

## Positions and Education

2020–	Professor, Department of Psychology, Princeton University Affiliated Faculty, Program in Cognitive Science, Program in Linguistics Director of Graduate Studies, Department of Psychology
2019–2020	Associate Professor, Department of Psychology, Princeton University
2014–2019	Assistant Professor, Department of Psychology, Princeton University
2012–2014	Assistant Professor, Department of Communication Sciences & Disorders, Northwestern University
2009–2012	Postdoc, Waisman Center and Department of Psychology, University of Wisconsin–Madison
2004–2009	Ph.D., Psychology, Stanford University
2000–2004	B.A., Psychology, University of California, Berkeley

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## Grants

2020–2023	Global Collaborative Network Grant (for ManyBabies), Princeton University (\$52,000)
2019–2024	R01 NICHD 095912 (\$2,027,000)
2018–2023	R01 NICHD 094830, PLAY Project (Collaborator; PI: K. Adolph; \$18,000)
2018–2020	Yeager Family Foundation Grant (\$55,000)
2017–2020	New Jersey Division of Developmental Disabilities Research Grant (\$150,000)
2017–2019	Overdeck Education Research Innovation Grant, Princeton University (\$185,000)
2016–2020	New Jersey Governor's Council for Medical Research & Treatment of Autism (\$400,000)
2016–2018	Eric and Wendy Schmidt Transformative Technology Grant (\$577,000)
2015–2017	R03 NICHD 079779 (\$146,000)
2014–2015	American Speech-Language-Hearing Foundation New Investigators Research Grant (\$5,000)
2013–2014	American Hearing Research Foundation Grant (\$25,000)
2013–2014	Innovations Grant, Northwestern University (\$10,000)
2010–2012	F32 NICHD 069094 National Research Service Award (\$153,000)
2009–2010	R01 NICHD 037466-09S1, ARRA Supplementary Grant (Postdoc; PI: J. Saffran; \$105,000)
2008–2009	Dissertation Research Grant, American Psychological Association (\$5,000)
2008–2009	Diversity Dissertation Research Grant, Stanford University (\$5,000)
2007–2008	Fletcher Jones Fellowship in Science & Engineering, Stanford University (\$40,000)
2006–2009	NSF Graduate Research Fellowship (\$126,000)

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## Awards

2019	Mission Award, Society for the Improvement of Psychological Science (ManyBabies group award)
2018	President's Award for Distinguished Teaching, Princeton University
2018–2021	Lawrence S. Brodie University Preceptor, Princeton University
2017	Cognitive Science Course Development Fund, Princeton University
2016	World Economic Forum Young Scientist
2015	The 250 <sup>th</sup> Anniversary Fund for Innovation in Undergraduate Education, Princeton University
2009	Graduate Research Award, Stanford University
2008	Centennial Teaching Award, Stanford University
2006	Paula Menyuk Travel Award, Boston University Conference on Language Development
2005	Alberta Siegel Graduate Fellowship, Stanford University
2004	Highest Distinction in General Scholarship & High Honors in Psychology, UC Berkeley
2004	Phi Beta Kappa, UC Berkeley
2003	Katherine Swan Undergraduate Research Award, UC Berkeley
2003	Summer Undergraduate Research Fellowship, UC Berkeley
2000–2004	Schwab-Rosenhouse Scholarship, UC Berkeley
2000–2004	Alumni Scholarship, UC Berkeley

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## Publications

Tsui, A. S. M., Carstensen, A., Kachergis, G., Abubakar, A., Asnake, M., Barry, O., Basnight-Brown, D., Bentu, D., Bergmann, C., Binan Dami, E., Boll-Avetisyan, N., de Jongh, M., Diop, Y., Herrmann, E., Jang, C., Kizito, S.,

- Lamba, T., Maliwichi-Senganimalunje, L., Marangu, J., Mathur, M., Mbagaya, C. V., Mekonnen Mengistie, D., Milton, C., Mushimiyimana, F., Ndhambi, M., Ngina, I., Njoroge, E., Odhiambo Oburu, P., Okyere Omane, P., Singh, A., Ssemata, A. S., Unyuzumutima, J., Zeidler, H., Lew-Williams, C., Frank, M. C. (stage 1 registered report under review). Exploring variation in infants' preference for infant-directed speech: Evidence from a multi-site study in Africa. *Developmental Science*.
- Soderstrom, M., et al. (stage 1 registered report accepted). Testing the relationship between preferences for infant-directed speech and vocabulary development: A multi-lab study. *Journal of Child Language*.
- Byers-Heinlein, K., Tsui, R. K.-Y., van Renswoude, D., Black, A. K., Barr, R., Brown, A., Colomer, M., Durrant, S., Gampe, A., Gonzalez-Gomez, N., Hay, J., Hernik, M., Jartó, M., Kovacs, A. M., Laoun-Rubenstein, A., Lew-Williams, C., Liskowski, U., Liu, L., Noble, C., Potter, C. E., Rocha-Hidalgo, J., Sebastian-Galles, N., Soderstrom, M., Visser, I., Waddell, C., Wermelinger, S., & Singh, L. (stage 2 registered report under review). The development of gaze following in monolingual and bilingual infants: A multi-lab study. *Infancy*.
- Byers-Heinlein, K., Tsui, A. S. M., Bergmann, C., Black, A., Brown, A., Carbajal, M. J., Durrant, S., Fennell, C. T., Fiévet, A.-C., Frank, M. C., Gampe, A., Gervain, J., Gonzalez-Gomez, N., Hamlin, J. K., Havron, N., Hernik, M., Kerr, S., Killam, H., Klassen, K., Kosie, J., Kovács, A. M., Lew-Williams, C., Liu, L., Marino, C., Mastroberardino, M., Mateu, V., Noble, C., Orena, A. J., Polka, L., Potter, C. E., Singh, L., Soderstrom, M., Sundara, M., Waddell, C., Werker, J., & Wermelinger, S. (stage 2 registered report under review). A multi-lab study of bilingual infants: Exploring the preference for infant-directed speech. *Advances in Methods and Practices in Psychological Science*.
- Potter, C. E., & Lew-Williams, C. (under review). The psycholinguistics of early bilingualism. In A. Godfroid & H. Hopp (Eds.), *The Routledge Handbook of Second Language Acquisition and Psycholinguistics*. New York: Taylor & Francis/Routledge.
- Reuter, T., Dalawella, K., & Lew-Williams, C. (under review). Adults and children predict in variable referential contexts.
- Schott, E., Mastroberardino, M., Fourakis, E., Lew-Williams, C., & Byers-Heinlein, K. (under review). Fine-tuning language discrimination: Monolingual and bilingual infants' detection of language switching.
- Reuter, T., Sullivan, M. & Lew-Williams, C. (under review). Look at that: Spatial deixis reveals experience-related differences in prediction.
- Potter, C. E., & Lew-Williams, C. (under review). Differences in vocabulary growth across groups and individuals. In L. Gleitman, A. Papafragou, & J. Trueswell (Eds.), *Handbook of the mental lexicon*. New York: Oxford.
- Byers-Heinlein, K., Jardak, A., Fourakis, E., & Lew-Williams, C. (under review). Effects of language mixing on bilingual children's word learning.
- Reuter, T., Mazzei, C., Lew-Williams, C., & Emberson, L. L. (under review). Infants' emergent comprehension and prediction abilities are closely linked.
- Tippenhauer, N., Fourakis, E. R., Watson, D. G., & Lew-Williams, C. (in press). The scope of audience design in child-directed speech: Parents' tailoring of word lengths for adult versus child listeners. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.
- Nencheva, M. L., Piazza, E. A., & Lew-Williams, C. (in press). The moment-to-moment pitch dynamics of child-directed speech shape toddlers' attention and learning. *Developmental Science*.
- Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, K., Kline, M., Kominsky, J., Kosie, J. E., Lew-Williams, C., Liu, L., Singh, L., Waddell, C., Zettersten, M., & Soderstrom, M. (in press). Building a collaborative psychological science: Lessons from ManyBabies 1. *Canadian Psychology/Psychologie canadienne*.
- ManyBabies Consortium (2020). Quantifying sources of variability in infancy research using the infant-directed speech preference. *Advances in Methods and Practices in Psychological Science*, 3, 24-52.
- Piazza, E. A., Hasenfratz, L., Hasson, U., & Lew-Williams, C. (2020). Infant and adult brains are coupled to the dynamics of natural communication. *Psychological Science*, 31, 6-17.
- Schwab, J. F., & Lew-Williams, C. (2020). Discontinuity of reference hinders children's learning of new words. *Child Development*, 91, e29-e41.
- Floyd, S., Goldberg, A. E., & Lew-Williams, C. (2020). Toddlers assign word labels to multiple polysemous meanings. *Proceedings of the 42<sup>nd</sup> Annual Conference of the Cognitive Science Society*.
- Jaffe-Dax, S., Potter, C. E., Lew-Williams, C., & Emberson, L. L. (2020). Memory integration into visual perception through infancy, childhood, and adulthood. *Proceedings of the 42<sup>nd</sup> Annual Conference of the Cognitive Science Society*.

- Reuter, T., Borovsky, A., & Lew-Williams, C. (2019). Predict and redirect: Prediction errors support children's word learning. *Developmental Psychology, 55*, 1656-1665.
- Potter, C. E., Fourakis, E., Morin-Lessard, E., Byers-Heinlein, K., & Lew-Williams, C. (2019). Bilingual toddlers' comprehension of mixed sentences is asymmetrical across their two languages. *Developmental Science, 22*, e12794.
- Lew-Williams, C., Ferguson, B., Abu-Zhaya, R., & Seidl, A. (2019). Social touch interacts with infants' learning of auditory patterns. *Developmental Cognitive Neuroscience, 35*, 66-74.
- Rabagliati, H., Ferguson, B., & Lew-Williams, C. (2019). The profile of abstract rule learning in infancy: Meta-analytic and experimental evidence. *Developmental Science, 22*, e12704.
- Potter, C. E., & Lew-Williams, C. (2019). Infants' selective use of reliable cues in multidimensional language input. *Developmental Psychology, 55*, 1-8.
- Floyd, S., Lew-Williams, C., & Goldberg, A. E. (2019). Children, more than adults, rely on similarity to access multiple meanings of words. *Proceedings of the 41<sup>st</sup> Annual Conference of the Cognitive Science Society*.
- Reuter, T., Emberson, L. L., Romberg, A. R., & Lew-Williams, C. (2018). Individual differences in nonverbal prediction and vocabulary size in infancy. *Cognition, 176*, 215-219.
- Schwab, J. F., Lew-Williams, C., & Goldberg, A. E. (2018). When regularization gets it wrong: Children over-simplify language input only in production. *Journal of Child Language, 45*, 1054-1072.
- Schwab, J. F., Rowe, M., Cabrera, N., & Lew-Williams, C. (2018). Fathers' repetition of words is coupled with children's vocabularies. *Journal of Experimental Child Psychology, 166*, 437-450.
- Fennell, C., & Lew-Williams, C. (2018). Early bilingual word learning. In G. Westermann & N. Mani (Eds.), *Early word learning* (pp. 110-122). New York: Routledge.
- Byers-Heinlein, K., & Lew-Williams, C. (2018). Language comprehension in monolingual and bilingual children. In E. M. Fernández & H. S. Cairns (Eds.), *The handbook of psycholinguistics* (pp. 516-535). Hoboken, NJ: Wiley.
- Potter, C. E., Fourakis, E., Morin-Lessard, E., Byers-Heinlein, K., & Lew-Williams, C. (2018). Bilingual infants process mixed sentences differently in their two languages. *Proceedings of the 40<sup>th</sup> Annual Conference of the Cognitive Science Society*.
- Piazza, E. A., Jordan, M. C., & Lew-Williams, C. (2017). Mothers consistently alter their unique vocal fingerprints when communicating with infants. *Current Biology, 27*, 3162-3167.
- Byers-Heinlein, K., Morin-Lessard, E., & Lew-Williams, C. (2017). Bilingual infants control their languages as they listen. *Proceedings of the National Academy of Sciences, 114*, 9032-9037.
- Grieco-Calub, T. M., Simeon, K., Snyder, H. E., & Lew-Williams, C. (2017). Word segmentation from noise-band vocoded speech. *Language, Cognition and Neuroscience, 32*, 1344-1356.
- Lew-Williams, C., & Weisleder, A. (2017). How do little kids learn language? *Frontiers for Young Minds, 5*, 1-8.
- Lew-Williams, C. (2017). Specific referential contexts shape efficiency in second language processing: Three eye-tracking experiments with 6- and 10-year-old children in Spanish immersion schools. *Annual Review of Applied Linguistics, 37*, 128-147.
- Frank, M. C., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., Hamlin, J. K., Hannon, E. E., Kline, M., Levelt, C., Lew-Williams, C., Nazzi, T., Panneton, R., Rabagliati, H., Soderstrom, M., Sullivan, J., Waxman, S., & Yurovsky, D. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory-building. *Infancy, 22*, 421-435.
- Schwab, J. F., & Lew-Williams, C. (2017). Discourse continuity promotes children's learning of new object labels. *Proceedings of the 39<sup>th</sup> Annual Conference of the Cognitive Science Society*.
- Ferguson, B., & Lew-Williams, C. (2016). Communicative signals support abstract rule learning by 7-month-old infants. *Scientific Reports, 6*, 25434.
- Schwab, J. F., & Lew-Williams, C. (2016). Repetition across successive sentences facilitates young children's word learning. *Developmental Psychology, 52*, 879-886.
- Schwab, J. F., & Lew-Williams, C. (2016). Language learning, socioeconomic status, and child-directed speech. *WIREs Cognitive Science, 7*, 264-275.
- Lew-Williams, C. (2016). Using the looking-while-listening procedure for second language research. In A. Mackey & E. Marsden (Eds.), *Advancing methodology and practice: The IRIS repository of instruments for research into second languages* (pp. 43-57). New York: Routledge.

- Graf Estes, K., & Lew-Williams, C. (2015). Listening through voices: Infant statistical word segmentation across multiple speakers. *Developmental Psychology*, 51, 1517-1528.
- Lew-Williams, C. (2015). Infants' history of distributional learning in real time. *Linguistic Approaches to Bilingualism*, 5, 494-498.
- Ferguson, B., & Lew-Williams, C. (2014). Communicative signals promote abstract rule learning by 7-month-old infants. *Proceedings of the 36<sup>th</sup> Annual Conference of the Cognitive Science Society*.
- Byers-Heinlein, K., & Lew-Williams, C. (2013). Bilingualism in the early years: What the science says. *Learning Landscapes*, 7, 95-112.
- Lew-Williams, C., & Saffran, J. R. (2012). All words are not created equal: Expectations about word length guide infant statistical learning. *Cognition*, 122, 241-246.
- Grüter, T., Lew-Williams, C., & Fernald, A. (2012). Grammatical gender in L2: A production or a real-time processing problem? *Second Language Research*, 28, 191-215.
- Lew-Williams, C., Pelucchi, B., & Saffran, J. R. (2011). Isolated words enhance statistical language learning in infancy. *Developmental Science*, 14, 1323-1329.
- Grüter, T., Lew-Williams, C., & Fernald, A. (2011). Grammatical gender in L2: Where is the problem? *Proceedings of the 35<sup>th</sup> Annual Boston University Conference on Language Development*.
- Lew-Williams, C., & Fernald, A. (2010). Real-time processing of gender-marked articles by native and non-native Spanish speakers. *Journal of Memory and Language*, 63, 447-464.
- Lew-Williams, C., & Fernald, A. (2009). Fluency in using morphosyntactic cues to establish reference: How do native and non-native speakers differ? *Proceedings of the 33<sup>rd</sup> Annual Boston University Conference on Language Development*.
- Lew-Williams, C., & Fernald, A. (2008). How first and second language learners use predictive cues in online sentence interpretation in Spanish and English. *Proceedings of the 32<sup>nd</sup> Annual Boston University Conference on Language Development*.
- Lew-Williams, C., & Fernald, A. (2007). Young children learning Spanish make rapid use of grammatical gender in spoken word recognition. *Psychological Science*, 33, 193-198.

#### Invited Talks

- 2021  
2020 The Max Planck & New York University Center for Language, Music, and Emotion  
University of Liverpool, Department of Psychological Sciences; The Aga Khan University in Nairobi, Institute for Human Development; Brown University, Department of Cognitive, Linguistic, and Psychological Sciences; New York University, Department of Applied Psychology; Elman Prize Symposium, Annual Meeting of the Cognitive Science Society
- 2019 Indiana University Bloomington, Initiative on 'Learning: Brains, Machines, & Children'; University of Toronto, Department of Psychology; Yale University, Department of Psychology; University of California, Berkeley, Department of Psychology; Temple University, Department of Psychology; Princeton Charter School; Princeton University Dean of Faculty Annual Retreat
- 2018 New York University, Department of Communication Sciences and Disorders; New Jersey Governor's Council on the Prevention of Developmental Disabilities, Trenton, NJ; Fisher-Price Early Childhood Development Speaker Series, East Aurora, NY; High Table, Princeton University Graduate School; Ivy+ Alumni Relations Conference; Princeton University Program in Teacher Preparation, Teachers As Scholars Series
- 2017 Massachusetts Institute of Technology, Simons Center for the Social Brain; The Hebrew University of Jerusalem, Department of Psychology; University of Connecticut, Language Fest; Lehigh University, Department of Psychology; Princeton University Program in Teacher Preparation, Administrators As Scholars Series; Princeton Windrows Retirement Community; Back-to-School Night, Princeton UNOW Day Nursery
- 2016 Harvard University, Department of Psychology; World Economic Forum Annual Meeting, 'IdeasLab' and 'Brain Hub', Tianjin, China; New York University, Department of Psychology; Rutgers University, Center for Cognitive Science; University of Ottawa, Official Languages and Bilingualism Institute; Fall 2016 Community Auditing Lecture, Princeton University; Princeton Public Library Storytime; Christ Church-Cristo Rey, Trenton, NJ; Princeton Alumni Day; Carolyn Stokes Preschool, Trenton, NJ; Nassau Pediatrics, Princeton, NJ

2015	Yale University, Department of Psychology; Temple University, Department of Psychology & Department of Communication Sciences and Disorders; Princeton Alumni Day; Children's Futures and Nurse/Family Partnership, Trenton, NJ; University League Nursery School, Princeton, NJ
2014	University of Chicago, Department of Psychology; University of Maryland, Mayfest, Department of Linguistics; University of Rochester, Department of Brain and Cognitive Sciences; Princeton University, Language Processing Workshop; Princeton University, Department of Psychology; University of Illinois at Chicago, Department of Psychology; Ohana New Parent Group, Chicago, IL; Evanston Hospital, Evanston, IL
2013	Purdue University, Department of Speech, Language, and Hearing Sciences; Washington University in St. Louis, Department of Psychology; University of York, Conference on Second Language Research Methods; Evanston Hospital, Evanston, IL
2012	Harvard University, Department of Psychology; Northwestern University, Innovations in Developmental Sciences; Family Resources Center, Madison, WI
2011	University of Illinois, Urbana-Champaign, Department of Psychology; Northwestern University, Department of Communication Sciences and Disorders
2010	University of Wisconsin–Madison, Department of Communication Sciences and Disorders
2009	Deep Springs College, Main Room; University of Wisconsin–Madison, Department of Psychology
2008	University of Rochester, Department of Brain and Cognitive Sciences; University of California, Davis, Center for Mind and Brain; Spanish Immersion Parents Association of Palo Alto

#### Conference Presentations

Ongoing	ICIS: Biennial Meeting of the International Congress of Infant Studies SRCD: Biennial Meeting of the Society for Research in Child Development BUCLD: Boston University Conference on Language Development CogSci: Annual Meeting of the Cognitive Science Society CUNY Conference on Human Sentence Processing + other conferences and workshops
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#### Teaching

2016–2019	Cognitive Research Seminar (Psychology 543), Princeton University
2015–	Developmental Origins of Life Outcomes (Psychology 400 / Cog Sci 400), Princeton University
2014–	Developmental Psychology (Psychology 254 / Cog Sci 254), Princeton University
2013–2014	Assessment and Intervention of Language Disorders, Northwestern University
2013–2014	Research Methods in Communication Sciences and Disorders, Northwestern University
2013–2014	Professional Development for PhD Students, Northwestern University
2012	Communication and Cognition in Early Childhood, Northwestern University
2008	Bilingualism, Stanford University
2006	Developmental Psychology, Stanford University
2005–2008	Teaching Assistant x 6, Stanford University
2003	The Science of um Disfluent Speech, University of California, Berkeley

#### Advising

Postdocs	Martin Zettersten (2020–present), Jessica Kosie (2019–present; NSF Postdoc Fellowship), Christine Potter (2016–2020; NICHD F32 NRSA; NSF Postdoc Fellowship; Assistant Professor of Psychology, University of Texas at El Paso), Elise Piazza (2015–2020; C.V. Starr Postdoc Fellowship; Assistant Professor of Brain and Cognitive Sciences, University of Rochester)
PhD Students	Asana Okocha (2020–present), Benny deMayo (2020–present), Crystal Lee (2019–present; NSF GRF), Mira Nencheva (2018–present), Sammy Floyd (2016–present; Princeton Honorary Fellowship), Tracy Reuter (2015–present; NSF GRF; Princeton Online Teaching Award), Jessica Schwab (2013–2018; Princeton Graduate Teaching Award; Dept. of Psychology Graduate Teaching Award; Harvard College Fellow), K. Michael Brooks (2013–2017; Research Scientist, Northwestern Feinberg School of Medicine), Brock Ferguson (2012–2016; SSHRC Doctoral Fellowship; Founder, Strong Analytics)

Lab Managers	Taylor Martinez (2020–present), Juliana Trach (2018–2020; NSF GRF; PhD student, Yale Psychology), Evelyn Perez (2018–2019), Eva Fourakis (2016–2018; JD student, Knight-Hennessy Scholar, Stanford Law), Maritza Gomez (2014–2016; Founder, Ritza the Nanny), Hillary Snyder (2012–2014; Senior Developer, Stridekick)
PhD Committee	Renee Waters, Michala Riis-Vestergaard, Angela Radulescu, Nicholas Roy, Lindsey Eikenburg, Abigail Novick, Brandy Briones, Branden Bio, Sarah Hutter, Lauren Feldman, Karina Tachihara, Aaron Kurosu, Luis Piloto, Felicia Zhang, Rachel Connor, Natalia Córdova, Jeremy Borjon, Yaritza Perez-Hooks, Ghootae Kim, Andra Geana, Kaite Yang, Clarice Robenalt, Kyle Keller, Julia Schuchard, Ann Burchfield, Jennifer Krizman, Nell Maltman, Robert Baudo, Kali Woodruff Carr
Undergraduates	Annie Jain, Felicia McGill, Sarah Yashar-Gershman, Erin Watson, Richard Yang, Kavindya Dalawella, Taylor Bak, Serena Mon, Larissa Oliveira, Veronica Carrasco, Katie Vasquez, Cierra Moore, Jack Kilgallon, Kennedy Casey, Mia Sullivan, Ethan Jaffee, Tiffany Leung, Jennifer Jaime, Diana Ortiz, Kelly Bojic, Ellie Breifeld, Mariesa Cay, Chris Howard, Fleming Peck, Alice Wang, Ella Whitfield, Nourhan Ibrahim, Makeda Gayle, Alexia Hernandez, Taisia Ivanova, Rinat Tal, Ariella Cohen, Brandon Lanchang, Fernanda Fernandez, Yasmin AlKhowaiter, Renita Jones, Romin Geiger, Nitasha Siddique, Rachel Cooper, Hila Ghersein, Charlotte Jeppsen, Jonece Layne, Sarah Reid, Jean Bellamy, Jarryd Osborne, Jessica Quinter, Julia Scharfstein, Cassandra Crifase, Catherine Babiec, Naoum Fares Marayati, Maia Craver, Kat Giordano, Nana Park, Nicholas Tippenhauer, Julie Kwong, Julia Schorn, Pippa Temple, Maha Chaudhry, Alissa Wagner, Jacob Schatz, Pumpki Su, Courtney Marcusson, Maya-Simone Collins, Christina Spaeth, Elaine Cha, Bridgett Riverol, Joshua Lee, Natalie Stern, Ayo Olagbegi, Lily Kornbluth

## Reviewing

Chief Editor	Frontiers for Young Minds
Editorial Board	Developmental Psychology; Infancy
Ad Hoc Reviewer	Applied Psycholinguistics; Behavioral Research Methods; Bilingualism: Language and Cognition; Child Development; Child Development Perspectives; Cognition; Cognitive Development; Cognitive Psychology; Cognitive Science; Collabra: Psychology; Current Directions in Psychological Science; Development and Psychopathology; Developmental Cognitive Neuroscience; Developmental Psychology; Developmental Science; First Language; Infancy; Infant Behavior and Development; Journal of Child Language; Journal of Cognition and Development; Journal of Communication Disorders; Journal of Experimental Child Psychology; Journal of Experimental Psychology: General; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Memory and Language; Journal of the Acoustical Society of America; Language Acquisition; Language and Cognition; Language, Cognition and Neuroscience; Language Learning; Language Learning and Development; Lingua; Nature; Nature Communications; Nature Human Behavior; Parenting: Science and Practice; Proceedings of the National Academy of Sciences; Psychological Review; Psychological Science; Scientific Reports; Studies in Second Language Acquisition; Trends in Cognitive Science
Grants	National Science Foundation, Developmental Sciences Program and Linguistics Program; Social Sciences and Humanities Research Council of Canada; Overdeck Education Research Innovation Grant, Woodrow Wilson School of Public and International Affairs
Conferences	International Congress on Infant Studies, Boston University Conference on Language Development, Society for Research in Child Development, Cognitive Development Society, Annual Conference of the Cognitive Science Society
Books	The Routledge Handbook of Second Language Acquisition and Psycholinguistics (A. Godfried, H. Hopp, Eds.); The Handbook of Psycholinguistics (E. Fernandez, H. Cairns, Eds.); Experience and Variation in Learning a First Language (I. Arnon, E. Clark, Eds.)

## Service

2020– 2020–	Policy Subcommittee, Faculty Committee on the Graduate School Director of Graduate Studies, Department of Psychology
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2019–2021	Faculty Council on Teaching and Learning
2019–2020	Graduate Student Mentoring Task Force, Princeton Graduate School
2018–2019	Subcommittee on Consensual Relations, Faculty Advisory Committee on Policy
2017–2020	Faculty Advisory Committee on Policy
2017–2020	Executive Committee, Council of the Princeton University Community
2017–2021	Council of the Princeton University Community
2017–2018	Ad Hoc Committee on Calendar Reform
2016–	ManyBabies Governing Board, <a href="https://manybabies.github.io/">https://manybabies.github.io/</a>
2016–	Academic-Athletic Faculty Fellow, Men’s and Women’s Cross Country
2015–	Executive Committee & Colloquium Chair, Program in Cognitive Science
2014–	Faculty Fellow / Academic Adviser, Butler College
2014–	Associated Faculty, Program in Linguistics
2014–2016	Technology and Accessibility Committee
2014–2015	Executive Committee, Program in Linguistics
2012–2014	Steering Committee, Cognitive Science Program, Northwestern University
2012–2014	Steering Committee, Innovations in Developmental Sciences, Northwestern University
2012–2014	Freshman Year Experience Committee, Northwestern University
2012–2014	Communication Sciences & Disorders Colloquium Committee, Northwestern University
2012–2014	Language & Cognition Graduate Program Committee, Northwestern University
Memberships	International Congress of Infant Studies, Society for Research in Child Development, Cognitive Science Society, Cognitive Development Society, American Speech-Language-Hearing Association, Linguistic Society of America, ManyBabies Consortium, Child Language Data Exchange System, Association for Psychological Science