

## Positions and Education

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| 2020 –      | Professor, Department of Psychology, Princeton University<br>Affiliated Faculty, Program in Cognitive Science, Program in Linguistics<br>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, Department of Psychology and Waisman Center, 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

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| 2021 – 2025 | Wellcome Leap, The First 1000 Days (with U. Hasson and L. Hasenfratz; \$8,300,000)     |
| 2021 – 2024 | James S. McDonnell Foundation (with C. Potter and E. Shafir; \$250,000)                |
| 2021 – 2023 | SSHRC Partnership Development Grant, ManyBabies (PI: K. Hamlin; \$200,000)             |
| 2021 – 2023 | Data-Driven Social Sciences Grant, ManyBabies5, Princeton University (\$48,000)        |
| 2020 – 2023 | Global Collaborative Network Grant, ManyBabies, Princeton University (\$52,000)        |
| 2019 – 2024 | R01 NICHD 095912 (with K. Byers-Heinlein; \$2,025,000)                                 |
| 2018 – 2023 | R01 NICHD 094830, PLAY Project (PI: K. Adolph; \$18,000)                               |
| 2018 – 2020 | Jacobs Foundation Research Grant, ManyBabies (PI: M. Frank; \$149,000)                 |
| 2018 – 2020 | Yeager Family Foundation Grant (\$65,000)  |
| 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 (\$575,000)                     |
| 2015 – 2017 | R03 NICHD 079779 (with K. Byers-Heinlein; \$146,000)                                   |
| 2014 – 2015 | American Speech-Language-Hearing Foundation New Investigators Research Grant (\$5,000) |
| 2013 – 2014 | American Hearing Research Foundation Grant (with T. Grieco-Calub; \$25,000)            |
| 2012 – 2013 | Innovations Grant, Northwestern University (\$10,000)                                  |
| 2010 – 2012 | F32 NICHD 069094 National Research Service Award (\$150,000)                           |
| 2009 – 2010 | R01 NICHD 037466-09S1, ARRA Supplementary Grant (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 (\$125,000)   |

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## Awards

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| 2021        | Graduate Mentoring Award, Princeton University   |
| 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, UC Berkeley  |
| 2004        | 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  |

## Publications

### Under review

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., Frank, M. C., Herrmann, E., Jang, C., Kizito, S., Lamba, T., Lew-Williams, C., 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. (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*.

Schuwert, T., Kampis, D., ..., Frank, M. C., & Rakoczy, H., (stage 1 registered report under review). Action anticipation based on an agent's epistemic state in toddlers and adults. *Child Development*.

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*.

Tamis-LeMonda, C. S., Gonzalez, S. L., Xu, M., Herzberg, O., Kachergis, G., Jayaraman, S., Soska, K. C., Gilmore, R. O., Adolph, K. E., Bornstein, M. H., Casasola, M., Fausey, C. M., Frank, M. C., Goldin-Meadow, S., Gros-Louis, J., Hirsh-Pasek, K., Iverson, J., Lew-Williams, C., MacWhinney, B., Marchman, V. A., Naigles, L., Namy, L., Perry, L. K., Rowe, M., Sheya, A., Soderstrom, M., Song, L., Walle, E., Warlaumont, A. S., Yoshida, H., Yu, C., & Yurovsky, D. (under review). Comparing apples to manzanas and oranges to naranjas: A new measure of English-Spanish vocabulary for dual language learners.

Erel, Y., Potter, C. E., Jaffe-Dax, S., Lew-Williams, C., & Bermanto, A. H. (under review). iCatcher: A Neural network approach for automated coding of young children's eye movements.

Zwaard, S., Boele, H.-K., Alers, H., Strydis, C., Lew-Williams, C., & Al-Ars, Z. (under review). Privacy-protected object detection and localization using distributed machine learning: A case study of infant eyeblink conditioning.

Reuter, T., Mazzei, C., Lew-Williams, C., & Emberson, L. L. (under review). Infants' lexical comprehension and lexical anticipation abilities are closely linked in early language development.

### In press

Mon, S. K., Nancheva, M., Citron, F. M. M., Lew-Williams, C., & Goldberg, A. E. (in press). Conventional metaphors elicit greater real-time engagement than literal paraphrases or concrete sentences. *Journal of Memory and Language*.

Byers-Heinlein, K., Jardak, A., Fourakis, E., & Lew-Williams, C. (in press). Effects of language mixing on bilingual children's word learning. *Bilingualism: Language and Cognition*.

Piazza, E. A., Nancheva, M. L., & Lew-Williams, C. (in press). The development of communication across timescales. *Current Directions in Psychological Science*.

Schott, E., Mastroberardino, M., Fourakis, E., Lew-Williams, C., & Byers-Heinlein, K. (in press). Fine-tuning language discrimination: Monolingual and bilingual infants' detection of language switching. *Infancy*.

Reuter, T., Sullivan, M. & Lew-Williams, C. (in press). Look at that: Spatial deixis reveals experience-related differences in prediction. *Language Acquisition*.

Savage, P. E., Jacoby, N., Margulis, E. H., Daikoku, H., Anglada-Tort, M., Castelo-Branco, S. E.-S., Nweke, F. E., Fujii, S., Hegde, S., Chuan-Peng, H., Jabbour, J., Lew-Williams, C., Mangalagiu, D., McNamara, R., Müllensiefen, D., Opondo, P., Patel, A., & Schippers, H. (in press). Building sustainable global collaborative networks: Recommendations from music studies

and the social sciences. In E. H. Margulis, D. Loughridge, & P. Loui (Eds.), *The science-music borderlands: Reckoning with the past, imagining the future*. MIT Press.

Breitfeld, E., Potter, C. E., & Lew-Williams, C. (in press). Children simultaneously learn multiple dimensions of information during shared book reading. *Journal of Cognition and Development*.

Visser, I., et al. (in press). Improving the generalizability of infant psychological research: The ManyBabies model. [Commentary on "The generalizability crisis" by T. Yarkoni]. *Behavioral and Brain Sciences*.

Potter, C. E., & Lew-Williams, C. (in press). 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.

Potter, C. E., & Lew-Williams, C. (in press). Differences in vocabulary growth across groups and individuals. In L. Gleitman, A. Papafragou, & J. Trueswell (Eds.), *The Oxford handbook of the mental lexicon*. New York: Oxford.

Published

Piazza, E. A., Cohen, A., Trach, J. E., & Lew-Williams, C. (2021). Neural synchrony predicts children's learning of novel words. *Cognition*, 214, 104752.

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. (2021). A multi-lab study of bilingual infants: Exploring the preference for infant-directed speech. *Advances in Methods and Practices in Psychological Science*, 4, 1-30.

Reuter, T., Dalawella, K., & Lew-Williams, C. (2021). Adults and children predict in complex and variable referential contexts. *Language, Cognition and Neuroscience*, 36, 474-490.

Byers-Heinlein, K., Tsui, R. K.-Y., van Renswoude, D., Barr, R., Black, A. K., Brown, A., Colomer, M., Durrant, S., Gampe, A., Gonzalez-Gomez, N., Hay, J. F., Hernik, M., Jartó, M., Kovacs, A. M., Laoun-Rubenstein, A., Lew-Williams, C., Liszkowski, U., Liu, L., Noble, C., Potter, C. E., Rocha-Hidalgo, J., Sebastian-Galles, N., Soderstrom, M., Visser, I., Waddell, C., Wermelinger, S., & Singh, L. (2021). The development of gaze following in monolingual and bilingual infants: A multi-laboratory study. *Infancy*, 26, 4-38.

Nencheva, M. L., Piazza, E. A., & Lew-Williams, C. (2021). The moment-to-moment pitch dynamics of child-directed speech shape toddlers' attention and learning. *Developmental Science*, 24, e12997.

Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, J. K., Kline, M., Kominsky, J., Kosie, J. E., Lew-Williams, C., Liu, L., Mastroberardino, M., Singh, L., Waddell, C. P. G., Zettersten, M., & Soderstrom, M. (2020). Building a collaborative psychological science: Lessons from ManyBabies 1. *Canadian Psychology/ Psychologie canadienne*, 61, 349-363.

Tippenhauer, N., Fourakis, E. R., Watson, D. G., & Lew-Williams, C. (2020). 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*, 46, 2163-2178.

Olson, R. H., Pomper, R., Potter, C. E., Hay, J. F., Saffran, J. R., Ellis Weismer, S., & Lew-Williams, C. (2020). Peyecoder: An open-source program for coding eye movements (Version v1.1.5). Zenodo. [<http://doi.org/10.5281/zenodo.4313832>] [<https://rholson1.github.io/peyecoder/>]

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., Leung, T., 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. (2009). Real-time processing of gender-marked articles by native and non-native Spanish-speaking children and adults. *Dissertation*.

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.

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## Invited Talks

- 2021 Virginia Polytechnic Institute and State University, Department of Psychology; Center for Brain and Cognitive Development, Department of Psychological Sciences, Birkbeck, University of London; University of Pennsylvania, Integrated Language Science and Technology; The Max Planck & New York University Center for Language, Music, and Emotion; New York University, Department of Applied Psychology
- 2020 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; ManyBabies Webinar, International Congress of Infant Studies; Elman Prize Symposium, Annual Meeting of the Cognitive Science Society; Princeton Public Schools Talking Circle
- 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

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| 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 |

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### Conference Presentations

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

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| 2021 – present | PSY 596: Extramural Research Internship   |
| 2016 – 2019    | PSY 543: Cognitive Psychology Research Seminar                                    |
| 2015 – present | PSY 400 / CGS 400: Developmental Origins of Life Outcomes                         |
| 2014 – present | PSY 254 / CGS 254: Developmental Psychology                                       |
| 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            |

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### Advising, i.e., it's a gift to collaborate with:

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| Postdocs        | Martin Zettersten, 2020 – present<br>Jessica Kosie, 2019 – present; NICHD F32 NRSA; NSF SBE Postdoctoral Fellowship<br>Sagi Jaffe-Dax, 2016 – 2021, advised/funded by L. Emberson; Alon Fellowship, Israel; Assistant Professor, Department of Psychology, Tel Aviv University<br>Christine Potter, 2016 – 2020; NICHD F32 NRSA; NSF SBE Postdoctoral Fellowship; Assistant Professor, Psychology, University of Texas at El Paso<br>Elise Piazza, 2015 – 2020; Princeton Neuroscience C.V. Starr Postdoc Fellowship; Assistant Professor, Brain & Cognitive Sciences, University of Rochester  |
| PhD Students    | Jonathan Daniels, 2021 – present<br>Nicole Cuneo, 2021 – present<br>Benny deMayo, 2020 – present<br>Asana Okocha, 2020 – present; NSF Graduate Research Fellowship; Joint Degree Program in Social Policy<br>Crystal Lee, 2019 – present; NSF Graduate Research Fellowship<br>Mira Nencheva, 2018 – present; Intel Computational & Data Science Fellowship; Dev Sci Early Career Researcher Prize; Princeton Graduate School Teaching Award<br>Sammy Floyd, 2016 – 2021; Princeton Honorific Fellowship; NSF SBE Postdoctoral Fellowship; Postdoc, MIT Brain and Cognitive Sciences<br>Tracy Reuter, 2015 – 2020; NSF Graduate Research Fellowship; Princeton Online Teaching Award; Postdoc, UW-Madison Psychology<br>Jessica Schwab, 2013 – 2018; Joint Degree Program in Social Policy; Princeton Graduate School Teaching Award; Psychology Graduate Teaching Award; Postdoc, Harvard Psychology<br>Brock Ferguson, 2011 – 2016; SSHRC Doctoral Fellowship; Teaching Assistant of the Year, Northwestern Psychology; SSHRC Postdoctoral Fellowship; Founder, Strong Analytics |
| PhD Co-Advisees | Renee Waters, 2019 – present; NSF GRF<br>Michala Riis-Vestergaard, 2016 – 2021; Postdoc, MIT Abdul Latif Jameel Poverty Action Lab  |

Jeremy Borjon, 2014 – 2017; NSF GRF; Postdoc, Indiana Psychology  
K. Michael Brooks, 2013 – 2017; Research Scientist, Northwestern University

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| Lab Managers   | Taylor Martinez, 2020 – present<br>Juliana Trach, 2018 – 2020; NSF Graduate Research Fellowship; PhD student, Yale Psychology<br>Evelyn Perez, 2018 – 2019<br>Carolyn Mazzei, 2015 – 2018; M.A. in Teacher Education, U. of Washington; PhD student, Cambridge Psychology; LEGO Scholarship<br>Eva Fourakis, 2016 – 2018; JD student, Knight-Hennessy Scholar, Stanford Law School<br>Maritza Gomez, 2014 – 2016; Founder, Ritza the Nanny<br>Hillary Snyder, 2012 – 2014; Development Manager, Stridekick   |
| PhD Committees | Carlos Velázquez-Vargas, Rohini Majumdar, Jacob Schatz, Joel Martinez, Madalina Vlasceanu, Andrew Wilterson, Angela Radulescu, Nicholas Roy, Lindsey Eikenburg, Abigail Novick, Brandy Briones, Branden Bio, Sarah Wilterson, Lauren Feldman, Karina Tachihara, Aaron Kurosu, Luis Piloto, Felicia Zhang, Rachel Connor, Natalia Córdova Sánchez, Nicolette Noonan, 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  |
| Senior Thesis  | Kavindya Dalawella, Richard Yang, Sarah Yashar-Gershman, Serena Mon, Ella Whitfield, Kennedy Casey, Ellie Breitbart, Fleming Peck, Richard Peng, Mariesa Cay, Alice Wang, Ariella Cohen, Diana Ortiz, Naoum Fares Marayati, Maia Craver, Kat Giordano, Charlotte Jeppsen, Rachel Cooper, Julia Schorn, Nicholas Tippenhauer, Julie Kwong, Alissa Wagner, Catherine Babiec, Jacob Schatz, Courtney Grenning, Pumpki Su, Lily Kornbluth  |
| Undergraduates | Valeria Zuluaga-Sanchez, Laiba Kahn, Molly Cutler, Fatinah Albeez, Delaney Callaghan, Eleanor, Myers, Emma Wang, Erin Heaning, Dhvani Jain, Matthew Weatherhead, Felicia McGill, Erin Watson, Taylor Bak, Larissa Oliveira, Veronica Carrasco, Katie Vasquez, Cierra Moore, Sonia Ann Friscia, Jack Kilgallon, Mia Sullivan, Ethan Jaffee, Tiffany Leung, Jennifer Jaime, Kelly Bojic, Chris Howard, Nourhan Ibrahim, Makeda Gayle, Alexia Hernandez, Taisia Ivanova, Rinat Tal, Brandon Lanchang, Fernanda Fernandez, Yasmin AlKhowaiter, Renita Jones, Romin Geiger, Nitasha Siddique, Hila Ghersin, Jonece Layne, Sarah Reid, Jean Bellamy, Jarryd Osborne, Jessica Quinter, Julia Scharfstein, Cassandra Crifase, Nana Park, Pippa Temple, Maha Chaudhry, Maya-Simone Collins, Christina Spaeth, Elaine Cha, Bridgett Riverol, Joshua Lee, Natalie Stern, Ayo Olagbegi |

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## Reviewing

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| Co-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 Applied Developmental Psychology; 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; NeuroImage; 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, Linguistics Program; Social Sciences and Humanities Research Council of Canada; Overdeck Education Research Innovation Grant, Princeton 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.); The Handbook of the Mental Lexicon (L. Gleitman, A. Papafragou, & J. Trueswell, Eds.).

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## Service

2022                    Interim Director, Program in Cognitive Science  
2021 – 2024           Committee on Undergraduate Admission and Financial Aid  
2021 – present        Reviewer Zero, SPARK Society  
2020 – present        Policy Subcommittee, Faculty Committee on the Graduate School  
2020 – present        Director of Graduate Studies, Department of Psychology  
2020 – 2021           Chair, Faculty Search Committee, Department of Psychology  
2019 – 2021           Faculty Council on Teaching and Learning  
2019 – 2020           Graduate Student Mentoring Task Force, Princeton Graduate School  
2018 – 2019           Subcommittee on Keeping/Tossing the GRE, Department of Psychology  
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 – present        Academic-Athletic Faculty Fellow, Men's and Women's Cross Country  
2015 – present        ManyBabies Governing Board, <https://manybabies.github.io/>  
2015 – present        Executive Committee & Colloquium Chair, Program in Cognitive Science  
2014 – present        Faculty Fellow / Academic Adviser, Butler College, Princeton University  
2014 – present        Associated Faculty, Program in Linguistics  
2014 – 2016           Technology and Accessibility Committee, Princeton University  
2014 – 2015           Executive Committee, Program in Linguistics, Princeton University  
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           Language & Cognition Graduate Program Committee, Northwestern University  
2012 – 2014           Communication Sciences & Disorders Colloquium Committee, Northwestern University

Memberships        International Congress of Infant Studies, Society for Research in Child Development, Cognitive Science Society, Cognitive Development Society, ManyBabies Consortium, Linguistic Society of America, American Speech-Language-Hearing Association, Child Language Data Exchange System, Association for Psychological Science