

Name: **ŞEYDA ÖZÇALISKAN**

Rank: Associate Professor

Department: Psychology

College of Arts & Sciences

Georgia State University, Atlanta, GA

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A. EDUCATION

- 1992 B.A. Business, Bogaziçi University, Istanbul, Turkey
- 1994 M.A. Educational Psychology, Bogaziçi University, Istanbul, Turkey
- 1996 M.A. Developmental Psychology, Clark University, Worcester, MA
- 2002 Ph.D. Developmental Psychology, University of California, Berkeley, CA
Dissertation title: *Metaphors we move by: A crosslinguistic-developmental analysis of metaphorical motion events in English and Turkish (Chair: Dan I. Slobin)*

B. PROFESSIONAL CREDENTIALS

- 2002-2003 Postdoctoral Research Fellow
Department of Psychology, University of Chicago
- 2003-2008 Postdoctoral Research Associate
Department of Psychology, University of Chicago
- 2008-2014 Assistant Professor
Department of Psychology, Georgia State University
- 2014-present Associate Professor
Department of Psychology, Georgia State University

C. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

C1. GRANTS

External grants_active

- 04/2013-03/2016 *Gesture as a forerunner of linguistic change: insights from autism*
National Science Foundation (BCS 1251337)
Role: Principal Investigator
Total costs: \$385,000

External grants_completed

- 06/2008-05/2012 *Patterns of gesture and speech use by congenitally blind speakers in two cultures*
March of Dimes Foundation (12-FY08-160)
Role: Co-Principal Investigator (Goldin-Meadow, PI)
Total costs \$179,201

External grants under review

- 07/2016-06/2019 *Are blind children's linguistic delays paralleled by delays in gesture?*
March of Dimes Foundation (pending)
Role: Principal Investigator
Total costs: \$192,311
- 07/2016-06/2019 *Patterns of gesture and speech use in congenitally blind children in two cultures*
National Science Foundation (pending)
Role: Principal Investigator
Total costs: \$353, 046

Mentored external grants completed

- 09/2010-12/2010 *Corpus analysis of motion events in English and Spanish*
Spanish Ministry of Education
Role: Visiting scholar mentor (Iria Gael Fernandez, MA, visiting scholar)
- 07/2013-08/2013 *Early language development of children with congenital blindness*
Robert Bosh Foundation Research & Study Program, Germany
Role: Visiting scholar mentor (Anne Katharina Harr, PhD, visiting scholar)
- 09/2012-03/2014 *Effect of caregiver responsiveness to child gesture on language development of children with autism spectrum disorders*
Swiss National Science Foundation
Role: Postdoctoral mentor (Nevena Dimitrova, postdoctoral PI)
Total costs: \$63,450
- 05/2014-06/2015 *Effect of language and modality in learning labels for actions*
Turkish National Science Foundation
Role: Postdoctoral mentor (Murat Şengül, postdoctoral PI)
Total costs: \$30,000 (grant declined by PI)
- 04/2014-10/2015 *Does gesture comprehension provide a helping hand for language learning in children with autism?*
Swiss National Science Foundation
Role: Postdoctoral mentor (Nevena Dimitrova, postdoctoral PI)
Total costs: \$70,050

Mentored external grants under review

- 06/2016-05/2019 *Do parents' verbal translations serve as good predictors of bilingual children's language development?*
National Science Foundation (pending)
Role: Predoctoral mentor (Valery Mateo, student PI)

Internal grants_completed

- 06/2010-05/2011 *Does gesture predict sex differences in emerging language abilities?*
Research in Challenges in Acquiring Language and Literacy Seed Grant
Program, Georgia State University
Role: Principal Investigator
Total costs: \$47,000
- 06/2010-05/2011 *Gesture as predictor of language development in children with autism*
Faculty Mentored Research Grant, Georgia State University
Role: Principal Investigator
Total costs: \$11,000
- 06/2009-05/2010 *Role of gesture in second language production*
Research Initiation Grant, Georgia State University
Role: Principal Investigator
Total costs: \$10,000
- 10/2008-05/2009 *Gesture as a window onto atypical language development*
Language and Literacy Seed Grant Program, Georgia State University
Role: Principal Investigator
Total costs: \$38,200
- 07/2012-06/2013 *Role of gesture in the language development of dual language learners*
Research in Challenges in Acquiring Language and Literacy Seed Grant
Program, Georgia State University
Role: Principal Investigator
Total costs: \$43,940
- 04/2013-07/2013 *Are blind children's linguistic delays paralleled by delays in gesture?*
Internal Grant Initiative to Support Federal Grant Submissions, GSU
Role: Principal Investigator
Total costs: \$4,940

C2. PUBLICATIONS (* indicates publications with student co-authors)**PUBLICATIONS—PEER-REVIEWED JOURNALS**

1. **Özçalışkan, Ş.** (2003). Metaphorical motion in crosslinguistic perspective. A comparison of English and Turkish. *Metaphor and Symbol, 18*(3), 189-228.
2. **Özçalışkan, Ş.** (2003). 'In a caravanserai with two doors, I am walking day and night': Metaphors of death and life in Turkish. *Cognitive Linguistics, 14*(4), 281-320.
3. **Özçalışkan, Ş.** (2004). Encoding the manner, path and ground components of a metaphorical motion event. *Annual Review of Cognitive Linguistics, 2*, 73-102.

4. **Özçalışkan, Ş.** (2004). ‘Time can’t fly, but a bird can’: Learning how to think and talk about time as spatial motion in English and Turkish. *European Journal of the English Language*, 8(3), 309-336.
5. **Özçalışkan, Ş.** (2005). Metaphor meets typology: Ways of moving metaphorically in English and Turkish. *Cognitive Linguistics*, 16(1), 207-246.
6. **Özçalışkan, Ş.** (2005). On learning to draw the distinction between physical and metaphorical motion: Is metaphor an early emerging cognitive and linguistic capacity? *Journal of Child Language*, 32(2), 291-318.
7. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2005). Do parents lead their children by the hand? *Journal of Child Language*, 32(3), 481-505.
8. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2005). Gesture is at the cutting edge of early language development. *Cognition*, 96(3), B101-B113.
9. **Özçalışkan, Ş.** (2007). Metaphors we ‘move by’: Children’s developing understanding of metaphorical motion in typologically distinct languages. *Metaphor and Symbol*, 22(2), 147-168.
10. Rowe, M., **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Early gesture production and comprehension provide a helping hand for later vocabulary skills. *First Language*, 28(2), 185-203.
11. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2009). When gesture-speech combinations do and do not index linguistic change. *Language and Cognitive Processes*, 28(24), 190-217.
12. **Özçalışkan, Ş.**, Goldin-Meadow, S., Gentner, D. & Mylander, C. (2009). Does language about similarity foster similarity comparisons in children? *Cognition*, 112(2), 217-228.
13. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2010). Sex differences in language first appear in gesture. *Developmental Science*, 13(5), 752-760.
14. **Özçalışkan, Ş.**, Levine, S. C. & Goldin-Meadow, S. (2013). Gesturing with an injured brain: How gesture helps children with early brain injury learn linguistic constructions. *Journal of Child Language*. 40(1), 69-105.
- * 15. Stites, L. & **Özçalışkan, Ş.** (2013). Teasing apart the role of cognitive and linguistic factors in children’s metaphorical abilities. *Metaphor and Symbol*, 28(2), 1-14.
- * 16. Stites, L. & **Özçalışkan, Ş.** (2013). Children’s developing understanding of different spatial metaphors for time. *Journal of Child Language*, 40(5), 1123-1137.
- * 17. **Özçalışkan, Ş.** & Dimitrova, N. (2013). How gesture input provides a helping hand to language development. *Seminars in Speech and Language*, 34, 155-164.
18. **Özçalışkan, Ş.**, Gentner, D. & Goldin-Meadow, S. (2014). Do iconic gestures pave the way for children’s early verbs? *Applied Psycholinguistics*, 35, 1143-1162.
- * 19. Stanfield, C., Williamson, R. A. & **Özçalışkan, Ş.** (2014). How early do children understand gesture-speech combinations with iconic gestures? *Journal of Child Language*, 41(2), 462-471. .
20. **Özçalışkan, Ş.** (2015). Ways of crossing a spatial boundary in typologically distinct languages. *Applied Psycholinguistics*, 36, 485-508.

- * 21. Emerson, S., **Özçalışkan, Ş.** & Frishkoff, G. (2015). The effect of motion type and modality in word learning in English. *Applied Psycholinguistics*. Published online ahead of print: doi:10.1017/S0142716415000193.
- * 22. **Özçalışkan, Ş.**, Adamson, L., Dimitrova, N., Bailey J. & Schmuck, L. (2015). Baby signs but not spontaneous gestures predict later vocabulary in children with Down Syndrome. *Journal of Child Language*. Published online ahead of print: doi: 10.1017/S030500091500029X.
- * 23. **Özçalışkan, Ş.**, Dimitrova, N., & Adamson, L. B. (2015). Early deictic but *not* other gestures predict vocabulary in both typical development and autism. *Autism*. Published online ahead of print: doi:10.1177/1362361315605921.
25. **Özçalışkan, Ş.** (2015). Do gestures follow speech in bilinguals' description of motion? *Bilingualism: Language and Cognition*. Published online ahead of print: doi:10.1017/S1366728915000796
- * 24. Dimitrova, N., **Özçalışkan, Ş.** & Adamson, L. B. (2016). Parents' translations of child gesture facilitate word learning in children with autism, Down syndrome and typical development. *Journal of Autism and Developmental Disorders*, 46(1), 221-231.
- * 26. **Özçalışkan, Ş.**, Lucero, C., & Goldin-Meadow, S. (2016). Does language shape silent gesture? *Cognition*, 148, 10-18.
- * 27. **Özçalışkan, Ş.**, Lucero, C., & Goldin-Meadow, S. (in press). Is seeing gesture necessary to gesture like a native speaker? *Psychological Science*.

PUBLICATIONS—EDITED BOOKS

1. Guo, J., Lieven, E., Budwig, N., Ervin-Tripp, S., Nakamura, K., & **Özçalışkan, Ş.** (2009). (Eds.), *Cross-linguistic approaches to the psychology of language: Research in the tradition of Dan Isaac Slobin*. New York: Psychology Press.
2. Ketrez, N., Küntay, Ş, **Özçalışkan, Ş.** & A. Özyürek (forthcoming) (Eds.), *Cognitive and environmental contributions to language development: Studies in Honor of Ayhan Aksu Koç. TILAR Series*. New York: John Benjamins.

PUBLICATIONS—INVITED BOOK CHAPTERS

1. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2006). Role of gesture in children's early constructions. In Eve Clark & Barbara Kelly (Eds.), *Constructions in acquisition* (pp. 31-58). Stanford, CA: CSLI Publications.
2. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2006). 'X is like Y': The emergence of similarity mappings in children's early speech and gesture. In Gitte Kristiansen, Michael Achard, Rene Dirven & Francisco Ruiz de Mendoza (Eds.), *Cognitive Linguistics: Foundations and fields of application* (pp. 229-262). Mouton de Gruyter.
3. **Özçalışkan, Ş.** (2009). Learning to talk about spatial motion in language-specific ways. In J. Guo, Elena Lieven, Susan Ervin-Tripp, Nancy Budwig, Kei Nakamura & Şeyda Özçalışkan

- (Eds.), *Cross-linguistic approaches to the psychology of language: Research in the tradition of Dan Isaac Slobin* (pp. 263-276). New York: Psychology Press.
4. **Özçalışkan, Ş.** (2010). Acquisition of metaphor. In Patrick Hogan (Ed.), *Cambridge Encyclopedia of Language Sciences* (pp.486-488). Cambridge University Press.
 5. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2011). Is there an iconic gesture spurt at 26 months? In Gale Stam & Mika Ishino (Eds.), *Integrating Gestures: The Interdisciplinary Nature of Gesture* (163-174). Amsterdam, NL: John Benjamins.
 - * 6. **Özçalışkan, Ş.**, & Stites, L. J. (2013). Moving across metaphorical spaces over developmental time. In R. Cabelloro & J. E. Diaz-Vera (Eds.), *Sensuous cognition: Explorations into human sentience: Imagination, (e)motion and perception* (pp. 221-246). Mouton de Gruyter.
 7. **Özçalışkan, Ş.** (2014). Development of metaphor. In P. Brooks, V. Kempe, & G. J. Golson (Eds.). *Encyclopedia of Language Development* (pp.374-375). NY: Sage Publishers.
 - * 8. **Özçalışkan, Ş.**, & Emerson, S. (in press). Learning to talk, think and gesture about motion in language-specific ways: Insights from Turkish. In N. Ketrez & B. Haznedar (Eds.), *Trends in Language Acquisition Research: The acquisition of Turkish in childhood*. NY: John Benjamins.
 - * 9. **Özçalışkan, Ş.**, Stites, L. J., & Emerson, S. (in press). *Crossing the road or crossing the mind: How differently do we move across physical and metaphorical spaces in speech or in gesture?* In I. Ibarretxe-Antuñano (Ed.), *Motion and space across languages and applications*. NY: John Benjamins.
 - * 10. **Özçalışkan, Ş.**, & Hodges, L. (in press). How gesture provides a helping hand to cognitive and linguistic development. In C. Aydin, T. Goksun, A. Kuntay, D. Tahiroglu (Eds.), *Bilissel Gelisim: Cognitive Development*. Istanbul: Koc University Press.
 - * 11. **Özçalışkan, Ş.**, & Mateo, V., & Dimitrova, N. (in press). How robust is the effect of parental response to child gesture in facilitating child vocabulary development across different learners? In A. Kuntay, N. Ketrez, Ş. Özçalışkan, & A. Özyurek (Eds.), *Cognitive and environmental contributions to language development: Studies in Honor of Ayhan Aksu Koç* NY: John Benjamins.
 12. **Özçalışkan, Ş.** (in press). Acquisition of metaphor. In E. Ifantidou & Schneider, K. P. (Eds.), *Acquisition of metaphor. Handbook of Pragmatics Series: Developmental and Clinical Pragmatics*. De Gruyter, Mouton.

PUBLICATIONS—PEER-REVIEWED CONFERENCE PROCEEDINGS VOLUMES

1. **Özçalışkan, Ş.** & Slobin, D. I. (1999). Learning ‘how to search for the frog’: Expression of manner of motion in English, Spanish and Turkish. In A. Greenhill, H. Littlefield & C. Tano (Eds.), *Proceedings of the 23rd Boston University Conference on Language Development* (pp. 541-552). Somerville, MA: Cascadilla Press.
2. **Özçalışkan, Ş.** & Slobin, D. I. (2000). Expression of manner of movement in monolingual and bilingual adult narratives: Turkish vs. English. In A. Göksel & C. Kerlake (Eds.), *Studies on Turkish and Turkic Languages* (pp. 253-262). Wiesbaden: Harrassowitz Verlag.

3. **Özçalışkan, Ş.** & Slobin, D. I. (2000). ‘Climb up’ vs. ‘ascend climbing’: Lexicalization choices in expressing motion events with manner and path components. In S. Catherine-Howell; S. A. Fish & K. Lucas (Eds.), *Proceedings of the 24th Boston University Conference on Language Development* (pp. 558-570). Somerville, MA: Cascadilla Press.
4. Özyürek, A. & **Özçalışkan, Ş.** (2000). How children learn to conflate manner and path in their speech and gestures. In E. Clark (Ed.), *Proceedings of the 30th Stanford Child Language Research Forum, CSLI Publications* (pp. 77-85). Palo Alto, California.
5. **Özçalışkan, Ş.** (2003). Children’s developing understanding of metaphors about the mind. In B. Beachley, A. Brown, F. Conlin (Eds.), *Proceedings of the 27th Boston University Conference on Language Development* (603-614). Somerville, MA: Cascadilla Press.
6. **Özçalışkan, Ş.** (2003). ‘Time slips, life flows, death arrives’: Metaphorical construal of the human life cycle in Turkish. In A. S. Özsoy, M. Nakipoglu-Demiralp, E. Erguvanlı-Taylan, & A. Aksu-Koç (Eds.), *Studies in Turkish Linguistics* (pp. 259-270). Istanbul: Bogazici University Press.
7. **Özçalışkan, Ş.** & Slobin, D. I. (2003). Codability effects on the expression of manner of motion in English and Turkish. In A. S. Özsoy, M. Nakipoglu-Demiralp, E. Erguvanlı-Taylan & A. Aksu-Koç (Eds.), *Studies in Turkish Linguistics* (pp. 259-270). Istanbul: Bogazici University Press.
8. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2004). When mothers do not lead their children by the hand. In A. Brugos, L. Micciulla & C. E. Smith (Eds.), *Proceedings of the 28th Boston University Conference on Language Development* (pp. 424-435). Somerville, MA: Cascadilla Press.
9. Rowe, M.; **Özçalışkan, Ş.** & Goldin-Meadow, S. (2006). The added value of gesture in predicting vocabulary growth. In D. Bamman, T. Magnitskaia & C. Zaller (Eds.), *Proceedings of the 30th Boston University Conference on Language Development* (pp. 501-512). Somerville, MA: Cascadilla Press.
10. **Özçalışkan, Ş.** (2012). When gesture does and does *not* follow speech in describing motion. In A. Biller, E. Chung & A. Kimball (Eds.), *Proceedings of the 36th Boston University Conference on Language Development Online Supplement*.
- * 11. Stites, L. J. & **Özçalışkan, Ş.** (2012). How children learn different spatial metaphors for time. In A. Biller, E. Chung & A. Kimball (Eds.), *Proceedings of the 36th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- * 12. Hrabic, M., Williamson, B., & **Özçalışkan, Ş.** (2014). How early do children understand iconic co-speech gestures conveying action? *Proceedings of the 38th Boston University Conference on Language Development Online Supplement*.
- * 13. Hodges, L., **Özçalışkan, Ş.** & Williamson, R. (2015). How early do children understand different types of iconicity in gesture? *Proceedings of the 39th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- * 14. Mateo, V. & **Özçalışkan, Ş.**, Hoff, E. (in press). Parental translations of child gesture help vocabulary development in bilingual children. *Proceedings of the 40th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- * 15. Stites, L. J. & **Özçalışkan, Ş.** (in press). The time is at hand: Literacy influences children’s gestures about time. *Proceedings of the 40th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

PUBLICATIONS—TURKISH PEER-REVIEWED JOURNALS

1. **Özçalışkan, Ş.** (1994). Use of profanity by Turkish males and females. *Linguistic Research [Dilbilim Arařtırmaları]* (pp. 274-287). Ankara: Hitit Yayınevi.
2. **Özçalışkan, Ş.** (1996). Analysis of a Turkish wondertale within Vladimir Propp's morphological framework. *Linguistic Research [Dilbilim Arařtırmaları]* (pp.165-172). Ankara: Hitit Yayınevi.

MANUSCRIPTS—UNDER REVIEW/REVISION

- * 1. Hodges, L. & **Özçalışkan, Ş.** (under revision). Does comprehension of gesture follow its production? *Journal of Cognition and Development*.
- * 2. Stites, L. & **Özçalışkan, Ş.** (under revision). Does narrative perspective first appear in gesture? *Psycholinguistic Research*.

C3. PROFESSIONAL PRESENTATIONS (* indicates presentations with students)

INVITED COLLOQUIA & ADDRESSES

1. **Özçalışkan, Ş.** (2001, May). How does one move along a path? Crosslinguistic variation in motion event descriptions in English and Turkish. *Koç University, Department of Psychology Colloquium*. Istanbul, Turkey.
2. **Özçalışkan, Ş.** (2007, January). Gesture is at the cutting edge of language learning. *Boston University, Department of Psychology Colloquium*. Boston, MA.
3. **Özçalışkan, Ş.** (2007, January). Gesture is at the cutting edge of language learning. *University of Chicago, Department of Psychology, Developmental Brownbag*. Chicago, IL.
4. **Özçalışkan, Ş.** (2007, February). Gesture is at the cutting edge of language learning. *University of California, Berkeley, Department of Linguistics Colloquium*. Berkeley, CA.
5. **Özçalışkan, Ş.** (2007, February). Gesture is at the cutting edge of language learning. *University of California, San Diego, Department of Cognitive Science Colloquium*. La Jolla, CA.
6. **Özçalışkan, Ş.** (2007, February). Gesture is at the cutting edge of language learning. *Wesleyan University, Department of Psychology Colloquium*. Middletown, CT.
7. **Özçalışkan, Ş.** (2007, March). Gesture is at the cutting edge of language learning. *University of Chicago, Department of Comparative Human Development Colloquium*. Chicago, IL.
8. **Özçalışkan, Ş.** (2007, May). How gesture helps children with brain injury construct language. *University of Chicago, Department of Neurology Brownbag*. Chicago, IL.
9. **Özçalışkan, Ş.** (2008, January). From first words to first metaphors: Gesture is at the cutting edge of language learning. *University of Miami, Department of Psychology Colloquium*. Coral Gables, FL.
10. **Özçalışkan, Ş.** (2008, January). From first words to first metaphors: Gesture is at the cutting edge of language learning. *University of Tennessee, Department of Psychology Colloquium*. Knoxville, TN.
11. **Özçalışkan, Ş.** (2008, January). From first words to first metaphors: Gesture is at the cutting

- edge of language learning. *University California, Santa Cruz, Department of Psychology Colloquium*. Santa Cruz, CA.
12. **Özçalışkan, Ş.** (2008, February). From first words to first metaphors: Gesture is at the cutting edge of language learning. *University of Texas, San Antonio, Department of Psychology Colloquium.*, San Antonio, TX.
 13. **Özçalışkan, Ş.** (2008, February). From first words to first metaphors: Gesture is at the cutting edge of language learning. *Georgia State University, Department of Psychology Colloquium*. Atlanta, GA.
 14. **Özçalışkan, Ş.** (2009, January). The development of the gesture-speech system. *University of Marburg, Germany, Psychology Department, Workshop on Language Development* (declined).
 15. **Özçalışkan, Ş.** (2009, April). Role of gesture in language development. *Georgia State University, Department of Applied Linguistics Brownbag*. Atlanta, GA.
 16. **Özçalışkan, Ş.** (2009, April). Ways of moving in speech and in gesture. *Emory University, Department of Psychology, Language and Space Group*. Atlanta, GA.
 17. **Özçalışkan, Ş.** (2009, May). Ways of moving in speech and in gesture. *University of Maryland, Department of Psychology, Events in Mind and Language Group*. College Park, MD.
 18. **Özçalışkan, Ş.** (2010, September). From literal to metaphorical motion: Gesture is at the cutting edge of language development. Plenary Speaker for the *Seventh International Conference of the Spanish Cognitive Linguistic Association*, Toledo, Spain.
 19. **Özçalışkan, Ş.** (2012, November). What explains crosslinguistic variation in gesture over developmental time. *Emory University, Department of Psychology, Cognition and Development Colloquium*. Atlanta, GA.
 20. **Özçalışkan, Ş.** (2013, March). Learning language by hand: Gesture's contribution to language learning across developmental milestones. *Sabancı University, Istanbul-Turkey, Department of Psychology Colloquium*. Istanbul, Turkey.
 21. **Özçalışkan, Ş.** (2013, June). What makes us gesture like a native speaker? Identifying the source of crosslinguistic variation in gesture. *Florida Atlantic University, Department of Psychology Colloquium*. Fort Lauderdale, FL.
 22. **Özçalışkan, Ş.** (2013, September). How gesture predicts the next step in language learning. *The Atlanta Autism Consortium*, Atlanta, GA.
 - * 23. Dimitrova, N., **Özçalışkan, Ş.**, & Adamson, L. B. (2013, December). Responsiveness to children's gestures facilitates word learning in children with autism spectrum disorders. *The Atlanta Autism Consortium Special Interest Group*, Atlanta, GA.
 - * 24. Dimitrova, N., **Özçalışkan, Ş.**, & Adamson, L. B. (2013, December). Responsiveness to children's gestures facilitates word learning in children with autism spectrum disorders. *Emory University, Department of Psychology, Language Group*. Atlanta, GA.
 - * 25. Dimitrova, N., **Özçalışkan, Ş.**, & Adamson, L. B. (2014, February). Responsiveness to children's gestures facilitates word learning in children with autism spectrum disorders. *Georgia State University, Department of Psychology, Developmental Seminar*. Atlanta, GA.
 26. **Özçalışkan, Ş.** (2014, August). Gesture's helping hand in language learning. *University of Oslo*,

Department of Psychology Mind Workshop. Oslo, Norway.

27. **Özçalışkan, Ş.** (2015, February). Identifying the etiology of crosslinguistic variation in gesture: evidence from the blind and the sighted. *Georgia State University, Department of Psychology, CRADL, Atlanta, GA.*
28. **Özçalışkan, Ş.** (2015, March). Pointing to words: How gesturing can help children take the next step in word learning. *University of Connecticut, Department of Philosophy Workshop. Storrs, CT.*
29. **Özçalışkan, Ş.** (2015, September). Why do speakers of different languages gesture differently? *Atlanta Science Tavern, Atlanta, GA.*

PEER-REVIEWED CONFERENCE PRESENTATIONS

1. **Özçalışkan, Ş.** & Slobin, D. I. (1998). Expression of manner of motion in English, Spanish, and Turkish. Paper presented at the 23rd *Boston University Conference on Language Development.* Boston, MA.
2. **Özçalışkan, Ş.** & Slobin, D. I. (1998). Expression of manner of movement in monolingual and bilingual adult narratives. Paper presented at the 9th *International Conference on Turkish Linguistics.* Oxford, England.
3. Özyürek, A. & **Özçalışkan, Ş.** (1999). How children learn to conflate manner and path in their speech and gestures. Paper presented at the 30th *Stanford Child Language Research Forum.* Palo Alto, CA.
4. **Özçalışkan, Ş.** & Slobin, D. I. (1999). ‘Climb up’ vs. ‘ascend climbing’: Lexicalization choices in expressing motion events with manner and path components. Paper presented at the 24th *Boston University Conference on Language Development.* Boston, MA.
5. **Özçalışkan, Ş.** & Slobin, D. I. (1999). How children encode motion events in two types of languages. Poster presented at the 8th *International Congress for the Study of Child Language.* San Sebastian, Spain.
6. **Özçalışkan, Ş.** (2000). Contrastive effect of narrative perspective vs. typological constraints in encoding manner of motion. Poster presented at the 7th *International Pragmatics Conference.* Budapest, Hungary.
7. **Özçalışkan, Ş.** (2000). ‘In a caravanserai with two doors, I am walking day and night’: Metaphors of death and life in Turkish. Paper presented at the 10th *International Conference on Turkish Linguistics.* Istanbul, Turkey.
8. **Özçalışkan, Ş.** & Slobin, D. I. (2000). Typological analysis of motion events in Turkish & English. Paper presented at the 10th *International Conference on Turkish Linguistics.* Istanbul, Turkey.
9. **Özçalışkan, Ş.** (2001). Metaphor meets typology: Ways of moving metaphorically in English and Turkish. Paper presented at the 7th *International Cognitive Linguistics Conference.* Santa Barbara, CA.
10. **Özçalışkan, Ş.** & Slobin, D. I. (2001). Interplay between semantic codability and alternative lexical means in children’s motion descriptions. Poster presented at the 37th *Chicago Linguistic Society Conference.* Chicago, IL.
11. **Özçalışkan, Ş.** (2002). Is metaphor an early emerging cognitive and linguistic capacity? Poster presented at the 31st *Stanford Child Language Research Forum.* Palo Alto, California.

12. **Özçalışkan, Ş.** & Slobin, D. I. (2002). ‘Run into vs. enter rapidly’: How children learn to encode manner of motion. Paper presented at the *11th International Conference on Turkish Linguistics*. Famagusta, Cyprus.
13. **Özçalışkan, Ş.** (2002). On learning to think and talk metaphorically about the mind. Paper presented at the *Conceptual Structure, Discourse and Language Conference*. Houston, TX.
14. **Özçalışkan, Ş.** (2002). Children’s understanding of motion event metaphors in Turkish. Paper presented at the *11th International Conference on Turkish Linguistics*. Famagusta, Cyprus.
15. **Özçalışkan, Ş.** (2002). ‘When an idea runs through your mind, is it still inside your mind?’: A crosslinguistic look at young children’s understanding of metaphors about the mind. Paper presented at the *26th Boston University Conference on Language Development*. Boston, MA.
16. **Özçalışkan, Ş.** (2002). Children developing understanding of metaphorical motion events in English and Turkish. Paper presented at the *9th International Congress for the Study of Child Language*. Madison, WI.
17. **Özçalışkan, Ş.** (2003). ‘Time slips, life flows, death arrives’: Universals and particulars in the metaphorical extensions of spatial motion. Paper presented at the *39th Chicago Linguistic Society Conference*. Chicago, IL.
18. **Özçalışkan, Ş.** (2003). Doors, fences and thresholds: The (im)possibilities of crossing a boundary in English and Turkish. Paper presented at the *8th International Cognitive Linguistics Conference*. Logrono, Spain. ([Invited talk in a symposium](#))
19. **Özçalışkan, Ş.** (2003). ‘Time can’t fly, but a bird can’: Learning to draw the distinction between physical and metaphorical motion. Paper presented at the *8th International Cognitive Linguistics Conference*. Logrono, Spain. ([Invited talk in a symposium](#))
20. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2003). When mothers do not lead their children by the hand. Paper presented at the *27th Boston University Conference on Language Development*. Boston, MA.
21. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2004). Gesture is at the cutting edge of early language development. Paper presented at the *28th Boston University Conference on Language Development*. Boston, MA.
22. **Özçalışkan, Ş.** (2004). The many ways of crossing a boundary in English and Turkish. Paper presented at the *13th International Conference on Turkish Linguistics*. Izmir, Turkey.
23. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2005). When the hand says more than the mouth: Role of gesture in children’s early constructions. Paper presented at the *31st Berkeley Linguistic Society Conference*. Berkeley, CA.
24. Rowe, M., **Özçalışkan, Ş.**, & Goldin-Meadow, S. (2005). The added value of gesture in predicting vocabulary growth. Paper presented at the *29th Boston University Conference on Language Development*. Boston, MA.
25. **Özçalışkan, Ş.** (2005). The relation between children’s early iconic gestures and early verb lexicon. Paper presented at the *10th International Congress for the Study of Child Language*. Berlin, Germany.

26. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2005). Early gesture-speech combinations as an index of linguistic change. Paper presented at the *10th International Congress for the Study of Child Language*. Berlin, Germany. [\(Invited talk in a symposium\)](#)
28. **Özçalışkan, Ş.**; Levine, S. & Goldin-Meadow, S. (2007). Learning to convey linguistic constructions in gesture and speech. A comparison of children with and without focal brain injury. Paper presented at the *International Society for Gesture Studies Conference*. Evanston, IL. [\(Invited talk in a symposium\)](#)
29. **Özçalışkan, Ş.**; Mylander, C. & Goldin-Meadow, S. (2007). Expressing similarity by hand: Early communication in hearing speakers and deaf homesigners. Paper presented at the *International Society for Gesture Studies Conference*. Evanston, IL.
30. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2007). ‘X is like Y’: The emergence of similarity comparisons in children’s early speech and gesture. Poster presented at the *Society for Research in Child Development*. Boston, MA.
31. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Sex differences in language first appear in gesture. Poster presented at the *31th Boston University Conference on Language Development*. Boston, MA.
32. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Sex differences in language first appear in gesture. Paper presented at the *11th International Congress for the Study of Child Language*. Edinburgh, Scotland. [\(Invited talk in a symposium\)](#)
- * 33. Trofatter, C.; **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Gesturing helps speakers produce more complex speech. Paper presented at the *Midwestern Psychological Association 77th Annual Meeting*. Chicago, IL.
34. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Sex differences in language first appear in gesture. Poster presented at the *Association for Psychological Science 20th Annual Convention*. Chicago, IL.
35. **Özçalışkan, Ş.**, Gentner, D. & Goldin-Meadow, S. (2010). Do iconic gestures pave the way for children’s early verbs? Paper presented at the *4th International Society for Gesture Studies Conference*. Frankfurt an der Oder, Germany.
36. **Özçalışkan, Ş.**; Goldin-Meadow, S.; Gentner, D. & Mylander, C. (2010). Does language about similarity foster children’s similarity comparisons? Paper presented at the *4th International Society for Gesture Studies Conference*. Frankfurt an der Oder, Germany.
37. **Özçalışkan, Ş.** (2011). Do gestures follow speech in bilinguals’ description of motion? Poster presented at the *36th Boston University Conference on Language Development*, Boston, MA.
38. **Özçalışkan, Ş.** (2011). Do gestures follow speech in bilinguals’ description of motion? Paper presented at the *American Association for Applied Linguistics Conference*, Chicago, IL. [\(Invited talk in a symposium\)](#)
39. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2011). Do parents provide a helping hand for children’s early iconic gestures? Paper presented at the *Society for Research in Child Development Biennial Meeting*. Montreal, CA. [\(Invited talk in a symposium\)](#)
- * 40. **Özçalışkan, Ş.**, Trofatter, C. & Goldin-Meadow, S. (2011). Do early sex differences in gesture predict later language outcomes for boys and girls? Paper presented at the *12th International Congress for the Study of Child Language*. Montreal, Canada. [\(Invited talk in a symposium\)](#)

- * 41. Stanfield, C.; Williamson, R. A. & **Özçalışkan, Ş.** (2011). How early do children understand the meaning of iconic gestures? Poster presented at the *Society for Research in Child Development Biennial Meeting*. Montreal, CA.
- * 42. Stites, L. & **Özçalışkan, Ş.** (2011). Children's developing understanding of spatial metaphors for time. Poster presented at the *33rd Annual Meeting of the Cognitive Science Society*. Boston, MA.
- * 43. Stites, L. & **Özçalışkan, Ş.** (2011). Children's emerging understanding of different time metaphors. Poster presented at the *12th International Congress for the Study of Child Language*. Montreal, Canada.
- * 44. Stites, L. & **Özçalışkan, Ş.** (2011). Teasing apart the role of cognitive and linguistic factors in children's emerging metaphorical abilities. Poster presented at the *36th Boston University Conference on Language Development*. Boston, MA.
- * 45. Emerson, S. N., **Özçalışkan, Ş.**, Frishkoff, G. A. & Romay-Fernandez, I. G. (2012). Effects of gesture and motion type on word learning in Spanish. Paper presented at the *Language, Culture and Mind Conference*. Lisbon, Portugal.
- * 46. Emerson, S. N., **Özçalışkan, Ş.**, Frishkoff, G. A. & Romay-Fernandez, I. G. (2012). Do co-speech gestures and motion type affect learning action labels in Spanish? Paper presented at the *11th Conceptual Structure, Discourse and Language Conference*. Vancouver, British Columbia.
- * 47. Stanfield, C. R., McNally, A. M., Williamson, R. A., & **Özçalışkan, Ş.** (2012). Gesture and imitation in preschoolers. Poster presented at the *Southeastern Psychological Association Meeting*. New Orleans, Louisiana.
- * 48. Stites, L. & **Özçalışkan, Ş.** (2012). Narrative perspective appears first in gesture. Poster presented at the *37th Boston University Conference on Language Development*. Boston, MA.
- 49. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2012). Is seeing gesture necessary to gesture like a native speaker? Paper presented at the *37th Boston University Conference on Language Development*. Boston, MA.
- * 50. Gael Romay, I., Emerson, N. S., Fanego, T., **Özçalışkan, Ş.**, Nunez-Pertejo, P., & Frishkoff, G. (2012). Crosslinguistic influences on motion expression in English and Spanish. Paper presented at the *3rd ELC International Postgraduate Conference on English Linguistics*, Santiago de Compostela, Spain.
- * 51. Emerson, S., Cörekli, D. & **Özçalışkan, Ş.** (2013). Ways of moving across spaces in first and second language. Paper presented at the *Southeastern Psychological Association Conference*. Atlanta, GA.
- * 52. Amin, S., Casagrande, K., Eghbalzad, L. & **Özçalışkan, Ş.** (2013). What early drawings can tell us about children's later language development. Poster presented at the *Southeastern Psychological Association Conference*. Atlanta, GA. ([highly rated poster selected for sampler poster session](#))
- * 53. Stites, L. & **Özçalışkan, Ş.** (2013). Gesture's helping hand in narrative development. Poster presented at the *Southeastern Psychological Association Conference*. Atlanta, GA. ([highly rated poster](#))

selected for sampler poster session and nominated for graduate student award)

- * 54. Hodges, L. & **Özçalışkan, Ş.** (2013). How to cook with your hands: The interplay between gesture and speech in children's first explanations. Poster presented at the *Southeastern Psychological Association Conference*. Atlanta, GA. (highly rated poster selected for sampler poster session and nominated for graduate student award)
- * 55. Dimitrova, N. & **Özçalışkan, Ş.** (2013). Does the child's knowledge of objects influence the quality and quantity of parental gesture input? Poster presented at the *Society for Research in Child Development Biennial Meeting*. Seattle, WA.
- * 56. Stites, L. & **Özçalışkan, Ş.** (2013). Building narratives by hand: How gesture helps children build narrative perspective. Poster presented at the *Society for Research in Child Development Biennial Meeting*. Seattle, WA.
- 57. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2013). What explains crosslinguistic variation in gesture. Poster presented at the *Society for Research in Child Development Biennial Meeting*. Seattle, WA.
- 58. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2013). How speaking shapes the native language of gesture in describing motion. Paper presented at the *39th Annual Meeting of the Berkeley Linguistic Society*. Berkeley, CA.
- * 59. Stites, L. & **Özçalışkan, Ş.** (2013). Gesture's helping hand in building narrative perspective. Paper presented at the *American Speech and Hearing Association Convention*. Chicago, IL. (Invited talk in a symposium)
- * 60. Dimitrova, N., **Özçalışkan, Ş.** & Adamson, L. B. (2013). Does autism affect the types of gesture and their relation to speech? Poster presented at *8th Biennial Meeting of the Cognitive Development Society*. Memphis, TN.
- * 61. Hrabic, M., Williamson, B., & **Özçalışkan, Ş.** (2013). Does language influence the way children understand gesture-speech combinations?. Poster presented at *38th Boston University Conference on Language Development*. Boston, MA.
- * 62. Dimitrova, N., **Özçalışkan, Ş.** & Adamson, L.B. (2014). What early gesture can tell us about subsequent language development in children with autism? Paper presented at the *12th International Congress for the Study of Child Language*. Amsterdam, Netherlands (Invited talk in a symposium)
- 63. **Özçalışkan, Ş.** , Gentner, D., & Goldin-Meadow, S. (2014). What early iconic gestures can tell us about later relational language? Paper presented at the *12th International Congress for the Study of Child Language*. Amsterdam, Netherlands (Invited talk in a symposium)
- 64. **Özçalışkan, Ş.** & Hoff, E. (2014). How early gesture support language learning in dual language learners. Paper presented at the *12th International Congress for the Study of Child Language*. Amsterdam, Netherlands (Invited talk in a symposium).
- * 65. Hodges, L., **Özçalışkan, Ş.** & Williamson, R. (2014). Do comprehension and production of iconic gesture go hand-in-hand? Paper presented at the *6th International Society for Gesture Studies Conference*. San Diego, CA.

- * 66. Emerson, S., **Özçalışkan, Ş.** & Frishkoff, G. (2014). The effect of motion type and modality in word learning in English. Paper presented at the *Georgetown University Round Table on Languages and Linguistics*. Washington, DC.
- * 67. **Özçalışkan, Ş.**, Adamson, L. B., & Dimitrova, N., (2014). Deictic but *not* conventional gestures predict children’s vocabulary one year later. Paper presented at the *International Meeting for Autism Research*. Atlanta, GA.
- * 68. Dimitrova, N., **Özçalışkan, Ş.** & Adamson, L. B. (2014). Responsiveness to children’s gestures facilitates word learning in children with autism. Poster presented at the *International Meeting for Autism Research*. Atlanta, GA.
- * 69. Dimitrova, N., **Özçalışkan, Ş.** & Adamson, L. B. (2014). Do maternal gesture-speech combinations provide a helping hand for language development in children with autism? Paper presented at the *Symposium on Research in Child Language Disorders*. Madison, WI.
- * 70. Hodges, L., **Özçalışkan, Ş.** & Williamson, R. (2014). How early do children understand different types of iconicity in gesture? Paper presented at the 39th *Boston University Conference on Language Development*. Boston, MA.
- * 71. Dimitrova, N., **Özçalışkan, Ş.** & Adamson, L.B. (2014). Maternal responsiveness to child gesture facilitates word learning in children with autism and Down Syndrome. Paper presented at the 39th *Boston University Conference on Language Development*. Boston, MA.
- * 72. Dimitrova, N., **Özçalışkan, Ş.**, & Adamson, L. B. (2015). Parent’s responses to child gestures in commenting but not requesting contexts boost word learning in autism and Down syndrome. Paper presented at the *Society for Research in Child Development Biennial Meeting*. Pittsburg, PA. (Invited talk in a symposium)
- * 73. **Özçalışkan, Ş.**, Dimitrova, N., Bailey, J., Schmuck, L., & Adamson, L. B. (2015). Baby sign but not spontaneous gesture predicts later vocabulary in children with Down syndrome. Poster presented at the *Society for Research in Child Development Biennial Meeting*. Pittsburg, PA.
- * 74. Stites, L. J., & **Özçalışkan, Ş.** (2015). Children’s early comprehension and expression of metaphors for time are shaped by bodily experience. Paper presented at the *Southeastern Psychological Association Conference*. Hilton Head, NC.
- * 75. Hrabic, M., Williamson, R., & **Özçalışkan, Ş.** (2015). Do young children show sensitivity to language-specific gesture patterns in gesture comprehension? Poster presented at the *Society for Research in Child Development Biennial Meeting*. Pittsburg, PA.
- * 76. Stites, L. J., & **Özçalışkan, Ş.** (2015). Children’s early comprehension and expression of metaphors for time are shaped by bodily experience. Poster presented at the *Society for Research in Child Development Biennial Meeting*. Pittsburg, PA.
- * 77. Stites, L. J., & **Özçalışkan, Ş.** (2015). How early do children express time metaphors in speech and in gesture? Paper presented at the *Child Language Symposium*. *Warwick, UK*.
- * 78. Stites, L. J., & **Özçalışkan, Ş.** (2015). Time is at hand: Literacy influences children’s gestures

about time. Paper to be presented at the 40th *Boston University Conference on Language Development*. Boston, MA.

- *79. Mateo, V. & **Özçalışkan, Ş.**, Hoff, E. (2015). Parental translations of child gesture help vocabulary development in bilingual children. Paper to be presented at the 40th *Boston University Conference on Language Development*. Boston, MA.
- *80. **Özçalışkan, Ş.**, Adamson, L., Dimitrova, N., Schmuck, L. (2015). Early gesture provides a helping hand to later vocabulary development for children with autism, Down syndrome and typical development Paper to be presented at the 40th *Boston University Conference on Language Development*. Boston, MA.
- *81. Joseph, T., **Özçalışkan, Ş.**, Hodges, L., Williamson, R. (2016). Building viewpoint in iconic gesture. Paper accepted to be presented at the 62nd *Annual Meeting of the Southeastern Psychological Association*, New Orleans, LA.
- *82. **Özçalışkan, Ş.**, Lucero, C., & Goldin-Meadow, S. (2016). What is the source of crosslinguistic variation in gesture? Paper accepted to be presented at the 7th *International Gesture Conference*, Paris, France.
- *83. Dimitrova, N., **Özçalışkan, Ş.**, Adamson, L. (2016). Gesture comprehension follows a pattern similar to its production. Paper accepted to be presented at the 7th *International Gesture Conference*, Paris, France. (Invited talk in a symposium)
- *84. Stites, L. J., & **Özçalışkan, Ş.** (2016). What explains developmental changes in children's gestures about time. Poster submitted to be presented at the *Association for Psychological Science Conference*, Chicago, IL.

MENTORED STUDENT PRESENTATIONS AT LOCAL CONFERENCES

- *1. Damonte, J.; **Özçalışkan, Ş.**, Adamson, L. & Bakeman, R. (2009). Gesture as a window onto atypical language development. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA.
- *2. Stanfield, C. R.; Williamson, A. R. & **Özçalışkan, Ş.** (2010). Iconic gesture comprehension in two- and three-year-old children. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA.
- *3. Eghbalzad, L. & Amin, S. & **Özçalışkan, Ş.** (2011). Sex differences in early drawings selectively predict children's later language and cognitive abilities. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA.
- *4. Emerson, S. N., **Özçalışkan, Ş.**, Frishkoff, G., & Romay Fernández, I. (2011, April). Role of gesture in word learning in English and Spanish. Poster presented at *Language & Literacy Day*. Atlanta, GA.
- *5. Brooks, G. T., Emerson, S. N., Frishkoff, G., & **Özçalışkan, Ş.** (2011, April). Generation of bilingual (English/Spanish) pseudoword stimuli Poster presented at *Language & Literacy Day*. Atlanta, GA.

- * 6. Grossniklaus, A., Adamson, L., Bakeman, R. & **Özçalışkan, Ş.** (2011, April). Responses to maternal violations of communication in typically developing children, children with autism and children with Down Syndrome. Poster presented at *Language & Literacy Day*. Atlanta, GA.
- * 7. Casagrande, K. & Amin, S. & **Özçalışkan, Ş.** (2011). Sex differences in children's early drawings and their links to later language abilities. Poster presented at the *Georgia State Undergraduate Research Conference*. Atlanta, GA.
- * 8. Damonte, J.; **Özçalışkan, Ş.** (2011). Telling stories across gesture and speech. Poster presented at the *Georgia State Undergraduate Research Conference*. Atlanta, GA.
- * 9. Eghbalzad, L., & **Özçalışkan, Ş.** (2012). What explains sex differences in children's early gesture use? Poster presented at the *Georgia State Undergraduate Research Conference*. Atlanta, GA.
- * 10. Khan, A., Stites, L. J., & **Özçalışkan, Ş.** (2012). Do the hands tell all? Early narratives first appear in gesture. Poster presented at the *Georgia State Undergraduate Research Conference*. Atlanta, GA.
- * 11. Oliveira, H., Pollard, A., & **Özçalışkan, Ş.** (2012). Developmental changes in children's person drawings. Poster presented at the *Georgia State Undergraduate Research Conference*. Atlanta, GA.
- * 12. Stanfield, C. R., McNally, A. M., Williamson, R. A., & **Özçalışkan, Ş.** (2012). Imitation and gesture in preschoolers. Poster presented at the *Georgia State Undergraduate Research Conference*. Atlanta, GA.
- * 13. Cörekli, D., Emerson, S., & **Özçalışkan, Ş.** (2012). Ways of moving across spaces in first and second language. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA. (Winner of the Diversity Award)
- * 14. Arambulo, E., Williamson, R. A., & **Özçalışkan, Ş.** (2013). The ability to unpack multi-modal messages is related to spoken language skills. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA.
- * 15. Tchoulouian, L., Hrabic, M., Williamson, R. A., & **Özçalışkan, Ş.** (2014). Preschoolers' responses to and comprehension of adults' gestures. *Georgia State Undergraduate Research Conference*. Atlanta, GA.
- * 16. Emerson, S. N., **Özçalışkan, Ş.**, Frishkoff, G. (2014). Motion type and modality in English word learning. Poster presented at *Language & Literacy Day*. Atlanta, GA.
- * 17. Hodges, L., **Özçalışkan, Ş.** (2014). The hands are moving, but what are they saying? Poster presented at *Language & Literacy Day*. Atlanta, GA.
- * 18. Stites, L. J., **Özçalışkan, Ş.** (2014). When do gestures about time become language-specific? Poster presented at *Language & Literacy Day*. Atlanta, GA.
- * 19. DeBurro, A., Dimitrova, N., **Özçalışkan, Ş.**, Adamson, L. (2014). How do adults glean information from gesture? Effects of gesture type and gesture's informational relation to speech. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA.

- * 20. Scmuck, L., Bailey, J., Dimitrova, N., **Özçalışkan, Ş.**, Adamson, L. (2014). Giving a hand to vocabulary development in children with Down syndrome. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA.
- * 21. Scmuck, L., Rucker, A., Dimitrova, N., **Özçalışkan, Ş.**, Adamson, L. (2015). Do children differ in their comprehension of different types of gestures and gesture-speech combinations? Poster presented at the *GSU Undergraduate Research Conference*. Atlanta, GA.
- * 22. Rucker, A., Scmuck, L., Dimitrova, N., **Özçalışkan, Ş.**, Adamson, L. (2015). Does comprehension of gesture have the same positive relation to child vocabulary as the production of gesture? Poster presented at the *GSU Undergraduate Research Conference*. Atlanta, GA.
- * 23. Joseph, T., Hodges, L., **Özçalışkan, Ş.**, Williamson, R. (2015). What production of iconic gestures tell us about their comprehension. Poster presented at the *GSU Undergraduate Research Conference*. Atlanta, GA.
- * 24. Mateo, V., Cardona, C., **Özçalışkan, Ş.**, Hoff, E. (2015). Do parental translations of child gesture help with vocabulary development? Poster presented at the *Language & Literacy Day*. Atlanta, GA.
- * 25. Stites, L. J. & **Özçalışkan, Ş.** (2015). Time at hand: Developmental changes in children's gestures about time in English. Poster presented at *Language & Literacy Day*. Atlanta, GA.
- * 26. Dimitrova, N., **Özçalışkan, Ş.**, & Adamson, L. B. (2015). Parents' translation of child gesture facilitate vocabulary development in children with autism, Down syndrome and typical development. *Atlanta Autism Consortium*, Atlanta, GA.
- * 27. **Özçalışkan, Ş.**, Adamson, L. B., Dimitrova, N. (2015). Early deictic gestures but not other gestures predict vocabulary in typical development and autism. *Atlanta Autism Consortium*, Atlanta, GA.
- * 28. Joseph, T., Hodges, L., **Özçalışkan, Ş.**, Williamson, R. (2015). What production of iconic gestures can tell us about their comprehension. Poster presented at the *Psychology Undergraduate Research Conference*. Atlanta, GA.

C4. SELECTED FELLOWSHIPS, AWARDS, NOMINATIONS, AND HONORS

1997	<i>Humanities Social Science Grant</i> , University of California, Berkeley
1997	<i>Mellon Travel Grant for Field Research</i> , University of California, Berkeley
1998	<i>University Fellowship</i> , University of California, Berkeley
1998	<i>Bernard Osber International Scholarship</i> , International House, Berkeley
1999	<i>University Fellowship</i> , University of California, Berkeley
1999	<i>The Berkeley Chapter of the Golden Key National Honor Society Honorary Award</i>
2000	<i>Humanities Research Grant</i> , University of California, Berkeley
2000	<i>Mellon Travel Grant for Field Research</i> , University of California, Berkeley
2001	<i>University Fellowship</i> , University of California, Berkeley
2001	<i>Mellon Travel Grant for Field Research</i> , University of California, Berkeley
2001	<i>Institute of Human Development Research Grant</i> , University of California, Berkeley
2002	<i>Chancellor's Dissertation Fellowship</i> , University of California, Berkeley

- 2010 *Nomination for College of Arts and Sciences Outstanding Teaching Award, Georgia State University, Atlanta.*
- 2011 *American Speech and Hearing Association Lessons for Success Conference Fellowship, ASHA, Maryland.*
- 2013 *Nomination for College of Arts and Sciences Outstanding Junior Faculty Award, Georgia State University, Atlanta.*
- 2014 *Nomination for College of Arts and Sciences Outstanding Senior Faculty Award, Georgia State University, Atlanta.*

C5. STUDENT AWARDS & FELLOWSHIPS UNDER MY SUPERVISION

- 2010-2014 Sam Emerson, graduate student in Cognitive Science
GSU Language and Literacy Doctoral Fellowship
- 2011-2015 Lauren Stites, graduate student in Developmental Psychology
GSU Language and Literacy Doctoral Fellowship
- 2011 Samantha Emerson, graduate student in Cognitive Science
GSU Theresa Nash Bernstein Scholarship in International Travel
GSU International Education Fee (IEF) Study Abroad Scholarship
- 2012 Damla Çörekli, undergraduate research assistant
GSU Undergraduate Research Conference, Diversity Award
GSU Language and Literacy Undergraduate Summer Fellowship
- 2012- 2013 Leyla Eghbalzad, undergraduate student
GSU Language and Literacy Undergraduate Fellowship
- 2013-2015 Leslie Hodges, graduate student in Developmental Psychology
GSU Language and Literacy Doctoral Fellowship
- 2014 Nevena Dimitrova, Postdoctoral Fellow
Jon Miller Travel Award: Symposium on Child Language Disorders
- 2014 Alia DeBurro, undergraduate research assistant
GSU Language and Literacy Undergraduate Fellowship
- 2014 Leslie Hodges, graduate student in Developmental Psychology
Boston Child Language Conference Paula Menyuk Travel Award
- 2014 Lauren Stites, graduate student in Developmental Psychology
GSU Dissertation Grant
- 2015 Camila Cardona, undergraduate research assistant
GSU Language and Literacy Undergraduate Fellowship
- 2015 Lauren Stites, graduate student in Developmental Psychology
GSU Outstanding Graduate Student Research Award
- 2015 Leslie Hodges, graduate student in Developmental Psychology
Southeastern Psychological Association Student Research Award

2015	Karen Valdez Gouzieta Scholar (undergraduate)
2014-present	Valery Mateo, graduate student in Developmental Psychology GSU Language and Literacy Doctoral Fellowship
2015-present	Tikenya Joseph, undergraduate research assistant GSU Language and Literacy Undergraduate Fellowship
2015-present	Stephanie Baumann, graduate student in Developmental Psychology GSU Scholar Award, Department of Psychology
2015-present	Erika Alcantar Anguiano Gouzieta Scholar (undergraduate)
2015-present	Carissa Lavin GSU Presidential Scholar (undergraduate)

C6. SYPOSIUM ORGANIZATION

- 2003 Co-organizer for the symposium, Typological differences in encoding motion events, for the 7th *International Cognitive Linguistics Conference*, La Rioja, Spain. (With Iraide Ibarretxe as co-organizer)
- 2005 Organizer for the symposium, Role of gesture in language development, for the 10th *International Congress for the Study of Child Language*, Berlin, Germany (With Jana Iverson & Kristine de López as co-organizers)
- 2005 Organizer for the symposium, From non-linguistic to linguistic representations: Children's encoding of motion at the perceptual, gestural, and linguistic levels, for the 10th *International Congress for the Study of Child Language*, Berlin, Germany. (With Aslı Özyürek as co-organizer)
- 2008 Organizer for the symposium, The contribution of gesture to language learning at different linguistic milestones, for the 11th *International Congress for the Study of Child Language*, Edinburgh, Scotland (With Jana Iverson as co-organizer)

C7. PEER REVIEW ACTIVITIES

PROFESSIONAL JOURNALS (ad hoc reviewer of scientific manuscripts)

1. *Applied Psycholinguistics*
2. *Autism Research*
3. *Australian Journal of Linguistics*
4. *British Journal of Developmental Psychology*
5. *Child Development*
6. *Cognition*
7. *Cognitive Development*
8. *Cognitive Linguistics*
9. *Cognitive Science*
10. *Developmental Psychology*
11. *Developmental Science*
12. *Folia Linguistica*

13. *Gesture*
14. *Human Development*
15. *Intercultural Pragmatics*
16. *International Journal of Behavioral Development*
17. *Journal of Autism and Developmental Disorders*
18. *Journal of Child Language*
19. *Journal of Cognition and Development*
20. *Journal of Experimental Child Psychology*
21. *Journal of Memory and Language*
22. *Language and Cognitive Processes*
23. *Language Interaction and Acquisition*
24. *Language Learning and Development*
25. *Language and Linguistics Compass*
26. *Lingua*
27. *Metaphor and Symbol*
28. *Open Linguistics*
29. *Pervasive and Mobile Computing*
30. *Review of Cognitive Linguistics*
31. *Topics in Cognitive Science*

PUBLISHERS (ad hoc reviewer of book proposals and chapters in books)

1. Cambridge University Press
2. McGraw Hill Publishers.
3. Sage Publishers.
4. Mouton DeGruyter

FEDERAL AGENCIES (ad hoc reviewer of grant proposals)

1. National Science Foundation
2. Social Sciences and Humanities Research Council of Canada, Standard Research Grants Program
3. Language Learning Small Grants Research Program of Canada, Ontario Institute for Studies in Education

PROFESSIONAL CONFERENCES (ad hoc reviewer of abstracts)

1. Boston University Conference on Language Development
2. Cognitive Science Society Conference
3. Conceptual Structure Discourse and Language
4. International Association for the Study of Child Language Congress
5. International Cognitive Linguistics Conference
6. Multimodality of Communication: Gestures, Emotions, Language and Cognition Conference
7. Society for Research in Child Development Biennial Meeting
8. International Society for the Study of Behavioral Development Meeting
9. International Conference for Sign Language Acquisition
10. International Gesture Studies Conference

C8. PROFESSIONAL ORGANIZATION ACTIVITIES

MEMBERSHIP

1. APS (American Psychological Society)
2. IASCL (International Association for the Study of Child Language)
3. ICLA (International Cognitive Linguistics Association)
4. ISGS (International Society for Gesture Studies)
5. SRCD (Society for Research in Child Development)

SCIENTIFIC ADVISORY BOARD MEMBERSHIP

International Gesture Studies Conference, Paris, FRANCE (2016)

C9. COVERAGE OF RESEARCH IN POPULAR MEDIA (* coverage of student work)

1. Craig, Jeremy (2009). Expressing comparison is possible even without language, researchers find. Retrieved from: http://www2.gsu.edu/~wwwexa/news/archive/2009/09_0630expressingcomparisons.html
2. Re-release in Georgia Front News (2009). Expressing comparison is possible even without language, researchers find. Retrieved from: <http://georgiafrontpage.blogspot.com/2009/07/expressing-comparisons-is-possible-even.html>
3. Craig, Jeremy (2010). Researchers find first evidence of a gender difference in language in early gesture. Retrieved from: <http://www.gsu.edu/news/44908.html>
4. Love, Jessica (2012). What little girls are made of: sugar and spice and linguistic precocity. Retrieved from *The American Scholar*: <http://theamericanscholar.org/what-little-girls-are-made-of/>
- *5. Craig, Jeremy (2013). Georgia State University Researcher discovers five-year-olds can understand time metaphors. Retrieved from: <http://www.gsu.edu/news/63472.html>
- *6. Dowels, Phebe (2013, January 29). Georgia State student proves a metaphorical ability of five year olds. *The Signal*, 80(18), 4A.
7. Craig, Jeremy (2013). Children with brain lesions able to use gestures important to language learning. Retrieved from: <http://www.gsu.edu/news/63765.html>
8. Re-release in Science Daily (2013). Children with brain lesions able to use gestures important to language learning. Retrieved from: <http://www.sciencedaily.com/releases/2013/02/130220123413.html>
9. Fox, Sue (2013). Children acquiring verbs and gestures. Retrieved from <http://linguistics-research-digest.blogspot.co.uk/2013/04/children-acquiring-verbs-and-gestures.html>
- *10. Kehr, D. (2013) How early do children understand gesture-speech combinations with iconic gestures? Retrieved from <http://www.dugdug.com/dr-ozcaliskan-discusses-gesture-speech-development>

D. INSTRUCTIONAL ACTIVITIES

D1. COURSES TAUGHT AT GEORGIA STATE UNIVERSITY

Undergraduate

1. *Developmental Psychology* (upper division large lecture course)
2. *Advanced Research Design and Methods* (upper division critical thinking through writing course)

Graduate

1. *Language and Cognitive Development* (proseminar for developmental program)
2. *Advanced Research in Psychology* (individual research supervision)
3. *Developmental Seminar* (biweekly invited speaker series)

D2. DIRECTION OF INDIVIDUAL STUDENT WORK

Advisees:

Postdoctoral fellows

1. Nevena Dimitrova (Adamson, co-mentor) (09/2012-10/2015)

Graduate students

1. Lauren Stites (08/2009-present)
2. Samantha Emerson (08/2010-present)
3. Valery Mateo (08/2014-present)
4. Stephanie Baumann (08/2015-present)
5. Leslie Hodges (08/2011-08/2015)

International Visiting Scholars

1. Iria Gael Romay Fernandez (Spain) (09/2010-12/2010)
2. Anne Katharina Harr (Germany) (07/ 2013-08/2013)
3. Marjin Struiksmā (Holland) (10/2015-11/2015)
4. Ayse Banu Cavdar (Turkey) (09/2015-12/2015)
5. Wojciech Lewandowski (Poland) (05/2016-08/2016)

Undergraduate research assistants

- Vanessa Larrick (2009-2010)
 Anthony Casagrande (2010)
 Tyler Hawkins (2011-2012)
 Brittany Dean (2011)
 Damla Corekli (2011-2012)
 Leyla Eghbalzad (2011-2012)
 Michael Sovik (2011-2012)
 Arubah Khan (2012)
 Nilza Santana-Castillo (2013)
 Zeynep Ozenay (2014)
 Alia deBurro (2014)
 Camilla Cardona (2015)
 Keller Street (2015)
 Aleisha Rucker (2015)

Mina Mensure Oguz (2015)
 Ashlee Wetherbee (2015)
 Evelyn (06/2015-present)
 Tikenya Joseph (12/2014-present)
 Nathalie Echeverri (2015)
 Karen Valdez (2015)
 Erika Alcantar Anguiano (08/2015-present)
 Carissa Lynn Lavin (08/2015-present)

Postbac research assistants

Jennifer Chang (2009-2011)
 Vasthi Reyes (2009-2010)
 Andrea Pollard (2010-2012)
 Christianne Ramdeen (2010-2012)
 Karis Casagrande (2010-2012)
 Hellen Oliveira (2012)
 Jhonelle Bailey (2013-2014)
 Lauren Schmuck (2014-present)
 Melinda Reed (09/2015-present)

Committees:

Thesis/Exam Committees (chair)

- | | |
|-------------------------------------------------------|----------------------------------|
| 2. Lauren Stites (MA thesis, chair) | (completed, 05/2012) |
| 1. Lauren Stites (General exam, chair) | (completed, 12/2012) |
| 3. Samantha Emerson (MA thesis, chair with Frishkoff) | (completed, 04/2013) |
| 4. Leslie Hodges (MA thesis, chair with Frishkoff) | (completed, 03/2015) |
| 5. Samantha Emerson (General exam, chair with Conway) | (completed, 12/2015) |
| 6. Lauren Stites (PhD dissertation, chair) | (08/2014-present: prop defended) |
| 7. Valery Mateo (MA thesis, chair) | (03/2015-present: prop defended) |

Thesis/Exam Committees (member):

- | | |
|-------------------------------------------------|----------------------------------|
| 1. Lisa Heimbauer (General exam, member) | (completed, 04/2010) |
| 2. Matthew Hudgens-Haney (MA thesis, member) | (completed, 05/2010) |
| 3. Christopher Harper (MA thesis, member) | (completed, 05/2010) |
| 4. Christopher Stanzione (General exam, member) | (completed, 03/2013) |
| 5. Ann Grossniklaus (MA thesis, member) | (completed, 10/2013) |
| 6. Zhidan Wang (MA thesis, member) | (completed, 12/2013) |
| 7. Anne Gonsiorowski (MA thesis, member) | (completed, 04/2014) |
| 8. Leyla Eghbalzad (MA thesis, member) | (04/2015-present: prop defended) |
| 9. Anna Gonsiorowski (PhD dissertation, member) | (04/2015-present: prop defended) |
| 10. Zhidan Wang (PhD dissertation, member) | (08/2015-present: prop defended) |
| 11. Ebru Ger (MA thesis, member) | (01/2016-present: prop defended) |

Students mentored in my lab who went onto graduate school

1. Jennifer Chang-Damonte, BA 2008, University of Delaware, PhD in Educational Psychology
2. Vanessa Larrick, BA 2009, Brenau University, MA in Occupational Therapy

5. Andrea Pollard, BA 2010, Georgia State University, MA in Educational Psychology
6. Karis Casagrande, BA 2010, Michigan State University, PhD in Clinical Psychology.
7. Nilza Santana, BA 2012, Clemson University, MA in Counselor Education
8. Leyla Eghbalzad, BA 2012, Georgia State University, PhD in Developmental Psychology
9. Arubah Khan, BA 2012, Marquette University, MA in Counseling Psychology

E. SERVICE

E1. DEPARTMENT

1. Developmental Seminar (Kiddie Café) Talk Series, faculty organizer (2009-2012, 2015-2016)
2. Faculty Search Committee, member (2010-2011)
3. Faculty Search Committee, member (2013-2014)
4. Diversity in Teaching Award Committee, member (2013)
5. Executive Committee, member (2013-2015)
6. Triennial Evaluation of Chair Committee, member (2014)
7. Faculty Search Committee, member (2014-2015)
8. Promotion and Tenure Committee, member (2014-present)
9. Faculty Search Committee, member (2015)

E2. UNIVERSITY

1. Language and Literacy Distinguished Speaker Series committee, member (2009-present)
2. Center for Research on Atypical Development and Learning, member (2009-present)
3. Georgia State University Language and Literacy Initiative, member (2008-present)
4. 2CI Faculty Search Committee for 'Breaking the glass ceiling for children who are deaf or hard of hearing,' member (2012-2014)