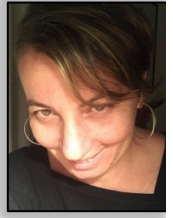


# ŞEYDA ÖZÇALIŞKAN

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<http://languagelab.gsucreate.org/HOME.html>



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## A. EDUCATION

2002          PhD    Developmental Psychology, University of California, Berkeley, CA  
1996          MA    Developmental Psychology, Clark University, Worcester, MA  
1994          MA    Educational Psychology, Bogaziçi University, Istanbul, Turkey  
1992          BA    Business, Bogaziçi University, Istanbul, Turkey

## B. PROFESSIONAL CREDENTIALS

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

## C. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

### C1. GRANTS

#### **External grants (funding decision pending)**

07/2021-06/2023      *Role of early motor experience in infants with Down syndrome*  
National Institute of Health, NICHD, R21 (\$429,000)  
**Co-PI** (scored/funding decision pending)

#### **External grants (current)**

09/2021-08/2023      *The role of gesture in video-learning for children with autism and with typical development*  
Spencer Foundation (\$50,000)  
**PI**

01/2018-12/2021      *Concepts, structures and sounds: a pluralistic approach to the essential ingredients of human language (CONESCO)*  
Spanish Government & Feder Funds (FFI2017-82460-P, €48400; J. L. Mendivil-Giró & I. Antuñano, PIs)  
**Co-I**

**External grants (completed)**

- 04/2013-04/2018 *Gesture as a forerunner of linguistic change: insights from autism*  
National Science Foundation (BCS 1251337; \$385,000)  
**PI**
- 06/2008-05/2012 *Patterns of gesture and speech use by congenitally blind speakers in two cultures*  
March of Dimes Foundation (12-FY08-160; \$179,201)  
**Co-PI**

**Mentored external grants (completed)**

- 07/2018-06/2019 *Role of gesture in learning action words in English and Turkish*  
Turkish National Science Foundation (\$30,000)  
**Postdoctoral mentor** for Dr. Murat Şengül
- 07/2018-06/2019 *A comparison of verbal memory and language development of sequential and simultaneous Turkish-English bilingual and monolingual Turkish children*  
Turkish National Science Foundation (\$30,000)  
**Postdoctoral mentor** for Dr. Kübra Şengül
- 05/2016-09/2018 *Construction grammar meets typology: From theory to teaching*  
Marie Skłodowska-Curie Postdoctoral Fellowship (€ 165.390)  
*Inter- and Intra-typological variation of macro events: the case of motion*  
Danish Council for Independent Research Postdoctoral Grant (€ 133.000)  
**Postdoctoral/visiting scholar mentor** for Dr. Wojciech Lewandowski
- 04/2014-10/2015 *Does gesture comprehension provide a helping hand for language learning in children with autism spectrum disorders?*  
Swiss National Science Foundation (\$70,050)  
**Postdoctoral mentor** for Dr. Nevena Dimitrova
- 05/2014-06/2015 *Effect of language and modality in learning labels for actions*  
Turkish National Science Foundation (\$30,000)  
**Postdoctoral mentor** for Dr. Murat Şengül (declined by PI)
- 09/2012-03/2014 *Effect of caregiver responsiveness to child gesture on language development of children with autism*  
Swiss National Science Foundation (\$63,450)  
**Postdoctoral mentor** for Dr. Nevena Dimitrova
- 09/2010-12/2010 *Corpus analysis of motion events in English and Spanish*  
Spanish Ministry of Education  
**Mentor for visiting scholar** Ms. Iria Gael Fernandez, MA

**Internal grants (completed)**

- 07/2017-06/2018 *Does gesture play a causal role in improving vocabulary development for children with autism and with typical development?*  
Research in Challenges in Acquiring Language and Literacy Seed Grant, GSU (\$45,977)  
**PI**

- 04/2013-07/2013 *Are blind children's linguistic delays paralleled by delays in gesture?*  
Internal Grant Initiative to Support Federal Grant Submission, GSU (\$4,940)  
**PI**
- 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, GSU (\$43,940)  
**PI**
- 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 (\$47,000)  
**PI**
- 06/2010-05/2011 *Gesture as predictor of language development in children with autism*  
Faculty Mentored Research Grant, GSU (\$11,000)  
**PI**
- 06/2009-05/2010 *Role of gesture in second language production*  
Research Initiation Grant, GSU (\$10,000)  
**PI**
- 10/2008-05/2009 *Gesture as a window onto atypical language development*  
Language and Literacy Seed Grant Program, GSU (\$38,200)  
**PI**

## **C2. SELECTED FELLOWSHIPS, AWARDS, NOMINATIONS, AND HONORS**

- 2020 *Faculty Award for Global Engagement: Research & Scholarship*, GSU
- 2020 *Nomination for College of Arts and Sciences Outstanding Graduate Mentoring Award*, GSU
- 2018 *Outstanding Diversity in Teaching Award*, Psychology Department, GSU
- 2013 *Nomination for College of Arts and Sciences Outstanding Junior Faculty Award*, GSU
- 2011 *American Speech and Hearing Association Lessons for Success Conference Fellowship*, ASHA
- 2010 *Nomination for College of Arts and Sciences Outstanding Teaching Award*, GSU
- 2002 *Chancellor's Dissertation Fellowship*, University of California, Berkeley
- 2001 *University Fellowship*, University of California, Berkeley
- 2001 *Mellon Travel Grant for Field Research*, University of California, Berkeley
- 2001 *Institute of Human Development Research Grant*, University of California, Berkeley
- 2000 *Humanities Research Grant*, University of California, Berkeley
- 2000 *Mellon Travel Grant for Field Research*, University of California, Berkeley
- 1999 *University Fellowship*, University of California, Berkeley
- 1999 *The Berkeley Chapter of the Golden Key National Honor Society Honorary Award*
- 1998 *University Fellowship*, University of California, Berkeley
- 1998 *Bernard Osher International Scholarship*, International House, Berkeley
- 1997 *Mellon Travel Grant for Field Research*, University of California, Berkeley
- 1997 *Humanities Social Science Grant*, University of California, Berkeley

**C3. PUBLICATIONS** (\* indicates publications with student/postdoctoral co-authors; 75 published/in press + 7 under review)

**JOURNAL ARTICLES**

45. Lewandowski, W. & **Özçalışkan, Ş.**, (2021). Expression of object placement events in a second language: does specificity of placement event expression in first language matter? *Studies in Second Language Acquisition*.
- \* 44. Öztürk, S., Pınar, E., Ketrez, N., & **Özçalışkan, Ş.** (2021). Effect of sex and dyad type on speech and gesture development of singleton and twin children. *Journal of Child Language*.
- \* 43. Pınar, E., Öztürk, S., Ketrez, N., & **Özçalışkan, Ş.** (2021). Effect of child sex and sibling composition on parental verbal and nonverbal input. *Journal of Nonverbal Behavior*.
- \* 41. Lewandowski, W. & **Özçalışkan, Ş.**, (2021). How language type influences patterns of motion expression in bilingual speakers. *Second Language Research*, 37(1), 27-49.
- \* 42. Emerson, S., Conway, C., **Özçalışkan, Ş.** (2020). Semantic P600—but *not* N400—effects index crosslinguistic variability in speakers' expectancies for the expression of motion. *Neuropsychologia*, 149, 107638.
- \* 40. Dimitrova, N., Mohr, C., **Özçalışkan, Ş.** & Adamson, L. B. (2020). Right-hand pointing gestures predict expressive language in children with autism. *Journal of Autism and Developmental Disorders*, 50(4), 1147-1158.
- \* 39. Baumann, S., **Özçalışkan, Ş.** & Adamson, L. B. (2019). Do early school-aged children's gestures reflect parental gesture input in autism and typical development? *Research in Autism Spectrum Disorders*, 67, 101440.
- \* 38. Limia, V. D., **Özçalışkan, Ş.**, Hoff, E. (2019). Do parents provide a helping hand to vocabulary development in bilingual children? *Journal of Child Language*, 46, 501-521.
- \* 37. **Özçalışkan, Ş.**, Adamson, L. B., Dimitrova, N., Baumann, S. (2018). Do parents gesture differently when children's gestures differ? *Journal of Autism and Developmental Disorders*, 48, 1492-1507.
- \* 36. Glaser, M. G., Williamson, R., **Özçalışkan, Ş.** (2018). Do children understand iconic gestures about events as early as iconic gestures about entities? *Journal of Psycholinguistic Research*, 47(3), 741-754.
- \* 35. Lewandowski, W. & **Özçalışkan, Ş.**, (2018). How event perspective influences speech and co-speech gestures about motion. *Journal of Pragmatics*, 128, 22-29.
- \* 34. Hodges, L. & **Özçalışkan, Ş.**, Williamson, R. (2018). Type of iconicity influences children's comprehension of gesture. *Journal of Experimental Child Psychology*, 166, 327-339.
- \* 33. **Özçalışkan, Ş.**, Lucero, C., & Goldin-Meadow, S. (2018). Blind speakers show language-specific patterns in co-speech gesture but *not* silent gesture. *Cognitive Science*. 42(3), 1001-1014

- \* 32. **Özçalışkan, Ş.**, Adamson, L. B., Dimitrova, N., & Baumann, S. (2017). Early gesture provides a helping hand to spoken vocabulary development for children with autism, Down syndrome and typical development. *Journal of Cognition and Development*, 18(3), 325-337.
- \* 31. Dimitrova, N., **Özçalışkan, Ş.** & Adamson, L. B. (2017). Do verbal children with autism comprehend gesture as readily as typically developing children? *Journal of Autism and Developmental Disorders*, 47, 3267-3280.
- \* 30. Stites, L. J. & **Özçalışkan, Ş.** (2017). Who does what to whom: Children track story referents first in gesture. *Journal of Psycholinguistic Research*, 46(4), 1019-1032.
- \* 29. **Özçalışkan, Ş.**, Dimitrova, N., & Adamson, L. B. (2016). Early deictic but *not* other gestures predict vocabulary in both typical development and autism. *Autism*, 20(6), 754-763.
- \* 28. **Özçalışkan, Ş.**, Lucero, C., & Goldin-Meadow, S. (2016). Is seeing gesture necessary to gesture like a native speaker? *Psychological Science*, 27(5), 737-747.
- \* 27. **Özçalışkan, Ş.**, Lucero, C., & Goldin-Meadow, S. (2016). Does language shape silent gesture? *Cognition*, 148, 10-18.
26. **Özçalışkan, Ş.** (2016). Do gestures follow speech in bilinguals' description of motion? *Bilingualism: Language and Cognition*, 19(3), 644-653.
- \* 25. 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.
- \* 24. Emerson, S., **Özçalışkan, Ş.** & Frishkoff, G. (2016). The effect of motion type and modality in word learning in English. *Applied Psycholinguistics*, 37(3), 643-671.
- \* 23. **Özçalışkan, Ş.**, Adamson, L., Dimitrova, N., Bailey J. & Schmuck, L. (2016). Baby signs but not spontaneous gestures predict later vocabulary in children with Down Syndrome. *Journal of Child Language*, 43(4), 948-963.
22. **Özçalışkan, Ş.** (2015). Ways of crossing a spatial boundary in typologically distinct languages. *Applied Psycholinguistics*, 36, 485-508.
- \* 21. 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.**, Gentner, D. & Goldin-Meadow, S. (2014). Do iconic gestures pave the way for children's early verbs? *Applied Psycholinguistics*, 35, 1143-1162.
- \* 19. **Özçalışkan, Ş.** & Dimitrova, N. (2013). How gesture input provides a helping hand to language development. *Seminars in Speech and Language*, 34, 155-164.
- \* 18. Stites, L. J. & **Özçalışkan, Ş.** (2013). Children's developing understanding of different spatial metaphors for time. *Journal of Child Language*, 40(5), 1123-1137.
- \* 17. Stites, L. J. & **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. **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. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2010). Sex differences in language first appear in gesture. *Developmental Science*, 13(5), 752-760.
14. **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. (2009). When gesture-speech combinations do and do not index linguistic change. *Language and Cognitive Processes*, 28(24), 190-217.
12. 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.** (2007). Metaphors we ‘move by’: Children’s developing understanding of metaphorical motion in typologically distinct languages. *Metaphor and Symbol*, 22(2), 147-168.
10. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2005). Gesture is at the cutting edge of early language development. *Cognition*, 96(3), B101-B113.
9. **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.** (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.** (2005). Metaphor meets typology: Ways of moving metaphorically in English and Turkish. *Cognitive Linguistics*, 16(1), 207-246.
6. **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.** (2004). Encoding the manner, path and ground components of a metaphorical motion event. *Annual Review of Cognitive Linguistics*, 2, 73-102.
4. **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.** (2003). Metaphorical motion in crosslinguistic perspective. A comparison of English and Turkish. *Metaphor and Symbol*, 18(3), 189-228.
2. **Özçalışkan, Ş.** (1996). Analysis of a Turkish wondertale within Vladimir Propp’s morphological framework. *Dilbilim Arařtırmaları* [Linguistic Research], 165-172.
1. **Özçalışkan, Ş.** (1994). Use of profanity by Turkish males and females. *Dilbilim Arařtırmaları* [Linguistic Research], 274-287.

## EDITED BOOKS

2. Ketrez, N., Küntay, Ş, **Özçalışkan, Ş.** & A. Özyürek (2017) (Eds.), *Cognitive and environmental contributions to language development: Studies in Honor of Ayhan Aksu Koç*. TILAR Series. New York:

John Benjamins.

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.

## INVITED BOOK CHAPTERS

- \* 12. Ketrez, N., Küntay, A., **Özçalışkan, Ş.**, & Özyürek, A. (2017). Introduction. In N. Ketrez, A. Küntay, Ş. Özçalışkan, & A. Özyürek (Eds.), *Cognitive and environmental contributions to language development: Studies in Honor of Ayhan Koç* (pp. vi-xii). NY: John Benjamins.
- \* 11. **Özçalışkan, Ş.**, & Limia, V., & Dimitrova, N. (2017). How robust is the effect of parental response to child gesture in facilitating child vocabulary development across different learners? In A. Küntay, N. Ketrez, Ş. Özçalışkan, & A. Özyürek (Eds.), *Cognitive and environmental contributions to language development: Studies in Honor of Ayhan Koç* (pp. 69-83). NY: John Benjamins.
- \* 10. **Özçalışkan, Ş.**, Stites, L. J., & Emerson, S. (2017). *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* (257-277). NY: John Benjamins.
- \* 9. **Özçalışkan, Ş.**, & Emerson, S. (2016). 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*. (pp. 177-191). NY: John Benjamins.
- \* 8. **Özçalışkan, Ş.**, & Hodges, L. (2016). Jestlerin Çocukların Dilsel ve Bilişsel Gelişimindeki Rolü (Role of gesture in cognitive and linguistic development). In C. Aydın, T. Goksun, A. Kuntay, D. Tahiroğlu (Eds.), *Aklın Çocuk Hali: Zihin Gelişimi Araştırmaları* (Studies on Cognitive Development (pp. 83-106). Istanbul: Koc University Press.
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.
- \* 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.
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.
4. **Özçalışkan, Ş.** (2010). Acquisition of metaphor. In Patrick Hogan (Ed.), *Cambridge Encyclopedia of Language Sciences* (pp.486-488). Cambridge University Press.
3. **Özçalışkan, Ş.** (2009). Learning to talk about spatial motion in language-specific ways. In J. Guo, E. Lieven, S. Ervin-Tripp, N. Budwig, K. Nakamura & Ş. 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.

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 Kristianssen, Michael Achard, Rene Dirven & Francisco Ruiz de Mendoza (Eds.), *Cognitive Linguistics: Foundations and fields of application* (pp. 229-262). Mouton de Gruyter.
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.

## CHAPTERS IN CONFERENCE PROCEEDINGS VOLUMES

- \* 15. Stites, L. J. & **Özçalışkan, Ş.** (2016). The time is at hand: Literacy influences children’s gestures about time. *Proceedings of the 40<sup>th</sup> Boston University Conference on Language Development Online Supplement*.
- \* 14. Mateo, V. & **Özçalışkan, Ş.**, Hoff, E. (2016). Parental translations of child gesture help vocabulary development in bilingual children. In J. Scott, D. Waughtal (Eds.), *Proceedings of the 40<sup>th</sup> Boston University Conference on Language Development* (pp. 241-252). Somerville, MA: Cascadilla Press.
- \* 13. Hodges, L., **Özçalışkan, Ş.** & Williamson, R. (2015). How early do children understand different types of iconicity in gesture? In E. Grillo & K. Jepson (Eds) *Proceedings of the 39<sup>th</sup> Boston University Conference on Language Development* (pp. 244-253). Somerville, MA: Cascadilla Press.
- \* 12. Hrabic, M., Williamson, B., & **Özçalışkan, Ş.** (2014). How early do children understand iconic co-speech gestures conveying action? *Online Supplement to the Proceedings of the 38<sup>th</sup> 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 36<sup>th</sup> Boston University Conference on Language Development*. 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 36<sup>th</sup> Boston University Conference on Language Development Online Supplement*.
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 30<sup>th</sup> Boston University Conference on Language Development* (pp. 501-512). Somerville, MA: Cascadilla 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 28<sup>th</sup> Boston University Conference on Language Development* (pp. 424-435). Somerville, MA: Cascadilla 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: Bogaziçi University 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.



5. **Özçalışkan, Ş.** (2003). Children's developing understanding of metaphors about the mind. In B. Beachley, A. Brown, F. Conlin (Eds.), *Proceedings of the 27<sup>th</sup> Boston University Conference on Language Development* (603-614). 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 30<sup>th</sup> Stanford Child Language Research Forum, CSLI Publications* (pp. 77-85). Palo Alto, California.
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 24<sup>th</sup> Boston University Conference on Language Development* (pp. 558-570). 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. Kerslake (Eds.), *Studies on Turkish and Turkic Languages* (pp. 253-262). Wiesbaden: Harrassowitz Verlag.
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 23<sup>rd</sup> Boston University Conference on Language Development* (pp. 541-552). Somerville, MA: Cascadilla Press.

**C4. PROFESSIONAL PRESENTATIONS** (\* indicates presentations with student/postdoctoral fellow co-authors; **210 presented/accepted for presentation**)

**INVITED COLLOQUIA & ADDRESSES AT OTHER UNIVERSITIES/VENUES**

31. **Özçalışkan, Ş.** (2021, May). Pointing or *not* pointing: What early gesture can tell us about language learning in children with autism? *Ankara University, Department of Psychology, Turkey.*
30. **Özçalışkan, Ş.** (2021, March). Gesturing towards language milestones: Does variability of the learner matter? *University of Alberta, Panel on Experimental Psycholinguistics, Alberta, Canada.*
29. **Özçalışkan, Ş.** (2020, June). Gesture can help different learners take the next step in language development. *Universitat Pompeu Fabra, Department of Translation and Language Sciences. Barcelona, Spain. (canceled due to pandemic)*
28. **Özçalışkan, Ş.** (2019, September). Pointing to words: How gesture provides a helping hand to language development across different learners. *Keynote address at Gesture and Speech in Interaction Congress. Paderborn, Germany.*
27. **Özçalışkan, Ş.** (2016, November). Moving across spaces in speech and gesture with or without vision. *Agnes Scott College, Atlanta, GA.*
26. **Özçalışkan, Ş.** (2015, September). Why do speakers of different languages gesture differently? *Atlanta Science Tavern, Atlanta, GA.*
25. **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.*
24. **Özçalışkan, Ş.** (2014, August). Gesture's helping hand in language learning. *University of Oslo, Department of Psychology Mind Workshop. Oslo, Norway.*

- \*23. 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.
- \*22. 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.
21. **Özçalışkan, Ş.** (2013, September). How gesture predicts the next step in language learning. *The Atlanta Autism Consortium*, Atlanta, GA.
20. **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.
19. **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.
18. **Özçalışkan, Ş.** (2012, November). What explains crosslinguistic variation in gesture over developmental time. *Emory University, Department of Psychology, Cognition and Development Colloquium*.
17. **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.
16. **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.
15. **Özçalışkan, Ş.** (2009, April). Ways of moving in speech and in gesture. *Emory University, Department of Psychology, Language and Space Group*. 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).
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.
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.
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.
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.
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.
8. **Özçalışkan, Ş.** (2007, May). How gesture helps children with brain injury construct language. *University of Chicago, Department of Neurology Brownbag*. Chicago, IL.

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.
6. **Özçalışkan, Ş.** (2007, February). Gesture is at the cutting edge of language learning. *Wesleyan University, Department of Psychology Colloquium*. Middletown, CT.
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.
4. **Özçalışkan, Ş.** (2007, February). Gesture is at the cutting edge of language learning. *University California, Berkeley, Department of Linguistics Colloquium*. Berkeley, CA.
3. **Özçalışkan, Ş.** (2007, January). Gesture is at the cutting edge of language learning. *University of Chicago, Department of Psychology, Developmental Brownbag*. Chicago, IL.
2. **Özçalışkan, Ş.** (2007, January). Gesture is at the cutting edge of language learning. *Boston University, Department of Psychology Colloquium*. Boston, MA.
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.

#### INVITED COLLOQUIA & ADDRESSES AT GSU

3. **Özçalışkan, Ş.** (2019, May). Approaches to diversity. *Georgia State University, Department of Psychology, Diversity in Teaching Award Talk*, Atlanta, GA.
2. **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.
1. **Özçalışkan, Ş.** (2009, April). Role of gesture in language development. *Georgia State University, Department of Applied Linguistics Brownbag*. Atlanta, GA.

#### PRESENTATIONS AT INTERNATIONAL/NATIONAL CONFERENCES

116. Lewandowski, W. & **Özçalışkan, Ş.** (2021). The specificity of event expression in first language influences expression of object placement events in second language. Paper accepted to be presented at the *13<sup>th</sup> International Symposium on Bilingualism*. Warsaw, Poland.
- \* 115. Emerson, S., McGregor, K. & **Özçalışkan, Ş.** (2020). Patterns of motion expression in children with or without language impairment. Paper presented at the *34<sup>th</sup> CUNY Conference on Human Sentence Processing*. NY, USA.
- \* 114. Dimitrova, N., Mohr, C., Pache, S., & **Özçalışkan, Ş.** (2020). Do older children with ASD continue to show lack of a right-hand bias for gesturing? Poster presented virtually at *Many Paths to Language*, Nijmegen, Netherlands.
- \* 113. Dimitrova, N., Martinelli, F., Pache, S., & **Özçalışkan, Ş.** (2020). Does comprehension and production of gesture go hand-in-hand in typical development and autism. Paper accepted to *52<sup>nd</sup> C Congress of the German Psychological Society & 15<sup>th</sup> Conference of the Austrian Society of Psychology*

- (joint meeting). Vienna, Austria. (Invited talk in a symposium; canceled due to pandemic)
- \* 112. Öztürk, S., Pınar, E., Çiftçi, M., Şahinkayası, F., Ketrez, N., & **Özçalışkan, Ş.** (2020). Does parental input reflect differences in speech and gesture production of singleton and twin children? Poster accepted to Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA (canceled due to pandemic)
  - \* 111. Dimitrova, N., Mohr, C., **Özçalışkan, Ş.** & Adamson, L. (2020). Pointing with the right hand towards words: Right-handed pointing predicts vocabulary in autism and typical development. Paper accepted to 14<sup>th</sup> *International Congress for the Study of Child Language*. Philadelphia, PA. (Invited talk in a symposium; postponed to 2021 due to pandemic)
  - \* 110. Limia, V. & **Özçalışkan, Ş.** (2020). Does instruction with gesture boost bilingual children's spatial talk? Paper accepted to the 14<sup>th</sup> *International Congress for the Study of Child Language*. Philadelphia, PA. (Invited talk in a symposium; postponed to 2021 due to pandemic)
  - \* 109. Pınar, E., Öztürk, S., Ketrez, N., & **Özçalışkan, Ş.** (2020). Do parents show sex differences in speech and gesture when talking to their singleton and twin children? Poster presented virtually at 32<sup>nd</sup> *APS Annual Convention*. Chicago, IL.
  - \* 108. Çiftçi, M., Şahinkayası, F., Öztürk, S., Pınar, E., Ketrez, N., & **Özçalışkan, Ş.** (2020). Does children's hand preference in gesturing reflect parental input? Poster presented virtually *Southeastern Psychological Association 66<sup>th</sup> Annual Meeting*. New Orleans, LA.
  - \* 107. Jing, P., Emerson, S., & **Özçalışkan, Ş.** (2020). Dialect based variation in the expression of motion in Chinese. Paper presented at the 1<sup>st</sup> *Hawai'i International Conference on Chinese Studies*. Honolulu, HI.
  - \* 106. Emerson, S., & **Özçalışkan, Ş.**, & Conway, C. (2019). When grammatical words elicit P600s instead of N400s: A cross-linguistic examination of lexicalization and congruency for motion events. Poster presented at the *60th Annual Meeting of the Psychonomic Society*, Montreal, CA.
  - \* 105. Baumann, S., Branum-Martin, L., & **Özçalışkan, Ş.** (2019). Do different statistical approaches to behavioral count data reveal similar findings? Paper presented at the *Southeastern Psychological Association 65<sup>th</sup> Annual Meeting*. Jacksonville, FL.
  - \* 104. Pınar, E., Öztürk, S., Çiftçi, M., Şahinkayası, F., Ketrez, N., & **Özçalışkan, Ş.** (2019). Do parents gesture differently to their daughters than to their sons? Poster presented at the *Southeastern Psychological Association 65<sup>th</sup> Annual Meeting*. Jacksonville, FL.
  - \* 103. Öztürk, S., Pınar, E., Şahinkayası, F., Ketrez, N., Çiftçi, M. & **Özçalışkan, Ş.** (2019). Do sex differences in speech become evident in gesture? Poster presented at the *Southeastern Psychological Association 65<sup>th</sup> Annual Meeting*. Jacksonville, FL.
  - \* 102. Emerson, S. N., & **Özçalışkan, Ş.**, Conway, C. (2018). Grammatical but Unexpected Verbs for Motion Events Leads to 'Semantic P600' Effect in English and Spanish Speakers. Poster presented at the *59<sup>th</sup> Annual Meeting of the Psychonomic Society*. New Orleans, Louisiana.
  - 101. **Özçalışkan, Ş.**, & Goldin-Meadow, S. (2018). How early does speaking shape the native language of gesture? Paper presented at the 43<sup>rd</sup> *Boston University Conference on Language*

*Development*. Boston, MA.

- \* 100. Limia, V. D., Alcantar, E. A., Ortiz, M. D., Chamorro, C. & **Özçalışkan, Ş.**, Hoff, E. (2018). Do parents gesture differently to their bilingual children in their stronger vs. weaker language? Paper presented at the 43<sup>rd</sup> *Boston University Conference on Language Development*. Boston, MA.
- \* 99. Dimitrova, N., Mohr, C., **Özçalışkan, Ş.**, Adamson, L. (2018). Does handedness for early gesture use index language abilities in children with autism spectrum disorders? Paper to be presented at the 6<sup>th</sup> *North Sea Laterality International Meeting*, Dundee, Scotland.
- \* 98. Espinoza, H. L. Emerson, S. N., Conway, C., & **Özçalışkan, Ş.** (2018). Exploring the link between working memory, formal literacy training and language comprehension in bilinguals. Poster presented at the *Southeastern Psychological Association 64<sup>th</sup> Annual Meeting*. Charleston, NC.
- \* 97. Baumann, S. & **Özçalışkan, Ş.** (2018). Does parental prompting help communicative development of older children with autism? Paper presented at the *Southeastern Psychological Association 64<sup>th</sup> Annual Meeting*. Charleston, NC.
- \* 96. Crain, A., Emerson, S. N., & **Özçalışkan, Ş.** (2018). Does individual variability in gesture production influence gesture comprehension in multi-modal word learning? Poster presented at the *Southeastern Psychological Association 64<sup>th</sup> Annual Meeting*. Charleston, NC.
- \* 95. Paul, J. Z., Emerson, S. N., & **Özçalışkan, Ş.** (2017). Dialect-based variability in the expression of motion in Chinese. Paper presented at the *89<sup>th</sup> South Atlantic Modern Language Association Conference*, Atlanta, GA. (Invited talk in a symposium).
- \* 94. **Özçalışkan, Ş.**, Adamson, L. B., Dimitrova, N., & Baumann, S. (2017). Do parents model gestures differently when children's gestures differ? Paper presented at 42<sup>nd</sup> *Boston University Conference on Language Development*. Boston, MA.
- 93. Goksun, T., Aktan-Erciyes, A., Furman, R., Williamson, R. & **Özçalışkan, Ş.** (2017). Iconic gesture comprehension by children learning Turkish. Poster presented at the *Language as a Form of Action Conference*. Rome, Italy.
- \* 92. **Özçalışkan, Ş.**, Adamson, L. B., Reed, M., & Baumann, S. (2017). Telling stories across gesture and speech by children with autism and with typical development. Paper presented at the *13<sup>th</sup> International Congress for the Study of Child Language*. Lyon, France. (Invited talk in a symposium).
- \* 91. Baumann, S. **Özçalışkan, Ş.**, & Adamson, L. B. (2017). Do older children with autism continue to use gesture differently than typically developing children? Poster presented at the *Autism Conference and Expo of Georgia*. Atlanta, GA.
- \* 90. Stites, L. & **Özçalışkan, Ş.** (2017). Children's spontaneous and elicited gestures about time. Poster presented at the *Society for Research in Child Development Biennial Meeting*. Austin, Texas.
- \* 89. Limia, V. & **Özçalışkan, Ş.**, Hoff, E. (2017). How gesture relates to bilingual children's vocabulary in their weaker and stronger language. Poster presented at the *Society for Research in Child Development Biennial Meeting*. Austin, Texas.
- \* 88. Baumann, S. & **Özçalışkan, Ş.** (2017). What gesture does for communication in early school

years in autism and typical development. Poster presented at the *Society for Research in Child Development Biennial Meeting*. Austin, Texas.

- \* 87. Limia, V. D. Alcantar, E., & **Özçalışkan, Ş.**, Hoff, E. (2017). Maternal response to child gesture facilitates vocabulary development across socio-economic status. Paper presented at the *Southeastern Psychological Association 63<sup>rd</sup> Annual Meeting*. Atlanta, GA.
- \* 86. Baumann, S. & **Özçalışkan, Ş.**, Adamson, L. B. (2017). How robust is the gesture-speech system in older children with autism? Poster presented at the *Southeastern Psychological Association 63<sup>rd</sup> Annual Meeting*. Atlanta, GA.
- 85. **Özçalışkan, Ş.**, & Goldin-Meadow, S. (2016). Blind speakers show language-specific patterns in co-speech but *not* silent gesture. Paper presented at the 41<sup>st</sup> *Boston University Conference on Language Development*. Boston, MA.
- \* 84. Dimitrova, N., **Özçalışkan, Ş.**, & Adamson, L. B. (2016). Does gesture comprehension follow a pattern similar to its production in typical development and autism? Paper presented at the 41<sup>st</sup> *Boston University Conference on Language Development*. Boston, MA.
- \* 83. Stites, L. J., & **Özçalışkan, Ş.** (2016). What explains developmental changes in children's gestures about time. Poster presented at the *Association for Psychological Science Conference*, Chicago, IL.
- \* 82. Dimitrova, N., **Özçalışkan, Ş.**, Adamson, L. (2016). Gesture comprehension follows a pattern similar to its production. Paper presented at the 7<sup>b</sup> *International Gesture Conference*, Paris, France. ([Invited talk in a symposium](#))
- \* 81. **Özçalışkan, Ş.**, Lucero, C., & Goldin-Meadow, S. (2016). What is the source of crosslinguistic variation in gesture? Paper presented at the 7<sup>b</sup> *International Gesture Conference*, Paris, France.
- \* 80. Joseph, T., **Özçalışkan, Ş.**, Hodges, L., Williamson, R. (2016). Does viewpoint preference change in children's iconic gestures? Poster presented at the Southeastern Psychological Association 62<sup>nd</sup> Annual Meeting. New Orleans, LA.
- \* 79. **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 presented at the 40<sup>th</sup> *Boston University Conference on Language Development*. Boston, MA.
- \* 78. Mateo, V. & **Özçalışkan, Ş.**, Hoff, E. (2015). Parental translations of child gesture help vocabulary development in bilingual children. Poster presented at the 40<sup>th</sup> *Boston University Conference on Language Development*. Boston, MA.
- \* 77. Stites, L. J., & **Özçalışkan, Ş.** (2015). Time is at hand: Literacy influences children's gestures about time. Poster presented at the 40<sup>th</sup> *Boston University Conference on Language Development*. Boston, MA.
- \* 76. 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.

- \*75. 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.
- \*74. 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.
- \*73. 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.
- \*72. **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.
- \*71. 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)
- \*70. 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 39<sup>th</sup> *Boston University Conference on Language Development*. Boston, MA.
- \*69. Hodges, L., **Özçalışkan, Ş.** & Williamson, R. (2014). How early do children understand different types of iconicity in gesture? Paper presented at the 39<sup>th</sup> *Boston University Conference on Language Development*. Boston, MA.
- \*68. 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.
- \*67. 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.
- \*66. **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.
- \*65. 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.
- \*64. Hodges, L., **Özçalışkan, Ş.** & Williamson, R. (2014). Do comprehension and production of iconic gesture go hand-in-hand? Paper presented at the 6<sup>th</sup> *International Society for Gesture Studies Conference*. San Diego, CA.

63. **Özçalışkan, Ş.** & Hoff, E. (2014). How early gesture support language learning in dual language learners. Paper presented at the *12<sup>th</sup> International Congress for the Study of Child Language*. Amsterdam, Netherlands ([Invited talk in a symposium](#)).
62. **Özçalışkan, Ş.** , Gentner, D., & Goldin-Meadow, S. (2014). What early iconic gestures can tell us about later relational language? Paper presented at the *12<sup>th</sup> International Congress for the Study of Child Language*. Amsterdam, Netherlands ([Invited talk in a symposium](#))
- \* 61. 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 *12<sup>th</sup> International Congress for the Study of Child Language*. Amsterdam, Netherlands ([Invited talk in a symposium](#))
- \* 60. Hrabic, M., Williamson, B., & **Özçalışkan, Ş.** (2013). Does language influence the way children understand gesture-speech combinations?. Poster presented at *38<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
- \* 59. Dimitrova, N., **Özçalışkan, Ş.** & Adamson, L. B. (2013). Does autism affect the types of gesture and their relation to speech? Poster presented at *8<sup>th</sup> Biennial Meeting of the Cognitive Development Society*. Memphis, TN.
- \* 58. 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](#))
57. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2013). How speaking shapes the native language of gesture in describing motion. Paper presented at the *39<sup>th</sup> Annual Meeting of the Berkeley Linguistic Society*. Berkeley, CA.
56. **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.
- \* 55. 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.
- \* 54. 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.
- \* 53. 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](#))
- \* 52. 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](#))



- \* 51. 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](#))
- \* 50. 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.
- \* 49. 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 *3<sup>rd</sup> ELC International Postgraduate Conference on English Linguistics*, Santiago de Compostela, Spain.
48. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2012). Is seeing gesture necessary to gesture like a native speaker? Paper presented at the *37<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
- \* 47. Stites, L. & **Özçalışkan, Ş.** (2012). Narrative perspective appears first in gesture. Poster presented at the *37<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
- \* 46. 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.
- \* 45. 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.
- \* 44. 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.
- \* 43. Stites, L. & **Özçalışkan, Ş.** (2011). Teasing apart the role of cognitive and linguistic factors in children's emerging metaphorical abilities. Poster presented at the *36<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
- \* 42. Stites, L. & **Özçalışkan, Ş.** (2011). Children's emerging understanding of different time metaphors. Poster presented at the *12<sup>th</sup> International Congress for the Study of Child Language*. Montreal, Canada.
- \* 41. Stites, L. & **Özçalışkan, Ş.** (2011). Children's developing understanding of spatial metaphors for time. Poster presented at the *33<sup>rd</sup> Annual Meeting of the Cognitive Science Society*. Boston, MA.
- \* 40. 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.
- \* 39. **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 *12<sup>th</sup> International*

- Congress for the Study of Child Language*. Montreal, Canada. (Invited talk in a symposium)
38. **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)
  37. **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)
  36. **Özçalışkan, Ş.** (2011). Do gestures follow speech in bilinguals' description of motion? Poster presented at the 36<sup>th</sup> *Boston University Conference on Language Development*, Boston, MA.
  35. **Özçalışkan, Ş.**; Goldin-Meadow, S.; Gentner, D. & Mylander, C. (2010). Does language about similarity foster children's similarity comparisons? Paper presented at the 4<sup>th</sup> *International Society for Gesture Studies Conference*. Frankfurt an der Oder, Germany.
  34. **Özçalışkan, Ş.**, Gentner, D. & Goldin-Meadow, S. (2010). Do iconic gestures pave the way for children's early verbs? Paper presented at the 4<sup>th</sup> *International Society for Gesture Studies Conference*. Frankfurt an der Oder, Germany.
  33. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Sex differences in language first appear in gesture. Poster presented at the *Association for Psychological Science 20<sup>th</sup> Annual Convention*. Chicago, IL.
  - \* 32. Trofatter, C.; **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Gesturing helps speakers produce more complex speech. Paper presented at the *Midwestern Psychological Association 77<sup>th</sup> Annual Meeting*. Chicago, IL.
  31. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Sex differences in language first appear in gesture. Paper presented at the 11<sup>th</sup> *International Congress for the Study of Child Language*. Edinburgh, Scotland. (Invited talk in a symposium)
  30. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2008). Sex differences in language first appear in gesture. Poster presented at the 31<sup>th</sup> *Boston University Conference on Language Development*. Boston, MA.
  29. **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.
  28. **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.
  27. **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)
  26. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2005). Early gesture-speech combinations as an index of linguistic change. Paper presented at the 10<sup>th</sup> *International Congress for the Study of Child Language*. Berlin, Germany. (Invited talk in a symposium)

25. **Özçalışkan, Ş.** (2005). The relation between children's early iconic gestures and early verb lexicon. Paper presented at the *10<sup>th</sup> International Congress for the Study of Child Language*. Berlin, Germany.
24. Rowe, M., **Özçalışkan, Ş.**, & Goldin-Meadow, S. (2005). The added value of gesture in predicting vocabulary growth. Paper presented at the *29<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
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 *31<sup>st</sup> Berkeley Linguistic Society Conference*. Berkeley, CA.
22. **Özçalışkan, Ş.** (2004). The many ways of crossing a boundary in English and Turkish. Paper presented at the *13<sup>th</sup> International Conference on Turkish Linguistics*. Izmir, Turkey.
21. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2004). Gesture is at the cutting edge of early language development. Paper presented at the *28<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
20. **Özçalışkan, Ş.** & Goldin-Meadow, S. (2003). When mothers do not lead their children by the hand. Paper presented at the *27<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
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 *8<sup>th</sup> International Cognitive Linguistics Conference*. Logrono, Spain. ([Invited talk in a symposium](#))
18. **Özçalışkan, Ş.** (2003). Doors, fences and thresholds: The (im)possibilities of crossing a boundary in English and Turkish. Paper presented at the *8<sup>th</sup> International Cognitive Linguistics Conference*. Logrono, Spain. ([Invited talk in a symposium](#))
17. **Özçalışkan, Ş.** (2003). 'Time slips, life flows, death arrives': Universals and particulars in the metaphorical extensions of spatial motion. Paper presented at the *39<sup>th</sup> Chicago Linguistic Society Conference*. Chicago, IL.
16. **Özçalışkan, Ş.** (2002). Children developing understanding of metaphorical motion events in English and Turkish. Paper presented at the *9<sup>th</sup> International Congress for the Study of Child Language*. Madison, WI.
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 *26<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
14. **Özçalışkan, Ş.** (2002). Children's understanding of motion event metaphors in Turkish. Paper presented at the *11<sup>th</sup> 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.
12. **Özçalışkan, Ş.** & Slobin, D. I. (2002). 'Run into vs. enter rapidly': How children learn to encode manner of motion. Paper presented at the *11<sup>th</sup> International Conference on Turkish Linguistics*. Famagusta, Cyprus.
11. **Özçalışkan, Ş.** (2002). Is metaphor an early emerging cognitive and linguistic capacity? Poster presented at the *31<sup>st</sup> Stanford Child Language Research Forum*. Palo Alto, California.

10. **Özçalışkan, Ş.** & Slobin, D. I. (2001). Interplay between semantic codability and alternative lexical means in children's motion descriptions. Poster presented at the *37<sup>th</sup> Chicago Linguistic Society Conference*. Chicago, IL.
9. **Özçalışkan, Ş.** (2001). Metaphor meets typology: Ways of moving metaphorically in English and Turkish. Paper presented at the *7<sup>th</sup> International Cognitive Linguistics Conference*. Santa Barbara, CA.
8. **Özçalışkan, Ş.** & Slobin, D. I. (2000). Typological analysis of motion events in Turkish & English. Paper presented at the *10<sup>th</sup> International Conference on Turkish Linguistics*. Istanbul, Turkey.
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 *10<sup>th</sup> International Conference on Turkish Linguistics*. Istanbul, Turkey.
6. **Özçalışkan, Ş.** (2000). Contrastive effect of narrative perspective vs. typological constraints in encoding manner of motion. Poster presented at the *7<sup>th</sup> International Pragmatics Conference*. Budapest, Hungary.
5. **Özçalışkan, Ş.** & Slobin, D. I. (1999). How children encode motion events in two types of languages. Poster presented at the *8<sup>th</sup> International Congress for the Study of Child Language*. San Sebastian, Spain.
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 *24<sup>th</sup> Boston University Conference on Language Development*. Boston, MA.
3. Özyürek, A. & **Özçalışkan, Ş.** (1999). How children learn to conflate manner and path in their speech and gestures. Paper presented at the *30<sup>th</sup> Stanford Child Language Research Forum*. Palo Alto, CA.
2. **Özçalışkan, Ş.** & Slobin, D. I. (1998). Expression of manner of movement in monolingual and bilingual adult narratives. Paper presented at the *9<sup>th</sup> International Conference on Turkish Linguistics*. Oxford, England.
1. **Özçalışkan, Ş.** & Slobin, D. I. (1998). Expression of manner of motion in English, Spanish, and Turkish. Paper presented at the *23<sup>rd</sup> Boston University Conference on Language Development*. Boston, MA.

#### POSTER PRESENTATIONS AT LOCAL CONFERENCES

- \* 62. Guelfo, A., Emerson, S., & **Özçalışkan, Ş.** (2020). Does level of second language exposure affect novel word learning in first language? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 61. Merilan, S.J., Gonzalez-Ortiz, I., Galvez, E., Miranda, Y., Limia, V.D., & **Özçalışkan, Ş.** (2020). The effect of gesture on spatial word instruction: does socio-economic status matter? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 60. Gonzalez-Ortiz, I., Merilan, S., Galvez, E., Miranda, Y., Limia, V.D., & **Özçalışkan, Ş.** (2020). Are boys more likely than girls to benefit from instruction on spatial terms with or without gesture? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 59. Callaway, E., Soares, A., Baumann, S., & **Özçalışkan, Ş.** (2019). Parental verbal input to child

- gesture in autism and in typical development. *Psychology Undergraduate Research Conference*. Atlanta, GA.
- \* 58. Çiftçi, M., Şahinkayası, F., Öztürk, S., Pınar, E., Ketrez, N., & **Özçalışkan, Ş.** (2019). Does the right-hand bias in gesturing go hand-in-hand in children and their parents? *Psychology Undergraduate Research Conference*. Atlanta, GA.
  - \* 57. Gonzalez-Ortiz, I., Merilan, S., Galvez, E., Brooks, R.N., Ramos, Y., Limia, V.D., & **Özçalışkan, Ş.** (2019). Talking to your boys *vs.* girls about math: does ethnicity matter? *Psychology Undergraduate Research Conference*. Atlanta, GA.
  - \* 56. Merilan, S.J., Gonzalez-Ortiz, I., Galvez, E., Brooks, R.N., Limia, V.D., & **Özçalışkan, Ş.** (2019). Do latino parents vary their spatial language input when talking to their daughters *vs.* sons? *Psychology Undergraduate Research Conference*. Atlanta, GA. ([Diversity Award](#))
  - \* 55. Ciftci, M., Pınar, E., Öztürk, S., Şahinkayası, F., Ketrez, N., & **Özçalışkan, Ş.** (2019). Are there sex differences in hand preference for gesture production? *National Conference on Undergraduate Research*, Kennesaw, GA.
  - \* 54. Öztürk, S., Pınar, E., Şahinkayası, F., Ciftci, M., Ketrez, N., & **Özçalışkan, Ş.** (2019). Do sex differences in speech become evident in gesture? *Language & Literacy Day*, Atlanta, GA.
  - \* 53. Pınar, E., Öztürk, S., Ciftci, M., Şahinkayası, F., Ketrez, N., & **Özçalışkan, Ş.** (2019). Do parents speak and gesture differently to their daughters than to their sons? *Language & Literacy Day*, Atlanta, GA.
  - \* 52. Callaway, E., Baumann, S., & **Özçalışkan, Ş.** (2019). Parent response to child gesture after the onset of words. *Language & Literacy Day*, Atlanta, GA.
  - \* 51. Şahinkayası, F., Pınar, E. & Öztürk, S., Ketrez, N., **Özçalışkan, Ş.** (2019). Do parents use different types of speech to their daughters than to their sons? *Language & Literacy Day*, Atlanta, GA.
  - \* 50. Santos, L.M., Greenberger, J., Emerson, S. N., **Özçalışkan, Ş.** & Conway, C. (2018). Effect of gesture type in the neural processing of motion events in English. *Psychology Undergraduate Research Conference*. Atlanta, GA.
  - \* 49. Greenberger, J., Santos, L. M., Emerson, S. N., Conway, C. & **Özçalışkan, Ş.** (2018). How does production of different gesture-speech combinations relate to the semantic processing of words? *Psychology Undergraduate Research Conference*. Atlanta, GA.
  - \* 48. Crain, A., Emerson, S. N., & **Özçalışkan, Ş.** (2018). Does individual variability in gesture production influence gesture comprehension in multi-modal word learning? *Language & Literacy Day*, Atlanta, GA.
  - \* 47. Öztürk, S., Ketrez, N., & **Özçalışkan, Ş.** (2018). Do twins speak and gesture differently than singletons at the early ages? *Language & Literacy Day*, Atlanta, GA.
  - \* 46. Limia, V. D., Alcantar, E. A., Ortiz, M. D., Chamorro, C. **Özçalışkan, Ş.**, Hoff, R. E. (2018). Do differences in bilingual child's co-speech gesture in weaker *vs.* stronger language reflect differences in parent gesture input? *Language & Literacy Day*, Atlanta, GA.

- \*45. Lopez, P., Espinoza, H. L., Emerson, S. N., Conway, C., & **Özçalışkan, Ş.** (2018). Does language proficiency affect processing of incongruent motion verbs? *Georgia Psychological Association Annual Meeting*. Athens, GA.
- \*44. Lopez, P., Fleiderman, M. M., Espinoza, H. L., Emerson, S. N., Conway, C., & **Özçalışkan, Ş.** (2018). Does language fluency affect amplitude of ERP signals in Spanish speakers? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \*43. Kang, C., Ko, M., Emerson, S. N., & **Özçalışkan, Ş.** (2018). Effect of second language on expression of motion in first language. *GSU Undergraduate Research Conference*. Atlanta, GA.
- \*42. Kang, C., Ko, M., Emerson, S. N., & **Özçalışkan, Ş.** (2018). Does time of exposure to a second language influence patterns of motion expression in first language? *Georgia Psychological Association Annual Meeting*. Athens, GA.
- \*41. Espinoza, H. L., Lopez, P. R., Fleiderman, M. M., Emerson, S. N., Conway, C., & **Özçalışkan, Ş.** (2018). How does language influence the way the brain processes motion events. *GSU Undergraduate Research Conference*. Atlanta, GA.
- \*40. Ortiz, M. D., Anguiano, E. A., Chamorro, C., Limia, V. D., **Özçalışkan, Ş.**, Hoff, R. E. (2018). Does parental translation of child gesture explain sex differences in vocabulary development? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \*39. Crain, A., Emerson, S. N., & **Özçalışkan, Ş.** (2017). Does individual variability in gesture production influence gesture comprehension in multi-modal word learning? *Psychology Undergraduate Research Conference*. Atlanta, GA.
- \*38. Limia, V. D., **Özçalışkan, Ş.**, Hoff, R. E. (2017). Parental translation of child gesture builds vocabulary in children from low and high SES. *Language & Literacy Day*, Atlanta, GA.
- \*37. Baumann, S., & **Özçalışkan, Ş.**, Adamson, L. B. (2017). Do parents mirror their child's use of gesture in autism and typical development? *Language & Literacy Day*, Atlanta, GA.
- \*36. Hamki, K., Baumann, S., & **Özçalışkan, Ş.** (2017). Do parents provide greater verbal support to their daughters than to their sons with their gestures? *Language & Literacy Day*, Atlanta, GA.
- \*35. Boyd-Johnson, S., Reed, M., M., Guo, A., **Özçalışkan, Ş.**, & Adamson, L. B. (2017). Does emotional valence of personal events influence their recall in typical development and autism? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \*34. Hamki, K., Baumann, S., & **Özçalışkan, Ş.** (2017). Do parents provide greater verbal support to their daughters than to their sons with their gestures? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \*33. Reed, M., Guo, A., **Özçalışkan, Ş.**, & Adamson, L. B. (2016). Viewpoint in gesture predicts later narrative complexity in autism and typical development. *Psychology Undergraduate Research Conference*. Atlanta, GA.
- \*32. Hamki, K., Baumann, S., & **Özçalışkan, Ş.** (2016). Does parental verbal input vary by child's gender? *Psychology Undergraduate Research Conference*. Atlanta, GA.

- \* 31. Joseph, T., **Özçalışkan, Ş.**, Hodges, L., Williamson, R. (2016). Does viewpoint preference change in children's iconic gestures? *GSU Language & Literacy Day*, Atlanta, GA.
- \* 30. Mateo, V.D., **Özçalışkan, Ş.**, Hoff, RE. (2016). Parental translations of child gesture help vocabulary development in bilingual children. *GSU Language & Literacy Day*, Atlanta, GA.
- \* 29. Alcantar, E. A., Mateo, V.D., **Özçalışkan, Ş.**, Hoff, RE. (2016). Does the effect of parental response to child gesture on vocabulary development vary by socio-economic status? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 28. Joseph, T., Hodges, L., **Özçalışkan, Ş.**, Williamson, R. (2015). What production of iconic gestures can tell us about their comprehension. *Psychology Undergraduate Research Conference*. 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.
- \* 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.
- \* 25. Stites, L. J. & **Özçalışkan, Ş.** (2015). Time at hand: Developmental changes in children's gestures about time in English. *Language & Literacy Day*. Atlanta, GA.
- \* 24. Mateo, V., Cardona, C., **Özçalışkan, Ş.**, Hoff, E. (2015). Do parental translations of child gesture help with vocabulary development? *Language & Literacy Day*. Atlanta, GA.
- \* 23. Joseph, T., Hodges, L., **Özçalışkan, Ş.**, Williamson, R. (2015). What production of iconic gestures tell us about their comprehension. *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? *GSU 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? *GSU 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. *Psychology Undergraduate Research Conference*. 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. *Psychology Undergraduate Research Conference*. Atlanta, GA.
- \* 18. Stites, L. J., **Özçalışkan, Ş.** (2014). When do gestures about time become language-specific? *Language & Literacy Day*. Atlanta, GA.

- \* 17. Hodges, L., **Özçalışkan, Ş.** (2014). The hands are moving, but what are they saying? *Language & Literacy Day*. Atlanta, GA.
- \* 16. Emerson, S. N., **Özçalışkan, Ş.**, Frishkoff, G. (2014). Motion type and modality in English word learning. *Language & Literacy Day*. Atlanta, GA.
- \* 15. Tchoulouian, L., Hrabic, M., Williamson, R. A., & **Özçalışkan, Ş.** (2014). Preschoolers' responses to and comprehension of adults' gestures. *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 14. Arambulo, E., Williamson, R. A., & **Özçalışkan, Ş.** (2013). The ability to unpack multi-modal messages is related to spoken language skills. *Psychology Undergraduate Research Conference*. Atlanta, GA.
- \* 13. Cörekli, D., Emerson, S., & **Özçalışkan, Ş.** (2012). Ways of moving across spaces in first and second language. *Psychology Undergraduate Research Conference*. Atlanta, GA. (Diversity Award)
- \* 12. Stanfield, C. R., McNally, A. M., Williamson, R. A., & **Özçalışkan, Ş.** (2012). Imitation and gesture in preschoolers. *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 11. Oliveira, H., Pollard, A., & **Özçalışkan, Ş.** (2012). Developmental changes in children's person drawings. *GSU 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. *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 9. Eghbalzad, L., & **Özçalışkan, Ş.** (2012). What explains sex differences in children's early gesture use? *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 8. Damonte, J.; **Özçalışkan, Ş.** (2011). Telling stories across gesture and speech. *GSU Undergraduate Research Conference*. Atlanta, GA.
- \* 7. Casagrande, K. & Amin, S. & **Özçalışkan, Ş.** (2011). Sex differences in children's early drawings and their links to later language abilities. *GSU Undergraduate Research Conference*. 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. *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. *Language & Literacy Day*. 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. *Language & Literacy Day*. Atlanta, GA.
- \* 3. Eghbalzad, L. & Amin, S. & **Özçalışkan, Ş.** (2011). Sex differences in early drawings selectively predict children's later language and cognitive abilities. *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. *Psychology Undergraduate Research Conference*. Atlanta, GA.



- \* 1. Damonte, J.; **Özçalışkan, Ş.**, Adamson, L. & Bakeman, R. (2009). Gesture as a window onto atypical language development. *Psychology Undergraduate Research Conference*. Atlanta, GA.

### **C5. SYPOSIUM ORGANIZATION**

- 2017 Organizer for the symposium, Social environment and cognition in language development: studies in honor of Ayhan Aksu-Koc, for the 14<sup>th</sup> *International Congress for the Study of Child Language*, Lyon, France (With Nihan Ketrez, Asli Ozyurek, Aylin Kuntay as co-organizers)
- 2008 Organizer for the symposium, The contribution of gesture to language learning at different linguistic milestones, for the 11<sup>th</sup> *International Congress for the Study of Child Language*, Edinburgh, Scotland (With Jana Iverson as co-organizer)
- 2005 Organizer for the symposium, Role of gesture in language development, for the 10<sup>th</sup> *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 10<sup>th</sup> *International Congress for the Study of Child Language*, Berlin, Germany. (With Aslı Özyürek as co-organizer)
- 2003 Co-organizer for the symposium, Typological differences in encoding motion events, for the 7<sup>th</sup> *International Cognitive Linguistics Conference*, La Rioja, Spain. (With Iraide Ibarretxe as co-organizer)

### **C6. PEER REVIEW ACTIVITIES**

#### **Editorial Board, Member**

Child Development (2018-2020)

Gesture (2017-present)

#### **Ad hoc reviewer of scientific manuscripts (50 journals)**

Applied Psycholinguistics; Augmentative and Alternative Communication; Autism Research; Autism: International Journal of Research and Practice; Australian Journal of Linguistics; Autism and Developmental Language Impairments; Bilingualism: Language and Cognition; British Journal of Developmental Psychology; Child Development; Cognition; Cognitive Development; Cognitive Linguistics; Cognitive Processing; Cognitive Science; Cortex; Developmental Psychology; Developmental Neuropsychology; Developmental Science; Early Child Development and Care; First Language; Folia Linguistica; Gesture; Human Development; Intercultural Pragmatics; International Journal of Behavioral Development; International Journal of Bilingualism and Bilingual Education; International Journal of Language and Culture; Journal of Autism and Developmental Disorders; Journal of Child Language; Journal of Cognitive Psychology; Journal of Cognition and Development; Journal of Communication Disorders; Journal of Experimental Child Psychology; Journal of International Neuropsychological Studies; Journal of Memory and Language; Journal of Language and Culture; Journal of Pragmatics; Journal of Pragmatics and Cognition; Journal of Speech, Language and Hearing Research; Language, Language and Cognitive Processes; Language Interaction and Acquisition; Language Learning and Development; Language and Linguistics Compass; Lingua; Metaphor and Symbol; Open Linguistics; Pervasive and Mobile Computing; Review of Cognitive Linguistics; Topics in Cognitive Science, Topics in Linguistics.

**Ad hoc reviewer of book proposals and chapters in books**

Cambridge University Press; John Benjamins; McGraw Hill; Sage Publishers; Mouton DeGruyter

**Ad hoc reviewer of grant proposals**

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

**Adhoc reviewer of conference abstracts (12 conferences)**

Boston University Conference on Language Development; Cognitive Science Society Conference; Conceptual Structure Discourse and Language; GESPIN; International Association for the Study of Child Language Congress; International Cognitive Linguistics Conference; Multimodality of Communication: Gestures, Emotions, Language and Cognition Conference; Society for Research in Child Development Biennial Meeting; International Society for the Study of Behavioral Development Meeting; International Conference for Sign Language Acquisition; International Gesture Studies Conference, International Symposium on Bilingualism

**C7. PROFESSIONAL ORGANIZATION ACTIVITIES****MEMBERSHIP**

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

**SCIENTIFIC ADVISORY BOARD MEMBERSHIP**

International Symposium on Bilingualism, Alberta, CANADA (2018)  
 International Congress for the Study of Child Language, Lyon, FRANCE (2017)  
 International Gesture Studies Conference, Paris, FRANCE (2016)

**C8. COVERAGE OF RESEARCH IN POPULAR MEDIA (\* coverage of student work)**

\* 22. Science Daily (2020). Brains work harder while processing descriptions of motion in other languages. <https://www.sciencedaily.com/releases/2020/12/201209170625.htm>

21. Baer, D. (2016). Blind people gesture like sighted people. *New York Magazine*  
<https://www.thecut.com/2016/09/blind-people-gesture-like-sighted-people.html>

\*20. Tedtalk by Lauren Stites (graduate student): Is time at hand? (2016, August)  
<https://www.youtube.com/watch?v=I-KCYyo0DS4>

19. Rubinstein, M. S. (2016). How are gestures and speech related?  
<http://www.drnrubinstein.com/blog/how-are-gesture-and-speech-related>

18. Markman, A. (2016): How are gesture and speech related: *Psychology Today*.  
<https://www.psychologytoday.com/blog/ulterior-motives/201605/how-are-gesture-and-speech-related>

17. 2016: Blind adults' gestures resemble those of other native speakers  
<http://news.uchicago.edu/article/2016/04/25/blind-adults-gestures-resemble-those-other-native-speakers>
16. Germany (2016): <http://www.eltern.de/kleinkind/entwicklung/motorik/lernen-kinder-gesten-wirklich-durch-abgucken>
15. Holland (2016): <http://www.kennislink.nl/publicaties/gebaren-tijdens-het-spreken-horen-bij-je-taal>
14. Craig, Jeremy (2016). Blind Adults Learn Native Gesture Patterns by Learning to Speak a Language, Researchers Find. Retrieved from: <http://cas.gsu.edu/2016/03/29/blind-adults-learn-native-gesture-patterns-learning-speak-language-researchers-find/>
13. Re-release in Science Daily (2016). Seeing is not required to gesture like a native speaker. Retrieved from: <https://www.sciencedaily.com/releases/2016/03/160321135554.htm>
12. Mikulah, A. (2016, March). Seeing is not required to gesture like a native speaker. Retrieved from: <http://www.psychologicalscience.org/index.php/news/releases/seeing-isnt-required-to-gesture-like-a-native-speaker.html>
- \*11. Anonymous (2016, March) Do you speak toddler? Retrieved from: <http://ei.northwestern.edu/do-you-speak-toddler/>
- \*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>
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>
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>
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>
- \*6. Dowels, Phebe (2013, January 29). Georgia State student proves a metaphorical ability of five year olds. *The Signal*, 80(18), 4A.
- \*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>
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/>
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>

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>

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](http://www2.gsu.edu/~wwwexa/news/archive/2009/09_0630expressingcomparisons.html)

## D. INSTRUCTION AND MENTORING

### D1. COURSES TAUGHT AT GEORGIA STATE UNIVERSITY

#### Undergraduate

1. *Developmental Psychology* (upper division large lecture course, taught both face-to-face & online)
2. *Advanced Research Design and Methods* (upper division critical thinking through writing and statistics course)
3. *Growing up different: Atypical Development and its Depiction in Popular Media* (upper division Honors College Interdisciplinary seminar)

#### Graduate

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

### D2. DIRECTION OF INDIVIDUAL STUDENT WORK

#### Advisees:

#### Postdoctoral fellows

- |   |                   |
|---|-------------------|
| 4. Dr. Murat Sengül (Turkey)                | (07/2018-07/2019) |
| 3. Dr. Kübra Sengül (Turkey)                | (07/2018-07/2019) |
| 2. Dr. Wojciech Lewandowski (Denmark/Spain) | (05/2016-09/2018) |
| 1. Dr. Nevena Dimitrova (Switzerland)       | (09/2012-10/2015) |

#### Graduate students

- |                      |                   |
|----------------------|-------------------|
| 9. Irmak Su Tütüncü  | (08/2019-present) |
| 8. Leyla Eghbalzad   | (01/2019-present) |
| 7. Ebru Pınar        | (08/2017-present) |
| 6. Sümeysra Öztürk   | (08/2017-present) |
| 5. Stephanie Baumann | (08/2015-present) |
| 4. Valery Mateo      | (08/2014-07/2020) |
| 3. Samantha Emerson  | (08/2010-11/2018) |
| 2. Leslie Hodges     | (08/2011-08/2015) |
| 1. Lauren Stites     | (08/2009-12/2016) |

#### International Visiting Scholars

- |                                      |                    |
|--------------------------------------|--------------------|
| 3. Dr. Marjin Struiksma (Holland)    | (10/2015-11/2015)  |
| 2. Dr. Anne Katharina Harr (Germany) | (07/ 2013-08/2013) |
| 1. Iria Gael Romay Fernandez (Spain) | (09/2010-12/2010)  |

**Current collaborators**

Wojciech Lewandowski (University of Leipzig, Germany)  
 Dr. Marjin Struiksma (Utrecht University, Netherlands)  
 Dr. Marianne Gulberg (Lundt University, Sweden)  
 Nihan Ketrez (Bilgi University, Turkey)  
 Susan Goldin-Meadow (University of Chicago, USA)  
 Nicole Hendrix (Marcus Autism Center, Atlanta, USA)  
 Erika Hoff (Florida Atlantic University, Miami, USA)  
 Paul Jing (Agnes Scott College, Atlanta, USA)  
 Jianhua Wu (GSU, Kinesiology)  
 Lauren Adamson (GSU, Psychology)

**Undergraduate research assistants (n=76)**

Diesy Rivera-Valdez (2021-present), Ana S. Rodriguez Juviano (2021-present), Jennifer Zlewski (2021-present), Destiny Epps (2021-present), Praneetha Batu (2021-present), Jasmine Hamden (2021-present), Majoie Gerard (2021-present), Ava Maalouf (2021-present), Kayla Andrews (2021-present), Kezia R Hanks (2020-present), Ca'Shawn Brown (2020), Tucker Hardin (2020-present), Deniscia C Rankine (2020-present), Brook Taddese (2020-present), Katia Sergeeva (2020-present), Cameron Bragg (2020-present); Kai Thomas (2020-present); Tiffani Efford (2020-present); Sarah Ramirez (2020); Morgan Philips (2020-present); Sydney Otuata (2020-present); Alfonsina Guelfo (2019-present); Kelob Branch (2019-2020); Andrea Soares (2019-2020); Syrina Merilan (2019-2020); Renee Brooks (2019-2020); Indiarra Gonzalez-Ortiz (2019-2020), Eliza Galvez (2019-2020); Yanet Rubio-Miranda (2019-2020); Caridad Milanes (2018-2019); Tuba Cinar (2018); Jamie Greenberger (2018-2019); Leonardo M. Santos (2018-2019); Anastasia Grosheva (2018); Melis Ciftci (2018-2019); Fatih Sahinkayasi (2018-2021); Eryn K. Callaway (2018-2020); Clarissa Chamorro (2017-2019); Kristen Neal (2017), Maria Milagros Fleiderman (2017-2018), Hillary Liliana Espinoza, Jr (2017-2018); Prisma Rakel Lopez (2017-2018), Changu Kang (2017-2018); Maria De Los Angeles Ortiz (2016-2018); Erika Alcantar Anguiano (08/2015-2019); Ashton B Crain (2016-2018); Ginna Castro (2017); Megan L. Tchhakarn (2016-2017); Alessandra Maria Gomez (2016-2017); Sade Boyd-Johnson (2016-2017); Kadija Hamki (2016-2017); Xiomara Lizbett Diaz (2016); Arely R Lopez (2016); Miriam Penafort (2016); Diana Paola Contreras (2016); Carissa Lynn Lavin (2015-2016); Evelyn (2015-2016); Tikenya Joseph (2014-2016); Nathalie Echeverri (2015); Camilla Cardona (2015); Keller Street (2015); Aleisha Rucker (2015); Karen Valdez (2015); Mina Mensure Oguz (2015); Ashlee Wetherbee (2015); Alia deBurro (2014); Zeynep Ozenay (2014); Nilza Santana-Castillo (2013); Arubah Khan (2012); Michael Sovik (2011-2012); Leyla Eghbalzad (2011-2012); Damla Corekli (2011-2012); Brittany Dean (2011); Tyler Hawkins (2011-2012); Anthony Casagrande (2010); Vanessa Larrick (2009-2010).

**Postbac research assistants (n=15)**

Melanie Knezevic (2020-present); Ashley Lauterbach (2018); Ashton Craine (2017-2018); Minsoo Koo (2016-2017); Alice Yu (2016-2017); Melinda Reed (2015-2017); Lauren Schmuck (2014-2016); Jhonelle Bailey (2013-2014); Hellen Oliveira (2012); Karis Casagrande (2010-2012); Burcu Sancar (2010-2013); Christianne Ramdeen (2010-2012); Andrea Pollard (2010-2012); Vasthi Reyes (2009-2010); Jennifer Chang (2009-2011).

**Committees:****Thesis/Exam Committees (chair)**

20. Sümevra Öztürk (PhD dissertation, chair)	(06/2020-present)
19. Ebru Pınar (GE exam, chair)	(05/2020-present)
18. Irmak Su Tütüncü (MA thesis, chair)	(06/2020-proposal defended)
17. Leyla Eghbalzad (PhD dissertation, chair)	(05/2020-proposal defended)
16. Stephanie Baumann (PhD dissertation, chair)	(03/2019-proposal defended)
15. Valery Mateo (PhD dissertation, chair)	(completed, 07/2020)
14. Sümevra Öztürk (GE exam, chair)	(completed, 03/2020)
13. Ebru Pınar (MA thesis, chair)	(completed, 05/2019)
12. Sümevra Öztürk (MA thesis, chair)	(completed, 05/2019)
11. Samantha Emerson (PhD dissertation, chair)	(completed, 11/2018)
10. Stephanie Bauman (GE exam, chair)	(completed, 04/2018)
9. Valery Mateo (GE exam, chair)	(completed, 03/2018)
8. Stephanie Bauman (MA thesis, chair)	(completed, 05/2017)
7. Valery Mateo (MA thesis, chair)	(completed, 05/2017)
6. Lauren Stites (PhD dissertation, chair)	(completed, 11/2016)
5. Samantha Emerson (General exam, chair)	(completed, 12/2015)
4. Leslie Hodges (MA thesis, chair)	(completed, 03/2015)
3. Samantha Emerson (MA thesis, chair)	(completed, 04/2013)
2. Lauren Stites (General exam, chair)	(completed, 12/2012)
1. Lauren Stites (MA thesis, chair)	(completed, 05/2012)

**Thesis/Exam Committees (member): \* international invited member**

18. Chelsea Moodie (General exam, member)	(completed, 12/2020)
*17. Ingrid V.I. Gimenez (PhD dissertation, member, Spain)	(completed, 06/2020)
16. Chelsea Moodie (MA thesis, member)	(completed, 05/2020)
15. Molly Flessert (MA thesis, member)	(completed, 06/2020)
14. Nonye Nwosu (PhD dissertation, member)	(completed, 04/2019)
13. Leyla Eghbalzad (General exam, member)	(completed, 08/2018)
12. Anita Hasni (PhD dissertation, member)	(completed, 07/2018)
*11. Ebru Ger (MA thesis, member, Turkey)	(completed, 11/2016)
10. Zhidan Wang (PhD dissertation, member)	(completed, 04/2016)
9. Anna Gonsiorowski (PhD dissertation, member)	(completed, 04/2016)
8. Leyla Eghbalzad (MA thesis, member)	(completed, 04/2016)
7. Anne Gonsiorowski (MA thesis, member)	(completed, 04/2014)
6. Zhidan Wang (MA thesis, member)	(completed, 12/2013)
5. Ann Grossniklaus (MA thesis, member)	(completed, 10/2013)
4. Christopher Stanzone (General exam, member)	(completed, 03/2013)
3. Christopher Harper (MA thesis, member)	(completed, 05/2010)
2. Matthew Hudgens-Haney (MA thesis, member)	(completed, 05/2010)
1. Lisa Heimbauer (General exam, member)	(completed, 04/2010)

**D3. STUDENT AWARDS & FELLOWSHIPS UNDER MY SUPERVISION****Graduate students**

2020	Stephanie Baumann: GSU Walter Daves Outstanding Graduate Teaching Award
2020	Stephanie Baumann: CETL Excellence in College Teaching Award
2019-2020	Stephanie Baumann: GSU Dissertation Grant
2020	Valery Limia: GSU Three-Minute Dissertation Talks, Finalist
2019-2020	Valery Limia: Provost Dissertation Fellowship
2019	Stephanie Baumann: R. Morrell Outstanding Graduate Student in Psychology Award
2019-2021	Irmak Su Tütüncü: GSU Scholar Award
2018	Samantha Emerson: R. Morrell Outstanding Graduate Student in Psychology Award
2018	Samantha Emerson: CETL Graduate Teaching Assistant Pedagogy Award
2018	Samantha Emerson: GSU Three-Minute Dissertation Talks, Third Place Award
2017-present	Sümeýra Öztürk: GSU Language and Literacy Doctoral Fellowship
2017-2019	Ebru Pinar: GSU Scholar Award
2017	Samantha Emerson: GSU Walter Daves Outstanding Graduate Teaching Award
2017-2018	Samantha Emerson: GSU Dissertation Grant
2016-present	Stephanie Baumann: Georgia Leadership & Education in Neurodevelopmental Disabilities (GALEND) Fellowship
2015-2017	Stephanie Baumann: GSU Scholar Award
2014-2018	Valery M. Limia: GSU Language and Literacy Doctoral Fellowship
2015	Leslie Hodges: Southeastern Psychological Association Student Research Award
2015	Lauren Stites: GSU Outstanding Graduate Student Research Award
2014	Lauren Stites: GSU Dissertation Grant
2014	Leslie Hodges: Boston Child Language Conference Paula Menyuk Travel Award
2014	Nevena Dimitrova: Jon Miller Travel Award: Symposium on Language Disorders
2013-2015	Leslie Hodges: GSU Language and Literacy Doctoral Fellowship
2011	Samantha Emerson: GSU Theresa Nash Bernstein Scholarship in International Travel, GSU IEF Study Abroad Scholarship
2011-2015	Lauren Stites: GSU Language and Literacy Doctoral Fellowship
2010-2014	Sam Emerson: GSU Language and Literacy Doctoral Fellowship

**Undergraduate students**

2019	Syrina Merilan: PURC Diversity Award in Research
2018-present	Eryn Callaway: GSU Language and Literacy Undergraduate Fellowship
2018-present	Fatih Sahinkayasi: GSU Language and Literacy Undergraduate Fellowship
2017-2018	Maria de Los Angeles: GSU Language and Literacy Undergraduate Fellowship
2017	Ashton Brooke Crain: GSU Language and Literacy Summer Fellowship
2016-2017	Kadija Hamki: GSU Language and Literacy Undergraduate Fellowship
2015-2019	Erika Alcantar Anguiano: Gouzieta Scholar
2015-2016	Carissa Lavin: GSU Presidential Scholar (undergraduate)
2015-2016	Tikenya Joseph: GSU Language and Literacy Undergraduate Fellowship
2015	Karen Valdez: Gouzieta Scholar
2015	Camila Cardona, GSU Language and Literacy Undergraduate Fellowship
2014	Alia DeBurro: GSU Language and Literacy Undergraduate Fellowship
2012- 2013	Leyla Eghbalzad: GSU Language and Literacy Undergraduate Fellowship
2012	Damla Çörekli: GSU Undergraduate Research Conference, Diversity Award; GSU Language and Literacy Undergraduate Summer Fellowship

## **E. SERVICE**

### **E1. DEPARTMENT**

13. Faculty Search Committee, member (2021-present)
12. Faculty Search Committee, member (2019-2020)
11. Executive Committee, At large member (2013-2015; 2018-2019)
10. Psychology Child Subject Pool Committee, member (2017-present)
9. Social Event Committee, member (2017-present)
8. Faculty Search Committee, member (2015)
7. Promotion and Tenure Committee, member (2014-present), chair on sub-committees (2020)
6. Faculty Search Committee, member (2014-2015)
5. Triennial Evaluation of Chair Committee, member (2014)
4. Diversity in Teaching Award Committee, member (2013)
3. Faculty Search Committee, member (2013-2014)
2. Faculty Search Committee, member (2010-2011)
1. Developmental Seminar (Kiddie Café) Talk Series, faculty organizer (2009-2012, 2015-2018)

### **E2. UNIVERSITY**

5. Research in Challenges in Acquiring Language & Literacy Internal Grant Review Committee, member (2018)
4. 2CI Faculty Search Committee for 'Breaking the glass ceiling for children who are deaf or hard of hearing,' member (2012-2014)
3. Language and Literacy Distinguished Speaker Series committee, member (2009-present)
2. Center for Research on Atypical Development and Learning, member (2009-present)
1. Georgia State University Language and Literacy Initiative, member (2008-present)