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**Conference Proceedings 1 (BST)**

**TIME ZONES**

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**DAYS 1: JULY 6**

**Poster Session 1**

**S.1 Early language across-cultures: Input, language processes and outcome measures**

**Room 1**

Chair: Laia Fibla, University of East Anglia

**S1.1:** Marisa Casillas, Max Planck Institute for Psycholinguistics  
*Day-wide patterns in the use of child-directed speech in two non-Western, subsistence farming communities*

**S1.2:** Camila Scaff, University of Zurich  
*Exploring conversational turns and partners among Tsimane forager-horticulturalists*

**S1.3:** Alejandrina Cristia, CNRS, PSL University  
*Spontaneous vocalizations from birth to age four: Insights from a mega-analysis of 13,785 hours of audio*
S1.4: Laia Fibla, University of East Anglia
Early language processing and language exposure across-cultures: UK and India

S1 Q&A: live questions taking place during Conference Proceedings 1 (BST) with some speakers being available during Conference Proceedings 2 (PDT)

S.2 Environmental influences on infant attention: A global perspective

Room 2

Chair: Sarah Lloyd-Fox, University of Cambridge

S2.1: Samantha McCann, King’s College London
Undernutrition in infancy impacts early brain development in The Gambia: An fNIRS study

S2.2: Annie Brandes-Aitken, New York University
Contributions of cumulative parent cortisol to the neural underpinnings of infant attention and emotion regulation

S2.3: Sam Wass, University of East London
Physiological stress, sustained attention and cognitive engagement in 12-month-old infants from urban environments

S2 Q&A: live questions taking place during Conference Proceedings 1 (BST) only
S.3 Investigating the relationship between representing the self and the other in early development

Room 3

Chair: Victoria Southgate, University of Copenhagen

S3.1: Chiara Bulgarelli, University College London
*The role of self-awareness in selective facial mimicry of native over foreign speakers*

S3.2: Dora Kampis, University of Copenhagen
*The mapping of others to oneself in 16-26-old infants*

S3.3: Josephine Ross, University of Dundee
*Autocentric or allocentric? Exploring the co-development of self-representation and positive social behavior*

S3.4: Milica Nikolic, University of Amsterdam
*Implicit self-recognition in infancy predicts self-conscious emotional reactivity in childhood*

S.4 Early markers for neurodevelopmental disorders: Towards the identification of trajectories to atypical cognitive outcomes

Room 4
vICIS 2020 Searchable Program

Chairs: Viola Macchi Cassia, University of Milano-Bicocca & Chiara Cantiani, Scientific Institute, IRCCS Medea

S4.1: Valeria Costanzo, IRCCS Stella Maris Foundation  
*Social and non-social early markers of ASD: The relationship between disengagement of attention and joint attention in high-risk siblings at 12 months of life*

S4.2: Valentina Riva, Scientific Institute, IRCCS Medea  
*Atypical ERP responses to multisensory integration in infants at risk for Autism Spectrum Disorder*

S4.3: Roberta Bettoni, University of Milano-Bicocca  
*Visual implicit learning abilities in infants at familial risk for Development Language Disorder*

S4.4: Gaia Scherif, Oxford University  
*Understanding variable outcomes in genetic syndromes: The importance of early developmental phenotyping*

S4 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.5 The rhythm of our heart and mind: Neurophysiological responses to communicative rhythms in parent-infant interactions

Room 5

Chair: Trinh Nguyen, University of Vienna
### vICIS 2020 Searchable Program

<table>
<thead>
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<th>Time</th>
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| 13:30-18:15| **S5.1:** Trinh Nguyen, University of Vienna  
*The role of physiological synchrony for attachment*  
**S5.2:** Christina Schätz, University of Vienna  
*Effects of maternal infant-directed singing on infant physiological arousal*  
**S5.3:** Ira Marriott Haresign, The University of East London  
*Mutual gaze leads to phase reorganization and concomitant short-term increases in interpersonal neural synchrony*  
**S5.4:** Shir Atzil, The Hebrew University of Jerusalem (Discussant) |
|            | **S5 Q&A:** Live questions taking place during Conference Proceedings 1 (BST) only |
| 15:15-15:30| **Poster Session 1 (available on demand)**  
**Welcoming remarks with ICIS President Lisa Oakes**  
Room 1  
**Invited Session: Solutions for studying development in clinical settings (60 minutes with live Q&A)**  
Room 2 |
| 15:30-16:30| Bridgette Kelleher, Purdue University  
Evelyne Mercure, Goldsmiths, University of London |
Webinar: How to have effective collaborations: Advice from the Manybabies team (60 minutes)

Room 1

Christina Bergmann, Max Planck Institute
Kiley Hamlin, University of British Columbia
Krista Byers-Heinlein, Concordia University
Casey Lew Williams, Princeton (moderator)
(live Q&A in Conference Proceedings 1 (BST) only)

S.6  Timing is everything: The temporal dynamics of labelling in typical and atypical language development

Room 1

Chair: Jill Lany, University of Liverpool

S6.1:  Jill Lany, University of Liverpool
The temporal dynamics of labeling shape object recognition

S6.2:  Michael Goldstein, Cornell University
Relative contributions of infant-directed speech and motion when learning new words

S6.3: Madhavilatha Maganti, Ashoka University
*Maternal synchronous gesture adaptations during object naming to term and preterm infants: A longitudinal study*

S6.4: Chi-hsin Chen, The Ohio State University
*Children’s hearing loss affects the synchrony between parents’ object naming and children’s attention to objects in parent-child interactions*

S6 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.7 Individual differences in attentional control and executive functions in the first two years of life

Room 2

Chair: Alexandra Hendry, University of Oxford

S7.1: Maria Rosario Rueda, University of Granada
*Early development of the executive attention network in infancy*

S7.2: Martha Ann Bell, Virginia Tech
*Monthly development of cognitive and attention inhibition in the first year*

S7.3: Alexandra Hendry, University of Oxford
Inhibitory control at 10 and 16 months on the A-not-B task and the Early Childhood Inhibitory Touchscreen Task

S7 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.8 Parent and child contributions to emotion regulation: Beyond main effects to complex developmental pathways

Room 3

Chair: Kaya de Barbaro, University of Texas at Austin

S8.1: Lauren Bailes, University of North Carolina Greensboro
Mother and infant contributions to infant negative emotionality over time

S8.2: Kaya de Barbaro, University of Texas at Austin
Mama tried: Contingent responding to distress does not increase rate of real-time soothing in infants high in negative emotionality

S8.3: Niyantri Ravindran, The Pennsylvania State University
Parental structuring of toddler negative emotion predicts children’s use of distraction longitudinally

S8.4: Maria Gartstein, Washington State University (Discussant)

S8 Q&A: live questions taking place during Conference Proceedings 1 (BST) only
S.9  The role of action understanding in early sociomoral cognition

Room 4

Chair: Brandon Woo, Harvard University

S9.1 Denis Tatone, Central European University
Twelve-month-old infants use payoff information to disambiguate the goals of agents involved in a joint activity

S9.2:  Fransisca Ting, University of Illinois at Urbana-Champaign
16-month-old infants perceive irrational individuals as having reduced moral rights

S9.3:  Brandon Woo, Harvard University
Social cognition in context: Infants’ evaluations of helping in means-end sequences

S9.4:  Elizabeth Enright, University of Illinois Urbana-Champaign
Toddlers consider others’ goals when helping others

S.9 Q&A:  live questions taking place during Conference Proceedings 1 (BST) only

S.10  The I in team: Individual differences in infancy shape social competence and prosociality
Room 5

Chair: Jess Aitken, University of Auckland

S10.1: Robert Hepach, Leipzig University
Children's positive emotions following helping others and seeing others being helped:
Evidence for a developmental shift

S10.2: Jess Aitken, University of Auckland
Temperament and cooperative ability in infancy: Are effects of temperament mediated
through children's social behaviour during cooperative tasks?

S10.3: Amanda Brandone, Lehigh University
Developmental pathways from infant social cognition to later prosocial behavior and theory
of mind

S10.4: Moritz Köster, Freie Universität Berlin
A developmental systems approach to early helping behavior

S.10 Q&A: Robert Hepach, Amanda Brandone & Moritz Köster will be available for
questions during Congress Proceedings 1 (BST), with Amanda Brandone available for
questions during both Congress Proceedings 1 (BST) and 2 (PDT)

End of Conference Proceedings 1 – Coffee / Cocktail hour
**Poster Session 2**

**S.11 The origins of causal thought**

**Room 1**

Chair: Jonathan Kominsky, Rutgers University – Newark

**S11.1:** Deon Benton, Brown University  
*Stop in the name of contact: How infants learn about the causal properties of people and objects*

**S11.2:** Samantha Wood, Indiana University  
*Reverse engineering the origins of causal knowledge*

**S11.3:** Katarina Begus, Rutgers University – Newark  
*Not all information is created equal: Investigating infants’ sensitivity to confounded information in a causal reasoning task*

**S11.4:** Jonathan Kominsky, Rutgers University – Newark  
*Disconnected causal representations in the first year of life*

**S11 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only**
S.12 The structure and function of biobehavioral synchrony in early development

Room 2

Chair: Bennett Bertenthal, Indiana University

S12.1: Elizabeth daSilva, Indiana University-Purdue University Columbus
*Infant-mother physiological synchrony moderates infants' self-regulation*

S12.2: Stefanie Höhl, University of Vienna
*Tuned in: Neural synchrony in mother-infant dyads*

S12.3: Elise Piazza, Princeton University
*Neural synchrony predicts novel word learning from storybooks*

S12.4: Megan Whitehorn, UEL
*Parental frontal brain activity tracks infant attention during shared play*

S12 Q&A: live questions taking place during both Conference Proceedings 1 (BST) and 2 (PDT)

S.13 Rhythm perception in infants: Neural, pupillary, and motor entrainment to speech

Room 3
Chair: Judit Gervain, Université Paris Descartes

**S13.1:** Tineke M. Snijders, Max Planck Institute for Psycholinguistics
*Tracking speech rhythm in the 7.5-month-old infant brain is related to word segmentation performance at 9 months*

**S13.2:** Áine Ni Choisdealbha, University of Cambridge
*Changes in neural rhythmic entrainment during the first year of life*

**S13.3:** Alan Langus, University of Potsdam
*Individual variability in pupillary entrainment predicts speech segmentation with prosodic and statistical cues in infancy*

**S13.4:** Natalie Boll-Avetisyan, University of Potsdam
*Infants show spontaneous motor entrainment while listening to rhythmic speech*

**S.14 Understanding infants’ lives by the use of smartphones: Experience sampling and ambulatory assessment**

**Room 4**

Chair: Stephanie Wermelinger, University of Zurich

**S14.1:** Sophie von Stumm, University of York
*Using digital technologies for assessing infants’ cognitive development in real-time*
S14.2: Nivedita Mani, University of Goettingen
*Online testing technology for infant touchscreen and looking time tasks*

S14.3: Stephanie Wermelinger, University of Zurich
*Identifying dynamic developmental processes during infancy by using the WeltentdeckerApp*

S14 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

**Poster Session 2 (available on demand)**

**Invited Session: Secondary Data analysis of existing data files (90 minutes with live Q&A)**

Room 1

Michael Thomas, Birkbeck, University of London
Alex Cristia, CNRS
Marije Verhage, Vrije Universiteit Amsterdam
Sarah Jensen, Boston College (moderator)
*(live Q&A in Conference Proceedings 1 (BST) only)*

**Invited Session: Online solutions for data collection (90 minutes with live Q&A)**

Room 2
S.15 Brain & Behavior: New insights into neural correlates of infant emotion regulation

Room 1

Chair: Courtney Filippi, University of Maryland

S15.1: Elina Thomas, Oregon Health and Science University
Newborn amygdala connectivity to prefrontal and sensory regions is associated with early emerging regulatory behavior

S15.2: Courtney Filippi, University of Maryland
Associations between amygdala connectivity and negative reactive temperament

S15.3: Chad Sylvester, Washington University
Maternal Anxiety and Neonatal Brain Response to Novel Sounds as Assessed with fMRI

S15 Q&A: live questions taking place during Conference Proceedings 1 (BST) only
S.16 Insights from outside the lab: Modeling observational data to understand language learning
Room 2

Chair: Mika Braginsky, Massachusetts Institute of Technology

S16.1: Eva Portelance, Stanford University
*Using neural network language models to predict age of acquisition for early vocabulary*

S16.2: Stephan Meylan, Massachusetts Institute of Technology
*Characterizing child-directed listening with corpus and model-based analyses*

S16.3: Mika Braginsky, Massachusetts Institute of Technology
*Characterizing the relationship between lexical and morphological development*

S16.4: Georgia Loukatou, CNRS, PSL University
*Assessing cross-linguistic viability of infant word segmentation models*

S.16 Q&A: Georia Loukatou will be available for questions during Congress Proceedings 1 (BST), with Eva Portelance, Stephan Meylan & Mika Braginsky available for questions during both Congress Proceedings 2 (PDT)

S.17 How multiple exemplars help infants and young children extend their knowledge
Room 3
vICIS 2020 Searchable Program

Chair: Jane Childers, Trinity University

S17.1: Susan Graham, University of Calgary  
*Multiple exemplars facilitate 9-month-olds’ property generalizations*

S17.2: Jane Childers, Trinity University  
*Extending verbs to new events: Does the comparison of events over delays help?*

S17.3: Christina Schonberg, University of Wisconsin-Madison  
*Why do multiple examples help children learn words? The roles of aggregation, decontextualization, and memory dynamics*

S.17 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only

S.18  Child evocative effects in the context of parenting across developmental systems: A behavioral and neurophysiological perspective

Room 4

Chair: Diane Lickenbrock, Western Kentucky University

S18.1: Kayla Brown, The Pennsylvania State University  
*Difficult temperament profiles and externalizing behaviors: The moderating effects on harsh parenting and dyadic inconsistency*

S18.2: Berenice Anaya, Penn State University
Maternal anxiety and infant negative affect trajectories: The role of neural and environmental factors during infancy

S18.3: Diane Lickenbrock, Western Kentucky University
Infant physiological regulation with mothers and fathers: The effects of infant temperament and parent factors

S18 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.19 Fair’s fair?: Intentions and relationships impact infants’ expectations about fairness and preferences for fair individuals

Room 5

Chair: Zoe Liberman, University of California Santa Barbara

S19.1: Luca Surian, University of Trento
Preverbal infants’ intention-based evaluations of fairness

S19.2: Anna-Elisabeth Baumann, University of Chicago
Infants’ reactions to resource distribution outcomes as a function of ingroup/outgroup manipulations and language status

S19.3: Melody Buyukozer Dawkins, University of Illinois at Urbana-Champaign
Do 4-month-olds take into account group membership when judging fair outcomes?

S19.4: Zoe Liberman, University of California Santa Barbara
Infants predict that distributors will act partially towards their friends

S.19 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

End of Conference Proceedings 2 – Coffee / Cocktail hour
Poster Session 3

S.20 Enhancing our understanding of social cognition in infancy through cutting-edge technology and individualized approaches

Room 1

Chair: Giorgia Bussu, Radboud University Medical Center

S20.1: Maheen Siddiqui, Birkbeck, University of London
*Spatially resolved measures of cytochrome-c-oxidase during functional activation in infants*

S20.2: David López Pérez, Institute of Psychology, Polish Academy of Sciences
*Efficiency of scanning in infancy in the presence and absence of faces differentially predicts expressive and receptive language in toddlers*

S20.3: Giorgia Bussu, Radboud University Medical Center
*An individual approach to understand the nature of face processing in early autism*

S20.4: Anna Gui, Centre for Brain and Cognitive Development, Birkbeck College, University of London
*Neuroadaptive optimization to study how neural signatures of attention to faces in infants relate to later autism*
S.20 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.21 Not just the linguistic factor! Associations between maternal child-directed speech and cognitive and socio-emotional competencies

Room 2

Chair: Maria Spinelli, University G. D'Annunzio Chieti-Pescara

Discussant: Kathy Hirsh-Pasek, Temple University

S21.1: Prachi Shah, University of Michigan
Parent language stimulation, parent sensitivity and socioeconomic status: Associations with curiosity

S21.2: Chiara Suttora, University of Bologna
The role of maternal verbal input in the emergence of mental lexicon in early childhood

S21.3: Maria Spinelli, University G. D'Annunzio Chieti-Pescara
Talk to me mum! The longitudinal effects of prosodic and linguistic characteristics of infant directed speech on the development of child attention and emotion regulation

S21.4: Brianna McMillan, Temple University
Fluid, back-and-forth conversation sets a foundation for infant executive function skills

S.21 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only
S.22 Tips, tricks, and statistics: Recommendations for improving infant research methods
Room 3

Chair: Lena V. Kremin, Concordia University

S22.1: Esther Schott, Concordia University
Tools for transparency: Practical tips for sharing your research

S22.2: Lena V. Kremin, Concordia University
Let the data do the talking: Optimizing visualizations for transparency and readability

S22.3: Nivedita Mani, University of Goettingen
Bayesian sequential testing in developmental research

S22.4: Alejandrina Cristia, ENS, EHESS, CNRS, PSL University
Using long-form recordings to study infants’ speech input and outcomes: Opportunities and challenges

S22 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.23 Building contingency: How caregiver and child characteristics relate to interactions that support infant language
Room 4

Chair: Lillian Masek, Temple University

S23.1: Yu Chen, University of Maryland–College Park
Serve-and-return and infant language skills: Evidence from fathers and mothers in low-income, ethnically diverse families

S23.2: Rebecca Alper, Temple University
One is not enough: Understanding variability in early language interaction quality using parent self-efficacy and developmental knowledge profiles

S23.3: Lillian Masek, Temple University
Building fluid and connected conversation: How caregiver speech differentially relates to interaction quality

S23.4: Rufan Luo, Rutgers University, Camden
Maternal question use and child language outcomes: The moderating role of SES and children’s concurrent vocabulary

S.23 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only

13:30-18:00  08:30–13:00  05:30-10:00

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Poster Session 3 (available on demand)

Invited Session: Modeling development from existing data (75 minutes with Q&A)
Room 2

Gert Westermann, Lancaster University
Jochen Triesch, Frankfurt Institute for Advanced Studies
Katherine Twomey, University of Manchester (moderator)
(live Q&A in Conference Proceedings 1 (BST) only)

Live Webinar: Data Repositories: Resources for studying development (75 minutes)

Room 1

Karen Adolph, New York University
Marisa Casillas, Max Planck Institute
Brian MacWhinney, Carnegie Mellon University
Caitlin Fausey, University of Oregon (moderator)
(live Q&A in Conference Proceedings 1 (BST) only)

S.24  Novel technologies to assess language development in infants

Room 1

Chair: Julien Mayor, University of Oslo

S24.1:  Virginia Marchman, Stanford University
Using web-based platforms to expand the socioeconomic reach of parent report measures of vocabulary development

**S24.2:** Julien Mayor, University of Oslo  
*BabyLex-IRT: Estimating early vocabulary sizes using a Bayesian-inspired item-response theory approach*

**S24.3:** Camila Scaff, University of Zurich  
*Socio-economic status and word comprehension in early childhood: A study in a low inequality setting and a meta-analytic review*

**S24.4:** Amanda Seidl, Purdue University  
*The development of canonical babble in a crosslinguistic and cross-cultural corpus*

**S24 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only

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**S.25: Embracing new technologies to quantify early learning environments**

**Room 2**

Chair: Sara Schroer, Indiana University

**S25.1:** Sara Schroer, Indiana University  
*Hands-on learning: Toddler's multimodal attention at naming moments leads to successful word learning*
S25.2: George Kachergis, Stanford University
*Automatically detecting children’s visual access to social information in egocentric videos*

S25.3: Marisa Casillas, Max Planck Institute for Psycholinguistics
*The linguistic landscapes of learning in two small-scale societies*

S25.4: Mira Nencheva, Princeton University
*Analyzing emotion in language input: Caregivers’ cues to valence support toddlers’ learning of emotion words*

S.25 Q&A: live questions taking place during Conference Proceedings 1 (BST) and Conference Proceedings 2 (PDT)

S.26 Updates from the ManyBabies Consortium: Four collaborative replications of important findings in infancy research

Room 3

Chair: Michael Frank, Stanford University

S26.1: Angeline Sin Mei Tsui, Stanford University
*ManyBabies 1B: Testing bilinguals’ preference for infant-directed speech*

S26.2: Dora Kampis, University of Copenhagen and Tobias Schuwerk, LMU Munich
*ManyBabies 2: Theory of mind in infancy*
S26.3: Ingmar Visser, University of Amsterdam
ManyBabies 3: Infant rule learning: a multi-lab replication study

S26.4: Kelsey Lucca, Arizona State University
ManyBabies 4: A large-scale, multi-lab, coordinated replication study of infants’ social evaluations

S26 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.27 Real-world interactions in Real Time: Moment-to-moment dynamics of parent-infant joint engagement in naturalistic contexts

Room 4
Chair: Catalina Suarez-Rivera, New York University

S27.1: Chen Yu, Indiana University
Multiple sensorimotor pathways to parent-infant coordinated attention in naturalistic toy play

S27.2: Betina Karshaleva, University of California, San Diego
Infant vocalizations and maternal speech in naturalistic play: Contingencies from 4 to 12 months

S27.3: Catalina Suarez-Rivera, New York University
Everyday joint engagement: Coupling of the mothers body with the infants manual actions

S27.4: Jacob Schatz, New York University
Playing and learning together: Spontaneous joint engagement scaffolds infant play at home

S27 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.28 Exploring the circumstances in which infants attribute dispositions to agents

Room 5

Chair: Megan Pronovost, California State University, Fresno

S28.1: You-jung Choi, Harvard University
Three-month-old infants’ understanding of a human agent’s preference

S28.2: Su-hua Wang, University of California, Santa Cruz
Self-experience scaffolds infants’ reasoning about preference

S28.3: Lin Bian, Cornell University
8-month-olds attribute, and expect others to attribute, strong preferences to agents

S28.4: Megan Pronovost, California State University, Fresno
20-month-old infants’ attribution of behavioral dispositions to agents

S.28 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only

End of Conference Proceedings 3 – Coffee / Cocktail hour
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**DAY 4: JULY 9**

**Poster Session 4**

**S.29** Integrating computational and neuroimaging methods to investigate infant cognitive development

Room 1

Chair: Laurie Bayet, American University

**S29.1:** Benjamin Zinszer, Princeton University  
*Decoding representations of familiar objects in young infants using fNIRS*

**S29.2:** Laurie Bayet, American University  
*Time-course and properties of higher-order visual representations in the infant brain*

**S29.3:** Rhodri Cusack, Trinity College Dublin  
*Deep neural networks as a model of learning during the helpless period of infancy*

**S29.4:** Nicholas Turk-Browne, Yale University  
*Adult-grade cognitive neuroscience in infants*

**S29 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only
S.30 The reciprocal roles of parents and children in organizing learning opportunities in dyadic interaction

Room 2

Chair: Steven Elmlinger, Cornell University
Discussant: Michael Goldstein, Cornell University

S30.1: Miriam Langeloh, Max Planck Institute for Human Cognitive and Brain Sciences
*Are you like me? Contingent adult-infant interactions in a naturalistic dual-EEG paradigm*

S30.2: Steven Elmlinger, Cornell University
*The development of prelinguistic vocal sequences: implications for early communication and language*

S30.3: Sara Schroer, Indiana University
*Toddler vocalizations shape the structure of parent-child interactions*

S30.4: Katharina Rohlfing, Paderborn University
*Do maternal vocalizations scaffold children to take up an active role in peekaboo routine?*

S.30 Q&A: All presenters available to take questions during Conference Proceedings 1 (BST). Steven Elmlinger, Sara Schroer, and Katharina Rohlfing are available during Conference Proceedings 2 (PDT). Discussant: Michael Goldstein is available for both Q&A sessions
S.31 Fine-grained environmental data illuminate the process of language learning

Room 3

Chair: Daniel Swingley, University of Pennsylvania

S31.1 Daniel Swingley, University of Pennsylvania
How learning word-forms could guide infants to phonetic categories: New evidence from English

S31.2: Catherine Tamis-LeMonda, New York University
The food for thought: Unpacking the everyday language experiences of infants

S31.3: Chen Yu, Indiana University
Rethinking input: The infant’s view challenges the problem of referential uncertainty in early word learning

S31.4: Emmanuel Dupoux, EHESS
Reverse engineering early language acquisition: Can machine learning help?

S31 Q&A: live questions taking place with all speakers during Conference Proceedings 1 (BST), with some speakers being available during Conference Proceedings 2 (PDT)

S.32 What can video coding tell us about infant development?
Methodological examples and new results from two preterm infant cohorts
Room 4

Chair: Sue Fletcher-Watson, University of Edinburgh

**S32.1:** Bethan Dean, University of Edinburgh  
*Longitudinal assessment of social cognition in infants born preterm using eye-tracking and parent-child play*

**S32.2:** Sinead O’Carroll, University of Edinburgh  
*Frequency and type of parental gesture during parent-child play is influenced by socioeconomic status and gestational age at birth*

**S32.3:** Lorna Ginnell, University of Edinburgh  
*Reduced emotional response to the still-face paradigm in preterm infants*

**S.32 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only

**S.33 Parent-infant interaction styles in diverse populations and their impact on infant development**

Room 5

Chair: Sarah Lloyd-Fox, Cambridge University

**S33.1:** Bosiljka Milosavljevic, Birkbeck, University of London
Mother-infant interactions, maternal mental health and infant cognitive outcomes in The Gambia

S33.2: Ciara Kelly, University of Sheffield  
*The communication of deaf infants with hearing parents*

S33.3: Evelyne Mercure, Goldsmiths, University of London  
*Deaf mothers and their hearing infants: Social interaction, maternal sensitivity and language development*

S33.4: Atsushi Senju, Birkbeck, University of London  
*Development of social attention and communication in infants of blind parents*

S.33 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

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**Poster Session 4 (available on demand)**

**Invited Session: Solutions for studying early language development (90 minutes with live Q&A)**

Room 2

Katie Alcock, Lancaster University  
Mike Frank, Stanford  
Elizabeth Norton, Northwestern  
Jessica Horst, University of Sussex (moderator)  
*(live Q&A in Conference Proceedings 1 (BST) only)*
Webinar: Stress and Development live webinar (75 minutes)

Room 1

Marion van den Heuvel, Tilburg University  
Dima Amso, Brown University  
Natasha Kirkham, Birkbeck, University of London  
Brittney Chere, Birkbeck, University of London (moderator)  
(live Q&A in Conference Proceedings 1 (BST) only)

S.34 Parent-infant interactions and language development in infants with communication disorders

Room 1

Chair: Yuanyuan Wang, Ohio State University

S34.1: Yuanyuan Wang, Ohio State University  
The effects of hearing loss on the social feedback loop in infants with cochlear implants

S34.2: Girija Kadlaskar, Purdue University  
Caregiver touch-speech communication and infant responses in 12-month-olds at high risk for autism spectrum disorder

S34.4: Derek Houston, The Ohio State University  
Parent-infant interactions and word-learning skills in deaf infants with cochlear implants
S34 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.35 Novel approaches to electroencephalogram (EEG) lateralization: Beyond traditional asymmetry

Room 2

Chair: Maria Gartstein, Washington State University

S35.1: Maria Gartstein, Washington State University
EEG frontal asymmetry changes during emotion-eliciting tasks and parent-child interaction dynamics

S35.2: Ross Vanderwert, Cardiff University
Individual differences in frontal asymmetry while viewing emotion faces: A capability model approach

S35.3: Martha Ann Bell, Virginia Tech
Predictors of level of negative affect after arm restraint at 5 months

S35.4: Nancy Jones, Florida Atlantic University
Infant neurophysiological patterns and temperament are linked to maternal depressive symptoms
S.35 Q&A: Ross Vanderwert will be available for questions during Congress Proceedings 1 (BST), with Maria Gartstein, Martha Ann Bell and Nancy Jones available for questions during Congress Proceedings 2 (PDT)

S.36 Learning ‘hard words’: The role of conceptual representations when the tough gets tougher

Room 3

Chair: Laura Lakusta, Montclair State University

S36.1: Nicolò Cesana Arlotti, Johns Hopkins University
An investigation of the origins of logical quantification: Infant’s (and adult’s) representations of exhaustivity in collective or individual complex actions

S36.2: Ariel Starr, University of Washington
Spatial metaphor facilitates word learning

S36.3: Laura Lakusta, Montclair State University
Getting support for ‘support’: The privileging of ‘Support-From-Below’ in early spatial language acquisition

S.36 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only

S.37 Cultural differences in mind-mindedness and infant-mother interaction
Room 4

Chair: Elizabeth Meins, University of York

S37.1: Catherine McMahon, Macquarie University
Cross-cultural comparison of maternal mind-mindedness among Australian and Chinese mothers of toddlers

S37.2: Yujin Lee, University of York
How does culture and empathy relate to mothers’ mind-mindedness?

S37.3: Nao Fujita, University of Cambridge
A cross-cultural comparison of maternal mind-mindedness and speech characteristics between Japan and the UK

S37.4: Katie Slocombe, University of York
Cross-cultural differences in mother-infant play behaviour

S.37 Q&A: Katie Slocombe, Nao Fujita and Yujin Lee will be available for questions during Congress Proceedings 1 (BST), with Cathy McMahon being available for questions during Congress Proceedings 2 (PDT)

S.38 Better safe than sorry: Infants’ use of social information to reason and learn about threat
Room 5

Chair: Shari Liu, Harvard University

S38.1: Shari Liu, Harvard University
Dangerous ground: Thirteen-month-old infants are sensitive to peril in other people’s actions

S38.2: Camille Rioux, Max Planck Institute for Human Development
Social information reduces infants’ avoidance of plants

S38.3: Tobias Grossmann, University of Virginia
Friend or foe? Impression formation in the human infant brain

S38.4: Zoe Liberman, University of California Santa Barbara
Not all negative emotions are equal: Infants selectively attend to threat

S.38 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

End of Conference Proceedings 4 – Coffee / Cocktail hour
## Conference Proceedings 2 (PST)

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**DAY 1: JULY 6**

**Poster Session 1**

**S.1 Early language across-cultures: Input, language processes and outcome measures**

Room 1

Chair: Laia Fibla, University of East Anglia

**S1.1:** Marisa Casillas, Max Planck Institute for Psycholinguistics  
*Day-wide patterns in the use of child-directed speech in two non-Western, subsistence farming communities*

**S1.2:** Camila Scaff, University of Zurich  
*Exploring conversational turns and partners among Tsimane forager-horticulturalists*

**S1.3:** Alejandrina Cristia, CNRS, PSL University  
*Spontaneous vocalizations from birth to age four: Insights from a mega-analysis of 13,785 hours of audio*

**S1.4:** Laia Fibla, University of East Anglia  
*Early language processing and language exposure across-cultures: UK and India*
S1 Q&A: live questions taking place during Conference Proceedings 1 (BST) with some speakers being available during Conference Proceedings 2 (PDT)

S.2 Environmental influences on infant attention: A global perspective

Room 2

Chair: Sarah Lloyd-Fox, University of Cambridge

S2.1:  Samantha McCann, King’s College London  
*Undernutrition in infancy impacts early brain development in The Gambia: An fNIRS study*

S2.2:  Annie Brandes-Aitken, New York University  
*Contributions of cumulative parent cortisol to the neural underpinnings of infant attention and emotion regulation*

S2.3:  Sam Wass, University of East London  
*Physiological stress, sustained attention and cognitive engagement in 12-month-old infants from urban environments*

S2 Q&A: live questions taking place during Conference Proceedings 1 (BST) only
S.3 Investigating the relationship between representing the self and the other in early development

Room 3

Chair: Victoria Southgate, University of Copenhagen

S3.1: Chiara Bulgarelli, University College London
*The role of self-awareness in selective facial mimicry of native over foreign speakers*

S3.2: Dora Kampis, University of Copenhagen
*The mapping of others to oneself in 16-26-old infants*

S3.3: Josephine Ross, University of Dundee
*Autocentric or allocentric? Exploring the co-development of self-representation and positive social behavior*

S3.4: Milica Nikolic, University of Amsterdam
*Implicit self-recognition in infancy predicts self-conscious emotional reactivity in childhood*

S.4 Early markers for neurodevelopmental disorders: Towards the identification of trajectories to atypical cognitive outcomes

Room 4
S4.1: Valeria Costanzo, IRCCS Stella Maris Foundation
*Social and non-social early markers of ASD: The relationship between disengagement of attention and joint attention in high-risk siblings at 12 months of life*

S4.2: Valentina Riva, Scientific Institute, IRCCS Medea
*Atypical ERP responses to multisensory integration in infants at risk for Autism Spectrum Disorder*

S4.3: Roberta Bettoni, University of Milano-Bicocca
*Visual implicit learning abilities in infants at familial risk for Development Language Disorder*

S4.4: Gaia Scherif, Oxford University
*Understanding variable outcomes in genetic syndromes: The importance of early developmental phenotyping*

S4 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.5 The rhythm of our heart and mind: Neurophysiological responses to communicative rhythms in parent-infant interactions

Room 5

Chair: Trinh Nguyen, University of Vienna
**S5.1:** Trinh Nguyen, University of Vienna  
*The role of physiological synchrony for attachment*

**S5.2:** Christina Schätz, University of Vienna  
*Effects of maternal infant-directed singing on infant physiological arousal*

**S5.3:** Ira Marriott Haresign, The University of East London  
*Mutual gaze leads to phase reorganization and concomitant short-term increases in interpersonal neural synchrony*

**S5.4:** Shir Atzil, The Hebrew University of Jerusalem (Discussant)

**S5 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only

**Poster Session 1** (available on demand)

14:00-14:30  
17:00-17:30  
22:00-22:30

**Welcoming remarks with ICIS President Lisa Oakes**  
*Room 1*

14:30-15:30  
17:30-18:30  
22:30-23:30

**Invited Session: Solutions for studying development in clinical settings**  
*Room 2*

Bridgette Kelleher, Purdue University  
Evelyne Mercure, Goldsmiths, University of London  
Susan Rivera, University of California Davis (moderator)  
*(live Q&A in Conference Proceedings 1 (BST) only)*

↑ Back to the top
Recorded Webinar: How to have effective collaborations: Advice from the Manybabies team

Room 1

Christina Bergmann, Max Planck Institute
Kiley Hamlin, University of British Columbia
Krista Byers-Heinlein, Concordia University
Casey Lew Williams, Princeton (moderator)
(live Q&A in Conference Proceedings 1 (BST) only)

S.6 Timing is everything: The temporal dynamics of labelling in typical and atypical language development

Room 1

Chair: Jill Lany, University of Liverpool

S6.1: Jill Lany, University of Liverpool
The temporal dynamics of labeling shape object recognition

S6.2: Michael Goldstein, Cornell University
Relative contributions of infant-directed speech and motion when learning new words

S6.3: Madhavilatha Maganti, Ashoka University
Maternal synchronous gesture adaptations during object naming to term and preterm infants: A longitudinal study

S6.4: Chi-hsin Chen, The Ohio State University
*Children’s hearing loss affects the synchrony between parents’ object naming and children’s attention to objects in parent-child interactions*

S6 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.7 Individual differences in attentional control and executive functions in the first two years of life

Room 2

Chair: Alexandra Hendry, University of Oxford

S7.1: Maria Rosario Rueda, University of Granada
*Early development of the executive attention network in infancy*

S7.2: Martha Ann Bell, Virginia Tech
*Monthly development of cognitive and attention inhibition in the first year*

S7.3: Alexandra Hendry, University of Oxford
*Inhibitory control at 10 and 16 months on the A-not-B task and the Early Childhood Inhibitory Touchscreen Task*

S7 Q&A: live questions taking place during Conference Proceedings 1 (BST) only
S.8 Parent and child contributions to emotion regulation: Beyond main effects to complex developmental pathways

Room 3

Chair: Kaya de Barbaro, University of Texas at Austin

S8.1: Lauren Bailes, University of North Carolina Greensboro
Mother and infant contributions to infant negative emotionality over time

S8.2: Kaya de Barbaro, University of Texas at Austin
Mama tried: Contingent responding to distress does not increase rate of real-time soothing in infants high in negative emotionality

S8.3: Niyantri Ravindran, The Pennsylvania State University
Parental structuring of toddler negative emotion predicts children’s use of distraction longitudinally

S8.4: Maria Gartstein, Washington State University (Discussant)

S8 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.9 The role of action understanding in early sociomoral cognition
Room 4

Chair: Brandon Woo, Harvard University

**S9.1** Denis Tatone, Central European University
*Twelve-month-old infants use payoff information to disambiguate the goals of agents involved in a joint activity*

**S9.2:** Fransisca Ting, University of Illinois at Urbana-Champaign
*16-month-old infants perceive irrational individuals as having reduced moral rights*

**S9.3:** Brandon Woo, Harvard University
*Social cognition in context: Infants’ evaluations of helping in means-end sequences*

**S9.4:** Elizabeth Enright, University of Illinois Urbana-Champaign
*Toddlers consider others’ goals when helping others*

**S.9 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only

S.10  The I in team: Individual differences in infancy shape social competence and prosociality

Room 5

Chair: Jess Aitken, University of Auckland
S10.1: Robert Hepach, Leipzig University
Children’s positive emotions following helping others and seeing others being helped: Evidence for a developmental shift

S10.2: Jess Aitken, University of Auckland
Temperament and cooperative ability in infancy: Are effects of temperament mediated through children’s social behaviour during cooperative tasks?

S10.3: Amanda Brandone, Lehigh University
Developmental pathways from infant social cognition to later prosocial behavior and theory of mind

S10.4: Moritz Köster, Freie Universität Berlin
A developmental systems approach to early helping behavior

S.10 Q&A: Robert Hepach, Amanda Brandone & Moritz Köster will be available for questions during Congress Proceedings 1 (BST), with Amanda Brandone available for questions during both Congress Proceedings 1 (BST) and 2 (PDT)

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**DAY 2: JULY 7**

**Poster Session 2**

**S.11 The origins of causal thought**

**Room 1**

Chair: Jonathan Kominsky, Rutgers University – Newark

**S11.1:** Deon Benton, Brown University
*Stop in the name of contact: How infants learn about the causal properties of people and objects*

**S11.2:** Samantha Wood, Indiana University
*Reverse engineering the origins of causal knowledge*

**S11.3:** Katarina Begus, Rutgers University – Newark
*Not all information is created equal: Investigating infants’ sensitivity to confounded information in a causal reasoning task*

**S11.4:** Jonathan Kominsky, Rutgers University – Newark
*Disconnected causal representations in the first year of life*

**S11 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only**
S.12 The structure and function of biobehavioral synchrony in early development

Room 2

Chair: Bennett Bertenthal, Indiana University

S12.1: Elizabeth daSilva, Indiana University-Purdue University Columbus
Infant-mother physiological synchrony moderates infants' self-regulation

S12.2: Stefanie Höhl, University of Vienna
Tuned in: Neural synchrony in mother-infant dyads

S12.3: Elise Piazza, Princeton University
Neural synchrony predicts novel word learning from storybooks

S12.4: Megan Whitehorn, UEL
Parental frontal brain activity tracks infant attention during shared play

S12 Q&A: live questions taking place during both Conference Proceedings 1 (BST) and 2 (PDT)

S.13 Rhythm perception in infants: Neural, pupillary, and motor entrainment to speech

Room 3
Chair: Judit Gervain, Université Paris Descartes

S13.1: Tineke M. Snijders, Max Planck Institute for Psycholinguistics
Tracking speech rhythm in the 7.5 month old infant brain is related to word segmentation performance at 9 months

S13.2: Áine Ni Choisdealbha, University of Cambridge
Changes in neural rhythmic entrainment during the first year of life

S13.3: Alan Langus, University of Potsdam
Individual variability in pupillary entrainment predicts speech segmentation with prosodic and statistical cues in infancy

S13.4: Natalie Boll-Avetisyan, University of Potsdam
Infants show spontaneous motor entrainment while listening to rhythmic speech

S.14 Understanding infants’ lives by the use of smartphones: Experience sampling and ambulatory assessment

Room 4

Chair: Stephanie Wermelinger, University of Zurich

S14.1: Sophie von Stumm, University of York
Using digital technologies for assessing infants’ cognitive development in real-time
S14.2: Nivedita Mani, University of Goettingen
*Online testing technology for infant touchscreen and looking time tasks*

S14.3: Stephanie Wermelinger, University of Zurich
*Identifying dynamic developmental processes during infancy by using the WeltentdeckerApp*

S14 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

**Poster Session 2 (available on demand)**

**Invited Session: Secondary Data analysis of existing data files**

Room 1

Michael Thomas, Birkbeck, University of London
Alex Cristia, CNRS
Marije Verhage, Vrije Universiteit Amsterdam
Sarah Jensen, Boston College (moderator)
*(live Q&A in Conference Proceedings 1 (BST) only)*

**Invited Session: Online solutions for data collection**

Room 2

Rhodri Cusack, Trinity College Dublin
Emily Jone & Elena Throm, Birkbeck, University of London
S.15 Brain & Behavior: New insights into neural correlates of infant emotion regulation

Room 1

Chair: Courtney Filippi, University of Maryland

**S15.1:** Elina Thomas, Oregon Health and Science University
*Newborn amygdala connectivity to prefrontal and sensory regions is associated with early emerging regulatory behavior*

**S15.2:** Courtney Filippi, University of Maryland
*Associations between amygdala connectivity and negative reactive temperament*

**S15.3:** Chad Sylvester, Washington University
*Maternal Anxiety and Neonatal Brain Response to Novel Sounds as Assessed with fMRI*

**S15 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only

S.16 Insights from outside the lab: Modeling observational data to understand language learning
Room 2

Chair: Mika Braginsky, Massachusetts Institute of Technology

S16.1: Eva Portelance, Stanford University
*Using neural network language models to predict age of acquisition for early vocabulary*

S16.2: Stephan Meylan, Massachusetts Institute of Technology
*Characterizing child-directed listening with corpus and model-based analyses*

S16.3: Mika Braginsky, Massachusetts Institute of Technology
*Characterizing the relationship between lexical and morphological development*

S16.4: Georgia Loukatou, CNRS, PSL University
*Assessing cross-linguistic viability of infant word segmentation models*

S.16 Q&A: Georia Loukatou will be available for questions during Congress Proceedings 1 (BST), with Eva Portelance, Stephan Meylan & Mika Braginsky available for questions during both Congress Proceedings 2 (PDT)

S.17 How multiple exemplars help infants and young children extend their knowledge

Room 3

Chair: Jane Childers, Trinity University

S17.1: Susan Graham, University of Calgary
Multiple exemplars facilitate 9-month-olds’ property generalizations

**S17.2:** Jane Childers, Trinity University
*Extending verbs to new events: Does the comparison of events over delays help?*

**S17.3:** Christina Schonberg, University of Wisconsin-Madison
*Why do multiple examples help children learn words? The roles of aggregation, decontextualization, and memory dynamics*

**S.17 Q&A:** live questions taking place during Conference Proceedings 2 (PDT) only

**S.18** Child evocative effects in the context of parenting across developmental systems: A behavioral and neurophysiological perspective

Room 4

Chair: Diane Lickenbrock, Western Kentucky University

**S18.1:** Kayla Brown, The Pennsylvania State University
*Difficult temperament profiles and externalizing behaviors: The moderating effects on harsh parenting and dyadic inconsistency*

**S18.2:** Berenice Anaya, Penn State University
*Maternal anxiety and infant negative affect trajectories: The role of neural and environmental factors during infancy*
S18.3: Diane Lickenbrock, Western Kentucky University
Infant physiological regulation with mothers and fathers: The effects of infant temperament and parent factors

S18 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.19 Fair’s fair?: Intentions and relationships impact infants’ expectations about fairness and preferences for fair individuals

Room 5

Chair: Zoe Liberman, University of California Santa Barbara

S19.1: Luca Surian, University of Trento
Preverbal infants’ intention-based evaluations of fairness

S19.2: Anna-Elisabeth Baumann, University of Chicago
Infants’ reactions to resource distribution outcomes as a function of ingroup/outgroup manipulations and language status

S19.3: Melody Buyukozer Dawkins, University of Illinois at Urbana-Champaign
Do 4-month-olds take into account group membership when judging fair outcomes?

S19.4: Zoe Liberman, University of California Santa Barbara
Infants predict that distributors will act partially towards their friends
S.19 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

End of Conference Proceedings 2
Day 3: July 8

**Poster Session 3**

**S.20 Enhancing our understanding of social cognition in infancy through cutting-edge technology and individualized approaches**

**Room 1**

Chair: Giorgia Bussu, Radboud University Medical Center

**S20.1:** Maheen Siddiqui, Birkbeck, University of London  
Spatially resolved measures of cytochrome-c-oxidase during functional activation in infants

**S20.2:** David López Pérez, Institute of Psychology, Polish Academy of Sciences  
Efficiency of scanning in infancy in the presence and absence of faces differentially predicts expressive and receptive language in toddlers

**S20.3:** Giorgia Bussu, Radboud University Medical Center  
An individual approach to understand the nature of face processing in early autism

**S20.4:** Anna Gui, Centre for Brain and Cognitive Development, Birkbeck College, University of London  
Neuroadaptive optimization to study how neural signatures of attention to faces in infants relate to later autism

**S.20 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only
S.21 Not just the linguistic factor! Associations between maternal child-directed speech and cognitive and socio-emotional competencies

Room 2

Chair: Maria Spinelli, University G. D'Annunzio Chieti-Pescara

Discussant: Kathy Hirsh-Pasek, Temple University

S21.1: Prachi Shah, University of Michigan
*Parent language stimulation, parent sensitivity and socioeconomic status: Associations with curiosity*

S21.2: Chiara Suttora, University of Bologna
*The role of maternal verbal input in the emergence of mental lexicon in early childhood*

S21.3: Maria Spinelli, University G. D'Annunzio Chieti-Pescara
*Talk to me mum! The longitudinal effects of prosodic and linguistic characteristics of infant directed speech on the development of child attention and emotion regulation*

S21.4: Brianna McMillan, Temple University
*Fluid, back-and-forth conversation sets a foundation for infant executive function skills*

S.21 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only
S.22 Tips, tricks, and statistics: Recommendations for improving infant research methods

Room 3

Chair: Lena V. Kremin, Concordia University

S22.1: Esther Schott, Concordia University
*Tools for transparency: Practical tips for sharing your research*

S22.2: Lena V. Kremin, Concordia University
*Let the data do the talking: Optimizing visualizations for transparency and readability*

S22.3: Nivedita Mani, University of Goettingen
*Bayesian sequential testing in developmental research*

S22.4: Alejandrina Cristia, ENS, EHESS, CNRS, PSL University
*Using long-form recordings to study infants’ speech input and outcomes: Opportunities and challenges*

S22 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.23 Building contingency: How caregiver and child characteristics relate to interactions that support infant language
Room 4

Chair: Lillian Masek, Temple University

**S23.1:** Yu Chen, University of Maryland–College Park
*Serve-and-return and infant language skills: Evidence from fathers and mothers in low-income, ethnically diverse families*

**S23.2:** Rebecca Alper, Temple University
*One is not enough: Understanding variability in early language interaction quality using parent self-efficacy and developmental knowledge profiles*

**S23.3:** Lillian Masek, Temple University
*Building fluid and connected conversation: How caregiver speech differentially relates to interaction quality*

**S23.4:** Rufen Luo, Rutgers University, Camden
*Maternal question use and child language outcomes: The moderating role of SES and children’s concurrent vocabulary*

**S.23 Q&A:** live questions taking place during Conference Proceedings 2 (PDT) only

**Poster Session 3** (available on demand)

**Invited Session: Modeling development from existing data**
Gert Westermann, Lancaster University
Jochen Triesch, Frankfurt Institute for Advanced Studies
Katherine Twomey, University of Manchester (moderator)
(\textit{live Q&A in Conference Proceedings 1 (BST) only})

**Recorded Webinar: Data Repositories: Resources for studying development**

**Room 1**

Karen Adolph, New York University
Marisa Casillas, Max Planck Institute
Brian MacWhinney, Carnegie Mellon University
Caitlin Fausey, University of Oregon (moderator)
(\textit{live Q&A in Conference Proceedings 1 (BST) only})

**S.24 Novel technologies to assess language development in infants**

**Room 1**

Chair: Julien Mayor, University of Oslo

\textbf{S24.1:} Virginia Marchman, Stanford University
\textit{Using web-based platforms to expand the socioeconomic reach of parent report measures of vocabulary development}

\textbf{S24.2:} Julien Mayor, University of Oslo
BabyLex-IRT: Estimating early vocabulary sizes using a Bayesian-inspired item-response theory approach

**S24.3:** Camila Scaff, University of Zurich  
Socio-economic status and word comprehension in early childhood: A study in a low inequality setting and a meta-analytic review

**S24.4:** Amanda Seidl, Purdue University  
The development of canonical babble in a crosslinguistic and cross-cultural corpus

**S24 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only

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**S.25: Embracing new technologies to quantify early learning environments**

**Room 2**

Chair: Sara Schroer, Indiana University

**S25.1:** Sara Schroer, Indiana University  
Hands-on learning: Toddler's multimodal attention at naming moments leads to successful word learning

**S25.2:** George Kachergis, Stanford University  
Automatically detecting children’s visual access to social information in egocentric videos

**S25.3:** Marisa Casillas, Max Planck Institute for Psycholinguistics
The linguistic landscapes of learning in two small-scale societies

S25.4: Mira Nencheva, Princeton University
Analyzing emotion in language input: Caregivers’ cues to valence support toddlers’ learning of emotion words

S.25 Q&A: live questions taking place during Conference Proceedings 1 (BST) and Conference Proceedings 2 (PDT)

S.26 Updates from the ManyBabies Consortium: Four collaborative replications of important findings in infancy research

Room 3
Chair: Michael Frank, Stanford University

S26.1: Angeline Sin Mei Tsui, Stanford University
ManyBabies 1B: Testing bilinguals’ preference for infant-directed speech

S26.2: Dora Kampis, University of Copenhagen and Tobias Schuwerk, LMU Munich
ManyBabies 2: Theory of mind in infancy

S26.3: Ingmar Visser, University of Amsterdam
ManyBabies 3: Infant rule learning: a multi-lab replication study

S26.4: Kelsey Lucca, Arizona State University
ManyBabies 4: A large-scale, multi-lab, coordinated replication study of infants’ social evaluations

S26 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.27 Real-world interactions in Real Time: Moment-to-moment dynamics of parent-infant joint engagement in naturalistic contexts

Room 4

Chair: Catalina Suarez-Rivera, New York University

S27.1: Chen Yu, Indiana University
Multiple sensorimotor pathways to parent-infant coordinated attention in naturalistic toy play

S27.2: Betina Karshaleva, University of California, San Diego
Infant vocalizations and maternal speech in naturalistic play: Contingencies from 4 to 12 months

S27.3: Catalina Suarez-Rivera, New York University
Everyday joint engagement: Coupling of the mothers body with the infants manual actions

S27.4: Jacob Schatz, New York University
Playing and learning together: Spontaneous joint engagement scaffolds infant play at home

S27 Q&A: live questions taking place during Conference Proceedings 1 (BST) only
S.28 Exploring the circumstances in which infants attribute dispositions to agents

Room 5

Chair: Megan Pronovost, California State University, Fresno

S28.1: You-jung Choi, Harvard University
*Three-month-old infants’ understanding of a human agent’s preference*

S28.2: Su-hua Wang, University of California, Santa Cruz
*Self-experience scaffolds infants’ reasoning about preference*

S28.3: Lin Bian, Cornell University
*8-month-olds attribute, and expect others to attribute, strong preferences to agents*

S28.4: Megan Pronovost, California State University, Fresno
*20-month-old infants’ attribution of behavioral dispositions to agents*

S.28 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only

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### DAY 4: JULY 9

**Poster Session 4**

**S.29 Integrating computational and neuroimaging methods to investigate infant cognitive development**

Room 1

Chair: Laurie Bayet, American University

**S29.1:** Benjamin Zinszer, Princeton University  
*Decoding representations of familiar objects in young infants using fNIRS*

**S29.2:** Laurie Bayet, American University  
*Time-course and properties of higher-order visual representations in the infant brain*

**S29.3:** Rhodri Cusack, Trinity College Dublin  
*Deep neural networks as a model of learning during the helpless period of infancy*

**S29.4:** Nicholas Turk-Browne, Yale University  
*Adult-grade cognitive neuroscience in infants*

**S29 Q&A:** live questions taking place during Conference Proceedings 1 (BST) only
S.30 The reciprocal roles of parents and children in organizing learning opportunities in dyadic interaction

Room 2

Chair: Steven Elmlinger, Cornell University

Discussant: Michael Goldstein, Cornell University

S30.1: Miriam Langeloh, Max Planck Institute for Human Cognitive and Brain Sciences
Are you like me? Contingent adult-infant interactions in a naturalistic dual-EEG paradigm

S30.2: Steven Elmlinger, Cornell University
The development of prelinguistic vocal sequences: implications for early communication and language

S30.3: Sara Schroer, Indiana University
Toddler vocalizations shape the structure of parent-child interactions

S30.4: Katharina Rohlfing, Paderborn University
Do maternal vocalizations scaffold children to take up an active role in peekaboo routine?

S.30 Q&A: All presenters available to take questions during Conference Proceedings 1 (BST). Steven Elmlinger, Sara Schroer, and Katharina Rohlfing are available during Conference Proceedings 2 (PDT). Discussant: Michael Goldstein is available for both Q&A sessions
S.31 Fine-grained environmental data illuminate the process of language learning

Room 3

Chair: Daniel Swingley, University of Pennsylvania

S31.1 Daniel Swingley, University of Pennsylvania
How learning word-forms could guide infants to phonetic categories: New evidence from English

S31.2: Catherine Tamis-LeMonda, New York University
The food for thought: Unpacking the everyday language experiences of infants

S31.3: Chen Yu, Indiana University
Rethinking input: The infant’s view challenges the problem of referential uncertainty in early word learning

S31.4: Emmanuel Dupoux, EHESS
Reverse engineering early language acquisition: Can machine learning help?

S31 Q&A: live questions taking place with all speakers during Conference Proceedings 1 (BST), with some speakers being available during Conference Proceedings 2 (PDT)

S.32 What can video coding tell us about infant development?
Methodological examples and new results from two preterm infant cohorts
Room 4

Chair: Sue Fletcher-Watson, University of Edinburgh

S32.1: Bethan Dean, University of Edinburgh
Longitudinal assessment of social cognition in infants born preterm using eye-tracking and parent-child play

S32.2: Sinead O’Carroll, University of Edinburgh
Frequency and type of parental gesture during parent-child play is influenced by socioeconomic status and gestational age at birth

S32.3: Lorna Ginnell, University of Edinburgh
Reduced emotional response to the still-face paradigm in preterm infants

S.32 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

S.33 Parent-infant interaction styles in diverse populations and their impact on infant development

Room 5

Chair: Sarah Lloyd-Fox, Cambridge University

S33.1: Bosiljka Milosavljevic, Birkbeck, University of London
Mother-infant interactions, maternal mental health and infant cognitive outcomes in The Gambia

S33.2: Ciara Kelly, University of Sheffield
The communication of deaf infants with hearing parents

S33.3: Evelyne Mercure, Goldsmiths, University of London
Deaf mothers and their hearing infants: Social interaction, maternal sensitivity and language development

S33.4: Atsushi Senju, Birkbeck, University of London
Development of social attention and communication in infants of blind parents

S.33 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

Poster Session 4 (available on demand)

Invited Session: Solutions for studying early language development

Room 1

Katie Alcock, Lancaster University
Mike Frank, Stanford
Elizabeth Norton, Northwestern
Jessica Horst, University of Sussex (moderator)
(live Q&A in Conference Proceedings 1 (BST) only)
Recorded webinar: Stress and Development

Room 2

Marion van den Heuvel, Tilburg University
Dima Amso, Brown University
Natasha Kirkham, Birkbeck, University of London
Brittney Chere, Birkbeck, University of London (moderator)
(live Q&A in Conference Proceedings 1 (BST) only)

S.34 Parent-infant interactions and language development in infants with communication disorders

Room 1

Chair: Yuanyuan Wang, Ohio State University

S34.1: Yuanyuan Wang, Ohio State University
The effects of hearing loss on the social feedback loop in infants with cochlear implants

S34.2: Girija Kadlaskar, Purdue University
Caregiver touch-speech communication and infant responses in 12-month-olds at high risk for autism spectrum disorder

S34.4: Derek Houston, The Ohio State University
Parent-infant interactions and word-learning skills in deaf infants with cochlear implants

S34 Q&A: live questions taking place during Conference Proceedings 1 (BST) only
S.35 Novel approaches to electroencephalogram (EEG) lateralization: Beyond traditional asymmetry

Room 2

Chair: Maria Gartstein, Washington State University

S35.1: Maria Gartstein, Washington State University
EEG frontal asymmetry changes during emotion-eliciting tasks and parent-child interaction dynamics

S35.2: Ross Vanderwert, Cardiff University
Individual differences in frontal asymmetry while viewing emotion faces: A capability model approach

S35.3: Martha Ann Bell, Virginia Tech
Predictors of level of negative affect after arm restraint at 5 months

S35.4: Nancy Jones, Florida Atlantic University
Infant neurophysiological patterns and temperament are linked to maternal depressive symptoms

S.35 Q&A: Ross Vanderwert will be available for questions during Congress Proceedings 1 (BST), with Maria Gartstein, Martha Ann Bell and Nancy Jones available for questions during Congress Proceedings 2 (PDT)
S.36 Learning ‘hard words’: The role of conceptual representations when the tough gets tougher

Room 3

Chair: Laura Lakusta, Montclair State University

S36.1: Nicolò Cesana Arlotti, Johns Hopkins University
*An investigation of the origins of logical quantification: Infant’s (and adult’s) representations of exhaustivity in collective or individual complex actions*

S36.2: Ariel Starr, University of Washington
*Spatial metaphor facilitates word learning*

S36.3: Laura Lakusta, Montclair State University
*Getting support for ‘support’: The privileging of ‘Support-From-Below’ in early spatial language acquisition*

S.36 Q&A: live questions taking place during Conference Proceedings 2 (PDT) only

S.37 Cultural differences in mind-mindedness and infant-mother interaction
Room 4

Chair: Elizabeth Meins, University of York

**S37.1:** Catherine McMahon, Macquarie University  
*Cross-cultural comparison of maternal mind-mindedness among Australian and Chinese mothers of toddlers*

**S37.2:** Yujin Lee, University of York  
*How does culture and empathy relate to mothers’ mind-mindedness?*

**S37.3:** Nao Fujita, University of Cambridge  
*A cross-cultural comparison of maternal mind-mindedness and speech characteristics between Japan and the UK*

**S37.4:** Katie Slocombe, University of York  
*Cross-cultural differences in mother-infant play behaviour*

**S.37 Q&A:** Katie Slocombe, Nao Fujita and Yujin Lee will be available for questions during Congress Proceedings 1 (BST), with Cathy McMahon being available for questions during Congress Proceedings 2 (PDT)

**S.38 Better safe than sorry: Infants’ use of social information to reason and learn about threat**  
Room 5
Chair: Shari Liu, Harvard University

S38.1: Shari Liu, Harvard University
Dangerous ground: Thirteen-month-old infants are sensitive to peril in other people’s actions

S38.2: Camille Rioux, Max Planck Institute for Human Development
Social information reduces infants’ avoidance of plants

S38.3: Tobias Grossmann, University of Virginia
Friend or foe? Impression formation in the human infant brain

S38.4: Zoe Liberman, University of California Santa Barbara
Not all negative emotions are equal: Infants selectively attend to threat

S.38 Q&A: live questions taking place during Conference Proceedings 1 (BST) only

End of Conference Proceedings 4