

**Annual Report - 2016**

**Award ID:** 1144399

**Institution:** University of Connecticut

**Title:** IGERT: Language plasticity - Genes, Brain, Cognition and Computation

**Principal Investigator(s)**

**Name:** James S. Magnuson

**Project Years Active:** 2012-2013, 2014-2015, 2015-2016

**Co-Principal Investigator(s) or Trainee/Associate Advisor(s)**

**Name:** Gerry Altmann

**Project Years Active:** 2014-2015

**Role in Project:** Trainee/Associate Advisor

**Name:** Heather Bortfeld

**Project Years Active:** 2012-2013

**Role in Project:** Trainee/Associate Advisor

**Name:** Zeljko Boskovic

**Project Years Active:** 2014-2015, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Andrea Calabrese

**Project Years Active:** 2013-2014, 2014-2015, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Carl Coelho

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Role in Project:** Co-PI and Trainee/Associate Advisor

**Name:** Marie Coppola

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Inge-Marie Eigsti

**Project Years Active:** 2012-2013, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Deborah Fein

**Project Years Active:** 2012-2013, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Roslyn H. Fitch

**Project Years Active:** 2012-2013, 2014-2015, 2015-2016

**Role in Project:** Co-PI and Trainee/Associate Advisor

**Name:** Jon Gajewski  
**Project Years Active:** 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Bernard G. Grela  
**Project Years Active:** 2012-2013, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Elena L. Grigorenko  
**Project Years Active:** 2012-2013, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Nicole Landi  
**Project Years Active:** 2013-2014, 2014-2015, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Edward Large  
**Project Years Active:** 2013-2014, 2014-2015, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Diane C. Lillo-Martin  
**Project Years Active:** 2012-2013, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Joseph J. Loturco  
**Project Years Active:** 2012-2013, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Emily B. Myers  
**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Letitia R. Naigles  
**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Ken Pugh  
**Project Years Active:** 2012-2013, 2015-2016  
**Role in Project:** Co-PI and Trainee/Associate Advisor

**Name:** Pradeep Ramanathan  
**Project Years Active:** 2012-2013, 2014-2015  
**Role in Project:** Trainee/Associate Advisor

**Name:** Heather L. Read  
**Project Years Active:** 2012-2013, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Jay Rueckl  
**Project Years Active:** 2012-2013, 2015-2016  
**Role in Project:** Trainee/Associate Advisor

**Name:** Adam Sheya

**Project Years Active:** 2013-2014, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Erika Skoe

**Project Years Active:** 2013-2014, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** William B. Snyder

**Project Years Active:** 2012-2013

**Role in Project:** Co-PI and Trainee/Associate Advisor

**Name:** Tammie Spaulding

**Project Years Active:** 2012-2013, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Jon Sprouse

**Project Years Active:** 2013-2014, 2014-2015, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Whitney Tabor

**Project Years Active:** 2012-2013, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Rachel M. Theodore

**Project Years Active:** 2013-2014, 2014-2015, 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Susanne Wurmbrand

**Project Years Active:** 2015-2016

**Role in Project:** Trainee/Associate Advisor

**Name:** Eling Yee

**Project Years Active:** 2014-2015, 2015-2016

**Role in Project:** Trainee/Associate Advisor

## **Trainees**

**Name:** Brian C. Castelluccio

**Total number of months funded:** 16

**Project Years Active:**

2012-2013 Project Year - Trainee supported for 9 months

2013-2014 Project Year - Trainee supported for 7 months

2014-2015 Project Year - Trainee supported for 0 months

2015-2016 Project Year - Trainee supported for 0 months

**Name:** Nicole S. Cruse

**Total number of months funded:** 9

**Project Years Active:**

2015-2016 Project Year - Trainee supported for 9 months

**Name:** Julia R. Drouin

**Total number of months funded: 11**

**Project Years Active:**

2014-2015 Project Year - Trainee supported for 8 months

2015-2016 Project Year - Trainee supported for 3 months

**Name:** Zachary D. Ekves

**Total number of months funded: 11**

**Project Years Active:**

2014-2015 Project Year - Trainee supported for 8 months

2015-2016 Project Year - Trainee supported for 3 months

**Name:** Pamela Fuhrmeister

**Total number of months funded: 9**

**Project Years Active:**

2015-2016 Project Year - Trainee supported for 9 months

**Name:** Deanna L. Gagne

**Total number of months funded: 7**

**Project Years Active:**

2012-2013 Project Year - Trainee supported for 0 months

2013-2014 Project Year - Trainee supported for 7 months

2014-2015 Project Year - Trainee supported for 0 months

2015-2016 Project Year - Trainee supported for 0 months

**Name:** Joshua Green

**Total number of months funded: 22**

**Project Years Active:**

2013-2014 Project Year - Trainee supported for 7 months

2014-2015 Project Year - Trainee supported for 12 months

2015-2016 Project Year - Trainee supported for 3 months

**Name:** Erica M. Israel

**Total number of months funded: 11**

**Project Years Active:**

2014-2015 Project Year - Trainee supported for 8 months

2015-2016 Project Year - Trainee supported for 3 months

**Name:** Theodore A. Jenkins

**Total number of months funded: 16**

**Project Years Active:**

2012-2013 Project Year - Trainee supported for 9 months

2013-2014 Project Year - Trainee supported for 7 months

2014-2015 Project Year - Trainee supported for 0 months

2015-2016 Project Year - Trainee supported for 0 months

**Name:** Kyra L. Krass

**Total number of months funded: 9**

**Project Years Active:**

2015-2016 Project Year - Trainee supported for 9 months

**Name:** Andre M. Lindsey

**Total number of months funded: 22**

**Project Years Active:**

- 2013-2014 Project Year - Trainee supported for 7 months
- 2014-2015 Project Year - Trainee supported for 12 months
- 2015-2016 Project Year - Trainee supported for 3 months

**Name:** Iliana Meza-Gonzalez

**Total number of months funded: 17**

**Project Years Active:**

- 2013-2014 Project Year - Trainee supported for 7 months
- 2014-2015 Project Year - Trainee supported for 1 months
- 2015-2016 Project Year - Trainee supported for 9 months

**Name:** Dung H. Nguyen

**Total number of months funded: 22**

**Project Years Active:**

- 2013-2014 Project Year - Trainee supported for 7 months
- 2014-2015 Project Year - Trainee supported for 12 months
- 2015-2016 Project Year - Trainee supported for 3 months

**Name:** Amanda R. Rendall

**Total number of months funded: 17**

**Project Years Active:**

- 2012-2013 Project Year - Trainee supported for 0 months
- 2013-2014 Project Year - Trainee supported for 7 months
- 2014-2015 Project Year - Trainee supported for 1 months
- 2015-2016 Project Year - Trainee supported for 9 months

**Name:** Russell M. Richie

**Total number of months funded: 16**

**Project Years Active:**

- 2012-2013 Project Year - Trainee supported for 9 months
- 2013-2014 Project Year - Trainee supported for 7 months
- 2014-2015 Project Year - Trainee supported for 0 months
- 2015-2016 Project Year - Trainee supported for 0 months

**Name:** Oliver M. Sawi

**Total number of months funded: 22**

**Project Years Active:**

- 2013-2014 Project Year - Trainee supported for 7 months
- 2014-2015 Project Year - Trainee supported for 12 months
- 2015-2016 Project Year - Trainee supported for 3 months

**Name:** Kathleen E. Shaw

**Total number of months funded: 16**

**Project Years Active:**

- 2012-2013 Project Year - Trainee supported for 9 months
- 2013-2014 Project Year - Trainee supported for 7 months
- 2014-2015 Project Year - Trainee supported for 0 months
- 2015-2016 Project Year - Trainee supported for 0 months

**Name:** Elizabeth A. Simmons

**Total number of months funded:** 9

**Project Years Active:**

2015-2016 Project Year - Trainee supported for 9 months

**Name:** Garrett Smith

**Total number of months funded:** 22

**Project Years Active:**

2013-2014 Project Year - Trainee supported for 7 months

2014-2015 Project Year - Trainee supported for 12 months

2015-2016 Project Year - Trainee supported for 3 months

**Name:** Laura A. Snider

**Total number of months funded:** 17

**Project Years Active:**

2014-2015 Project Year - Trainee supported for 8 months

2015-2016 Project Year - Trainee supported for 9 months

**Name:** Rachael J. Steiner

**Total number of months funded:** 9

**Project Years Active:**

2015-2016 Project Year - Trainee supported for 9 months

**Name:** Parker R. Tichko

**Total number of months funded:** 11

**Project Years Active:**

2014-2015 Project Year - Trainee supported for 8 months

2015-2016 Project Year - Trainee supported for 3 months

**Name:** Charles S. Wasserman

**Total number of months funded:** 11

**Project Years Active:**

2014-2015 Project Year - Trainee supported for 8 months

2015-2016 Project Year - Trainee supported for 3 months

**Name:** Kacie E. Wittke

**Total number of months funded:** 20

**Project Years Active:**

2014-2015 Project Year - Trainee supported for 8 months

2015-2016 Project Year - Trainee supported for 12 months

**Name:** Henry G. Wolf VII

**Total number of months funded:** 20

**Project Years Active:**

2014-2015 Project Year - Trainee supported for 8 months

2015-2016 Project Year - Trainee supported for 12 months

## Associates

**Name:** Nora S. Alpers Leon

**Project Years Active:** 2013-2014, 2014-2015, 2015-2016

**Name:** Emily M. Carrigan

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Name:** Pietro C. Cerrone

**Project Years Active:** 2015-2016

**Name:** Iris Chin

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Name:** Charles P. Davis

**Project Years Active:** 2015-2016

**Name:** Karina Gomes Bertolino

**Project Years Active:** 2013-2014, 2014-2015, 2015-2016

**Name:** Anthony G. Goodwin

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Name:** Alexis R. Johns

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Name:** Sergey A. Kornilov

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Name:** Pavel Koval

**Project Years Active:** 2015-2016

**Name:** Anish M. Kurian

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Name:** Monica Li

**Project Years Active:** 2014-2015, 2015-2016

**Name:** Gabriel A. Martinez Vera

**Project Years Active:** 2015-2016

**Name:** Nicholas Monto

**Project Years Active:** 2015-2016

**Name:** Roberto Petrosino

**Project Years Active:** 2013-2014, 2014-2015, 2015-2016

**Name:** Yanina Prystauka

**Project Years Active:** 2015-2016

**Name:** Kayleigh Ryherd

**Project Years Active:** 2014-2015, 2015-2016

**Name:** Ashlee M. Shaw

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Name:** Yuta Tatsumi

**Project Years Active:** 2015-2016

**Name:** Dongnhu T. Truong

**Project Years Active:** 2012-2013, 2013-2014, 2014-2015, 2015-2016

**Name:** Yi Wei

**Project Years Active:** 2015-2016

## **Accomplishments and Contributions of the IGERT**

### **Interdisciplinary Research Achievements**

**First Achievement:** A collaboration between the Eigsti lab (Clinical Psychology; focus on Autism Spectrum Disorders [ASD]) and Fitch lab (Behavioral Neuroscience; focus on animal models of typical and atypical development) was launched a few years ago by fellows Castelluccio (CLIN) and Rendall (BNS). The Eigsti lab has discovered heightened auditory sensitivity in children with ASD. This led to a joint project examining auditory abilities of wild-type and CNTNAP2-knockout mice. This gene has previously been associated with ASD in humans, and when it is knocked out, with ASD-like phenotypes in mice (e.g., diminished interest in social interaction). Initial results reveal similar differences in the knockout mice compared to wild-type mice as is observed between children with typical development and ASD. This has led so far to one paper (Truong, \*Rendall, \*Castelluccio, Eigsti & Fitch, 2015) and to an NIH grant proposal.

**Second Achievement:** Fellow Cruse (SLHS) has established a bridge between SLHS faculty member and Co-PI Coelho and the lab of Joy Hirsch at Yale / Haskins. Cruse has been trained in an neuroimaging technique unavailable at UConn (functional near infrared spectroscopy, or fNIRS). Cruse has launched a project comparing fMRI and fNIRS measures of production of single words and narratives. This will allow optimization of fNIRS protocols and will be the foundation of a new project involving Cruse, Hirsch and Coelho investigating the degradation of narrative production abilities in aphasia.

**Third Achievement:** Fellow Richie (Developmental) continues to develop an extraordinary collaboration involving IGERT faculty Landi (Dev) and Lillo-Martin (LING) as well as scientists at Haskins and Gallaudet University to investigate prosody in American Sign Language. Prosody is "paralinguistic" information that occurs in a language channel that can guide interpretation but does not itself carry meaning. In speech, this includes components such as pitch contour, syllable duration, and pauses. In ASL, it can include analogous properties, such as velocity, path, rhythm, and pauses.



Richie et al. are applying electrophysiological methods (EEG/ERP) to develop parallel measures of the impact of prosody on syntactic parsing in sentence comprehension in English speech and ASL in bilingual participants. The results have the potential to reveal new similarities and differences in behavioral and neural measures of the production and perception of spoken and signed languages.

### **Education Achievements**

**First Achievement:** We launched the Outreach Seminar required of all trainees. Co-PI Fitch led trainees in preparing presentations for non-scientific audiences. This semester's focus is on K-8. Trainees developed and presented enrichment sessions to 3 middle school and 7 elementary school classrooms. The emphasis is on developing a level of detail appropriate for non-scientific audiences in general, and school-age children in particular. In future years, we will explore expanding the scope to educators, policy makers, or the general public. Trainees also present summaries of their external presentations to the entire IGERT community, allowing them to get feedback and constructive criticism, while also exposing other trainees and faculty to new ideas for outreach.

**Second Achievement:** Our January break short courses, "J-Term Primers", continue to boost training, team building and morale. This year we had 11 technical courses (4 led by students), 2 professional development sessions led by students, 2 panels on career paths in academia and industry, 2 talks and a panel discussion (which led to a new research group that is trying to build computational models of syntactic processing). Courses included: Programming R, Programming Python, Dynamical Systems, Online Data Collection, Electrophysiology (electroencephalography and event related potentials), Transcranial Magnetic Stimulation, Speech Analysis, Computational Modeling, and Eye Tracking. These courses are important for filling gaps and jumpstarting use of new techniques and technologies. Our transition to having trainees organize the courses (and teach several) has profoundly improved attendance and impact of the courses.

**Third Achievement:** With encouragement and financial support from our IGERT program, two fellows (Wolf [PAC], Tichko [DEV]) and one associate (Monto [SLHS]) started a reading group on deep learning -- a topic where expertise is lacking among our faculty. Their efforts have led to themselves, other trainees, and faculty being exposed to these cutting edge techniques. These trainees have organized a visit from a deep learning expert from France who will do some accessible and more technical sessions for the IGERT community while working on collaborations with the core group and some other faculty. We expect these collaborations to lead to more international connections in addition to collaborations and external grant proposals. This group exemplifies the kinds of impact "grassroots", student-led reading and research groups (that get moral and financial support from IGERT) that are instrumental in building towards an active and interactive culture of curiosity and integrative, multidisciplinary inquiry.

## **Trainee Achievements**

**First Achievement:** More than 80 projects involving the 20 IGERT fellows and/or 13 associates have been launched. All of these are interdisciplinary (they include students and/or faculty from at least 2 of our 7 programs). Many involve 2 or 3 students. These range from mouse models of autism to human genomics of language to comparative population (brain injured vs. not) investigations of language motivated by theoretical linguistics. Many of these projects have been enabled in crucial ways by pilot funding from the competitive innovation incentive fund. While it has taken some time for these projects to get off the ground, they are beginning to result in conference presentations, journal articles, and internal and external grant applications.

**Second Achievement:** We are succeeding in cross-training students from multiple areas. For example, students from each program have sought (and received) training in electrophysiological methods used by auditory neuroscientists in SLHS (Skoe lab -- advanced ABR techniques) and cognitive neuroscientists in Psychology, Linguistics and SLHS (EEG/ERP methods). In the latter case, the students receive unusually broad training since the training faculty work in very diverse areas. A new MRI center (UConn Brain Imaging Research Center) opened in June, 2015. IGERT trainees are already deeply involved in learning fMRI, TMS, and in-scanner high-density EEG and tDCS. Access to these techniques is dramatically expanding the scope of questions our trainees and faculty can ask. Many students would have been involved without IGERT (e.g., students in PAC, CLIN and DEV), but IGERT is facilitating access and training for students from areas less likely to be involved (LING, BNS, CLIN).

**Third Achievement:** We are making progress in connecting our most disparate participating fields -- neuroscience and linguistics. As collaborations emerge, trainees and faculty are being shown by concrete examples the relevance of theoretical linguistics for studying language at any level of analysis (from behavior to gene). Our linguistics trainees are embracing experimental work and expanding the breadth of theoretical and empirical work they draw on in their own formal linguistics work (i.e., work from cognitive, clinical, and neuroscientific perspectives). The Linguistics Department reports that this is having a positive impact on their students generally, not just on IGERT trainees.

## **International Opportunities: Achievements**

**Research/Educational Achievement 1:** The visit to Spain by fellow Ekves described above has prepared him to introduce other local personnel to these advanced neuroimaging techniques.

**Research/Educational Achievement 2:** The visit to Nicaragua by fellow Gagne described above has allowed her to develop long-term connections in Nicaragua that will be crucial for continuing her research program on home sign systems and Nicaraguan Sign Language.

## Outreach Activities

**Title:** Brain and language in autism

**Media Outlet/Organization:** UConn Center for Learning in Retirement

**Activity Date:** 03/08/2016

**Description:** General interest presentation for older adults by faculty member Eigsti.

**Title:** Brain functioning and language abilities in autism

**Media Outlet/Organization:** UConn Alumni CLAS College Experience

**Activity Date:** 10/09/2015

**Description:** General interest presentation for group of alumni by faculty member Eigsti.

**Title:** Brain, Cognition and Language Research Digest

**Media Outlet/Organization:** CT State Legislature

**Activity Date:** 05/01/2016

**Description:** Led by fellow Sawi, fellows Tichko, Castelluccio, Rendall, Wasserman, Snider, Lindsey & Drouin have prepared an 8-page overview of current work in our group focused on atypical language development. This will be sent to state legislators in May.

**Title:** Development of Outreach Seminar

**Media Outlet/Organization:** Local public schools

**Activity Date:** 03/01/2016

**Description:** Co-PI Fitch helps trainees conduct enrichment sessions at local schools. Trainees participating this semester: Drouin, Meza-Gonzalez, Sawi, Tichko, Lindsey, Fuhrmeister, Snider, Rendall (fellows) & Rhyerd (associate).

**Title:** Developmental Milestones - a talk to parents

**Media Outlet/Organization:** Discovery Zone Learning Center, Columbia, CT

**Activity Date:** 07/02/2015

**Description:** Fellow Nguyen made an accessible presentation on language milestones to parents in the local community.

**Title:** Early language development and impairment

**Media Outlet/Organization:** Head Start, YMCA, Educational Playcare

**Activity Date:** 02/10/2016

**Description:** Fellow Wittke held in-services for caregivers at a variety of facilities to fill them in on the latest science on language development and language impairment.

**Title:** Elementary School Enrichment Session: Brain Function

**Media Outlet/Organization:** Goodwin Elementary (Mansfield, ct)

**Activity Date:** 04/27/2016

**Description:** Fellow Snider & associate trainee Ryherd, as part of the Outreach Semester, conducted this session on brain function and how we use neuroimaging to study the brain and cognition, for a class of elementary students.

**Title:** Elementary School Enrichment Session: Energizing the body

**Media Outlet/Organization:** Annie E. Vinton Elementary School (Mansfield, CT)

**Activity Date:** 04/14/2016

**Description:** Fellows Lindsey & Fuhrmeister, as part of the Outreach Semester, conducted this session on energy use in the body (and how specific activities require more energy from particular parts of the body, such as the brain).

**Title:** Elementary School Enrichment Session: The Brain

**Media Outlet/Organization:** Annie E. Vinton Elementary School (Mansfield, CT)

**Activity Date:** 04/13/2016

**Description:** Fellows Lindsey & Fuhrmeister, as part of the Outreach Semester, conducted this session on brain function and how we use neuroimaging to study the brain and cognition, for a class of elementary students.

**Title:** Elementary School Enrichment Sessions: Brain Function

**Media Outlet/Organization:** Southeast Elementary (Mansfield, CT)

**Activity Date:** 05/03/2016

**Description:** Fellow Rendall & Co-PI Fitch, as part of the Outreach Semester, will conduct 4 sessions (5/3, 5/10, 5/17 and 5/24) on brain function for 4 classes of elementary students.

**Title:** High school research mentorship

**Media Outlet/Organization:** UConn

**Activity Date:** 02/02/2016

**Description:** Fellow Rendall mentored 3 HS students in behavioral neuroscience research (over two semester).

**Title:** How to promote language development in children

**Media Outlet/Organization:** Killingly, CT Public Library

**Activity Date:** 01/13/2016

**Description:** Faculty member Theodore made this presentation to local parents and educators.

**Title:** Language & the brain for elementary students

**Media Outlet/Organization:** Anne Beers Elementary School, Washington, DC

**Activity Date:** 06/02/2015

**Description:** Accessible overview of language and brain for elementary students from fellow Andre Lindsey.

**Title:** Language acquisition in Autism Spectrum Disorders

**Media Outlet/Organization:** Emerson College Communication Sciences and Disorders

**Activity Date:** 03/26/2016

**Description:** Faculty member Eigsti gave this overview of recent research for a primarily undergraduate audience.

**Title:** Living Lab

**Media Outlet/Organization:** CT Science Center

**Activity Date:** 02/01/2016

**Description:** Several trainees and faculty are engaging with the NSF-funded Living Lab program at the CT Science Center. We will be setting up experiments and other activities that children and parents can participate in on-site at the museum.

**Title:** Middle School Enrichment Session: Computer simulations

**Media Outlet/Organization:** Mansfield Middle School

**Activity Date:** 04/26/2016

**Description:** Fellows Sawi & Tichko, as part of the Outreach Semester, conducted this session on how computer simulations can be used to develop and test scientific theories.

**Title:** Middle School Enrichment Session: Learning

**Media Outlet/Organization:** Mansfield Middle School

**Activity Date:** 04/12/2016

**Description:** Fellows Sawi & Tichko, as part of the Outreach Semester, conducted this session on learning throughout the lifespan, learning disorders, and how scientists compare typical and atypical development for basic research and developing interventions.

**Title:** Middle School Enrichment Session: The Brain

**Media Outlet/Organization:** Mansfield Middle School

**Activity Date:** 04/05/2016

**Description:** Fellows Meza-Gonzalez & Drouin, as part of the Outreach Semester, conducted this session on the fundamentals of brain function for a 5th grade science class at the local middle school.

**Title:** Neural responses to brain injury and future directions

**Media Outlet/Organization:** Brain Injury Alliance of CT

**Activity Date:** 07/06/2015

**Description:** Fellow Rendall gave a presentation on neuroscience to this group of patients and caregivers.

**Title:** Neuroplasticity

**Media Outlet/Organization:** Eastern CT chapter of the Hearing Loss Association of America

**Activity Date:** 02/20/2016

**Description:** Associate Johns discussed her dissertation research on how sensory and cognitive declines that impact on language processing in older adults lead to cognitive

compensation.

**Title:** Neuroplasticity after traumatic brain injury

**Media Outlet/Organization:** Brain Injury Alliance of CT

**Activity Date:** 12/07/2015

**Description:** Fellow Rendall gave a presentation on neuroscience to this group of patients and caregivers.

**Title:** Optimal outcomes in Autism

**Media Outlet/Organization:** UConn Pediatric Translational Research Series

**Activity Date:** 10/02/2015

**Description:** Faculty member Eigsti presented recent results from her group at UConn to researchers from UConn Health Center and area hospitals.

**Title:** Pursuing a PhD in Speech, Language & Hearing Sciences

**Media Outlet/Organization:** UConn Speech Language Pathology Master's program

**Activity Date:** 12/15/2015

**Description:** Fellows Lindsey & Wittke conducted this session on the benefits and opportunities in pursuing a research PhD rather than stopping with a clinical master's degree. This addresses a perennial problem in SLHS: most students do not consider getting a PhD

**Title:** Traumatic Brain Injury support group

**Media Outlet/Organization:** Brain Injury Alliance of CT

**Activity Date:** 02/02/2016

**Description:** Fellow Lindsey facilitates support groups for TBI patients and caregivers, informing them about new scientific and clinical developments in addition to dealing with specific problems.

## **Publications, Presentations, and Patents**

### **Journal Articles in Refereed Publications**

Barbot, B., Bick, J., Bentley, M., Balestracci, K. M. B., Woolston, J. F., Adnopoz, J. A., & Grigorenko, E. L. (2016). Changes in mental health outcomes with the Intensive In-Home Child and Adolescent Psychiatric Service: a multi-informant, latent consensus approach. *International Journal of Methods in Psychiatric Research*, 25(1), 33-43. <http://dx.doi.org/10.1002/mpr.1477>

Barbot, B., Krivulskaya, S., Hein, S., Reich, J., Thuma, P., & Grigorenko, E. (2016). Identifying learning patterns of children at risk for specific reading disability. *Developmental Science*, 19(3), 402-418. <http://dx.doi.org/10.1111/desc.12313>

Boivin, M. J., Kakooza, A. M., Warf, B. C., Davidson, L. L., & Grigorenko, E. L. (2015). Reducing neurodevelopmental disorders and disability through research and interventions. *Nature*, 527(7578), S155-S160. <http://dx.doi.org/10.1038/nature16029>

Bošković, Ž. (2015). From the Complex NP Constraint to everything: On deep extractions across categories. *The Linguistic Review*, 32(4), 603-669. <http://dx.doi.org/10.1515/tlr-2015-0006>

Bošković, Ž. (2016). Getting really edgy: on the edge of the edge. *Linguistic Inquiry*, 47(1), 1-33. [http://dx.doi.org/10.1162/LING\\_a\\_00203](http://dx.doi.org/10.1162/LING_a_00203)

Bošković, Ž. (2016). Introduction. *The Linguistic Review*, 33(1), 1-16. <http://dx.doi.org/10.1515/tlr-2015-0012>

Bošković, Ž. (2016). On the timing of labeling: Deducing Comp-trace effects, the Subject Condition, the Adjunct Condition, and tucking in from labeling. *The Linguistic Review*, 33(1), 17-66. <http://dx.doi.org/10.1515/tlr-2015-0013>

Brynskov, C., Krøjgaard, P., & Eigsti, I. M. (2016). Language and communication in children with autism: Do research and clinical practice converge in Denmark? *Nordic Psychology*, 68(2), 100-113. <http://dx.doi.org/10.1080/19012276.2015.1071199>

\*Castelluccio, B. C., Myers, E. B., Schuh, J. M., & Eigsti, I. M. (2015). Neural Substrates of Processing Anger in Language: Contributions of Prosody and Semantics. *Journal of Psycholinguistic Research*. <http://dx.doi.org/10.1007/s10936-015-9405-z>

Che, A., Truong, D. T., Fitch, R. H., & Loturco, J. J. (2015). Mutation of the dyslexia-associated gene *Dcdc2* enhances glutamatergic synaptic transmission between layer 4 neurons in mouse neocortex. *Cerebral Cortex*. <http://dx.doi.org/10.1093/cercor/bhv168>

Chen Pichler, D., Hochgesang, J., Lillo-Martin, D., de Quadros, R. M., & Reynolds, W. (2016). Best practices for building a bi-modal bi-lingual bi-national child corpus. *Sign Language Studies*, 16(3), 361-388.

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Bošković, Ž., & Hsieh, I-T. C. (2015). On the semantics of the NP-internal word order: Chinese vs Serbo-Croatian. In M. Ziková, P. Caha, & M. Dočekal (Eds.), *Slavic*

languages in the perspective of formal grammar: Proceedings of FDSL 10.5, Brno 2014 (pp. 101-120). Bern, Switzerland: Peter Lang.

Carrigan, E., & Coppola, M. (2016). Interaction alone cannot support the emergence of a spatial agreement system in a paired interaction context. In S. G. Roberts, C. Cuskley, L. McCrohon, L. Barceló-Coblijn, O. Feher & T. Verhoef (Eds.), *The Evolution of Language: Proceedings of the 11th International Conference (EVOLANG11)*. <http://dx.doi.org/10.17617/2.2248195>.

Gökgöz, K., de Quadros, R. M., Oliveira, J. & Lillo-Martin, D. (2015). Pointing and Eyegaze in Bimodal Bilingual Language Development. In E. Grillo and K. Jepson (Eds.), *Proceedings of the Boston University Conference on Language Development 39* (pp. 178-190). Somerville, MA: Cascadilla Press.

Hall, M., \*Richie, R., & Coppola, M. (2016). The impact of communicative network structure on the conventionalization of referring expressions in gesture. In S. G. Roberts, C. Cuskley, L. McCrohon, L. Barceló-Coblijn, O. Feher & T. Verhoef (Eds.), *The Evolution of Language: Proceedings of the 11th International Conference (EVOLANG11)*. <http://dx.doi.org/10.17617/2.2248195>.

Rissman, L., Horton, L., Flaherty, M., Brentari, D., Goldin-Meadow, S., Senghas, A., & Coppola, M. (2016). Strategies in gesture and sign for demoting an agent: Effects of language community and input. In S. G. Roberts, C. Cuskley, L. McCrohon, L. Barceló-Coblijn, O. Feher & T. Verhoef (Eds.), *The Evolution of Language: Proceedings of the 11th International Conference (EVOLANG11)*. <http://dx.doi.org/10.17617/2.2248195>.

Smith, P. W., Moskal, B., Xu, T., Kang, J., & Bobaljik, J. (2015). Pronominal Suppletion: Case and Number. In T. Bui & D. Özyıldız (Eds.), *Proceedings of NELS 45: The 45th annual meeting of the North Eastern Linguistic Society* (pp. 69-78). Amherst, MA: University of Massachusetts.

Snyder, W. (2016). How to set the Compounding Parameter. In L. Perkins, R. Dudley, J. Gerard, & K. Hitzenko (Eds.), *Proceedings of the 6th Conference on Generative Approaches to Language Acquisition North America* (pp. 122-130). Somerville, MA: Cascadilla Press.

Wurmbrand, S. (2015). On forward and backward raising. In U. Steindl, T. Norer, H. Fang, A. G. Pardo, P. Guekguezian, B. Hsu, C. O'Hara, I. C. Ouyang (Eds.), *Proceedings of the 32nd West Coast Conference on Formal Linguistics* (pp. 342-351). Somerville, MA: Cascadilla Proceedings Project.

Wurmbrand, S. (2015). Restructuring cross-linguistically. In T. Bui & D. Özyıldız (Eds.), *Proceedings of NELS 45: The 45th annual meeting of the North Eastern Linguistic Society* (pp. 227-240). Amherst, MA: University of Massachusetts, Graduate Linguistic Student Association (GSLA).

Xie, X., & Myers, E. B. (2015). General language ability predicts talker identification. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock, C. D. Jennings & P. P. Maglio (Eds), *Proceedings of the 37th Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.



## Conference Presentations

- Alpers-Leon, N. S., Mundy, P. C., McIntyre, N. E., & Naigles, L. R. (2016, May). Discourse Marker Usage in School-Aged Children with ASD and ADHD in a Virtual, Public Speaking Task. Poster presented at the University of Connecticut Language Fest, Storrs, CT.
- Boskovic, J. (2015, July). On clitics, ellipsis, and nominal structure very broadly and crosslinguistically. Talk presented at Gender, Class, and Determination: A Conference on the Nominal Spine, University of Ottawa, Canada.
- Camera, S., & Skoe, E. (2016, January). Hearing loss just below the surface? A study of subclinical hearing loss in musicians. Poster presented at the New England Music Cognition Group, Harvard University, Cambridge, MA.
- Canfield, A. R., & Eigsti, I. M. (2016, May). Idioms as a measure of pragmatic language abilities in adolescents with autism spectrum disorders. Paper presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.
- \*Castelluccio, B., Kapnoula, E., Edwards, J., McMurray, R., & Eigsti, I. M. (2016, May). Are there phonological consequences of auditory processing differences in autism spectrum disorder? Evidence from phonological categorization tasks. Paper presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.
- \*Castelluccio, B., Stevens, M., Eigsti, I. M., Schultz, R., Naigles, L., Kelley, E., & Fein, D. A. (2016, May). Oral presentation: White matter microstructure in youth with a history of autism spectrum disorder who have achieved an optimal outcome. Paper presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.
- Coppola, M. (2015, December). Language access, cognitive development, and education: Challenges facing deaf children in Nicaragua. Talk presented at the Global Summit: Early Development, Health, and Learning Among At-Risk Children: Seeing a Global Perspective, Haskins Laboratories, Yale University and University of Connecticut, New Haven, CT.
- Coppola, M. (2015, September). Where do words come from?: Social interactions and conventionalization of the lexicon in an emerging sign language in Nicaragua. [presented in Spanish: ¿De donde vienen las palabras?: Interacciones sociales y convencionalización del léxico en una lengua de señas emergente de Nicaragua.] Talk presented at the First International Workshop on Emerging Sign Languages in the Americas, Center for Advanced Studies in Social Anthropology (CIESAS), Mexico City, Mexico.
- Coppola, M., \*Gagne, D., & Miranda, E. (2015, November). The development of narrative structure in an emerging sign language: An episode analysis. Talk presented at the Boston University Conference on Language Development, Boston, MA.
- \*Cruse, N., Coelho, C., Hirsch, J., Noah, A., & Zhang, X. (2016, April). Functional connectivity in a monologue vs. dialogue storytelling task: An fMRI and fNIRS comparison study. Poster presented at University of Connecticut Language Fest, Storrs, CT.
- Dokuru, S., \*Simmons, E., Mayo, J., Magnuson, J., & Eigsti, I. M. (2016, April). Structure in Voice: Acoustic and perceptual measures of prosodic differences in ASD. Poster presented at the University of Connecticut Language Fest, Storrs, CT.
- \*Drouin, J. R., Ose, J. M., & Theodore, R. M. (2016, May). Effects of attention on lexically-informed perceptual learning for speech. Poster presented at 6th Annual Language Fest, University of Connecticut, Storrs, CT.
- Eigsti, I. M. (2016, May). Individual differences in cooperation and equality: Data from

ASD. Paper presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.

Eigsti, I. M., & Mayo, J. (2016, May). Oral presentation: A brief, low-cost intervention for prosodic phrasing in high-functioning ASD: Translating science into treatment. Paper presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.

Eigsti, I. M., Mayo, J., & \*Simmons, E. (2016, May). Acoustic versus naïve rater impressions of speech qualities in ASD. Paper presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.

\*Ekves, Z., Paz-Alonso, K.M., Hindy, N.C., Solomon, S., & Altmann, G. (2016, April). Language, events, and the hippocampus: types, tokens, and token-states. Poster presented at the Cognitive Neuroscience Society (CNS), New York, NY.

\*Ekves, Z., Paz-Alonso, K.M., Hindy, N.C., Solomon, S., & Altmann, G. (2016, April). Language, events, and the hippocampus: types, tokens, and token-states. Poster presented at the University of Connecticut Language Fest, Storrs, CT.

Farokhniaee, A., & Large, E. W. (2015, July). Mode-locking behavior of Izhikevich neuron under periodic external forcing. Poster presented at the International Workshop on Machine learning, Optimization and big Data, Taormina - Sicily, Italy.

Farokhniaee, A., & Large, E. W. (2015, July). Mode-locking behavior of Izhikevich neurons under periodic external forcing. Poster presented at the Twenty-Fourth Annual Computational Neuroscience Meeting, Prague, Czech Republic.

Fein, D. (2016, February). Organizer and Discussant: The Contributions of Neuroimaging to Understanding Autism. Invited Symposium, International Neuropsychological Society, Boston, MA.

Fieldsteel, Z., & Lillo-Martin, D. (2015, November). Development of Headshake in Sign and Speech. Poster presented at Boston University Conference on Language Development (BUCLD) 40, Boston, MA.

Fitch, R. H. (2016, April). Using animal models to study the etiology of auditory processing disorders (CAPD). Invited talk presented at Annual Meeting of the Audiology Research Council (ARC), Phoenix, AZ.

\*Gagne, D., A. Shusterman, & M. Coppola. (2016, January). Disentangling language and education effects on false belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers. Talk presented at the Theoretical Issues in Sign Language Research, LaTrobe University, Melbourne, Australia.

\*Gagne, D., & Davidson, K. (2016, January). Overt domain information in American Sign Language reveals gestural origins and sheds light on semantic-syntactic structures cross modally. Poster presented at the Theoretical Issues in Sign Language Research conference, Melbourne, Australia.

Gökgöz, K., Palmer, J., & Lillo-Martin, D. (2015, July). Contrastive Focus in Children Acquiring ASL. Talk presented at 2nd International Conference on Sign Language Acquisition, Amsterdam, Netherlands.

Gökgöz, K., Palmer, J., & Lillo-Martin, D. (2015, November). Contrastive Focus in Children Learning ASL. Poster presented at Boston University Conference on Language Development (BUCLD) 40, Boston, MA.

Gökgöz, K., de Quadros, R. M., Oliveira, J., & Lillo-Martin, D. (2015, July). Eyegaze accompanying pointing in bimodal bilingual language development. Poster presented at the 2nd International Conference on Sign Language Acquisition, Amsterdam, The Netherlands.

Hall, M., Eigsti, I. M., Bortfeld, H., & Lillo-Martin D. (2016, January). No Cognitive

Problems in Deaf Children with Native Access to Sign Language. Talk presented at Theoretical Issues in Sign Language Research 12, Melbourne, Australia.

Hogstrom, A., \*Green, J., Canfield, A. R., \*Castelluccio, B., Smith, M., & Eigsti, I. M. (2016, May). Sensitivity to subtle changes: A signal detection analysis of memory for faces, objects, and spoken words in ASD. Paper presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.

Hung, Y., Mencl, W. E., Zevin, J. D., Frost, S., Molfese, P., Rueckl, J. G., & Pugh, K. (2016, April). The Functional Connectivity of Multimodal Occipitotemporal Cortex During Reading Comprehension. Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.

Johns, A. R., & Myers, E. B. (2016, April). Talker learning effects observed in early, preattentive acoustic processing: A mismatch negativity study. Paper presented at the Annual Meeting of the Cognitive Neuroscience Society (CNS), New York, NY.

Khan, S., Patel, V., Vhora, M., Ryherd, K., & Landi, N. (2016, April). Characterizing novel concept learning in poor comprehenders. Poster presented at the 7th University of Connecticut Language Festival, Storrs, CT.

Kim, J. N., & Large, E. W. (2015, August). Interactions of meter and harmony: An analysis of oscillatory brain dynamics. Talk presented at the Biennial Conference of the Society for Music Perception and Cognition, Nashville, TN.

\*Krass, K., Navarro-Torres, C., Kroll, J., & Rossi, E. (2015, October). The role of discourse context in pronoun resolution. Poster presented at the annual meeting of the Society for the Neurobiology of Language, Chicago, IL.

\*Krass, K., Murphy, M., & Altmann, G. (2016, April). Verb semantics: affordances or object states? Poster presented at the University of Connecticut Language Fest, Storrs, CT.

Large, E. W. (2015, August). Consonance, harmonicity and neural synchronization. Talk presented at the Biennial Conference of the Society for Music Perception and Cognition, Nashville, TN.

Large, E. W. (2016, March). Neural networks for beat perception in musical rhythm. Talk presented at the New England Sequencing & Timing Workshop, UMass, Amherst, MA.

Lasto, C., Halas, L., Bell, S., Puglisi, C., Ryherd, K., Brancazio, L., Turcios, J., Avery, T., Irwin, J., & Landi, N. (2016, April). Neural correlates of audio-visual speech processing: implications for children diagnosed with autism spectrum disorder. Poster presented at the 7th University of Connecticut Language Festival, Storrs, CT.

Libben, G., Davis, C. P., & Segalowitz, S. J. (2016, February). Compound words, semantic transparency, and metaphors for morphological representations in the brain. Talk presented at International Morphology Meeting 17, Vienna, Austria.

Lieser, A. M., & Spaulding, T. (2015, June). Comprehension of Miranda Rights by adolescents with specific language impairment. Symposium on Research in Child Language Disorders, Madison, WI.

Lillo-Martin, D., Berk, S., Hopewell-Albert, C. & de Quadros, R. M. (2015, July). Talk presented at MLU and Sign Language Development. 2nd International Conference on Sign Language Acquisition, Amsterdam, Netherlands.

Lillo-Martin, D., Gökgöz, K., de Quadros, R. M., & Chen Pichler, D. (2016, January). Structural Asymmetries in the Distribution of IX-arguments in the Code-blending of Bimodal-Bilingual Children. Talk presented at the Linguistic Society of America Annual Meeting, Washington, DC.

Lillo-Martin, D., Gökgöz, K., de Quadros, R. M., & Chen Pichler, D. (2016, January).

Structural Asymmetries in the Distribution of IX-arguments in the Code-blending of Bimodal-Bilingual Children. Linguistic Society of America Annual Meeting, Washington, DC.

Lillo-Martin, D., de Quadros, R. M., & Chen Pichler, D. (2016, January). Linguistic Features of Code-Blending and Code-Switching in Bimodal Bilinguals. Poster presented at Theoretical Issues in Sign Language Research 12, Melbourne, Australia.

Ludwig, N. N., Abrams, D. N., Fein, D. A., Adamson, L. B., & Robins, D. L. (2015, June). The utility of early autism spectrum disorder (ASD) screening tools in predicting the presence of ASD symptoms and symptom severity. Poster presented at the American Academy of Clinical Neuropsychology Annual Meeting, San Francisco, California.

Matsuoka, K. & Lillo-Martin, D. (2015, July). Interpretation of Bound Pronouns by Hearing Learners of Japanese Sign Language. Poster presented at the 2nd International Conference on Sign Language Acquisition, Amsterdam, Netherlands.

Mencl, W. E., Frost, S., Rothman, D., Hoeft, F., Ryherd, K., Landi, N., Molfese, P., Grigorenko, E., Jacobsen, L., Seidenberg, M., Fulbright, R., & Pugh, K.R. (2015, October). Glutamate and choline levels predict individual differences in reading ability. Poster presented at the Seventh Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.

\*Meza-Gonzalez, I., & Myers, E. (2015, November). Phonetic category retuning in accented speech. Poster presented at the November, 2015 meeting of the Psychonomics Society, Chicago, IL.

Myers, E. B., Theodore, R., & Luthra, S. (2015, November). Neural encoding of talker-specific phonetic variation. Poster presented at the 2015 Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.

\*Nguyen, E., Lillo-Martin, D., & Snyder, W. (2015, September) Actionality speaks louder than felicity: Children's comprehension of long passives. Talk presented at Generative Approaches to Language Acquisition (GALA 2015), Nantes, France.

Pandolfe, J., & Spaulding, T. (2015, June). Comprehension of driving vocabulary in adolescents with language impairment. Symposium on Research in Child Language Disorders, Madison, WI.

Petrosino, R. (2015, November). Allomorphy of the definite determiner in Italo-Romance. Talk presented at the 2nd UCL Graduate Conference in Linguistics. University College of London, London, UK.

Petrosino, R. (2016, February). Allomorphy of determiners in Italian. Poster presented at the 42nd Incontro di Grammatica Generativa. University of Salento, Lecce, Italy.

Pichler, D. C., Hochgesang, J., Simons, D. & Lillo-Martin, D. (2016, January). Reconsenting for Data Sharing. Poster presented at Theoretical Issues in Sign Language Research 12, Melbourne, Australia.

Pyers, J., \*Gagne, D., Senghas, A., and Coppola, M.. (2016, January). Leveraging first-hand experience to assess theory of mind development in Deaf populations with limited sign language ability. Talk presented at the Theoretical Issues in Sign Language Research, LaTrobe University, Melbourne, Australia.

Reynolds, W., Palmer, J. L., Chen Pichler, D., de Quadros, R. M., Kozak, V. L., & Lillo-Martin, D. (2015, September). Heritage signers: Bimodal bilingual children from deaf families. Talk presented at Generative Approaches to Language Acquisition (GALA), Nantes, France.

Rissman, L., Horton, L., Flaherty, M., Senghas, A., Coppola, M., Brentari, D., & Goldin-Meadow, S. (2016, March). Strategies in gesture and sign for demoting an agent:

effects of language community and input. Paper presented at the 10th biennial Evolution of Language conference, March, New Orleans, LA.

Ryherd, K., Baron, E., Jasinska, K., Mencl, W.E., & Landi, N. (2015, October). Reading comprehension ability and semantic activation to single words and discourse: an fMRI -partial least squares analysis. Poster presented at the Seventh Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.

Ryherd, K., Johns, C., Van Dyke, J., & Landi, N. (2016, April). Definition of poor comprehenders. Poster presented at the 7th University of Connecticut Language Festival, Storrs, CT.

Ryherd, K., Hung, Y-H., Baron, E., Jasinska, K., Mencl, W.E., & Landi, N. (2016, April). Individual differences in activation and functional connectivity across modality and processing level. Poster presented at the Twenty-Third Annual Meeting of the Cognitive Neuroscience Society, New York, NY.

Sheya, A. (2016, May). Emerging what and where coordination in the second year. Poster presented at the International Congress of Infant Studies, New Orleans, LA.

Skoe, E. (2016, January). Impairments in musical abilities reflected in the auditory brainstem. Talk presented at the New England Music Cognition Group, Harvard University, Cambridge, MA.

Skoe, E., Brody, L., & Theodore, R. (2015, October) Biological markers of reading ability in the adult auditory system. Poster presented at Neurobiology of Language, Chicago, IL.

\*Smith, G., Franck, J., & Tabor, W. (2016, February). A theory of agreement attraction based on a continuous semantic representation space. Talk presented at the workshop on Empirical Methods and Grammatical Theory: The Issue of Gradience, Konstanz, Germany.

\*Smith, G., Franck, J., & Tabor, W. (2016, March). An asymmetry of agreement attraction provides evidence for self-organized parsing. Poster presented at the 2016 CUNY Sentence Processing Conference, Gainesville, FL.

\*Smith, G., Franck, J., & Tabor, W. (2016, April). An asymmetry of agreement attraction provides evidence for self-organized parsing. Poster presented at the University of Connecticut Language Fest, Storrs, CT.

\*Smith, G., Franck, J., & Tabor, W. (2016, May). Agreement attraction effects in English and French: Memory and grammaticalization. Talk presented at the Sommières Meeting, Sommières, France.

Spaulding, T., \*Wittke, K., Pandolfe, J., & Lieser, A. M. (2015, November). What matters to adolescents with language impairment: The impact of language impairment beyond academics. Talk presented at the American Speech-Language-Hearing Association Convention, Denver, CO.

Sprouse, J., & Messick, T. (2015, October). How gradient are island effects?. Poster presented at NELS 46. Concordia University, Montréal, Canada.

Sprouse, J., Indurkha, S., Fong, S., & Berwick, R. C. (2015, October). Colorless green ideas do sleep furiously: the necessity of grammar. Talk presented at NELS 46. Concordia University, Montréal, Canada.

Svelnys, C., Hazel, J., Carrigan, E., & Coppola, M. (2016, April). The relationship between social perspective taking and language creation. Poster presented at 6th annual University of Connecticut Language Fest, Storrs, CT.

Tabor, W., & \*Smith, G. (2016, April). On the relationship between grammar and feedback: Evidence for self-organized sentence processing. Talk to be presented at the

Perceiving-Acting Workshop at the University of Storrs, Storrs, CT.

Terziyan, T., Grela, B.G., Naigles, L., & Topbas, S. (2015, November). Turkish morphology: The first step in a developing a test of SLI. Poster presented at the American Speech and Hearing Association, Denver, CO.

\*Tichko, P., \*Wittke, K., Camera, S., Theodore, R., & Skoe., E. (2016, April). Investigating reading skills and subcortical auditory processing in adult musicians. Poster presented at the University of Connecticut Language Fest, Storrs, CT.

\*Tichko, P., & Skoe, E. (2016, May) Neural Symphony: Mapping the piano keyboard to the subcortical auditory system. Poster presented at the New England Music Cognition Group, Harvard University, Cambridge, MA.

Tucker, M., Idrissi, A., Sprouse, J., & Almeida, D. (2015, September). Grammaticalized Resumption Helps a Little with Islands and d-Linking Helps a Lot: Evidence from Modern Standard Arabic Acceptability. Poster Presented at the 2015 Architectures and Mechanisms for Language Processing (AMLaP) Conference. Valletta, Malta.

\*Wittke, K., Mastergeorge, A., Rogers, S., Ozonoff, S., & Naigles, L. (2016, May). Specific Language Impairment in ASD: Exploring language phenotypes beyond standardized testing. Paper presented at the International Meeting for Autism Research (IMFAR), Baltimore, MD.

\*Wittke, K., Mastergeorge, A., Rogers, S., Ozonoff, S., & Naigles, L. (2016, April). Specific Language Impairment in ASD: Exploring language phenotypes beyond standardized testing. Paper presented at the University of Connecticut Language Fest, Storrs, CT.

Wurmbrand, S. (2015, October). Crossing clauses covertly—difficult but not impossible. Paper Presented at the 46th North Eastern Linguistic Society Annual Meeting (NELS 46), Concordia University, Montréal, Canada.

Wurmbrand, S., Todorović, N. (2015, December). Finiteness across domains. Paper presented at the Formal Description of Slavic Languages 11 (FDSL 11), Potsdam, Germany.

Xie, X, Theodore, R.M., Myers, E. (2015, November). Perceptual Adaptation to Foreign-Accented Speech Reshapes the Internal Structure of Phonetic Categories. Poster presented at the 2015 Meeting of the Psychonomics Society, Chicago, IL.

**Partnerships/Collaborations**

**Academic Partner 1**

**Active Status**

Yes

**Partner Name**

Basque Center on Brain, Cognition, & Language

**Type of partner**

Ph.D.-granting institution

Foreign-based institution

**Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

### **Activities for this partner/institution**

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Personnel Exchange:** IGERT Trainees, faculty and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

### **Activities for this partner/institution**

IGERT fellow Ekves visited for an internship to learn advanced neuroimaging techniques. This has led to new collaborations, and the exposure of local (US) personnel to these advanced techniques.

IGERT faculty Rueckl and Pugh continue to have active collaborations with senior personnel at the BCBL, which could lead to additional opportunities for trainees.

### **Academic Partner 2**

#### **Active Status**

Yes

#### **Partner Name**

Université Aix-Marseille

#### **Type of partner**

Ph.D.-granting institution

Foreign-based institution

#### **Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

### **Activities for this partner/institution**

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

### **Activities for this partner/institution**

PI Magnuson continues to collaborate with faculty in Marseille, which has the potential to lead to trainee exchanges in the coming year.

### **Academic Partner 3**

#### **Active Status**

Yes

#### **Partner Name**

Institute of Cognitive Neuroscience, National Central University (Taiwan)

#### **Type of partner**

Ph.D.-granting institution

Foreign-based institution

#### **Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

### **Activities for this partner/institution**

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Activities for this partner/institution**

Several faculty (Magnuson, Rueckl, Pugh) continue to collaborate with our colleagues in Taiwan. We continue to discuss establishing some training exchanges, but have encountered some obstacles on the Taiwan side.

**Academic Partner 4**

**Active Status**

Yes

**Partner Name**

Institute of Neuroscience, U. Salamanca, Spain

**Type of partner**

Ph.D.-granting institution

Foreign-based institution

**Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

**Activities for this partner/institution**

**Facilities:** IGERT trainees or faculty use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Personnel Exchange:** IGERT Trainees, faculty and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

**Activities for this partner/institution**

IGERT faculty (Read in particular) continue to travel to Salamanca for a joint training program between UConn and Salamanca in auditory neuroscience. We are hoping this will lead to opportunities for IGERT trainees in the coming year.

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