

AMANDA HALLIE SEIDL
Interim Head, Nutrition Science
Professor, Speech, Language, & Hearing Sciences
Director of the Infant Speech Lab, Purdue University
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EDUCATION

Graduate

PH.D., LINGUISTICS September 2000
University of Pennsylvania *Philadelphia, PA*
Dissertation title: *Minimal indirect reference: A theory of the syntax-phonology interface*
Committee: Rolf Noyer (Chair), Eugene Buckley, Tony Kroch, Mark Liberman, Martha McGinnis
Areas of specialization: *phonology, prosody, language acquisition, infant speech perception*

Undergraduate

B.A., ENGLISH/LINGUISTICS May 1993
Smith College *Northampton, MA*

ACADEMIC APPOINTMENTS

FULL PROFESSOR, SPEECH, LANGUAGE & HEARING SCIENCES April, 2015–present
Purdue University *West Lafayette, IN*

ASSOCIATE PROFESSOR, SPEECH, LANGUAGE & HEARING SCIENCES August 1, 2009–2014
Purdue University *West Lafayette, IN*

ASSISTANT PROFESSOR, SPEECH, LANGUAGE & HEARING SCIENCES August 1, 2003–2008
Purdue University *West Lafayette, IN*

POSTDOCTORAL FELLOW, COGNITIVE SCIENCE August 1, 2000–2003
The Johns Hopkins University *Baltimore, MD*

FELLOWSHIPS AND HONORS

STUDY IN A SECOND DISCIPLINE FELLOWSHIP, assessment & research in autism spectrum disorders 2012–2013
Purdue University *West Lafayette, IN*

AFRICAN STUDIES FELLOWSHIP, School of Arts and Sciences 1995–1996
University of Pennsylvania *Philadelphia, PA*

FULBRIGHT-HAYES GROUP PROJECT ABROAD, Swahili intensive course Summer 1996
Arusha and Zanzibar, Tanzania

DEPARTMENT AND UNIVERSITY LEADERSHIP

HHS STRATEGIC PLANNING COMMITTEE, Purdue University December 2020–present

INTERIM DEPARTMENT HEAD, Nutrition Science, Purdue University August 2019–present

DIRECTOR OF DIVERSITY, EQUITY, AND INCLUSION, Nutrition Science, Purdue University September 2020–present

DIRECTOR OF THE CLINICAL RESEARCH CENTER, Nutrition Science, Purdue University January 2020–September 2020

GRADUATE HOUSING AND PAY TASK FORCE, Purdue University August 2019–May 2020

GRADUATE PROGRAM CHAIR, SLHS, Purdue University 2015–2019

PH.D., AUD, MS-SLP ADMISSIONS COMMITTEE CHAIR, SLHS, Purdue University 2015–2019

UNDERGRADUATE LEARNING COMMUNITY LEADER, SLHS, Purdue University 2013–2015

PUBLICATIONS

Book

Seidl, A. (2001). *Minimal indirect reference: A theory of the syntax-phonology interface*, New York: Routledge.

Journal Articles, ⁺ indicates student first author at the time of authorship

1. Semezín⁺, C., Cristia, A., Hamrick, L., Seidl, A., and Tonnsen, B. (in press). Describing vocalizations in young children: A big data approach through citizen science annotation. *Journal of Speech, Language and Hearing Research*. 10.31219/osf.io/z6exv
2. Wang⁺, Y., Cristia, A., and Seidl, A. (in press). Infant pathways to language: weighting of speech perception and cognitive skills in language development. *Infant Behavior and Development*.
3. Arkenberg⁺, R., Christ, S., and Seidl, A. (in press). Touch Screen Assessment of High-Risk Infants' Word Knowledge. *Canadian Journal of Speech-Language Pathology and Audiology*.
4. Cychosz⁺, M., Cristia, A., Bergelson, E., Casillas, M., Baudet, G., Warlaumont, A., Scaff, C., Yankowitz, L., and Seidl, A. (2021). Vocal development in a large-scale crosslinguistic corpus. *Developmental Science*. 10.1111/desc.13090
5. Kadlaskar⁺, G., Waxman, S., and Seidl, A. (2020). Does Human Touch Facilitate Object Categorization in 6-to-9-month-old Infants? *Brain Sciences*. 10.3390/brainsci10120940
6. Kadlaskar⁺, G., Seidl, A., Tager-Flusberg, Nelson, C., and Keehn, B. (2020). Caregiver Touch-Speech Communication and Infant Responses in 12-month-olds at High Risk for Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 50, 1064–1072, doi.org/10.1007/s10803-019-04310-8.
7. Henrikson⁺, B., Seidl, A., and Soderstrom, M. (2020). Perception of sibilant-liquid phonotactic frequency in full term and preterm infants. *Journal of Child Language*, 47 (4), 893–907, doi.org/10.1017/S0305000919000825.
8. Hamrick⁺, L.R., Seidl, A., and Tonnsen, B.L. (2019). Acoustic properties of early vocalizations in infants with fragile X syndrome. *Autism Research*, 12. DOI: doi.org/10.1002/aur.2176
9. Kadlaskar⁺, G., Keehn, B., Seidl, A., Tager-Flusberg, H., and Nelson, C. (2019). Atypical Response to Caregiver Touch in Infants at High-Risk for Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*. DOI: doi.org/10.1007/s10803-019-04021-0
10. Abu Zhaya⁺, R., Kondaurova, M., Houston, D., and Seidl, A. Vocal and tactile input to children who are deaf or hard of hearing. (2019). *Journal of Speech, Language and Hearing Sciences*, 15, 2372–2385. DOI:10.1044/2019_JSLHR-L-18-0185
11. Tincoff, R., Seidl, A., and Cristia, A. (2019). Feeling the way to words: Parents' speech and touch cues highlight word-to-world mappings of body parts, *Language, Learning, and Development*, 15, 103–125, DOI:10.1080/15475441.2018.1533472.
12. Bergelson, E., Cassilas, M., Amatuni, A., Soderstrom, M., Seidl, A., and Warlaumont, A. (2019). What do North American babies hear? A large-scale cross-corpus analysis. *Developmental Science*, 22, DOI:10.1111/desc.12724.
13. Lew-Williams, C., Ferguson, B., Abu Zhaya, R., and Seidl, A. (2019). Social Touch Interacts with Infants' Learning of Auditory Patterns, *Developmental Cognitive Neuroscience*, 35, 66–74, DOI:10.1016/j.dcn.2017.09.006.
14. Seidl, A., Cristia, A., Soderstrom, M., Ko, E., Abel, E., Kellerman, A., and Shwichtenberg, A. (2018). Infant-Mother Acoustic-Prosodic Alignment and Developmental Risk, *Journal of Speech, Language and Hearing Sciences*, 61, 1369–1380, DOI:10.1044/2018_JSLHR-S-17-0287.
15. Seidl, A., Brosseau-Lapr e, F., and Goffman, L. (2018). The impact of brief restriction to articulation on children's subsequent speech production, *Journal of the Acoustical Society of America*, 143, DOI: 10.1121/1.5021710.
16. Wang, Y., Llanos, F., and Seidl, A. (2017). Infants adapt to speaking rate differences in word segmentation, *Journal of the Acoustical Society of America*, 141, DOI: 10.1121/1.4979704.

17. Wang, Y., and Seidl, A. (2016). 24-month-olds' Perception of Word-medial Onsets and Codas, *Language, Learning, and Development*, *12*, 447-460, DOI: 10.1080/15475441.2016.1150185.
18. Cristia, A., Seidl, A., Singh, L., and Houston, D. (2016). Test-retest reliability in infant speech perception tasks, *Infancy*, *21*, 648-667, DOI: 10.1111/infa.12127.
19. Abu Zhaya⁺, R., Seidl, A., and Cristia, A. (2016). Multimodal infant-directed communication: How caregivers combine tactile and linguistic cues, *Journal of Child Language*, 1–29, DOI: 10.1017/S0305000916000416.
20. Soderstrom, M., Ko, E., Seidl, A., and Cristia, A. (2015). Entrainment of prosody in the interaction of mothers with their young children. *Journal of Child Language*, *43*, 284–309, DOI: 10.1017/S0305000915000203.
21. Cristia, A., and Seidl, A. (2015). Parental reports on touch screen use in early childhood. *Plos One*, DOI: 10.1371/journal.pone.0128338.
22. Schmale, R., Seidl, A., and Cristia, A. (2015). Mechanisms underlying accent accommodation in early word learning: evidence for general expansion, *Developmental Science*, *18*, 664–670, DOI: 10.1111/desc.12244.
23. Wang⁺, Y., Seidl, A., and Cristia, A. (2014). Acoustic-Phonetic Differences Between Infant- and Adult-directed Speech: The Role of Stress and Utterance Position, 1–22, *Journal of Child Language*, *42*, 821–842, DOI: 10.1017/S0305000914000439.
24. Seidl, A., French, B., Wang, Y., and Cristia, A. (2014). Cognitive Influences on Infant Speech Perception Revisited, *Language Learning*, *64*, 165–183, DOI: 10.1111/lang.12059.
25. Seidl, A., Tincoff, R., Baker, C., and Cristia, A. (2014). Why the Body Comes First: Effects of Touch on Infants' Ability to Find Word Boundaries, *Developmental Science*, *18*, 155–164, DOI: 10.1111/desc.12182 .
26. Seidl, A., Alamian, G., Onishi, K., and Cristia, A. (2014). Acoustic Correlates of Allophonic Versus Phonemic Dimensions in Monolingual and Bilingual Infants' Input, *Journal of Phonetics*, *45*, 43–51, DOI: 10.1016/j.wocn.2014.03.004.
27. Seidl, A. Cristia, A., and Onishi, K. (2014). Talker Variation Aids Infants' Phonotactic Learning, *Language, Learning, and Development*, *10*, 297–307, DOI: 10.1080/15475441.2013.858575.
28. Wang⁺, Y., and Seidl, A. (2014). The Learnability of Phonotactic Restrictions in Onset and Coda Positions, *Language, Learning, and Development*, *11*, 1–17, DOI: 10.1080/15475441.2013.876270.
29. Danielson⁺, K., Seidl, A., Onishi, K. and Cristia, A. (2014). The Acoustic Properties of Bilingual Infant-directed Speech, *Journal of the Acoustical Society of America*, *135*, EL95–101, DOI: 10.1121/1.4862881.
30. Johnson, E., Seidl, A., and Tyler, M. (2014). The Edge Factor in Early Word Segmentation: Utterance-level Prosody Enables Word Form Extraction by 6-month-olds, *PLoS One*, *9*(1), 1–14, DOI: 10.1371/journal.pone.0083546.
31. Cristia, A., Seidl, A., Junge, C., Hagoort, P., and Soderstrom, M. (2014). Predicting Individual Variation in Language from Infant Speech Perception Measures, *Child Development*, *85* (4), 1330-1345, DOI: 10.1111/cdev.12193.
32. Cristia, A., and Seidl, A. (2013). The Hyperarticulation Hypothesis of Infant-directed Speech, *Journal of Child Language*, *14* (4), 1–21, DOI: 10.1017/S0305000912000669.
33. Seidl, A. and Cristia, A. (2012). Infants' Learning of Phonological Status, *Frontiers in Psychology*, *3*, 448, DOI: 10.3389/fpsyg.2012.00448.
34. Cristia, A., Seidl, A., Vaughn, C., Schmale, R., Bradlow, A., and Floccia, C. (2012). Linguistic Processing of Accented Speech Across the Lifespan, *Frontiers in Psychology*, *3*, 479. DOI: 10.3389/fpsyg.2012.00479.
35. Schmale⁺, A., Seidl, A. and Cristia, A. (2012). Toddlers recognize words in an unfamiliar accent after brief exposure, *Developmental Science*, *15*, 732–738, DOI: .1111/j.1467-7687.2012.01175.x.

36. Skoruppa⁺, K., Cristia, A., Pepperkamp, S., and Seidl, A., (2011). English-learning Infants' Perception of Word Stress Patterns, *Journal of the Acoustical Society of America*, 130(1), EL50–EL55, DOI: 10.1121/1.3590169.
37. Cristia, A., McGuire, G., Seidl, A., and Francis, A. (2011). Effects of the Distribution of Cues on Infants' Discrimination of Speech Sounds, *Journal of Phonetics*, 39, 388–402, DOI: 10.1016/j.wocn.2011.02.004.
38. Schmale⁺, R., Hollich, G., and Seidl, A. (2011). Contending with Foreign Accent in Early Word Learning, *Journal of Child Language*, 38, 1096–1108, DOI: 10.1017/S0305000910000619.
39. Brentari, D., Gonzales, C., Seidl, A. and Wilbur, R. (2010). Sensitivity to Visual Prosodic Cues in Signers and Nonsigners. *Language & Speech*, 54, 49–72.
40. Cristia⁺, A., Seidl, A., and Onishi, K. (2010). Indices Acoustiques de Phonémicité et d'Allophonie dans la Parole Adressée aux Enfants. *Journées d' Étude sur la Parole*, 28, 277–280.
41. Schmale⁺, R., Cristia, A., Seidl, A., and Johnson, E. (2010). Developmental Changes in Infants' Ability to Cope with Dialect Variation in Word Recognition. *Infancy*, 15 (6), 650–662.
42. Seidl, A., Cristia, A., Bernard, A., and Onishi, K. (2009). Allophones and Phonemes in Infants' Phonotactic Learning. *Language, Learning, and Development*, 5(3),191–202.
43. Schmale⁺, R., and Seidl, A. (2009). Accommodating Variability in Voice and Foreign Accent: Flexibility of Early Word Representations. *Developmental Science*, 12(4), 583–601.
44. Johnson, E., and Seidl, A. (2008). At Eleven Months, Prosody Still Outranks Statistics. *Developmental Science*, 11(6), 1–11.
45. Cristia⁺, A., and Seidl, A. (2008). Phonological Features in Infants' Phonotactic Learning: Evidence from Artificial Grammar Learning. *Language, Learning, and Development*, 4(3), 203–227.
46. Johnson, E., and Seidl, A. (2008). A Cross-linguistic Perspective on the Detection of Juncture in Speech. *Infancy*, 13(5), 440–455.
47. Seidl, A., and Johnson, E. (2008). Boundary Alignment Enables 11-month-olds to Segment Vowel Initial Words from Speech. *Journal of Child Language*, 35, 1–24.
48. Seidl, A., and Cristia, A. (2008). Developmental Changes in the Weighting of Prosodic Cues. *Developmental Science*, 11(4), 596–606.
49. Seidl, A., (2007). Infants' Use and Weighting of Prosodic Cues in Clause Segmentation. *Journal of Memory and Language*, 57, 24–48.
50. Seidl, A., and Johnson, E. (2006). Infant Word Segmentation Revisited: Edge Alignment Facilitates Target Extraction. *Developmental Science*, 9(6), 565–573.
51. Seidl, A., and Buckley, E. (2005). On the Learning of Arbitrary Phonological Rules. *Language Learning and Development*, 1(3), 289–316.
52. Soderstrom, M., Seidl, A., Kemler Nelson, D., and Jusczyk, P. (2003). The Prosodic Bootstrapping of Phrases: Evidence from Prelinguistic Infants. *Journal of Memory and Language*, 49, 249–267.
53. Seidl, A., Hollich, G., and Jusczyk, P. (2003). Early Comprehension of Subject and Object Wh-questions. *Infancy*, 4(3), 423–436.

Book Chapters

1. Wang⁺, Y., Cristia, A., and Seidl, A. (in press). Acoustic Characteristics of Infant-directed Speech as a Function of Prosodic Typology. To appear in Heinz, J. Goedemans, R. & van der Hulst, H. (Eds.) *Dimensions of Linguistic Stress* (pp. XX).

2. Seidl, A., and Schmale, R. (2014). Speech Variability (Infant Accommodation to). in P. Brooks and V. Kempe (Eds.), *Encyclopedia of Language Development* (pp. 593–594), LA: SAGE Publications.
3. Cristia⁺, A., Seidl, A., and Francis, A. (2011). Phonological Features in Infancy. In G. N. Clements and R. Ridouane (Eds.), *Where do features come from? The nature and sources of phonological primitives*, Paris: Elsevier.
4. Seidl, A., and Dimitriadis, A. (2003). Statives and Reciprocal Morphology in Swahili. In P. Sauzet and A. Zribi-Hertz (Eds.), *Typologie des langues d'Afrique et universaux de la grammaire*, (pp. 1–32), Paris: L'Harmattan.

Conference Proceedings

1. Semezín, C., Hamrick, L., Seidl, A., Kelleher, B., and Cristia, A. (to appear). Towards Large-scale annotation of audio from wearable: Validating Zooniverse annotations of infant vocalization types. In *2020 IEEE Conference*.
2. Chen, Q., Abu-Zhaya, R., Seidl, A., and Zhu, F. (2019). CNN based touch interaction detection for infant speech development. In *2019 IEEE Conference on Multimedia Information Processing and Retrieval (MIPR)*, 20–25.
3. Seidl, A., Warlaumont, A., and Cristia, A. (2019). Towards detection of canonical babbling by citizen scientists: Performance as a function of clip length. *Proceedings of Interspeech*.
4. Schuller, B., Batliner, A., Bergler, C., Pokorný, F., Krajewski, J., Cychosz, M., Vollman, R., Roelen, S.-D., Schnieder, S., Bergelson, E., Cristia, A., Seidl, A., Warlaumont, A., Yankowitz, L., Noeth, E., Amiriparian, S., Hantke, S., and Schmitt, M. (2019). The INTERSPEECH 2019 Computational Paralinguistics Challenge: Styrian Dialects, Continuous Sleepiness, Baby Sounds and Orca Activity. *Proceedings of Interspeech*.
5. Schuller, B., Steidl, S., Batliner, A., Bergelson, E., Krajewski, J., Janott, C., Amatuni, A., Casillas, M., Seidl, A., Soderstrom, M., Warlaumont, A. S., Hidalgo, G., Schnieder, S., Heiser, C., Hohenhorst, W., Herzog, M., Schmitt, M., Qian, K., Zhang, Y., Trigeorgis, G., Tzirakis, P., and Zafeiriou, S. (2017). The INTERSPEECH 2017 computational paralinguistics challenge: Addressee, cold, and snoring. In *Proceedings of Interspeech* (pp. 3442–3446). doi: 10.21437/Interspeech. 2017–43
6. Abu-Zhaya⁺, R., Seidl, A., Tincoff, R., and Cristia, A. (2017). Building a Multimodal Lexicon: Lessons from infants' learning of body part words. *Proceedings of Interspeech*.
7. Casillas, M., Amatuni, A., Seidl, A., Soderstrom, M., Warlaumont, A., and Bergelson, E. (2017). What do Babies hear? Analyses of Child- and Adult-Directed Speech. *Proceedings of Interspeech*.
8. Chen⁺, Q., Li, H., Abu-Zhaya, R., Seidl, A., Zhu, F., and Delp, E. J. (2016). Touch event recognition for human interaction. *Proceedings of the Electronic Imaging 2016*.
9. Versteegh, M., Seidl, A., and Cristia, A., (2014). Acoustic Correlates of Phonological Status. *Proceedings of Interspeech*.
10. Cristia, A., and Seidl, A. (2011). Sensitivity to Prosody at 6 Months Predicts Vocabulary at 24 Months. *Proceedings of the 35th Annual Boston University Conference on Language Development*, (pp. 145–156). Somerville, MA: Cascadilla.
11. Cristia⁺, A., Seidl, A., and Gerken, L. (2010). Learning Sound Classes in Infancy. In J. Tauberer, A. Eilam, and L. MacKenzie (Eds.), *Penn Working Papers in Linguistics: Proceedings of the 34th Annual Penn Linguistics Colloquium*, 17(1). (pp. 70–76). Philadelphia: Penn Linguistics Club.
12. Cristia⁺, A., and Seidl, A. (2007). Why Cross-linguistic Frequency Cannot be Equated with Ease of Acquisition in Phonology. In J. Tauberer, A. Eilam, and L. MacKenzie (Eds.), *Penn Working Papers in Linguistics: Proceedings of the 31st Annual Penn Linguistics Colloquium*, 14(1), (pp. 71–82). Philadelphia: Penn Linguistics Club.

13. Kirk⁺, C., and Seidl, A. (2004). Perception and Production of Unfooted Syllables: Implications for Lexical Representations. In A. Brugos, L. Micciulla, and C. E. Smith (Eds.), *Proceedings of the 28th Annual Boston University Conference on Language Development*, (pp. 318–327). Somerville, MA: Cascadilla.
14. Seidl, A., and Johnson, E. (2003). Position and Vowel Quality Effects in Infants' Segmentation of Vowel-initial Words. In M.J. Solé, D. Recasens, and J. Romero, (Eds.), *Proceedings of the 15th International Congress of Phonetic Sciences*, (p. 2233–2236). Barcelona: Causal Productions [CD-ROM].
15. Blenn⁺, L., Seidl, A., and Hoehle, B. (2003). Recognition of Syntactic Phrases in Early Language Acquisition: The Role of Morphological Markers. In B. Beachley, A. Brown, and F. Conlin (Eds.), *Proceedings of the 27th Annual Boston University Conference on Language Development*, (pp. 138–149). Somerville, MA: Cascadilla.
16. Buchwald⁺, A., Schwartz, O., Seidl, A., and Smolensky, P. (2002). Recoverability Optimality Theory: Discourse Anaphora in a Bidirectional Framework. In J. Bos, M. Foster and C. Matheson (Eds.), *Proceedings of EDILOG, the 6th Workshop on the Semantics and Pragmatics of Dialog*, (pp. 37–44). Edinburgh: University of Edinburgh.
17. Seidl, A., and Hollich, G. (2001). Infants' and Toddlers' Comprehension of Subject and Object Wh-questions. In B. Skarabela, S. Fish, and A. H. Do (Eds.), *Proceedings of the 26th Annual Boston University Conference on Language Development*, (pp. 596–607). Somerville, MA: Cascadilla.
18. Seidl, A. (2000). Yoruba Vowel Elision and Compounding. In A. Williams and E. Kaiser (Eds.), *Penn Working Papers in Linguistics*, 6 (3) (pp. 1–24). Philadelphia: Penn Linguistics Club.
19. Seidl, A. (1999). Object Asymmetries and Their Morphophonological Reflexes. In S. Bird, A. Carnie, J. Haugen, and P. Norquest (Eds.), *Proceedings of the West Coast Conference on Formal Linguistics*, 18, (pp. 490–505). Somerville, MA: Cascadilla.
20. Seidl, A., and Dimitriadis, A. (1997). The Discourse Function of Object Marking in Swahili. In K. Singer, R. Eggert, and G. Anderson (Eds.), *CLS 33: Papers from the Main Session*, April 17-19, (pp. 373–387). Chicago: Chicago Linguistic Society.

RECENT RESEARCH MENTORSHIP

Ph.D. student mentorship

Girija Kadlaskar (Postdoctoral Fellow, UC Davis Mind Institute)
 Rana Abu Zaya (Postdoctoral Fellow, Hebrew University)
 Yuanyuan Wang (Assistant Professor, The Ohio State University)
 Rachel Schmale (Professor, Northpark University)
 Alejandrina Cristia (Professor, CNRS–LSCP, Paris)

Masters thesis student mentorship

Lily Berstein (MS-SLP, Lafayette, IN)
 Rachel Arkenberg (Hahn) (MS-SLP, Lafayette, IN)
 Rana Abu Zhaya (MS, Lafayette, IN)
 Yanyu Long (LING, Purdue University)
 Carrie Wade (MS-SLP, Lafayette, IN)
 Elizabeth Langston (MS-SLP, Lafayette, IN)

F31 mentorship

Lisa Hamrick (with Bridgette Kelleher, PSYC Purdue)
 Sara Benham (with Lisa Goffman, CSD UT Dallas)

K-award mentoring

Bridgette Kelleher, PSYC Purdue

TEACHING EXPERIENCE

LSA summer course 2015; LSA summer course 2012; Elements of Linguistics, SLHS 227; Syntax-Phonology Interface Seminar, SLHS 619; Phonology I, LING 511; Language Development, with Honors option, SLHS 309 (H); Research Methods in Infancy and Childhood, SLHS 345; Introduction to Communicative Sciences and Disorders, SLHS 115; Language Development for MS-SLP students, SLHS 509 (average evaluation score of 4.5 out of 5).

PROFESSIONAL SERVICE

REVIEWING FOR JOURNALS: *Cognition, Cognitive Psychology, Cognitive Science, Developmental Science, Developmental Psychology, Ear and Hearing, Infancy, Infant Behavior & Development, Journal of Autism and Developmental Disorders, Journal of Experimental Child Psychology, Journal of Memory and Language, Journal of Phonetics, Journal of Speech, Language & Hearing Research, Language Acquisition, Language & Speech, Language, Learning & Development, Psychonomic Bulletin and Review, PLoS ONE; Brain Sciences*

EDITING FOR JOURNALS: *Language Acquisition, Journal of Speech, Language and Hearing Research, Brain Sciences*

EDITORIAL BOARD: *Language Acquisition; Brain Sciences*

REVIEWING FOR GRANTING ORGANIZATIONS: National Science Foundation, Wellcome Trust, Social Sciences and Humanities Research Council of Canada, Australian Research Council, Foundation Fyssen, British Academy

Languages (natural and programming)

Swahili, Italian, French, TeX, some Prolog, some Perl

Other interests/skills

Mother of two, dance (contemporary, ballet) and yoga teacher, rock climber, faculty mentor for the Purdue Climbing Club.