MARIE COPPOLA

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2010-present **Assistant Professor**, Department of Psychological Sciences (Developmental Division) and Department of Linguistics, University of Connecticut, Storrs, CT
Director, Language Creation Laboratory

Education **University of Rochester**, Rochester, NY.
Ph.D., Brain and Cognitive Sciences, 2002; M.A., Brain and Cognitive Sciences, 2000

Massachusetts Institute of Technology, Cambridge, MA.
S. B., Cognitive Science, 1991; Minor in Spanish Language, Literature, & Culture

Research Areas: Language emergence and change; Homesign; Sign language; Gesture; Language acquisition; Cognitive development; Neural plasticity.

Competitive Grant Awards

- *NSF* (Education and Human Resources, Linguistics) 1553589 *"CAREER: The impact of language experience on the development of number representations in deaf, hard of hearing, and hearing children"* 2016-2021 (Coppola, PI)
- *NSF* (Linguistics) 1227908 *"A typological analysis of handshape: Gesture, homesign, and sign language"* 2012-2017 (Coppola, Co-PI; Brentari, PI)
- *Small Grant Fund*, University of Connecticut Dept. of Speech, Language, & Hearing Sciences *"Number language and numerical cognition in deaf children"* 2012-2013 (Coppola, PI)
- *NIH* Loan Repayment Program, 2007-2009 (Coppola, PI)
- *Psychonomic Society,* Women in Cognitive Science Travel Award, 2006 (Coppola, PI)
- *NIH National Research Service Award* (NIDCD)*,* Postdoctoral, 2004-2005 (Coppola, PI)
- *National Academy of Education/Spencer Foundation* Postdoctoral Fellowship, 2004-2005 (Coppola, PI)
- *National Science Foundation Graduate Research Fellowship*, 1996-1999
- *National Defense Science and Engineering Grant*, Honorable Mention, 1996

- *NSF "Science of Learning - Network Collaboration: The role of gesture in mathematics learning: from research to practice"*2016-2019 (Goldin-Meadow & Church, PIs; Coppola, Consultant)
- *NIH* (NIDCD) R01 DC00491 *"From spontaneous sign systems to sign language"* 2011-2016 (Goldin-Meadow, PI; Coppola, Consultant)
- *NIH* (NIDCD) P30 DC010751 *"Emergence, structure, and neurological basis of typical and atypical language"* 2010-2012 (Lillo-Martin, PI; Coppola, Co-I)

Awards and Honors

- *American Association of University Professors* Excellence in Research and Creativity Early Career Award, 2016
- *Provost's Commendation for Excellence in Teaching*, Cognitive Development (PSYC 5420), 2015
- *National Institutes of Health* Training Grant (postdoctoral), University of Chicago, 2002-2004
- *National Institutes of Health* Training Grant (predoctoral), University of Rochester, 1999-2002; 1995-6
- *Massachusetts Institute of Technology*, Special Commendation for Teaching, 1992

Languages Native: English and American Sign Language; proficient in written and spoken Spanish; fluent in Nicaraguan Sign Language and homesign gesture systems.

University of Chicago

2006-2009   Research Associate, NIH R01 grant "Spontaneous sign systems in four cultures"
             PI: Dr. Susan Goldin-Meadow

2002-2006   Post-doctoral research   Collaborator: Dr. Susan Goldin-Meadow

Purdue University

2006-2011   Consultant, NSF grant "Grammatical regularities in sign language and homesign"
             PI: Dr. Diane Brentari

University of Rochester, Department of Brain and Cognitive Sciences

1995-2002   Doctoral research   Advisor: Dr. Elissa L. Newport

Massachusetts Institute of Technology, Department of Brain and Cognitive Sciences

1991-1995   Research Assistant with Dr. Steven Pinker. Affiliate, MIT Clinical Research Center.

PUBLISHED JOURNAL ARTICLES

Coppola, M. and A. Senghas. (accepted). Is it language (yet)? The allure of the gesture-language binary. Commentary on S. Goldin-Meadow & D. Brentari, Gesture, sign and language: The coming of age of sign language and gesture studies. *Behavioral & Brain Sciences*.

Jenkins, T., C. Coehlo, and M. Coppola. (accepted). Effects of gesture restriction on quality of narrative discourse. *Gesture*.

Carrigan, E. and M. Coppola. (2017). Successful communication does not drive language development: Evidence from adult homesign. *Cognition, 158,* 10-27. http://dx.doi.org/10.1016/j.cognition.2016.09.012

Brentari, D., M. Coppola, P. W. Cho, and A. Senghas. (2017). Handshape complexity as a precursor to phonology: Variation, emergence, and acquisition. *Language Acquisition,* 1-24. DOI:10.1080/10489223.2016.1187614

Horton, L., Goldin-Meadow, S., Coppola, M., Senghas, A., and D. Brentari. (2015). Forging a morphological system out of two dimensions: Agentivity and number. *Open Linguistics, 1(1)*, 596–613. doi: 10.1515/opli-2015-0021.

Goldin-Meadow, S., Brentari, D., Coppola, M., Horton, L., and A. Senghas. (2015). Watching language grow in the manual modality: Nominals, predicates, and handshapes. *Cognition, 136,* 381-395. *doi:10.1016/j.cognition.2014.11.029*

Applebaum, L., M. Coppola, and S. Goldin-Meadow. (2014). Prosody in a communication system developed without a language model. *Sign Language & Linguistics, 17*(2), 181-212. *doi:10.1075/sll.17.2.02app*

Coppola, M. and D. Brentari. (2014). From iconic handshapes to grammatical contrasts: Longitudinal evidence from a child homesigner. *Frontiers in Psychology, 5*, 830. *doi: 10.3389/fpsyg.2014.00830.* Also published as an *E-book: Language by mouth and by hand*.

Richie, R., C. Yang, and M. Coppola. (2014). Modeling the emergence of lexicons in homesign systems. *Topics in Cognitive Science, 6*(1), 183-195. *doi: 10.1111/tops.12076*

Brentari, D., M. Coppola, A. Jung, and S. Goldin-Meadow. (2013). Acquiring word class distinctions in American Sign Language: Evidence from handshape. *Language Learning & Development,* **9**(2): 130-150. *doi:10.1080/15475441.2012.679540*

Coppola, M., E. Spaepen, and S. Goldin-Meadow. (2013). Communicating about number without a language model: Number devices in homesign grammar. *Cognitive Psychology,* **67:** 1-25. *doi: 10.1016:j.cogpsych. 2013.05.003*

Spaepen, E., M. Coppola, M. Flaherty, E. Spelke, and S. Goldin-Meadow. (2013). Generating a lexicon without a language model: Do gestures for number count? *Journal of Memory and Language*. **64**(4): 496–505. *doi:10.1016/j.jml.2013.05.004*

Brentari, D. and M. Coppola. (2012). What sign language creation teaches us about language. *Wiley Interdisciplinary Reviews, Cognitive Science (WIREs)*. *http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1939-5086*

Brentari, D., M. Coppola, L. Mazzoni, and S. Goldin-Meadow. (2012). When does a system become phonological? Handshape production in gesturers, signers, and homesigners. *Natural Language and Linguistic Theory,* **30**(1): 1-31. *doi: 10.1007/s11049-011-9145-1*

Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2011). Number without a language model. *Proceedings of the National Academy of Sciences,* **108**(8): 3163-3168. *doi: 10.1073/pnas.1015975108*

Coppola, M. and E. L. Newport. (2005). Grammatical Subjects in home sign: Abstract linguistic structure in adult primary gesture systems without linguistic input. *Proceedings of the National Academy of Sciences* **102**(52): 19249-19253. *doi: 10.1073/pnas.0509306102*

So, W. C., M. Coppola, V. Licciardello, and S. Goldin-Meadow. (2005). The seeds of spatial grammar in the manual modality. *Cognitive Science* **29:** 23-37. *doi: 10.1207/s15516709cog0000_38*

Senghas, A., and M. Coppola. (2001). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. *Psychological Science,* **12**(4): 323-328. *doi: 10.1111/1467-9280.00359*

Ullman, M., S. Corkin, M. Coppola, G. Hickok, J. H. Growdon, W. J. Koroshetz, and S. Pinker. (1997). A neural dissociation within language: Evidence that the mental dictionary is part of declarative memory, and that grammatical rules are processed by the procedural system. *Journal of Cognitive Neuroscience,* **9**: 266-276. *doi: 10.1162/jocn.1997.9.2.266*

Kim, J., G. Marcus, S. Pinker, M. Hollander, and M. Coppola. (1994). Sensitivity of children's inflection to grammatical structure. *Journal of Child Language,* **21**: 173-209. *doi: 10.1017/S0305000900008710*

PUBLISHED CHAPTERS

Senghas, A. and M. Coppola. (2011). Getting to the point: How a simple gesture became a linguistic element in Nicaraguan signing. In *Deaf Around the World: The Impact of Language,* 127-143. D. Napoli and G. Mathur, eds. Oxford: Oxford University Press.

Coppola, M. and A. Senghas. (2010). Deixis in an emerging sign language. In *Sign Languages: A Cambridge Language Survey,* 543-569. D. Brentari, ed. Cambridge, UK: Cambridge University Press.

Coppola, M. (2006). Las semillas del idioma: sistemas de señas caseras de niños, niñas y adultos en Nicaragua. [The seeds of language: Child and adult homesign systems in Nicaragua]. In *Simplemente único: Lo que la comunidad sorda de Nicaragua le puede enseñar al mundo,* 43-47. [Simply unique: What the Nicaraguan Deaf community can teach the world]. A. Senghas, D. Roman, and S. Mavillapalli, eds. London/Managua: Leonard Cheshire International.

Kegl, J., A. Senghas, and M. Coppola. (1999). Creation through contact: Sign language emergence and sign language change in Nicaragua. In *Language creation and language change: Creolization, diachrony, and development,* 179-237. M. DeGraff, ed. Cambridge: MIT Press.

MANUSCRIPTS SUBMITTED AND IN PREPARATION

Gagne, D. and M. Coppola. (under review). Visible social interactions do not support the development of false belief understanding in the absence of linguistic input: Evidence from deaf adult homesigners. *Frontiers in Psychology: Research Topic "The Sensation-Cognition Interface:*

Impact of Early Sensory Experiences on Cognition".

Hall, M., R. Richie, and M. Coppola. (under review). Converging evidence: Enhanced conventionalization of gestural referring expressions in richly-connected networks. *Open Mind.*

Coppola, M., M. Hall, N. Caselli, and K. Gökgöz. (in preparation). Studying deaf populations: Methodological considerations for reviewers and editors.

Coppola, M. (in preparation). The origins of words in sign languages.

Coppola, M., D. Gagne, and E. Miranda. (in preparation). The development of narrative structure in an emerging sign language: An episode analysis.

PUBLISHED CONFERENCE PROCEEDINGS

Carrigan E. and M. Coppola. (2016). Interaction alone cannot support the emergence of a spatial agreement system in a paired interaction context. In S. Roberts & G. Mills (Eds.) Proceedings of EvoLang XI, Language Adapts to Interaction Workshop. http://evolang.org/neworleans/workshops/papers/LATI_6.html

Hall, M., R. Richie, and M. Coppola. (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. Fehér & T. Verhoef (eds.) *The Evolution of Language: Proceedings of the 11th International Conference (EVOLANG11).* http://evolang.org/neworleans/papers/134.html

Rissman, L., L. Horton, M. Flaherty, D. Brentari, S. Goldin-Meadow, A. Senghas, and M. Coppola. (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. Fehér & T. Verhoef (eds.) *The Evolution of Language: Proceedings of the 11th International Conference (EVOLANG11).* http://evolang.org/neworleans/papers/158.html

Gagne, D. and M. Coppola. (2014). Disentangling language and education effects on False Belief understanding: Evidence From Homesigners, Signers, and Unschooled Spanish Speakers. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 2246-2251). Austin, TX: Cognitive Science Society. *https://mindmodeling.org/cogsci2014/papers/391/paper391.pdf*

Richie, R., M. Coppola, and C. Yang. (2014). Emergence of natural language lexicons: Empirical and modeling evidence from Homesign and Nicaraguan Sign Language. In W. Orman and M. J. Valleau*, (Eds.), Proceedings of the 38th Annual Boston University Conference on Language Development, pp.* 355-367.

Richie, R., C. Yang, and M. Coppola. (2013). Modeling the emergence of lexicons in homesign systems. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Cognitive Science Society Conference*, Berlin, Germany: Cognitive Science Society. *http://mindmodeling.org/cogsci2013/papers/0235/paper0235.pdf*

Coppola, M., D. Gagne, and A. Senghas. (2013). *WHO* chased the bird? Narrative cohesion in Nicaraguan signing. Linguistic Society of America Extended Abstracts. Published online at eLanguage.net. *http://www.linguisticsociety.org/content/lsa-2013-annual-meeting-extended-abstracts*

Richie, R., J. Fanghella, and M. Coppola. (2013). Emergence of lexicons in family-based homesign systems in Nicaragua. In L. Geer (Ed.), *Proceedings of the 13th Annual Texas Linguistics Society Meeting*, Austin, TX. http://uts.cc.utexas.edu/~tls/2012tls/abstracts/tls13_submission_richie.pdf

Carrigan, E. and M. Coppola. (2012). Mothers do not drive structure in adult homesign systems: Evidence from comprehension. *In N. Miyake, D. Peebles, & R. P. Cooper, eds. Proceedings of the 34th Annual Conference of the Cognitive Science Society,* 1398-1403. Sapporo, Japan: Cognitive Science Society. *http://mindmodeling.org/cogsci2012/papers/0249/paper0249.pdf*

Coppola, M. and A. Senghas. (2010). The path from Point A to Point B: How gestures became language in Nicaraguan signing. In *The Evolution of Language: Proceedings of the 8th International*

Conference (EVOLANG8), 385-386. A. Smith, M. Schouwstra, B. de Boer, and K. Smith, eds. Singapore: World Scientific Publishing. http://www.worldscientific.com/worldscibooks/10.1142/7624

Coppola, M. and W. C. So. (2006). The seeds of spatial grammar: Spatial modulation and coreference in homesigning and hearing adults. *Proceedings of the Boston University Conference on Language Development*, **30:** 119-130. D. Bamman, T. Magnitskaia, and C. Zaller, eds. Boston: Cascadilla Press.

Coppola, M. and W. C. So. (2005). Abstract and Object-Anchored Deixis: Pointing and spatial layout in adult homesign systems in Nicaragua. *Proceedings of the Boston University Conference on Language Development*, **29**: 144-155. A. Brugos, M. R. Clark-Cotton, and S. Ha, eds. Boston: Cascadilla Press.

Senghas, A., M. Coppola, E. L. Newport, and T. Supalla. (1997). Argument structure in Nicaraguan Sign Language: The emergence of grammatical devices. *Proceedings of the Boston University Conference on Language Development*, **21**: 550-561. Boston: Cascadilla Press.

BOOK SERIES

Sign Language Typology Book Series, Editors: Coppola, M., Crasborn, O., and U. Zeshan, Berlin: DeGruyter Mouton. *http://www.degruyter.com/view/serial/179904*

Vol. 7: Sign Multilingualism. (2016). Editors: U. Zeshan, J. Webster, and A. Bradford.

Vol. 6: Semantic fields in Sign Languages. (2016). Editors: U. Zeshan and K. Sagara.

Vol. 5: The use of signing space in a shared sign language of Australia. (2014). Editors: M. Coppola and R. Pfau.

Vol. 4: Sign Languages in village communities: Anthropological and linguistic insights. (2012). Editors: U. Zeshan and C. de Vos.

Vol. 3: Formational units in sign languages. (2011). Editors: H. van der Hulst and R. Channon.

INVITED TALKS: SCHOLARLY

Coppola, M. (2017). The impact of language experience on the development of number representations in deaf, hard of hearing, and hearing children. American Sign Language and Interpreting Education Program, National Technical Institute for the Deaf at the Rochester Institute of Technology (NTID/RIT), Rochester, NY.

Coppola, M. (2017). Words, language, communication, and interaction: Insights from child and adult homesign systems. Department of Linguistics, Linguistic Universals Colloquium, Harvard University, Cambridge, MA.

Coppola, M. (2017). Words, language, communication, and interaction: Insights from child and adult homesign systems. Rutgers Center for Cognitive Science (RuCCS) Colloquium, New Brunswick, NJ.

Coppola, M. (2017). The impact of language experience on the development of number representations in deaf, hard of hearing, and hearing children. Department of Cognitive Studies (DEC) Colloquium, Ecole Normale Superieure, Paris, France.

Coppola, M. (2016). Are words necessary for concepts? Language experience and number concept development in deaf individuals. Workshop on *The cultural dimension of numerical cognition*. University of Bergen, Bergen, Norway.

Coppola, M. (2016). *Language lays the foundation for number cognition*. Alvin and Isabelle Liberman Memorial Workshop. Department of Psychological Sciences, University of Connecticut.

Coppola, M. (2016). Early and accessible language input: Creating an optimal foundation for deaf and hard of hearing children's linguistic and cognitive development. Pediatric Grand Rounds, Rhode Island

Hearing Assessment Program (RIHAP), Rhode Island Hospital, Providence, RI.

Coppola, M. (2016). Breaking new ground: Methods for linguistic and cognitive fieldwork with signers of emerging languages. Linguistics Department Workshop, University of Texas at Austin, Austin, Texas.

Coppola, M. (2016). The effects of language experience on the development of number representations in deaf, hard of hearing, and hearing children. Linguistics Colloquium, University of Texas at Austin, Austin, Texas.

Coppola, M. (2016). The impact of language experience on the development of number representations in deaf, hard of hearing, and hearing children. Psychology and Deaf Studies Colloquium, College of the Holy Cross, Worcester, MA.

Coppola, M. (2016). Unexpected routes to language: Evidence from child and adult homesign systems. Linguistics Colloquium, University of Chicago, Chicago, IL.

Coppola, M. (2016). The roots of Sign Language identity: Life and language evolution perspectives. Panel: Roots, Diversity, Imagery: The Driving Force Behind Sign Language Identity. Center for Gesture, Sign, and Language, University of Chicago, Chicago, IL.

Coppola, M. (2015). The effects of language experience on number representations: Explaining (and improving) deaf and hard of hearing children's poor mathematical performance. Sign Language Colloquium, Radboud University, Nijmegen, The Netherlands.

Coppola, M. (2015). Language access, cognitive development, and education: Challenges facing deaf children in Nicaragua. 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). 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.] First International Workshop on Emerging Sign Languages in the Americas, Center for Advanced Studies in Social Anthropology (CIESAS), Mexico City, Mexico.

Coppola, M. (2015). Expressing meaning in emerging languages: Evidence from homesign and Nicaraguan Sign Language. Workshop on Sign Language Meaning and Cognition. European Research Council and New York University, New York, NY.

Coppola, M. (2015). Unexpected routes to language: Evidence from child and adult homesigners. Workshop on Emerging Languages and the Big Picture. Center for Cognitive Studies, Tufts University, Medford, MA.

Coppola, M. (2014). Language access, cognitive development, and education: Challenges facing deaf children in Nicaragua. Linguistics Colloquium, Central Connecticut State Univ., New Britain, CT.

Coppola, M. (2014). Which aspects of language and cognition depend on linguistic input? Insights from homesign gesture systems. Cognitive Science Colloquium, State University of New York-New Paltz, New Paltz, NY.

Coppola, M. and D. Brentari. (2014). From gestures to grammar in a child homesigner: Looking at handshape. Linguistics Colloquium, Gallaudet University, Washington, DC.

Coppola, M. (2014). Homesign research in Nicaragua: Linguistic and ethical aspects. The VL2 Meeting (Visual Language and Visual Learning). Hosted online by Rochester Institute of Technology and attended by 15 students and junior faculty nationally who are associated with this NSF-funded, multi-center project based at Gallaudet University in Washington, DC.

Coppola, M. (2014). What emerging languages tell us about language evolution. Workshop on the evolution of syntax, University of Connecticut, Storrs, CT. *Sponsored by the Department of Philosophy.*

Coppola, M. (2014). Language, input, and cognition: Insights from homesign gesture systems. Linguistics Colloquium, University of Pennsylvania, Philadelphia, PA.

Coppola, M. (2014). Homesign research in Nicaragua: Linguistic and ethical aspects. Swarthmore College, Swarthmore, PA.

Coppola, M. (2013). Which aspects of language and cognition depend on linguistic input? Insights from homesign gesture systems. Cognitive Science Colloquium, Univ. of Maryland, College Park, MD.

Coppola, M. (2013). Language creation: What homesign systems reveal about input, cognition, and representations. Old World Archaeology Lecture Series, Department of Anthropology, University of Connecticut, Storrs, CT.

Coppola, M. (2012). *WHO* chased the bird? Narrative cohesion in an emerging language. Colloquium, Linguistics Research Symposium, University of Central Lancashire, Preston, United Kingdom.

Coppola, M. (2012). Number without a language model: What homesigners tell us about number representations. Language and Cognition Colloquium Series, Northeastern University, Boston, MA.

Coppola, M. (2012). Homesigners reveal core knowledge: Number language is robust but numerical cognition is not. Workshop on Core Knowledge, Language, and Culture, Lorentz Center, Leiden University, The Netherlands.

Coppola, M. (2012). *WHO* chased the bird? Narrative development in an emerging language. Centre for Language Studies, Max Planck Institute, Nijmegen, The Netherlands.

Coppola, M. (2010). Why study homesign? What language creation can tell us about language acquisition, language genesis, and cognitive development. Communication Sciences and Disorders, University of Connecticut, Storrs, CT.

Coppola, M. (2010). Number without a language model: Language is easy, cognition is hard. Second Nijmegen Gesture Center Spring Workshop: Language Evolution in our Hand, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.

Coppola, M. (2009). Insights from language creation: What homesign systems tell us about language acquisition, genesis, and representations. University of Illinois, Urbana-Champaign, IL.

Coppola, M. and A. Senghas. (2008). How space becomes language: The evolution of the point in Nicaraguan signing. INS and OUTS of Spatial Language Conference, Spatial Language and Intelligence Center, Chicago, IL.

Senghas, A. and M. Coppola. (2008). Getting to the point: Development of a linguistic device in Nicaraguan signing. Deaf Around the World Conference, Swarthmore College, Swarthmore, PA.

Coppola, M. (2007). Gestures to signs: The origins of words in Nicaraguan Sign Language. Current Issues in Sign Language Research, University of Köln, Köln, Germany.

Coppola, M. (2006). 'Subjects' in home sign: Abstract linguistic structure in adult primary gesture systems without linguistic input. Cognitive Psychology Brown Bag Series, Univ. of Wisconsin-Madison.

Coppola, M. (2005). How do parents communicate with deaf children? A comparison across five cultures. Annual Meeting of the National Academy of Education, Teachers College of Columbia University, New York, NY.

Coppola, M. (2005). From homesign to Nicaraguan Sign Language: Language genesis at the individual, family, and community levels. Program in Language and Cognition, Northwestern University, Evanston, IL.

Coppola, M. (2005). What's a clause? Non-manual and prosodic features in created gesture systems. Linguistics Program, Purdue University, West Lafayette, IN.

Coppola, M. (2005). How does gesture become sign language? Univ. of Illinois, Urbana-Champaign, IL.

Coppola, M. (2005). The seeds of language: Child and adult homesign systems in Nicaragua. La Pérgola Roundtable: An interdisciplinary workshop for research related to deafness in Nicaragua, Granada, Nicaragua.

Coppola, M. (2005). Comparing parents' interactions with deaf children across cultures. Culture, Life Course and Mental Health Workshop, Committee on Human Development, University of Chicago, IL.

Coppola, M. (2004). Cross-cultural and maturational influences on the development of homesign systems: Building individual and community languages. Institute for Human Development and Developmental Psychology Colloquium Series, University of California – Berkeley.

Coppola, M. (2004). The seeds of language: Child and adult homesign systems in Nicaragua. Nijmegen Gesture Center Workshop: From homesign to sign language, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.

Coppola, M. (2004). Methodological issues in homesign and emerging sign language research. University of Düsseldorf, Germany.

Coppola, M. (2003). Building a grammar: Linguistic structure in adult Nicaraguan home signers' communication. Culture & Mental Health Workshop, Committee on Human Development, University of Chicago, Chicago, IL.

Coppola, M. (2003). Children creating language: How Nicaraguan Sign Language acquired a spatial grammar. Department of Linguistics, University of Chicago, Chicago, IL.

Coppola, M. (2003). The emergence of grammatical categories in home sign: Evidence from family-based gesture systems in Nicaragua. Nijmegen Gesture Center Lecture Series, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.

Coppola, M. (2003). Creation of a community and a language: The birth of Nicaraguan Sign Language. Culture, Life Course and Mental Health Workshop, Committee on Human Development, University of Chicago, Chicago, IL.

INVITED TALKS: PROFESSIONAL DEVELOPMENT

Coppola, M. (2016). Early language: Creating an optimal foundation for deaf children's development. Willie Ross School for the Deaf, East Longmeadow, MA. *Audience: Teachers, educators of Deaf and Hard of Hearing children.*

Coppola, M. (2016). Language creation, language experience, and cognitive development: Research in the Coppola Lab. CODAs doing research: A panel discussion. Children of Deaf Adults (CODA) International Conference, Austin, Texas.

Coppola, M. (2014). Manos Unidas: Facing challenges to language access and education for deaf Nicaraguans. Continuing Education seminar, Children of Deaf Adults (CODA) International Conference, Tempe, AZ.

Coppola, M. and D. Gagne. (2013). Manos Unidas: Facing challenges to language access and education for deaf Nicaraguans. Graduate seminar in Program Evaluation, Gallaudet Univ., Washington, DC.

INVITED TALKS: PUBLIC ENGAGEMENT

Coppola, M. and D. Gagne. (2015). Early language: Creating an optimal foundation for deaf children's development. Rhode Island Commission on the Deaf and Hard of Hearing, Rhode Island School for the Deaf, Providence, RI.

Coppola, M. and D. Gagne. (2015). Early language: Creating an optimal foundation for deaf children's development. Rhode Island Commission on the Deaf and Hard of Hearing Annual Coffee Hour, State House, Providence, RI.

Coppola, M. (2014). Manos Unidas: Facing challenges to language access and education for deaf Nicaraguans. Be The Change Service Day of Awareness, Beta Chi Theta Psi Colony, University of Connecticut, Storrs, CT.

Coppola, M. (2014). Language access, cognitive development, and education: Challenges facing deaf children in Nicaragua. Pomfret School, Pomfret, CT.

Coppola, M. (2013). Deafness, language access, and education in Nicaragua. Disabilities Roundtable of the Policy Section, Embassy of the United States of America, Managua, Nicaragua.

Coppola, M. (2013). Homesign is like language, except when it isn't: How do language and cognition depend on linguistic input? IGERT Dinner Talk, University of Connecticut, Storrs, CT.

Coppola, M. (2012). Manos Unidas Nicaragua: Connecting deaf children with language. Mansfield Lions Club, Nathan Hale Inn, Storrs Mansfield, CT.

Coppola, M. (2012). Deafness and language access in Nicaragua: Theoretical and practical perspectives. Casa Ben Linder, Managua, Nicaragua.

Senghas, A., M. Coppola, M. Flaherty, J. Kegl, L. Polich, J. Pyers, and R. J. Senghas. (2005). The Nicaraguan Deaf community and its language: a history for educators, policymakers, and providers of public services. Centro Cultural Nicaragüense-Norteamericano, Managua, Nicaragua.

Senghas, A., M. Coppola, M. Flaherty, J. Kegl, L. Polich, J. Pyers, and R. J. Senghas. (2005). The world is watching: History of the Deaf community and Deaf education in Nicaragua. 1946-present. Biblioteca Roberto Incer Barquero del Banco Central de Nicaragua, Managua, Nicaragua.

PRESENTATIONS AT CONFERENCES

Papers:

Richie, R., Hall, M., Coppola, M., Tabor, W. (2017). Conventionalization and reduction in an emerging communication system: An experimental and computational modeling investigation. CUNY Conference on Human Sentence Processing, Cambridge, MA.

Richie, R., M. Hall, and M. Coppola. (2016). A richly-connected communicative network hastens conventionalization of gestural referring expressions. International Society for Gesture Studies, Paris, France.

Rissman, L., L. Horton, M. Flaherty, A. Senghas, M. Coppola, D. Brentari, and S. Goldin-Meadow. (2016). Strong and weak agents in gesture and emerging sign language. International Society for Gesture Studies, Paris, France.

Carrigan E. and M. Coppola. (2016). Interaction alone cannot support the emergence of a spatial agreement system in a paired interaction context. 11th International Conference on the Evolution of Language (EVOLANG11), Language Adapts to Interaction Workshop, New Orleans, LA.

Rissman, L., L. Horton, M. Flaherty, D. Brentari, S. Goldin-Meadow, A. Senghas, and M. Coppola. (2016). Strategies in gesture and sign for demoting an agent: Effects of language community and input. 11th International Conference on the Evolution of Language (EVOLANG11), New Orleans, LA.

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

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

Coppola, M., D Gagne, and E. Miranda. (2015). The development of narrative structure in an emerging sign language: An episode analysis. Boston University Conference on Language Development, Boston, MA.

Brentari, D. and M. Coppola. (2014). Levels of redundancy in silent gesture, homesign systems, and sign languages. In the symposium *Beyond perfection: Co-variation in language and communicative efficiency*. American Anthropological Association, Washington, DC.

Flaherty, M., A. Senghas, M. Coppola, and S. Goldin-Meadow. (2014). The emergence of redundancy in a new language. 11th High Desert Linguistics Society Conference, Albuquerque, NM.

Gagne, D. and M. Coppola. (2014). Numerical cognition with inadequate linguistic input: Explaining (and improving) deaf children's poor mathematical performance. In the symposium *The role of culture and language for numerical cognition*. Cognitive Science Society, Quebec City, Canada.

Carrigan, E., W. Tabor, and M. Coppola. (2014). The emergence of linguistic use of space in an interactive experimental gesture communication study. Int'l. Soc. for Gesture Studies, San Diego, CA.

Richie, R., M. Coppola, and C. Yang. (2013). Modeling the emergence of lexicons. Boston University Conference on Language Development, Boston, MA.

*Richie, R., C. Yang, and M. Coppola. (2013). Modeling the emergence of lexicons in homesign systems. Cognitive Science Society, Berlin, Germany.

Awarded the Cognitive Science Society Computational Modeling Prize

Coppola, M. and D. Gagne. (2013). Explaining (and improving!) deaf children's poor mathematical performance: Combining perspectives from cognitive psychology, language, and education research. Society for Research in Child Language Preconference: Development of Deaf and Hard-of-Hearing Children, Seattle, WA.

Coppola, M., D. Gagne, and A. Senghas. (2013). *WHO* chased the bird? Narrative cohesion in Nicaraguan signing. Linguistic Society of America, Boston, MA.

Coppola, M., D. Gagne, and A. Senghas. (2012). *WHO* chased the bird? Narrative cohesion in an emerging language. Boston University Conference on Language Development, Boston, MA.

Richie, D. R., J. Fanghella, and M. Coppola. (2012). Emergence of lexicons in family-based homesign systems in Nicaragua. Texas Linguistics Society, Austin, TX.

Brentari, D., M. Coppola, and A. Senghas. (2011). Handshape complexity in sign languages: Its relevance for historical development, typology, and acquisition. Formal and Experimental Advances in Sign Language Theory (FEAST), Venice, Italy.

Spaepen, E., M. Flaherty, M. Coppola, E. Spelke, and S. Goldin-Meadow. (2011). The origin of numbers as summary symbols: Evidence from homesign and Nicaraguan Sign Language. Cognitive Science Society, Boston, MA.

Spaepen, E., M. Coppola, and S. Goldin-Meadow. (2011). What counts as counting? Is one-to-one correspondence enough? Society for Research on Child Development Pre-conference: Development of Deaf and Hard-of-Hearing Children, Montréal, Canada.

Coppola, M. and A. Senghas. (2010). Grammaticalization of points in Nicaraguan signing. Theoretical Issues in Sign Language Research, West Lafayette, IN.

Coppola, M., E. Spaepen, and S. Goldin-Meadow. (2010). Communicating about number without a language model: The robustness of the plural. International Society for Gesture Studies, Frankfurt am Oder, Germany.

Coppola, M. and A. Senghas. (2010). When space is not spatial: Emergence of nominal deixis in a new language. International Society for Gesture Studies, Frankfurt am Oder, Germany.

Coppola, M. and A. Senghas. (2010). The path from Point A to Point B: How gestures became language in Nicaraguan signing. Evolution of Language, Utrecht, The Netherlands.

Coppola, M., S. Goldin-Meadow, and C. Mylander. (2010). Multi-Modal input to language learning: Gesture and speech to children across cultures. In *Language Learning in Deaf Children: Integrating Research on Speech, Gesture, and Sign (*symposium)*, American Association for the Advancement of Science, San Diego, CA.

Coppola, M., E. Spaepen, and S. Goldin-Meadow. (2009). Communicating about number without a language model: The robustness of the plural. Boston University Conference on Language Development, Boston, MA.

Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2009). Number without Language: The limits of numerical cognition without a language model. Cognitive Science Society, Amsterdam, The Netherlands.

Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2009). Number without language: Why homesigners don't (and can't) count. Cognitive Development Society, Denver, CO.

Coppola, M. (2009). The gesture systems of linguistic isolates (homesigns): Raw material for a new sign language. In *Languages without ancestors (*symposium)*, American Association for the Advancement of Science, Chicago, IL.

Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2008). Language and numerical cognition: The case of Nicaraguan homesigners. American Association for the Advancement of Science, Boston, MA.

Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2008). The relationship between language and numerical cognition: The case of Nicaraguan homesigners. Psychonomics Society, Chicago, IL.

Spaepen, E., M. Coppola, E. Spelke, S. Carey, and S. Goldin-Meadow. (2007). The relationship between language and numerical cognition: The case of Nicaraguan homesigners. The Second European Cognitive Science Conference, Delphi, Greece.

Franklin, A. and M. Coppola. (2006). Parsing complex sentences on form and meaning: Nonmanual features and syntactic structure in children's homesign systems. Theoretical Issues in Sign Language Research, Florianópolis, Brazil.

Coppola, M., W. C. So, and S. Goldin-Meadow. (2005). The seeds of spatial grammar in the manual modality. Boston University Conference on Language Development, Boston, MA.

Coppola, M. (2005). Coreference devices in adult primary gesture systems: A longitudinal study of three Nicaraguan homesigners. International Association for the Study of Child Language, Berlin, Germany.

Franklin, A. and M. Coppola. (2005). Parsing complex sentences on form and meaning: Prosodic features and proposition units in American children's homesign systems. International Association for the Study of Child Language, Berlin, Germany.

Coppola, M. (2005). Conventionalized gestures of hearing Nicaraguans. International Society for Gesture Studies, Lyon, France.

Coppola, M. and W. C. So. (2004). Abstract vs. Object-Anchored Deixis: Competing pressures in adult homesign systems. Boston University Conference on Language Development, Boston, MA.

Coppola, M. and E. L. Newport. (2003). The emergence of the grammatical category of Subject in home sign: Evidence from family-based gesture systems in Nicaragua. Boston University Conference on Language Development, Boston, MA.

Coppola, M., E. L. Newport, A. Senghas, and T. Supalla. (1998). The emergence of grammar: The stability of family-based sign systems in Nicaragua. Theoretical Issues in Sign Language Research, Gallaudet University, Washington, DC.

Coppola, M., A. Senghas, E. L. Newport, and T. Supalla. (1997). The emergence of grammar: Evidence from family-based sign systems in Nicaragua. Boston University Conference on Language Development, Boston, MA.

Senghas, A., M. Coppola, E. L. Newport, and T. Supalla. (1996). Argument structure in Nicaraguan Sign Language: The emergence of grammatical devices. Boston University Conference on Language Development, Boston, MA.

Posters (refereed):

Jenkins, T., C. Coehlo, and M. Coppola. (2016). Effects of gesture frequency on discourse quality in aphasia. International Society for Gesture Studies, Paris, France.

*Hall, M., R. Richie, M. Brown, S. Lodge, and M. Coppola. (2016). The impact of communicative network structure on the conventionalization of referring expressions in gesture. Evolution of Language, New Orleans, LA.

   *Awarded Honorable Mention for Best Poster Presentation

Gagne, D., A. Senghas, and M. Coppola. (2015). A language model is not sufficient to promote conventionalization of space in an emerging sign language. Boston University Conference on Language Development, Boston, MA.

Jenkins, T., C. Coehlo, and M. Coppola. (2015). The interaction of gestures and narrative structure in persons with aphasia. Clinical Aphasiology Conference, Monterey, CA.

Pyers, J., D. Gagne, A. Senghas, and M. Coppola. (2014). A novel, minimally-verbal, reliable method for Investigating Theory of Mind: An experiential false-belief task. Boston University Conference on Language Development, Boston, MA.

Gagne, D. and M. Coppola. (2014). Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers. Cognitive Science Society, Quebec City, Canada.

Jenkins, T., C. Coehlo, and M. Coppola. (2014). Effects of gesture restriction on quality of narrative discourse. International Society for Gesture Studies, San Diego, CA.

Jenkins, T., C. Coehlo, and M. Coppola. (2014). Effects of gesture restriction on quality of narrative discourse. Cognitive Neuroscience Society, Boston, MA.

Gagne, D. and M. Coppola. (2013). Modality Effects in Developmental Psychology: An interdisciplinary approach yields new integrative insights. New England Conference for Teachers of Psychology Annual Meeting, Bridgeport, CT.

Coppola, M. and D. Gagne. (2013). Narrative coherence in an emerging language. Theoretical Issues in Sign Language Research Conference, London, England.

Flaherty, M., S. Goldin-Meadow, A. Senghas, and M. Coppola. (2013). Growing a spatial grammar: The emergence of verb agreement in Nicaraguan Sign Language. Theoretical Issues in Sign Language Research Conference, London, England.

Coppola, M., D. Gagne, and A. Senghas. (2013). *WHO* chased the bird? Narrative cohesion emerges with language complexity. Society for Research in Child Language, Seattle, WA.

Carrigan, E. and M. Coppola. (2013). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. Linguistic Society of America, Boston, MA.

Flaherty, M., S. Goldin-Meadow, A. Senghas, and M. Coppola. (2013). Watching Minds Shape Language: The emergence of spatial verb agreement in Nicaraguan Sign Language. Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

Flaherty, M., S. Goldin-Meadow, A. Senghas, M. Coppola, & L. Gleitman. (2013). Animacy and verb classes in Nicaraguan Sign Language. Boston University Conference on Language Development, Boston, MA.

Carrigan, E. and M. Coppola. (2012). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. Cognitive Science Society, Sapporo, Japan.

Coppola M., D. Brentari, A. Jung, and S. Goldin-Meadow. (2011). Acquiring handshape distinctions in nouns and classifier predicates in American Sign Language. Boston University Conference on Language Development, Boston, MA.

Carrigan, E. and Coppola M. (2011). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. Boston Univ. Conference on Language Development, Boston, MA.

Coppola, M., E. Spaepen and N. Kontovas. (2006). Number signs in adult homesign gesture systems. Theoretical Issues in Sign Language Research, Florianópolis, Brazil.

Coppola, M., S. Goldin-Meadow, and C. Mylander. (2006). How do hearing parents communicate with deaf children? Comparing parents' speech and gesture across five cultures. Society for Research on Child Language Disorders, Madison, WI.

Coppola, M. (2004). Between sign language and a concrete place: The use of Object-Anchored space by an adult Nicaraguan homesigner. American Psychological Society, Chicago, IL.

Senghas, A., J. Kegl, R. J. Senghas, and M. Coppola. (1994). Sign language emergence and sign language change: Children's contribution to the birth of a language. Linguistic Society of America, Boston, MA.

Posters (non-refereed):

Spring Frontiers in Undergraduate Research, Storrs, CT, April 2016:

Svelnys, C., (u) Hazel, J. (u), Carrigan, E. (g), Coppola, M. The relationship between social perspective taking and language creation.

Miller (u) & Coppola. Explaining the math/number gap: A meta-analysis comparing Deaf and Hard of Hearing students and Normally Hearing peers.

Montalvo, K. (u) & M. Coppola. The importance of peer socialization for Deaf children's development.

UConn Language Fest, Storrs, CT, April 2016:

Svelnys, C., (u) Hazel, J. (u), Carrigan, E. (g), Coppola, M. The relationship between social perspective taking and language creation.

Hall, M., R. Richie (g), M. Brown (u), S. Lodge (u), and M. Coppola. The impact of communicative network structure on the conventionalization of referring expressions in gesture.

Miller (u) & Coppola. Explaining the math/number gap: A meta-analysis comparing Deaf and Hard of Hearing students and Normally Hearing peers.

Montalvo, K. (u) & M. Coppola. The importance of peer socialization for Deaf children's development.

SignFest, Boston University, Boston, MA, April 2016:

Svelnys, C., (u) Hazel, J. (u), Carrigan, E. (g), Coppola, M. The relationship between social perspective taking and language creation.

Hall, M., R. Richie (g), M. Brown (u), S. Lodge (u), and M. Coppola. The impact of communicative network structure on the conventionalization of referring expressions in gesture.

Miller, K. (u) & M. Coppola. Explaining the math/number gap: A meta-analysis comparing Deaf and Hard of Hearing students and Normally Hearing peers.

Montalvo, K. (u) & M. Coppola. The importance of peer socialization for Deaf children's development.

Spring Frontiers in Undergraduate Research, Storrs, CT, April 2015:

Gerrity, J., R. Richie, M. Coppola, N. Landi, K. Jasinska, S. Wood, D. Lillo-Martin, and D. Brentari. EEG/ERP investigations of spoken and signed languages' prosody and syntax.

Svelnys, C. and M. Coppola. Learning a count list supports exact representation of quantity: Evidence from a deaf child before and after exposure to sign language.

UConn Language Fest, Storrs, CT, April 2015:

Gerrity, J., R. Richie, M. Coppola, N. Landi, K. Jasinska, S. Wood, D. Lillo-Martin, and D. Brentari. EEG/ERP investigations of spoken and signed languages' prosody and syntax.

Svelnys, C. and M. Coppola. Learning a count list supports exact representation of quantity: Evidence from a deaf child before and after exposure to sign language.

Jenkins, T., M. Coppola, and C. Coelho. Gesture frequency and discourse quality in aphasia.

Fall Frontiers in Undergraduate Research, Storrs, CT, October 2014:

Prasad, D. and M. Coppola. Counting strategies in deaf Nicaraguan homesigners: Can fingers help?

<u>Finding Common Ground: Social, Ecological, and Cognitive Perspectives on Language Use, Storrs, CT, May 2014:</u>

Carrigan, E. and M. Coppola. Communication partners' comprehension of family-based homesign gesture systems.

Gagne, D. and M. Coppola. Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers.

Richie, R., C. Yang, and M. Coppola. Modeling emergence of natural language lexicons.

<u>University of Connecticut Language Fest, Storrs, CT, April 2014:</u>

Gagne, D. and M. Coppola. Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers.

Jenkins, T., C. Coehlo, and M. Coppola. Effective quality of gestures in narrative production in aphasia.

Miranda, E., D. Gagne, and M. Coppola. Developing narrative structure in an emerging sign language: An episode analysis.

Richie, R., M. Coppola, S. Wood, K. Jasinska, R. Powers, N. Landi, D. Lillo-Martin, and D. Brentari. Are prosodic representations amodal?: An ERP investigation of signed and spoken prosody.

<u>University of Connecticut Language Fest, Storrs, CT, April 2013:</u>

Brozdowski, C. R., A. Ozyürek, and M. Coppola. Path and manner in Nicaraguan homesign.

Carrigan, E. and M. Coppola. Communication partners' comprehension of family-based homesign gesture systems in Nicaragua.

Coppola, M. and D. Gagne. Stories don't get better with age: Maturation and life experience do not drive narrative structure in emerging languages.

Coppola, M., D. Gagne, and A. Senghas. *WHO* chased the bird? Narrative cohesion emerges with language complexity.

Jenkins, T., C. Coehlo, and M. Coppola. The effects of gesture and gesture restriction on discourse quality: Pilot study proposal.

Richie, D. R., C. Yang, and M. Coppola. Elicitation and analytic methods for documenting the lexicons of emerging signed languages.

Richie, D. R., C. Yang, and M. Coppola. Modeling emergence of natural language lexicons.

<u>University of Connecticut Language Fest, Storrs, CT, April 2012:</u>

Carrigan, E. and M. Coppola. Communication partners' comprehension of family-based homesign gesture systems in Nicaragua.

Coppola, M., D. Gagne, and A. Senghas. *WHO* chased the bird? Narrative cohesion in an emerging language.

Richie, D. R., J. Fanghella, and M. Coppola. Emergence of lexicons in family-based homesign systems in Nicaragua.

<u>Other venues:</u>

Jenkins, T., C. Coehlo, and M. Coppola. (2014). Effects of gesture restriction on quality of narrative discourse. Neuroscience Storrs, University of Connecticut.

Miranda, E., D. Gagne, and M. Coppola. (2014). The development of narrative structure in an emerging sign language: An episode analysis. Frontiers in Undergraduate Research, University of Connecticut.

Carrigan, E. and M. Coppola. (2011). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. University of Connecticut Language Fest, Storrs, CT.

Carrigan, E. and M. Coppola. (2011). Communication partners' comprehension of family-based homesign gesture systems in Nicaragua. First Annual Center for Behavioral Education & Research Symposium, University of Connecticut, Storrs, CT.

Spaepen, E., M. Flaherty, M. Coppola, E. Spelke, and S. Goldin-Meadow. (2011). Fingers as Spatial Representations of Number. Spatial Intelligence and Learning Center Site Visit, Chicago, IL.

Coppola, M. and W. Tabor. (2010). Grammaticalization and the theory of grammar. University of Connecticut Language Fest, Storrs, CT.

TEACHING: UNIVERSITY OF CONNECTICUT

Fall 2016	PSYC 5420 Cognitive Development (graduate)
Spring 2016	PSYC 2400 Developmental Psychology (undergraduate)
Fall 2015	PSYC 2400 Developmental Psychology (undergraduate)
	PSYC 5470/LING 6798 Modality Issues in Development (graduate)
Spring 2015	PSYC 3470 Modality Issues in Development (advanced undergraduate)
	PSYC 5420 Cognitive Development (graduate)
Fall 2014	PSYC 2400 Developmental Psychology (undergraduate)
Spring 2014	PSYC 2400 Developmental Psychology (undergraduate)
	PSYC 5470/LING 6798 Modality Issues in Development (graduate)
Fall 2013	PSYC 2400 Developmental Psychology (undergraduate)
Spring 2013	PSYC 2400 Developmental Psychology (undergraduate)
Fall 2012	PSYC 5420 Cognitive Development (graduate)
	PSYC 3470 Modality Issues in Development (advanced undergraduate)
Spring 2012	PSYC 5470/LING 6798 Modality Issues in Development (graduate); taught jointly with Dr. Diane Lillo-Martin, Linguistics

TEACHING: OTHER INSTITUTIONS

University of Chicago, Departments of Psychology & Comparative Human Development

Winter 2008-09	Designed and taught *How Children Develop* in the Urban Teacher Education Program.
2006	*Seminar on Syllabus & Course Design,* Center for Teaching & Learning, Univ. of Chicago.
Spring 2004	Co-led *Evolution & Development of Language* (Graduate seminar).
Spring 2003	Designed and taught *Human Language Creation* (Graduate seminar).
2003-2005	Initiated and led *Gesture Reading Group*.

University of Rochester and **MIT**, Departments of Brain and Cognitive Sciences

Teaching Assistant	*Language and Psycholinguistics* 2001; *Foundations of Cognitive Science* 1999; *Neural Foundations of Behavior* 1996; *Developmental Psychology* 1996; *Laboratory in Cognitive Science* 1995; *Introduction to Psychology* 1994, 1992.
Guest lectures	UConn: **2016: Tammy Stark, Dimitris, Harry van der Hulst (master lecture);** *Language and Environment* 2015; *Acquisition of Meaning* 2013; *Language and Mind*, 2011-14; *Cognitive Science Proseminar*, 2011-12; *Seminar on Language and Thought* (Wesleyan Univ.) 2014; *Language Development* (Grinnell) 2014; *Cognition* (Gallaudet Univ.) 2013; *Issues in Deaf Education* (Wesleyan Univ.) 2013; *Anthropology of Disability* (Univ. of Chicago) 2006; *Language and Thought* (Univ. of Chicago) 2005; *Seminar in Psychology* (Univ. of Wisconsin) 2005; *Psycholinguistics* (Univ. of Köln) 2005; *Basic Issues in Cognitive Science* (Univ. of California – Berkeley) 2004; *Language Development and Usage* (Northwestern) 2004; *Language Acquisition* (Rutgers Univ.) 1998; Univ. of Rochester: *Psychology of Language* 1996-2000; *International Signed*

Languages 1998-2001; *Structure of Sign Languages* 2000-2002; *Foundations of Cognitive Science* 1999; *Developmental Psychology* 1996.

SUPERVISING & MENTORING

University of Connecticut, Departments of Psychological Sciences and Linguistics

Graduate Mentoring and Awards

2010-present **Psychology,** Ph.D. Major Advisor
Emily Carrigan (origins of spatial grammar in Nicaraguan Sign Language (NSL))
Deanna Gagne (conventionalization of space in NSL)
Russell Richie (development and structure of lexicon)

Psychology, Ph.D. Associate Advisor

Jason Anastas (multi-scale measures of executive function)
Rebecca Boncoddo (dynamics of counting)
Allison Canfield (gesture and Autism Spectrum Disorder (ASD))
Ashley De Marchena (gesture and ASD)
Nicole Depowski (joint attention in deaf and hearing children)
Kaitlin Flannery (friendship dissolution in adolescence)
Christina Irvine (socio-pragmatic development and ASD)
Emma Kelty-Stephen (lexical and grammatical development in autism)
Jessica Mayo (pragmatics in autism)
Jinhee Park (language in Korean children with ASD)
Saime Tek (joint attention and ASD)
Ya-Ching (Maggie) Yeh (acquisition of Mandarin)

Psychology, Ph.D. Reader

Jennifer Bisson, Laura Brennan, Anthony Goodwin, Pamela Whitney

Psychology, M.A. Major Advisor

Emily Carrigan, Russell Richie, Deanna Gagne, Jessica Contreras

Psychology, M.A. Associate Advisor

Developmental: Jason Anastas, Lauren Broder, Iris Chin, Anthony Goodwin, Emma
Kelty, Molly Nowels, Kayleigh Ryherd, Sarah Sanborn; Clinical: Kathryn Bradbury,
Alexander Hinnebusch

Linguistics, Ph.D. Associate Advisor
Corina Goodwin (acquisition of morphology in bimodal bilinguals)
Sandra K. Wood (homesign and Universal Grammar)

Comprehensive Exam Committee (outside of Psychological Sciences)
Ted Jenkins, Speech, Language, and Hearing Sciences

2010-present **GradLab.** Weekly joint meeting of the graduate students in my lab and Dr. Letty
Naigles' lab. Students present completed work, work in progress, and receive feedback
on the structure and delivery of public presentations.

2010-present **Sign Language Research and Discussion Group.** Weekly joint meeting of the graduate
students and postdoctoral fellows in my lab and Dr. Diane Lillo-Martin's lab. Students
and faculty present work in various stages of development, alternating with discussion of
recent articles of interest.

2010-present Prior to and during annual field trips to Nicaragua, trained four graduate students in sign
language fieldwork techniques in developing countries.

Supervised 12 undergraduate students on various research projects related to homesign,
emerging languages, sign language linguistics, and language and cognition.

2010-present   Nationally competitive fellowships awarded to mentees

Deanna Gagne, *National Science Foundation Graduate Research Fellowship*

Christopher Brozdowski, *NSF Graduate Research Fellowship Honorable Mention*

Emily Carrigan, *NSF Graduate Research Fellowship Honorable Mention*

Undergraduate Mentoring and Awards

Undergraduate Thesis Advising:

Spring 2013	Jeannette DeFrino
Spring 2016	Keesha Miller
Spring 2016	Karianna Montalvo

Office of Undergraduate Research

Summer Undergraduate Research Fund (SURF) Award

Keesha Miller	2015	Named award: Robert and Elizabeth Subkowsky Award
Eli Miranda	2013	

Social Sciences, Humanities, and Arts Research Experience (SHARE) Award

Devika Prasad   Spring 2014: *"Counting strategies in deaf homesigners in Nicaragua: Can fingers help?"*

Psychology Undergraduate Research Awards

Spring 2015	Sarah Lodge, Keesha Miller
Fall 2014	John Gerrity, Jessica Hazel
Fall 2013	Eli Miranda

University of Chicago, Department of Psychology

2009	Supervised Honors B.A. thesis on Deaf identity and AIDS education in Uganda.
2006-2008	Co-supervised Ph.D. on numerical cognition in Nicaraguan homesigners (E. Spaepen).
Spring 2007	Supervised M.A. thesis on prosodic features in child homesign (L. Applebaum).
	Designed and conducted independent reading and research course on the ethics of social science research in developing countries.
2003-2009	Supervised seventeen undergraduate research assistants in coding data from child and adult homesigners, hearing family members, and other hearing adults in Nicaragua.
Winter 2005	Supervised M.A. paper on language development in children with cochlear implants.

University of Rochester, Department of Brain and Cognitive Sciences

2002-2003	Supervised full-time research assistant on all aspects of experimental field work in Nicaragua: stimulus creation and design, data coding and analysis; fieldwork techniques.
Spring 1999	Supervised independent study project on morphology in homesign systems.

Massachusetts Institute of Technology, Dept. of Brain & Cognitive Sciences, Clinical Research Center

1992-1995	Supervised several undergraduate research assistants on data collection, coding, and analysis of language data from patients with neurodegenerative diseases and brain injury.

PROFESSIONAL ACTIVITIES

Frontiers in Education, Review Editor in Special Educational Needs

Ad hoc Reviewer:
Journals

Cognition
Cognitive Development
Cognitive Science
Developmental Psychology
Developmental Science
Erkenntnis (Philosophy)
Frontiers in Psychology: Language Sciences
Infancy
International Journal of Psychology
Journal of the American Philosophical Association
Journal of Autism and Developmental Disorders
Journal of Child Language
Journal of Cognitive Neuroscience
Journal of Experimental Child Psychology

Journal of Experimental Psychology: Learning, Memory and Cognition
Journal of Linguistics
Journal of Nonverbal Behavior
Language
Language Acquisition
Language and Linguistics Compass
Language, Interaction, and Acquisition
Language Learning and Development
Learning Communities (special issue on sign languages)
Learning and Individual Differences
Lingua
Psychological Science
Rehabilitation Process and Outcome
Sign Language and Linguistics
Society for Caribbean Linguistics

Granting Agencies

Agence Recherche France
Endangered Languages Documentation Programme
Israel Science Foundation
National Science Foundation, Linguistics Program
Netherlands Organisation for Scientific Research

Professional Societies

American Educational Research Association
Boston University Conference on Language Development
Evolution of Language Conference
International Society for the Study of Gesture
Israel Association for Theoretical Linguistics
Society for Research in Child Development

Publisher:
MIT Press (book proposal)

American Educational Research Association   Sign Language & Linguistics Society
Cognitive Science Society   Society for Language Development
International Society for the Study of Gesture   Society for Research in Child Development
Linguistic Society of America

INTERDISCIPLINARY EFFORTS AND CONFERENCE ORGANIZING

2017-2018	**Community Engagement in Deafness and Autism Research (CEDAR)** (Co-Organizer)
	University of Connecticut Humanities Institute Public Discourse Project. Organizer: Dr. Inge-Marie Eigsti
2015	**UConn Sign Fest** (Co-Organizer, Dr. Diane Lillo-Martin, Linguistics)
	Organized a one-day mini-conference highlighting a range of research with sign languages. Half of the presentations were given by Deaf scholars. Attendance 50.
2014-2016	**Expression, Communication, and the Origins of Meaning (ECOM)** Research Group (Dr. Dorit Bar-On and Dr. Mitchell Green (Philosophy), Directors)
2013-2014	**Language Evolution and Emergence Reading Group** (with Russell Richie, graduate student)
	Established reading group focused on issues of language evolution and emergence; participants include faculty and students from Psychology, Linguistics, and Philosophy.
2011-2016	**UConn Language Fest** (Co-Organizer, Dr. Emily Myers, Speech, Language & Hearing)
	Organized a plenary session on campus (Oak Hall) featuring three speakers and two poster sessions with 45-64 posters presented by UConn faculty, graduate students, and affiliates to catalyze new collaborations in the study of language across disciplinary and departmental boundaries. Attendance 140.
2011	**New England Sign Language Data Blast** (Co-Organizer, Dr. Diane Lillo-Martin)
	Co-organized this one-day regional workshop on sign language research designed to attract and inform hearing and Deaf scholars about the research conducted here at UConn, with an eye toward recruitment.
2010-2011	**Language Plasticity Reading Group** (Co-Organizer, Dr. Emily Myers)

UNIVERSITY AND DEPARTMENT SERVICE

2016	Center for Students with Disabilities Search Committee for three Staff ASL Interpreters
2015	Center for Students with Disabilities Search Committee for Staff Interpreter/Interpreter Coordinator
2013	College of Liberal Arts and Sciences Focus Group on communication
2012	College of Liberal Arts and Sciences Grade Appeal Committee

University of Connecticut, Department of Psychological Sciences

2014	**Deaf Awareness.** With Erica Israel, a Deaf graduate student, offered a department colloquium providing orientation to Deaf culture and offering strategies for interacting with Deaf colleagues.
2013	**Cognitive Science Search Committee.** Represented the Developmental Division in an interdisciplinary search, which resulted in 3 Psychology hires (one in Developmental) and one in Speech, Language, and Hearing Science.

2012-present   **Integrative Graduate Education and Research Training Grant (NSF IGERT)**

Executive Committee (2015-)

Courses and Curriculum Committee; Events Committee (2012-2014)
Diversity Committee (2012-2015)*:* Discuss ways to recruit and retain students from underrepresented groups, including ethnic groups as well as disability groups (in particular, Deaf scholars).

2013-present   **Faculty Advisor, *Language for All.*** Encouraged students to form a new student organization on campus dedicated to promoting access to rich language input for all children, especially those at risk (e.g., deaf children in the US and in developing countries; children in families of low socioeconomic status; bilingual children)

2013   **Audio-visual consulting** for Psychology Annex flex-space research rooms

2011   **Husky Ally Safe Zone Workshop,** University of Connecticut Rainbow Center

2010-2015   Coordinate graduate admissions procedures and recruitment efforts for the Developmental Division

University of Connecticut, Department of Linguistics

2011   **Search Committee,** Sign Language Linguist

University of Chicago, Department of Psychology

2006   **Postdoctoral Fellow Professional Development Series**
Initiated meetings addressing professional development for 10 postdoctoral fellows.

2003-2008   **Psychology Graduate Student Organization**
Participated in panels on postdoctoral positions and applying to jobs for graduate students.

University of Rochester, Department of Brain and Cognitive Sciences

1997-2001   Participated in undergraduate panels on graduate and post-graduate careers for students in the Department of Brain and Cognitive Sciences and American Sign Language Program.

1995-1997, 2000   **Brain & Cognitive Sciences Colloquia and Center for the Sciences of Language Series**
Scheduled speakers, arranged meetings, and coordinated social events.

1995-1996   **Brain and Cognitive Sciences Lunch Series**
Co-founded, with two other first-year graduate students, a weekly interdisciplinary departmental seminar series, which solidified connections in the newly-formed department.

Other Service

2008-2010   **Reviewer, Children of Deaf Adults (CODA) Scholarship**

Evaluated essays and application materials from students with Deaf parents and recommended recipients of college scholarships.

1999-2002   **Educational Counselor, Massachusetts Institute of Technology,** Rochester, NY
Interviewed undergraduate applicants and wrote evaluations for the Admissions Committee. Shared information and experiences about undergraduate life at MIT.

PUBLIC ENGAGEMENT

2005-present   **Executive Director and Founder, Manos Unidas (Hands Together)**
http://www.manos-unidas.org

Mission Statement: Ensuring equal access to educational and vocational opportunities for deaf children and young deaf adults in Nicaragua by providing access to sign

language, Spanish literacy, numeracy, and real-life job skills so they can become contributing members of society and the Deaf community.

With two students at the University of Chicago, founded a non-profit organization to promote educational and vocational opportunities for Nicaraguan deaf people. After relocating to Connecticut, in 2012 reconstituted the board of directors, built the organization's infrastructure, hired a National Director to represent the organization in Nicaragua, created a website, established a donor database, and initiated a major fundraising campaign. Planned programs, hired staff, and oversaw staff training and curriculum development for two projects. These included 1) establishing weekly sign language classes in two rural areas of Nicaragua without any other special education and 2) increasing the number of Deaf-accessible (interpreted into sign language) secondary education programs nationally from 2 to 3.

Received 501(c)3 status in 2007. In 2013 was invited to participate in a Disabilities Roundtable at the United States Embassy in Managua, Nicaragua. Annual budget ~$5-30K.

Impact (selected): The pilot secondary school interpreting program we initiated is now self-sustaining; the three educational interpreters we trained in 2012 are now supported by the Nicaraguan Ministry of Education.

MEDIA APPEARANCES

2016 | **UConn Magazine**
Print article and video highlighting my research program and incoming Deaf doctoral student.

2007, 2014 | **Chicago Public Radio (WBEZ), Worldview, Global Activism Series**
Invited to discuss the current projects of Manos Unidas in Nicaragua; current students participated in both interviews to share how their activities in the organization enhanced their educational experiences. 2014 interview available at: http://www.wbez.org/episode-segments/global-activism-helping-deaf-nicaragua

2014 | **Connecticut Public Radio, Colin McEnroe Show**
http://wnpr.org/post/sumptuous-silence