolution of Cognitive And Linguistic Difficulties From 3 To 5 Years</i> Miquel Serra Raventós; Universitat de Barcelona, Spain Eva Aguilar Mediavilla; Universitat de les Illes Balears, Spain Mònica Sanz Torrent; Universitat de Barcelona, Spain	PS234	DD	CT
<i>Methods for studying duration and capacity of memory in typical and atypical learners</i> Krista M. Wilkinson & Kyla Spence; Emerson College, USA	PS236	CL	CT
<i>The acquisition of simple and complex spatial locatives</i> Richard M. Weist & Ryan Internicola; SUNY College at Fredonia, USA	PS241	CL	CT

Symposia, Papers, and Posters

Breakout Session 9: Friday, July 19 at 3:30

Paper Session 44: Phonology	Id	Topic	Room
<i>Phonological difficulty and stuttering in three age groups</i> Peter Howell & James Au-Yeung; University College London, UK J. Scott Yaruss & Kevin Eldridge; University of Pittsburgh, USA	PR178	PHO	BA
<i>School-age Follow-up of Children with Apraxia of Speech</i> Barbara Lewis & Lisa Freebairn; Case Western Reserve University, USA Anne C. Hansen & H. Gerry Taylor; Case Western Reserve University, USA	PR189	PHO	BA
<i>Conjoined Constraints and Phonological Acquisition</i> Giovana Ferreira Bonilha; Pontifical Catholic University of Rio Grande do Sul, Brazil	PR276	PHO	BA

Nonword repetition in stuttering and typically developing children
 Haya Berman; The University of Maryland College Park, USA
 Nan Berstein Ratner; University of Maryland, USA

Paper Session 45: Morphology

Early noun plurals in German: regularity, productivity or default?

Sabine Klampfer; Austrian Academy of Sciences, Austria
 Dorit Ravid; Tel Aviv University, Israel
 Katharina Korecky-Kröll; Vienna University, Austria
 Gregor Laaha; Boku Vienna, Austria
 Wolfgang Dressler; Vienna University, Austria

Derivational Morphology and Vocabulary Growth in Mexican Children

Alejandra Auza; Universidad Autónoma de Querétaro, Mexico

A system approach to the emergence of grammaticalization in French

Edy Veneziano; Université Nancy 2, France

Filler syllables, effort, and phonological development: precursors to morphosyntactic production

Ann Peters; University of Hawaii, USA
 Katsura Aoyama; University of Alabama Birmingham, USA

Paper Session 46: Bilingualism

Two languages, two minds? A test of linguistic relativity in Spanish/English bilingual children

Jill Hohenstein; University of California-Santa Cruz, USA

Verb changes in the Spanish of bilingual children with SLI

Maria Adelaida Restrepo & Alejandra Arboleda; University of Georgia, USA

Performance on semantic language tasks by Spanish-English bilingual children with varying levels of language proficiency.

Ellen Stubbe Kester & Elizabeth D. Peña; University of Texas at Austin, USA

How critical is the critical period: Definiteness in L2 Hebrew of children with L1 Russian

Sharon Armon-Lotem; Bar-Ilan University, Israel
 Natalia Brusinenko & Anna Krivorutsky; Tel-Aviv University

Paper Session 47: Literacy

The relationship between handwriting fluency and writing quality in good and poor writers at age 9, 11 and 13

Vincent Connelly, Gemma Hurst & Bhavna Keshwala; South Bank University, UK

The impact of a book sharing intervention on vocabulary and abstract language acquisition in preschoolers with SLI

Anne van Kleeck; University of Georgia, USA
 Judith Vander Woude; Calvin College, USA
 Lisa Hammett; University of Georgia, USA

Comparing two methods of teaching phonological awareness to low-income African American First Graders

Shurita Thomas-Tate; Ohio State University, USA

Clusters of Parent Interaction Behaviors During Book Sharing with Preschoolers

Lisa Hammett, Anne van Kleeck & Carl J. Huberty; University of Georgia, USA

Paper Session 48: Williams Syndrome

Young children's understanding of simultaneity and sequentiality

Barbara Schmiedtova & Petra Gretschi; Max Planck Institute, The Netherlands

The development of lexical semantics in Williams syndrome

Michael Thomas; Institute of Child Health, UK
 Julie Dockrell; University College London, UK
 M. Van Duuren; King Alfred's College, UK
 David Messer; South Bank University, UK
 C. Parmigiani & Annette Karmiloff-Smith; Institute of Child Health, UK

The Cognitive Profile in Williams Syndrome: Classical Dissociations and Some Challenges

Csaba Pléh; Univ. of Szeged & Budapest University, Hungary
 Ágnes Lukács; Hungarian Academy of Sciences, Hungary
 Mihály Racsmány; University of Szeged, Hungary
 Ilona Kovács; Rutgers University, USA

Language in Williams syndrome—the early phases

Yonata Levy; Hebrew University, Israel

PR300	NEU	BA
PR053	MOR	BB
PR149	MOR	BB
PR287	MOR	BB
PR311	MOR	BB
PR066	BIL	BC
PR168	BIL	BC
PR240	BIL	BC
PR309	BIL	BC
PR025	LIT	HE & HF
PR159	LIT	HE & HF
PR160	LIT	HE & HF
PR218	LIT	HE & HF
PR054	CL	HG
PR203	LEX	HG
PR211	CL	HG
PR313	CLC	HG

Paper Session 49: Assessment

Computerized Data Collection and Analysis

Ferenc Bunta, Kelly Ingram & David Ingram; Arizona State University, USA

Identifying Language Delay in African American Preschoolers: Standardized Test vs Oral Language Outcomes for a U.S. Michigan Sample.

Ida Stockman; Michigan State University, USA

Examining low-income children with academic failure: Can we distinguish children with specific impairment from children with typical development?

Barbara B. Fazio; Ohio State University, USA

A Quantitative Analysis of the Development of Literacy in British School Children

Ngoni Chipere, Pilar Durán, David D. Malvern & Brian J. Richards; University of Reading, UK

Paper Session 50: Child-directed Speech

Suprasegmentals in child-directed speech in Slovak

Adela Mitrová & Ján Sabol; Presov University, Slovak Republic

Daniela Slancová & Július Zimmermann; Presov University, Slovak Republic

Clarification Questions as a Form of Corrective Input

Matthew Saxton; University of Westminster, UK

Carmel Houston-Price; University of Oxford, UK

Natasha Dawson; University of London, UK

Look who's talking: Maternal correlates of toddlers' vocabulary growth in low-income families

Meredith Rowe, Barbara Alexander Pan & Catherine Snow; Harvard University, USA

Mirroring of Input Language in Child's Language: Types and Semantics of a Verbal Lexicon

Melita Kovacevic; University of Zagreb, Croatia

Paper Session 51: Cross-linguistic Communication

Verbs and first argument structures in British Sign Language development

Gary Morgan; City University of London, UK

Isabelle Barriere; Johns Hopkins University, USA

Bencie Woll; City University of London, UK

The Acquisition of Lithuanian Diminutives

Ineta Savickiene; Vytautas Magnus University, Lithuania

The acquisition of passive constructions: a cross-linguistic study

Rosângela Gabriel & José Marcelino Poersch; Pontifical Catholic University-RS, Brazil

The acquisition of inflectional verb morphology by German and Russian children

Natalia Gagarina; Center of General Linguistics, Germany

Paper Session 52: Discourse

Interactive strategies and narrative styles: How Chinese mothers talk about the past with their children

Chien-ju Chang; National Taipei Teachers College, Taiwan

Narrative Skills in High-Functioning Autistic Children-from Stories to Personal Events

Sylvie Goldman; City University of New York, USA

TOM and referential communication: are there links between them?

Miguel Pérez-Pereira & Mariela Resches; Univ de Santiago de Compostela, Spain

Young preschooler's ability to reference story characters: the contribution of gesture and character speech

Daniela O'Neill & Amanda Holmes; University of Waterloo, Canada

Acquisition Aspects of Evaluation Processes in European Portuguese Oral Natural and Elicited Narratives

Hanna Batoréo & Armindo de Morais; Universidade Aberta, Portugal

Paper Session 53: Lexicon

Phonotactic Probability and Grammatical Class in Word Learning

Holly Storkel; University of Kansas, USA

Timed Picture Naming in Italian-Speaking Children and Adults: Differences between Nouns and Verbs

Simonetta D'amico & Simone Bentrovato; University of Rome, Italy

Manuela Gasparini & Daniela Costabile; University of Rome, Italy

Elizabeth Bates; University of California-San Diego, USA

On the Polysemy of "with" in the First Language Acquisition

Dave McKercher; Simon Fraser University, Canada

PR180	AS	HH
PR233	AS	HH
PR284	AS	HH
PR295	AS	HH
PR012	CDS	HI
PR051	CDS	HI
PR087	CDS	HI
PR273	CDS	HI
PR084	CLC	HJ
PR085	CLC	HJ
PR190	CLC	HJ
PR196	CLC	HJ
PR009	CD	HL & HM
PR022	CD	HL & HM
PR081	CD	HL & HM
PR164	CD	HL & HM
PR194	CD	HL & HM
PR106	LEX	HP & HQ
PR108	LEX	HP & HQ
PR110	LEX	HP & HQ

Posters

Adolescents' Perceptions of Communication Skills Important to Peer Relationships: Intervention Targets for Learning Disabilities

Patty Hendryx-Bedalov; Eastern Washington University, USA

Jenifer Hankins; Washington State University, USA

AAC Devices in Europe

Inge Zink; K.U. Leuven-Belguim, Belgium

Dirk Lembrechts; MODEM Comm. And Comp Ctr, Belgium

Valerie Thirifays; K.U. Leuven-Belguim, Belgium

Training Metacognition to Enhance Pragmatic Performance in Children with Expressive Language Delays

Jayanti Ray; WAsate University, USA

Grammar Acquisition by Slovak Speaking Children

Svetlana Fecková & Marina Mikulajova; Comenius University, Slovensko

The pitch of maternal voice: a comparison of sub-clinically postnatally depressed mothers and non-depressed mothers reading books to their infants

Nadja Reissland, John Shepherd & Eisquel Herrera; University of Aberdeen, UK

Children's Communication in Written Language (in a letter as an example)

Bernadeta Niesporek-Szamburska; Instytut Języka Polskiego US, Poland

Talk to me: Parental linguistic practices may hold the key to reducing incidence of language impairment and delay among multiple birth children

Trudy E. Kwong & Elena Nicoladis; University of Alberta, Canada

Preliminary Investigation of Story Retelling in Children with ADHD and Normal Controls

Shonna Francis John; University of Toronto, Canada

Rosemary Tannock; Hospital for Sick Children, Canada

Word Play in Child-Directed Speech: The Use of Diminutives as a Window to Noun Morphology

Patricia Brooks; City University of New York, USA

Vera Kempe; University of Stirling, USA

Olga Fedorova & Natalija Mironova; Moscow State University, Russia

Analysis of Complex Speech Acts: Managing Politeness in Interaction

Harriet Dunbar; Institut des Sciences du Cerveau, France

Relation Between Language Delays and Behavior Problems of African American Children in Head Start

Cathy Huaqing Qi & Ann Kaiser; Vanderbilt University, USA

Vive la Différence! Changes Over Time in a Father's Infant-Directed Speech in a Bilingual Family

Maya Libben, Sabrina Antunes & Elena Nicoladis; University of Alberta, Canada

A Developmental Model for the Acquisition of Verb Argument Structure

Sigal Uziel-Karl; Tel Aviv University, Israel

Developmental Changes in Children's Verb Lexicon

Sigal Uziel-Karl; Tel Aviv University, Israel

Cross linguistic analysis of vocabulary in toddlers

Marc H. Bornstein; National Inst of Child Health & Human Devel, USA

Linda Cote; NIH, USA

The Effect of Age of Cochlear Implantation on Language Growth in Infants and Toddlers

J. Bruce Tomblin, Linda Spencer & Brittan Barker; University of Iowa, USA

A Function Based Analysis of English Negation Development

Thea Cameron-Faulkner; University of Manchester, UK

Elena Lieven; Max Planck Institute for Evolutionary Anthropology, Germany

Anna Theakston; Manchester University, UK

Michael Tomasello; Max Planck Institute for Evolutionary Anthropology, Germany

Vocabulary Growth and the Emergence of Multiword Utterances: A diary study

Byron F. Robinson; Georgia State University, USA

Bronwyn Robinson; Private Practice SLP, Atlanta, USA

Carolyn Mervis; University of Louisville, USA

Plural suffixation skills in Cypriot-Greek children with Specific Language Impairment

Kakia Petinou & Lia Hadzigeorgiou; Cyprus Inst of Neuro & Genetics, Cyprus

Id	Topic	Room
PS002	CD	CT
PS004	AAC	CT
PS008	PRG	CT
PS010	CL	CT
PS012	LIT	CT
PS017	PRG	CT
PS025	CDS	CT
PS027	PRG	CT
PS028	CDS	CT
PS029	CD	CT
PS030	AS	CT
PS042	CDS	CT
PS043	GLD	CT
PS044	GLD	CT
PS052	LEX	CT
PS088	CL	CT
PS098	CL	CT
PS123	LEX	CT
PS269	MOR	CT

Symposia, Papers, and Posters

Breakout Session 10: Saturday, July 20 at 10:30

Symposia

What Do Children Need to Learn Language?

Lisa Gershkoff-Stowe; Carnegie Mellon University, USA
 George Hollich; Johns Hopkins University, USA
 Dare Baldwin; University of Oregon, USA
 Larissa Samuelson; University of Iowa, USA

Morphosyntactic Deficits in Children with SLI: Crosslinguistic and Bilingual Perspectives

Karla McGregor; Northwestern University, USA
 Johanne Paradis; University of Alberta, Canada
 Isabel de Pampliega & M. Estela Burone de Gil Garbagnoli; Northwestern University, USA
 Federica L. G. de Ramos Mejia & Renee M. Reilly; Northwestern University, USA
 Martha Crago & Fred Genesee; McGill University, Canada
 Esther Dromi & Anat Blass; Tel Aviv University, Israel
 Fauzia Abdalla; McGill University, Canada
 Kristina Hansson & Ulrika Nettelblad; Lund University, Sweden
 Gisela Hakansson & Eva-Kristina Salameh; Lund University, Sweden
 Jan de Jong; Utrecht University, The Netherlands
 Laurence B. Leonard; Purdue University, USA (discussant)

Cross-Linguistic Perspectives on Prosody

Marilyn Vihman & Satsuki Nakai; University of Wales, Bangor, UK
 Sari Kunnari; University of Oulu, Finland
 Conxita Lleo & Margaret Kehoe; Universität Hamburg, Germany
 Ulrike Gut; Universitaet Bielefeld, Germany
 Heike Behrens; Max Planck Institute, Germany
 Carol Stoel-Gammon; University of Washington, USA (discussant)

Interpreting Changing Profiles of Skills in Children with SLI

James Law; City University of London, UK
 Gina Conti-Ramsden; University of Manchester, UK
 Victoria Joffe; City University of London, UK
 Geoff Lindsay; University of Warwick, England
 Julia Dockrell; South Bank University, UK
 J. Bruce Tomblin; University of Iowa, USA (discussant)

The Function of Gestures in Language Development

Asli Özyürek; Koç University, Turkey
 Susan Goldin-Meadow; University of Chicago, USA
 Sotaro Kito; Max Planck Inst. For Psycholinguistics
 Rachel Mayberry; McGill University, Canada
 David McNeill; University of Chicago, USA
 Elena Nicoladis; University of Alberta, Canada
 Ann Senghas; Barnard College, Columbia University, USA
 Shanley Allen; Boston University, USA
 Melissa Bowerman; Max Planck Institute, Netherlands (discussant)

Paper Session 54: Phonology

Reduction of Medial Consonant Sequences by Children with Atypical Phonological Development

Diane Ohala; University of Arizona, USA

Comparative Study of the Generalization in Three Different Models of Therapy for Phonological Disorders

Helena Bolli Mota, Marcia Keske-Soares & Aline Ferla; Universidade Federal de Santa Maria, Brasil
 Letícia Zasso & Louise Varela Dutra; Universidade Federal de Santa Maria, Brasil

Paper Session 55: Bilingualism

A comparative study of the grammaticality judgment of monolinguals and bilinguals

Maureen G. Marx; Western Illinois University, USA

Expressive Vocabulary of German-English Bilingual Toddlers

Dörte A. Junker; University of Michigan Hospital, USA
 Ida Stockman; Michigan State University, USA

Id	Topic	Room
S02	NEU	HH & HI
S19	CLC	LH
S32	CLC	BB
S34	AS	HE & HF
S38	CL	BA
Id	Topic	Room
PR077	PHO	HG
PR228	PHO	HG
PR118	BIL	HJ
PR290	BIL	HJ

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Posters

	Id	Topic	Room
<i>Phonological Representation In Spanish-English Bilingual Children</i> Brian Goldstein & Aquiles Iglesias; Temple University, USA	PS048	BIL	CT
<i>Genetic influences on verb morphology deficits in a sample of 6-year-old twins</i> Caroline Adams & Dorothy V.M. Bishop; University of Oxford, UK	PS081	GLD	CT
<i>Communicative and language development in a twins set</i> Emiddia Longobardi, Antonella Devescovi & Monia Curi; Università la Sapienza, Italy	PS104	GLD	CT
<i>Treatment Of Children with Auditory Processing and Language Disorders Using Fast ForWord™ and Earobics™</i> Diane P. Wertz & Jay Hall III; University of Florida, USA	PS113	SSA	CT
<i>Characteristics of vocalization with and without co-occurring motor activity in 6 to 9 month old infants.</i> Mary Fagan & Jana Iverson; University of Missouri, Columbia, USA	PS119	PRE	CT
<i>Novel word learning in children with cochlear implant: Is age at implant the only factor that counts?</i> Ursula Willstedt-Svensson & B. Almqvist; Lund University Hospital, Sweden	PS130	CL	CT
<i>Emergence of Voice Morphology in Turkish-Speaking Children</i> A. Löfqvist & Birgitta Sahlén; Lund University, Sweden	PS134	CLC	CT
<i>Emergence of Voice Morphology in Turkish-Speaking Children</i> Ilknur Mavis & Pynar Ege; Ankara University, Turkey	PS159	SYN	CT
<i>Expository Discourse in Youth: A Developmental Investigation</i> Marilyn A. Nippold; University of Oregon, USA	PS160	LEX	CT
<i>Early Lexical Learning in Mandarin: Evidence from Caregiver Report</i> Paul Fletcher; University of Hong Kong, China	PS167	SYN	CT
<i>Early Lexical Learning in Mandarin: Evidence from Caregiver Report</i> Twila Tardif; University of Michigan, USA	PS169	CL	CT
<i>Early Lexical Learning in Mandarin: Evidence from Caregiver Report</i> Zhang Zhi-Xiang & Liang Wei-Lan; Beijing University, First Hospital, China	PS170	LEX	CT
<i>A Sentence Interpretation Study in Spanish Speaking Children</i> Iliana Reyes; University of CA-Berkeley, USA	PS171	SYN	CT
<i>Can Syntax Give You Complements?</i> Valerie E. Johnson; Vanderbilt University, USA	PS172	CL	CT
<i>Can Syntax Give You Complements?</i> Jill de Villiers, Katherine D'Amato, Candi Deschamps & Sara Huneke; Smith College, USA	PS176	CL	CT
<i>Learning New Verbs</i> Edith Bavin; La Trobe University, Australia	PS179	CL	CT
<i>Learning New Verbs</i> Maree Vasilopoulos; Deakin University, Australia	PS203	PRE	CT
<i>Learning New Verbs</i> Kristy Dodwell, Vito Milano & Judy Chambeyron; La Trobe University, Australia	PS218	AS	CT
<i>Learning New Verbs</i> Jesse Parfitt & Marietta Aikenhead; La Trobe University, Australia	PS220	AS	CT
<i>Inalienable possession and the acquisition of English determiners</i> Ana Teresa Perez-Leroux; University of Toronto, Victoria College, Canada	PS233	LEX	CT
<i>Inalienable possession and the acquisition of English determiners</i> Cristina Schmitt & Alan Munn; Michigan State University, USA	PS252	LEX	CT
<i>The Talk of Mothers and Their Children With or Without Down Syndrome While Reading Scripted and Non-Scripted Books</i> Jennifer Allen & Elizabeth Kay-Raining Bird; Dalhousie University, Canada	PS272	SSA	CT
<i>Sentence Planning in Young Stutterers</i> Cara Valeria; University of Cagliari, Italy			
<i>The Course of Acquisition of Possessive Pronouns in Croatian</i> Jelena Kuvac & Marijan Palmovic; University of Zagreb, Croatia			
<i>Prelinguistic Factors Associated with the Emergence of Initial Language Use in Young Children with Language Delays</i> Amy Calandrella Whelan & Jeanne Wilcox; Arizona State University, USA			
<i>The Pragmatics Aptitude Test for Young Children: A test of its concurrent validity with the Communication and Symbolic Behavior Scales</i> Daniela O'Neill & Andrina Chen; University of Waterloo, Canada			
<i>Mean Length of Utterance in Kannada</i> Vijayachandra A. Ramachandra & Lynne E. Hewitt; Bowling Green State University, USA			
<i>Verb Acquisition in Catalan and Spanish speaking children: lexical, morphological and syntactic aspects.</i> Elisabet Serrat Sellabona; University of Girona, Spain			
<i>Verb Acquisition in Catalan and Spanish speaking children: lexical, morphological and syntactic aspects.</i> Mònica Sanz Torrent; Universitat de Barcelona, Spain			
<i>Verb Acquisition in Catalan and Spanish speaking children: lexical, morphological and syntactic aspects.</i> Aurora Bel; Universitat Pompeu Fabra, Spain			
<i>The acquisition of lexicalization types: path vs. manner in Japanese</i> Yuko Koike; University of Kansas, USA			
<i>Verb and verb schema learning in children with Specific Language Impairment</i> Nicholas Riches, Gina Conti-Ramsden & Kirsten Windfuhr; University of Manchester, UK			

Symposia, Papers, and Posters

Breakout Session 11: Saturday, July 20 at 1:30

Symposia	Id	Topic	Room
<p><i>Profiles of Language Development Among Children with Autism</i></p> <p>Morton Gernsbacher; University of Wisconsin-Madison, USA Dorothy V.M. Bishop; University of Oxford, UK Rhea Paul; Southern CT State U & Yale Child Study Center, USA Pamela Rosenthal Rollins; University of Texas at Dallas, USA (discussant)</p>	IS04	GLD	LH
<p><i>Application of neuroimaging in language research</i></p> <p>Elena Plante; University of Arizona, USA Scott K. Holland & Anna Byars; Children's Hospital Medical Center, Univ of Cincinnati, USA Valerie L. Shafer; Albert Einstein College of Medicine, USA Susan Ellis Weismer; University of Wisconsin-Madison, USA Angela Hein Ciccia; Case Western Reserve University, USA</p>	IS11	NEU	BA
<p><i>Sensitive Periods in Language Development: Evidence from Deaf Children with Hearing Parents</i></p> <p>Amy R. Lederberg; Georgia State University, USA Christine Yoshinaga-Itano; University of Colorado-Boulder, USA Esther Dromi; Tel Aviv University, Israel Patricia E. Spencer; Gallaudet University, USA Amy K. Prezbindowski; University of Washington, USA Orit Fuks</p>	S17	PRE	BB
<p><i>Pragmatic Aspects of Language and Communication in Atypical Children</i></p> <p>Michele Guidetti; Université de Poitiers, France Eeva Leinonen; University of Hertfordshire, UK Jean-Louis Adrien & Catherine Barthelemy; Unité Inserm 316, France Jean-Louis Bernard; Université René Descartes, France Christina Schelletter; University of Hertfordshire, UK Virginie Dardier & Josie Bernicot; University of Poitiers, France Judy Reilly; San Diego State University, USA Elizabeth Bates; University of California-San Diego, USA Beverly B. Wulfeck; San Diego State University, USA</p>	S22	PRG	HE & HF
<p><i>Stuttering: A Matter of Discourse</i></p> <p>Regina Maria Ayres de Camargo Freire & Silvia Friedman; Pontifical Catholic Univ of Sao Paulo, Brazil Maria Consuelo Passos & Maria Cristina Pascalicchio Passos; Pontifical Catholic Univ of Sao Paulo, Brazil Nadia Pereira Azevedo; Catholic University of Recife, Brazil</p>	S24	CD	HG
<p><i>The Wheat from the Chaff: Defining Normal and Abnormal Language at ages 3, 4 and 6 years</i></p> <p>Christine Dollaghan, Thomas Campbell & Denise Balason; University of Pittsburgh, USA Heather Leavy Rusiewicz & Tammy Caulfield Nash; University of Pittsburgh, USA Jill Brady & Stephanie Nixon; University of Pittsburgh, USA</p>	S25	AS	HH & HI
<p>Paper Session 56: Language Development</p> <p><i>The acquisition of argument structure, agreement and tense marking: evidence from Dutch-speaking children with psychiatric disorder compared to their normally developing peers</i></p> <p>Annette R. Scheper, Claudia Blankenstijn & Anne Baker; University of Amsterdam, The Netherlands</p>	PR139	NEU	HJ
<p><i>Can Hearing Impaired Children Acquire Prosody? A phonological and acoustic analysis of German word Prosody</i></p> <p>Sonja Bös; Postdam University, Germany</p>	PR184	NEU	HJ
<p><i>Use of aspect markers in narratives by Cantonese children</i></p> <p>Cheung-Shing Samuel Leung & Shuk Im Chan; City University of Hong Kong, China</p>	PR195	NEU	HJ
<p>Posters</p> <p><i>Developing syntax through written persuasive discourse training in 11-12 year old children</i></p> <p>José Pouliot & Annie-Claude Tardif; Université de Montréal, Canada</p>	PS046	PRG	CT
<p><i>Speech perception in infancy predicts language development in the second year of life: A longitudinal study</i></p> <p>Feng-Ming Tsao, Hwei-Mei Liu, Erica B. Stevens & Patricia K. Kuhl; University of Washington, USA</p>	PS120	PER	CT

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<i>A Cross-Cultural Analysis of Father to Child Interactions in Turkish with a Brief Comparison to Mothers' Language</i> Ilknur Mavis; Anadolu University, Turkey Bülent Togram; Yunusermre Kampusu, Turkey Özlem Dogramaci; Research Ctr. For Speech and Lang. Disorders, Turkey	PS133	CDS	CT
<i>Narrative Discourse in Down Syndrome and Williams Syndrome</i> Eliseo Diez-Itza, Manuela Miranda & Verónica Martínez López; Universidad Oviedo, Spain Marta Pérez, M. Aranzazu Anton-Perez & Luis Castejón; Universidad de Oviedo, Spain Andrea López & Joaquín F. Toral; Universidad de Oviedo, Spain	PS144	GLD	CT
<i>Good and Poor Readers: Differences in Phoneme Perception</i> Margaret K. Aurilio; University of South Florida, USA	PS157	PER	CT
<i>Sonority effects on complex coda development in Spanish-English bilinguals</i> Mehmet Yavas; Florida International University, USA	PS168	PHO	CT
<i>Patterns of Subject Omission in Children with Specific Language Impairment and Typical Language Development</i> Shelley L. Bredin-Oja; University of Kansas Medical Center, USA Marc Fey; University of KS Medical Ctr., USA Diane Frome Loeb; Univ. of Kansas & Haskell Indian Nations Univ., USA	PS175	SYN	CT
<i>Evolution of Phonological Simplification Processes of Spanish children with Specific Language Impairment</i> Eva Aguilar Mediavilla; Universitat de les Illes Balears, Spain Mònica Sanz Torrent & Miquel Serra Raventós; Universitat de Barcelona, Spain	PS178	PHO	CT
<i>Dative constructions in early developmental Cantonese: The role of adult input</i> Angel Wing-Shan Chan; Chinese University of Hong Kong, P.R. China	PS180	SYN	CT
<i>Stimulability: Changes across one cycle of phonological treatment</i> Amy Glaspey & Carol Stoel-Gammon; University of Washington, USA	PS181	PHO	CT
<i>Preschool Children's Production of Subordinate Clauses</i> Sloane Burgess & C. Melanie Schuele; Case Western Reserve University, USA	PS193	SYN	CT
<i>The impact of verb morphology on comprehension and production of novel verbs</i> Bonnie W. Johnson; University of Florida, USA	PS202	LEX	CT
<i>Word Learning by Deaf Children Who Use Cochlear Implants</i> Derek M. Houston, Allyson K. Carter & Elizabeth A. Ying; Indiana University School of Medicine, USA Karen Iler Kirk & David B. Pisoni; Indiana University School of Medicine, USA	PS209	LEX	CT
<i>The Relationship Between Parental Frequency and Order of Acquisition in Lexical Development</i> Judith Goodman & Philip Dale; University of Missouri-Columbia, USA Ping Li; University of Richmond, USA	PS221	LEX	CT
<i>Pragmatical (Mis)uses in Williams Syndrome: Metaphors and Other Indirect Uses of Language</i> María Sotillo, Ruth Campos & Elena Garayzábal; Universidad Autónoma de Madrid, Spain	PS238	PRG	CT
<i>Conversational Inferences in Williams Syndrome</i> Elena Garayzábal & Miguel Pérez; Universidad Autonoma de Madrid, Spain María Sotillo & Ruth Campos; Universidad Autónoma de Madrid, Spain	PS239	PRG	CT
<i>How productive word-formation affects lexical development?</i> Ewa Haman; University of Warsaw, Poland	PS251	LEX	CT
<i>Language and Memory Development in Children with SLI and Children with Down's Syndrome</i> Rachel Hick; University of Manchester, UK	PS263	CL	CT
<i>Children's explanatory talk in Spanish</i> Rosa Graciela Montes, Silvia Martínez Recoba & Isabel de Gante; Univ Autónoma de Puebla, Mexico	PS270	PRG	CT

Symposia, Papers, and Posters

Breakout Session 12: Saturday, July 20 at 3:30

Symposia

	Id	Topic	Room
<i>Profiles of Language Development Among Children with Autism</i> Morton Gernsbacher; University of Wisconsin-Madison, USA Dorothy V.M. Bishop; University of Oxford, UK Rhea Paul; Southern CT State U & Yale Child Study Center, USA Pamela Rosenthal Rollins; University of Texas at Dallas, USA (discussant)	IS09	GLD	LH

Integration of Language Intervention: Findings from a Clinical Research Center

Stephen Camarata; Vanderbilt University School of Medicine, USA
Ann Kaiser; Vanderbilt University, USA
Keith Nelson; Penn State University, USA
Paul Yoder; Vanderbilt University, USA

Paper Session 57: Phonology

Vowel acquisition in Hungarian: Data from 2 and 3 year old children

Krisztina Zajdo; University of Washington-Seattle, USA

The development of language specific prosodic competence in German infants

Barbara Höhle, Jürgen Weissenborn & Sonja Bartels; University of Potsdam, Germany
Birgit Herold & Monika Hofmann; University of Potsdam, Germany

Development of the Compound vs. Phrasal Stress Distinction

Irene Vogel; University Delaware, USA
Tim Bunnell; Alfred I. duPont Hosp for Children, USA

Paper Session 58: Cognition/Language

Expository Text Processing in Adolescents with and without Language-Learning Disabilities

M. Lorraine Wynn-Dancy; Norfolk State University, USA
Ronald B. Gillam; University of Texas at Austin, USA

Language-specific semantic spatial categories and infants' spatial categories

Marianella Casasola; Cornell University, USA

A family talks about time

Peter James Lee & Elena Nicoladis; University of Alberta, Canada

Spatial Cognition and Spatial Language in Hungarian Children

Csaba Pléh; Univ. of Szeged & Budapest University, Hungary
Ágnes Lukács; Hungarian Academy of Sciences, Hungary
Mihály Racsmány; University of Szeged, Hungary
Ildiko Király; Hungarian Academy of Sciences, Hungary

Paper Session 59: Bilingualism

A Spanish measure of phonological awareness for monolingual English-speaking children with language Impairment

Ruth Miller, Jennifer Windsor & Kathryn Kohnert; University of Minnesota, USA

Multilingual in a monolingual world: One child's experience of daycare in Japan and Germany

Suzanne Quay; International Christian University, Japan

Do explicit representations give the bilingual child a metalinguistic advantage?

Victoria Murphy, Christina Schelletter & Karen J. Pine; University of Hertfordshire, UK

Paper Session 60: Pragmatics

Communicative intentions and the means by which they are expressed in normally developing children and in children with motor disabilities

Victoria Ryskina; Early Intervention Institute, Russia

Dialogical beginnings of anaphora

Anne Salazar Orvig; University René Descartes, France
Haydée Marcos; University of Poitiers, France
Vincent Fayolle, Rouba Hassan & Jacques Parés; University of René Descartes, France

Who's the Boss?: Assertive and Deferent Conflict Strategies in American and Austrian Preschool Girls'

Friendship Groups

Amy Kyratzis & Evelyn Reder Wade; UC Santa Barbara, USA

Paper Session 61: Speech/Speech Perception/Phonetics/Phonology

Sociolinguistic Awareness in the Acquisition of variable phonology: The case of syllable- final /P/ in Spanish.

Manuel Díaz Campos; Carnegie Mellon University, Venezuela

Perceptual sensitivity to morphosyntactic agreement in language learners: evidence from Dutch children at risk of developing dyslexia.

Carien Wilsenach, Ellen Gerrits & Frank Wijnen; Utrecht University, Netherlands

Are Auditory Temporal Processing Deficits a Central Feature of Language Impairment?

Robert Moffat & James Boyle; University of Strathclyde, Scotland

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Id	Topic	Room
PR155	PHO	BB
PR207	PHO	BB
PR250	PHO	BB
PR002	CL	HE
PR015	CL	HE
PR065	CL	HE
PR210	CL	HE
PR096	PHO	HF
PR112	BIL	HF
PR126	BIL	HF
PR113	PRG	HG
PR141	PRG	HG
PR255	PRG	HG
PR043	PHO	HH
PR056	SYN	HH
PR179	PER	HH

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Categorical Perception of Japanese geminate consonant /Q/ in children: its developmental relations with reading its kana letter

Yoshinobu Kaneko; Sophia University, Japan
 Tsutomu Sugawara & Takayuki Arai; Sophia University, Japan
 Keiko Okazaki & Kyoko Iitaka; Sophia University, Japan

Paper Session 62: Neurological Development

Event related potentials to speech-stimuli in infants

Katrin Lange; Free University, Germany
 Christiane Weber; Max-Planck-Institute of Cognitive Neuroscience, Germany
 Karsten Nubel; Free University, Germany
 Manuela Friedrich; Max Planck Institute of Cognitive Neuroscience, Germany
 Manfred Gross; Free University, Germany
 Angela Friederici; Max Planck Institute of Cognitive Neuroscience, Germany

Success on the AB Task in Infants with Pre-Perinatal Brain Lesions and its Relation to Language Development

Blazanka Brozovic, Jasmina Ivsac & Marta Ljubescic; University of Zagreb, Croatia

A cascade of growth spurts in early neuro-, linguistic, and communicative development in various instances of language acquisition

Annemarie Peltzer-Karpf & Manuela Wagner; University of Graz, Austria

Reframing the Critical Period Hypothesis: before and after Lenneberg (1967)

Isabelle Barriere; Johns Hopkins University, USA
 Marjorie Lorch; Birkbeck College, University of London, England

Paper Session 63: Lexicon

Early lexical development in French: An analysis of variability with normal and autistic children

Dominique Bassano; CNRS, University of Paris 5, France
 Eme Pascale-Elsa; CNRS, Université de Poitiers, France
 Magali Lavielle; CNRS, Université Paris 5, France

Normal and Delayed Lexical Development in German

Christina Kauschke; Freie Universität Berlin, Germany

Dynamic QUIL Assessment as a Measure of Word Learning

Vera Joanna Burton & Ruth V. Watkins; University of Illinois, USA

Mental Imagery and Idiom Comprehension: A Comparison of Children and Adults

Marilyn A. Nippold & Jill K. Duthie; University of Oregon, USA

Disambiguation and the mutual exclusivity assumption in L2 lexical learning

Andreas Rohde; Kiel University, Germany

Posters

In search of precursors of developmental dyslexia: the speech perception of young at-risk children

Ellen Gerrits & Frank Wijnen; Utrecht University, Netherlands

Systematic Sound Preference in Five Children with Phonological Disorders

Marcia Keske-Soares; Universidade Federal de Santa Maria, Brasil
 Regina Lamprecht; Pontificia Universidade Catolica do Rio Grande do Sul, Brazil

Speech Therapy Based on Implicational Distinctive Feature Hierarchy Applied to Phonologically Disordered Children

Marcia Keske-Soares; Universidade Federal de Santa Maria, Brasil
 Regina Lamprecht; Pontificia Universidade Catolica do Rio Grande do Sul, Brazil

Speech Production of One Deaf Infant on the First Years: The Role of Audition in the Language Development

Carla Padovani; Universidade Estado da Bahia, Brazil

Analysis and Treatment of Phonological Disorder in a Monolingual Vietnamese Child

Giang Marie Tang; San Diego State University, USA
 Joan Good Erickson & Cynthia J. Johnson; University of Illinois at Champaign, USA

The Acquisition of Falling Oral Diphthongs: Seen Under the Light of the Optimality Theory

Giovana Ferreira Bonilha; Pontifical Catholic University of Rio Grande do Sul, Brazil

Cross-Linguistic Perception of Babbling as the Evidence for the Acquisition of Language-Specific Phonetic Features

Natalia Zharkova; State University of St. Petersburg, Russia

The Role of Prosody in Language Acquisition: A Case Study of a Child with Delayed Phonological Development

Natalia Zharkova; State University of St. Petersburg, Russia

In search of precursors of developmental dyslexia: expressive phonology of children at-risk for dyslexia

Brigit van der Pas & Elise de Bree; University of Utrecht, The Netherlands

PR280	PER	HH
PR174	NEU	HI
PR209	NEU	HI
PR221	NEU	HI
PR278	NEU	HI
PR072	LEX	HJ
PR090	LEX	HJ
PR175	LEX	HJ
PR219	LEX	HJ
PR264	LEX	HJ
Id	Topic	Room
PS015	PER	CT
PS019	PHO	CT
PS020	AS	CT
PS024	PHO	CT
PS031	PHO	CT
PS035	PHO	CT
PS037	PHO	CT
PS038	PHO	CT
PS056	PHO	CT

<i>Phonological Intervention Using a Multiple Opposition Approach</i> A. Lynn Williams & John H. Kalbfleisch; East Tennessee State University, USA	PS059	PHO	CT
<i>Assessing child language using spontaneous speech samples: Effects of setting</i> Erika Hoff, Michelle Baker & Maria Isaza; Florida Atlantic University, USA Samantha Romanoski & Janet Vasquez; Florida Atlantic University, USA	PS066	AS	CT
<i>Two Algorithms For Automated Grammatical Tagging Compared</i> Ron W. Channell; Brigham Young University, USA Kristine Tanner & Deborah Millett; University of Utah, USA	PS067	AS	CT
<i>Parental Report Language Inventories For Dutch-speaking Infants and Toddlers: Dutch version of the MacArthur CDIs</i> Inge Zink; K.U. Leuven-Belguim, Belgium Maryline Lejaegere; Cegeka Health Care, Belgium	PS085	AS	CT
<i>On-line language processing in children with poor language comprehension: evidence from language-mediated eye-tracking studies</i> Kate Nation, Catherine Marshall & Gerry Altmann; University of York, UK	PS106	CL	CT
<i>Vocabulary spurt and categorization in Spanish children</i> Pilar Soto, Elena Lamela & Amparo Moreno; Universidad Autonoma de Madrid, Spain Eugenia Sebastian & Silvia Vargas; Universidad Autonoma de Madrid Spain, Spain	PS107	CL	CT
<i>Language Sample Analysis as an Alternative Assessment for African American English (AAE) Speaking Preschoolers: A Louisiana Sample</i> Barbara L. Guillory & Marilyn Seibert; Southern University and Aand M College, USA	PS227	AS	CT
<i>Assessment of a Paediatric Caseload</i> Jan Broomfield & Barbara Dodd; University of Newcastle upon Tyne, UK	PS253	AS	CT
<i>Conservation ability in children with specific language impairment: Evidence from strategies expressed in speech and gesture</i> Elina Mainela Arnold, Julia Evans & Martha Wagner Alibali; University of Wisconsin-Madison, USA	PS266	CL	CT
<i>Mother's talk to children: Consequences of different methods of measurement</i> Erika Hoff, Melissa Noya & Jodi Mckay; Florida Atlantic University, USA	PS271	CDS	CT
<i>The Development of Selective Auditory Attention to Linguistic and Non-linguistic Sounds</i> Jennifer Woods, Donna Coch & Lisa Sanders; University of Oregon, USA Cheryl Capek, Wendy Skendzel & Helen Neville; University of Oregon, USA	PS273	NEU	CT

Symposia, Papers, and Posters

Breakout Session 13: Sunday, July 21 at 8:30

Paper Session 64: Cochlear Implants	Id	Topic	Room
<i>"Der", "die", "den", "dem", or "das"? The acquisition of case and gender marking by German-speaking children with cochlear implants and with normal hearing</i> Gisela Szagun; University of Oldenburg, Germany	PR098	CI	BB
<i>Early sign-speech bilingual development in cochlear-implanted children</i> Kerstin Nelfelt & Asa Nordqvist; Göteborg University, Sweden	PR140	CI	BB
<i>Production of lexical categories in hearing-impaired French-speaking children 3 years post-cochlear Implantation</i> Marie Therese Le Normand; INSERM/Univ Pierre et Marie Curie, Paris VI, France Brigitte Berger; INSERM-France, France	PR296	CI	BB
Paper Session 65: Genetic Syndromes			
<i>Language learning in children with Down syndrome: The impact of linguistic context</i> Elizabeth Kay-Raining Bird & Patricia Cleave; Dalhousie University, Canada Elin T. Thordardottir; McGill University, Canada Jennifer Cupit; MacKay Center, Canada Glen Nowell & Anna Randall-Gryz; Dalhousie University, Canada	PR082	GLD	BA
<i>Crossmodal matching of object pictures with natural sounds and word forms in girls with Rett syndrome</i> Stephen von Tetzchner & Kristine Torjussen; University of Oslo, Norway Pål Erik Carlin & Lars Smith; University of Oslo, Norway	PR198	GLD	BA
<i>Grammar in mental retardation - Williams-Beuren and Down syndrome compared</i> Chris Schaner-Wolles; University of Vienna, Europe	PR204	GLD	BA

Paper Session 66: Syntax

Functional Categories in Adult SLI

Cécile Audollet & Laurie Tuller; Université de Tours, France

Relationships between child and adult accounts of expressive syntactic impairment in specific language impairment and agrammatism.

Maura Jones & Katharine Odell; University of Wisconsin-Madison, USA

How do children count objects?

Sharon Armon-Lotem; Bar-Ilan University, Israel

Anat Gomple-Kazas & Odelia Unger; Tel-Aviv University

Paper Session 67: Cross-linguistic Communication

Does grammaticalization occur in child language? The case of 'give' in child Cantonese

Kwok Shing Wong; University of Hong Kong, Hong Kong

A Cross-Linguistic Study of the Relationship between Grammar & Lexical Development

Maria Cristina Caselli; National Research Council, Roma, Italy

Antonella Devescovi; Università la Sapienza, Italy

Daniela Marchione; University of Rome, Italy

Judy Reilly & Elizabeth Bates; San Diego State University, USA

Tracking Dependent Morphemes in Parental Speech: A Cross-linguistic Examination of Infants' Early Processing Requirements

Lynn Santelmann; Portland State University, USA

Paper Session 68: Morphology

The acquisition of plural morphology in a bilingual context

Abderrahman El Aissati & Yahya E-ramdani; Tilburg University, The Netherlands

Inflectional morphology and processing deficits in SLI

Emma Hayiou Thomas, Dorothy V.M. Bishop & Kim Plunkett; Oxford University, UK

Morphological deficits in Specific Language Impairment: Insights from connectionist models

Marc Joanisse; Univ. of Western Ontario, Canada

Paper Session 69: Conversation/Discourse

Beyond the Oral Tradition : Rural and Urban Children's Narratives in Transitional South Africa.

Susan Suzman; University of the Witwatersrand, South Africa

Karen Malan; University of Cape Town, South Africa

Expression of (un)certainly in narrative

Martha Shiro; Universidad Central de Venezuela, Venezuela

Gendered co-constructed narrative styles produced by American preschoolers

Amy Sheldon & Heidi Engstrom; University of Minnesota, USA

Paper Session 70: Bilingualism

Specific Language Impairment in Bilingual Children: Narrative data from bilingual Turkish and Moroccan children with SLI in the Netherlands

Judit Steenge, Ludo Verhoeven & Hans Van Balkom; Nijmegen University, The Netherlands

Narratives in three languages

Judit Navracsics; University Veszprém, Hungary

Language-specific pitch accent in Spanish and German monolinguals and bilinguals

Contixa Lléo & Margaret-Mary Kehoe; University of Hamburg, Germany

Symposia, Papers, and Posters

Breakout Session 14: Sunday, July 21 at 10:30

Paper Session 71: Conversation/Discourse

Causal Relations in Memory for Narrative Discourse: Evidence from Turkish

Ayhan Aksu-Koc; Bogazici University, Turkey

Evaluation and affect in written narratives of Mexican school-age children

Rocío Flores Solís & Rosa Graciela Montes; Universidad Autónoma de Puebla, Mexico

Individual variation in Icelandic five-year-olds' narrative proficiency

Hrafnhildur Ragnarsdottir; Iceland University of Ed, Iceland

PR157 SYN HE

PR238 SYN HE

PR308 SYN HE

PR213 CLC HF

PR214 CLC HF

PR253 CLC HF

PR100 MOR HG

PR166 MOR HG

PR277 MOR HG

PR156 CD HH

PR220 CD HH

PR259 CD HH

PR062 BIL HI

PR132 BIL HI

PR154 BIL HI

Id Topic Room

PR263 CL BB

PR269 CD BB

PR283 CD BB

Paper Session 72: Phonology

The trochaic bias in Dutch child language: a re-evaluation

Helena Taelman & Steven Gillis; University of Antwerp-UIA, Belgium

Segmental Acquisition by Prosodic Position: A Case Study of Arabic

Kimary Shahin; University of British Columbia, Canada

Is Finnish Vowel Harmony Difficult to Acquire?

Matti Leiwo, Pirjo Turunen, Jouko Koivisto & Paivi Korhonen; University of Jyväskylä, Finland

Paper Session 73: Cognition/Language

Immediate effects of positive/negative evidence: Acquisition of Japanese case

Takaaki Suzuki; Kyoto Sangyo University, Japan

Vocabulary and Gesture in Spanish Speaking Late Talkers: A One Year Followup

Donna Jackson-Maldonado; Universidad Autónoma de Querétaro, Mexico

Influence of productive lexical abilities on conceptual strategies in French-speaker preschoolers.

Soulaimane Chemlal & Françoise Cordier; Laboratoire Langage et Cognition, France

Explicit and Implicit Theory of Mind Abilities and Language Development

María Sotillo, Ruth Campos & Angeles Garcia Nogales; Universidad Autonoma de Madrid, Spain

Paper Session 74: Cross-linguistic Communication

On-line sentence processing in children and adults: A crosslinguistic study

Michele Kail; CRNS et Université de Paris V, France

Angie Emler; University of Worcester, UK

Phillipe Bonnett; CRNS et Université de Paris V, France

The acquisition of intensifiers in English and German language development

Insa Gülzow; Zentrum Allgemeine Sprachwissenschaft, Germany

The Emergence of Wh-Variables: Cross-linguistic Explorations

Tom Roeper & Barbara Zurer Pearson; University of Massachusetts, USA

Petra Schulz; University of Konstanz, Germany

Paper Session 75: Syntax

To know and to know-how: the development of subject use in child Dutch

Elma Blom; Utrecht Inst of Linguistics OTS, The Netherlands

Some peculiarities of Russian children's early syntax

Ceytin Stella; State Pedagogical University of Russia, Russia

Production of early syntax in French children with SLI (FSLI)

Marie Therese Le Normand; INSERM/Univ Pierre et Marie Curie, Paris VI, France

Christophe Parisse & Marie-Thérèse Rigoard; INSERM-France, France

Paper Session 76: Conversation/Discourse

The acquisition of linking sentences in discourse: A comparison between psychiatrically disturbed and normally developing Dutch children

Claudia Blankenstijn, Annette R. Schepers, & Anne Baker; University of Amsterdam, The Netherlands

Do prenominal fillers have a discourse function ?

Aliyah Morgenstern; LEAPLE (CNRS-Paris V), France

Anne Salazar Orvig; University René Descartes, France

A developmental analysis of connectivity in different discourse genres and modalities

Melina Aparici & Liliana Tolchinsky; University of Barcelona, Spain

Elisa Rosado Villegas & Joan Perera; Universitat de Barcelona, Spain

Posters

The Production and Comprehension of Narratives by Children with Williams Syndrome and their Typically Developing Peers

Patricia Hargrove & Jessica Schneider; Minnesota State University at Mankato, USA

The Development of Argument Representation: A Crosslinguistic Study of English and Japanese

A. M. Sonia Guerriero, Yuriko Oshima-Takane & Alyssa Ono; McGill University, Canada

Mother-Child Talk about Internal States: Discussions with deaf and hearing children

Mary Pat Moeller; Boys Town Natl Research Hospital, USA

Brenda Schick; University of Colorado-Boulder, USA

The first verbs used by three Estonian learners

Tiiu Salasoo; Estonian Learning Materials, Australia

PR080	PHO	HE
PR235	PHO	HE
PR301	PHO	HE
PR079	CL	HF
PR107	CL	HF
PR163	CL	HF
PR293	CL	HF
PR130	CLC	HG
PR205	CLC	HG
PR281	CLC	HG
PR135	SYN	HH
PR147	SYN	HH
PR297	SYN	HH
PR138	PRG	HI
PR145	CD	HI
PR271	CD	HI
PS087	GLD	BA
PS089	CLC	BA
PS099	CL	BA
PS248	LEX	BA

Id	Topic	Room
PS087	GLD	BA
PS089	CLC	BA
PS099	CL	BA
PS248	LEX	BA

<p><i>Children’s lexicon in story telling, description and conversation</i></p> <p>Laura Pecchia; Instituto di Linguistica Computazionale - CNR, Italy Giuseppe Cappelli; ILC-CNR, Italy Elisabetta Guazzini; Instituto di Linguistica Computazionale - CNR Pisa, Italy</p>	PS249	LEX	BA
<p><i>Analysis of the interactive communication patterns identified in mother-baby dyads: application of a field format record</i></p> <p>María-josé Galván-Bolaira; University of Castilla-La Mancha, Spain Marta Gracia Garcia & Maria-José del Rio Pérez; Universidad de Barcelona, Spain</p>	PS250	PRE	BA
<p><i>Complementary Distribution, Free Va and Child Phonology (The Case of Ibibio)</i></p> <p>Shirley Yul-Ifode; University of Port-Harcourt, Nigeria</p>	PS254	PHO	BA
<p><i>Swedish Communicative Screening at 18 months: An evaluation at Age Three</i></p> <p>Eva Berglund; Uppsala University Hospital, Sweden Marten Eriksson; Gavle University, Sweden Monica Westerlund; Uppsala University, Sweden</p>	PS255	AS	BA

notes:

TOPIC CODE KEY

- AAC** Augmentative/Alternative Comm
- AAE** African American English
- AS** Assessment
- BIL** Bi/Multilingualism
- CD** Conversation/Discourse
- CDS** Child Directed Speech
- CI** Cochlear Implants
- CL** Cognition/Language
- CLC** Cross Linguistic Comparison
- DD** Developmental Disability
- GLD** Genetics/Lang Development
- HI** Hearing Impaired
- LA** Language Acquisition
- LEX** Lexicon
- LIT** Literacy
- ME** Methodology
- MET** Metalinguistic Awareness
- MOR** Morphology
- NEU** Neuro Devel/Language
- OLI** Other Language Impaired
- PER** Speech Perception
- PHO** Phonology
- PRE** Prelinguistic Communication
- PRG** Pragmatics
- S05** SLI 0-5
- SIG** Signed Languages
- SSA** SLI School Age
- SYN** Syntax

ROOM CODE KEY

- BA** Ballroom A
- BB** Ballroom B
- BC** Ballroom C
- BD** Ballroom D
- CT** Community Terrace
- HE** Hall E
- HF** Hall F
- HG** Hall G
- HH** Hall H
- HI** Hall I
- HJ** Hall J
- HL** Hall L
- HM** Hall M
- HOF** Hall of Fame Room
- HP** Hall P
- HQ** Hall Q
- LH** Lecture Hall