

Curriculum Vitae
Elika Bergelson
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Education & Research Positions

- 2023- Associate Professor, Harvard University (beginning 7/1/23)
2023- Associate Professor, Duke University (through 6/30/23)
2018- Crandall Family Assistant Professor, Duke University
2018- Secondary Appointment, Linguistics Program, Duke University
2016- Assistant Professor, Duke University
Psychology and Neuroscience Department
Center for Cognitive Neuroscience, Duke University
Center for Developmental Science, Carolina Consortium on Human Development
- 2014-16 Research Assistant Professor, University of Rochester,
Department of Brain & Cognitive Sciences; Center for Language Sciences
- 2013-14 Postdoctoral Researcher, University of Rochester, Center for Language Sciences,
Department of Brain & Cognitive Sciences
Sponsor: Dr. Richard Aslin
- 2008-13 Ph.D., University of Pennsylvania, Psychology Department
Dissertation: “Word Learning in 6-16 Month Old Infants”
Committee: Drs. Dan Swingley (Advisor), John Trueswell, and Delphine Dahan
- 2008-09 M.A., University of Pennsylvania, Psychology Department
Committee: Drs. Dan Swingley (Advisor), Lila Gleitman, Robert Seyfarth
- 2007-08 Baggett Research Fellow, University of Maryland, Linguistics Department
Mentors: Drs. Jeff Lidz, William Idsardi, David Poeppel
- 2003-07 B.A., Summa Cum Laude, New York University, Majors: Language & Mind, Music
Honors Thesis: “The Roles of Language and Music in Infant Pattern Abstraction”
Advisors: Drs. Gary Marcus, Scott Johnson

Research Interests

- Development of the link between word-form & meaning in infancy
- Learning mechanisms & representations in first language acquisition
- Language acquisition in populations with sensory impairment
- Parallels in representation & processing of language and music
- Effects of word comprehension & production on visual search
- Interfaces between linguistic, social, & cognitive processes in groups & individuals

Research Grants: Current

Federal:

2022-2027 NIH R01 (~\$1,800,000 Direct Costs)
PI. Linguistic, Social, and Cognitive Determinants of Early Word Learning

2019-2024 NSF CAREER Award (\$296,000 Direct Costs)
PI. *Career: Understanding Early Language: Evidence from Blind Infants & Deaf Infants.*

2022-2026 FDA CDER Pilot Grant Program (~\$2,600,000 Direct Costs)
Co-I (PI Zigler) *Expanding the Observer-Reported Communication Ability (ORCA) Measure: Measuring the communication ability of individuals with rare, neurodevelopmental disorders*

Foundation and Intramural:
(N.B. This listing is only research projects; internal funds supporting general trainee activities omitted for brevity)

2021-2023 Simons Foundation (\$400,000 Direct Costs)
Co-I (PI Tenenbaum). *Quantitative and remote methods to study early cognitive development and heterogeneity in ASD*

2024-2026 Harvard Psychology Research Innovation Funds (\$150,000)
PI *Quantifying what young children can learn from speech to them vs. around them*

2024-2026 Harvard Psychology Research Innovation Funds (\$10,000)
mentor (grad PI Lukin) *Echolalic Production in Blind Children: a Corpus Study*

2024-2026 Harvard Psychology Research Innovation Funds (\$10,000)
mentor (grad PI Gilyard) *Parent-toddler interactions during picture book-reading sessions*

Sponsoring Scientist for Federal Awards for Trainees

NSF SPRF: Hartman (2024-2027)
NSF GRFP: Guillu (Secondary Mentor; Primary mentor Meredith Rowe HGSE; 2024-2029)
NSF GRFP: Campbell (2019-2023)
NIH F32 NRSA Postdoc Fellowship: Bulgarelli (2019-2022)
NIH F32 NRSA Postdoc Fellowship: Meylan (2019-2022)
SSRHC (Canadian NSF-GRFP Equivalent): Moore (2017-2021)

Research Grants: Completed (or Declined due to Overlap)

Federal:

2017-2020 Trans-Atlantic Platform Digging into Data Challenge (NEH; \$200,000)
U.S. PI. *Analyzing Child Language Experiences Around the World (ACLEW)*
(8 Co-PIs in 6 countries, NEH was U.S. partner; ~\$1,000,000 total budget).

2014-2019 (NCE to 2020) NIH Early Independence Award (\$1,250,000)
PI. *Mechanisms of Word Learning in Infancy*

2014 NIH National Research Service Award (8th Percentile; declined for NIH-EIA)

2013-2014 NIH Postdoctoral Fellowship, Center for Language Sciences (\$40,000)

2010-2013 NSF Graduate Research Fellowship (\$90,000)

2008-2010 NSF IGERT Traineeship in Language and Comm. Science (\$60,000)

Foundation and Intramural:

2021-2022 Charles Lafitte Foundation Seed Grant (\$50,000 Direct Costs)
PI. *Connecting Early Social Skills to Robust Word Comprehension In Infancy*

2018-2019 (NCE to 2022) Duke Institute for Brain Science Incubator Award (\$100,000)
PI. *Early Language Development in the Visually Impaired (ELDIVI)*

2019-2020 (NCE to 2021) Duke Institute for Brain Science Incubator Award (\$100,000)
Co-I (PI: Sommer) *Computational Links between Vision and Language Perception*

2018-2019 Duke ABC-Thrive Pilot Funding (\$30,000)
PI. *Early Language Acquisition with Sensory Impairment (ELASI)*

2005-2007 Dean’s Undergraduate Research Fund at New York University (\$1,500)

Honors and Awards

2023 Fed. of Assoc. in Beh. & Brain Sciences (FABBS) Early Career Impact Award
2021 American Psychological Foundation Fantz Award (\$1,500)
2020 Distinguished Early Career Award, International Society for Infant Studies
2019 Early Research Career Prize for Best Article, Developmental Science
2019 Steve Reznick Early Career Award, Cognitive Development Society
2018 Crandall Family Professorship, Duke Bass Connections & Provost’s Office
2015 Rising Star, Association for Psychological Science
2015 Forbes Magazine 30 under 30 in Science
2014 Best Dissertation, International Society for Infant Studies, \$1,500
2013 U. Pennsylvania’s President Gutmann Leadership Award, \$1,000
2012 60 Second Lecture Audience Choice Award, Arts & Sciences, U. Pennsylvania
2012 Women in Cognitive Science Award, \$1,000
2012 Society for Language Development Student Award
2010,12 Travel Award, Boston University Conference on Language Development
2010,12,13 Travel Award, Psychology Department, University of Pennsylvania
2010 Travel Award, International Conference on Music Cognition and Perception
2010,12,13 Travel Award, School of Arts and Sciences, University of Pennsylvania
2008 Travel Award, Graduate & Professional Student Association, U. of Pennsylvania
2007 Dept. Research Award, from NYU College of Arts and Science Psychology Dept.
2006 Phi Beta Kappa Inductee
2005 Gustave Reese Prize in Music, from NYU College of Arts & Science Music Dept.
2003-07 Presidential Honors Scholar (2003-2007)

Publications (*= joint 1st author, + = current or former mentee)

Journal Articles (*n=54; 6 under review/invited revision; 48 published*)

Journal Articles Under Review/Invited Revision

1. +Campbell, E., +Davis, C., Zettersten, M., Cooke, M., Houston, D., Caselli, N.,
 Bergelson, E. (under review). Early Production of Imperceptible Words by Infants and
 Toddlers Born Deaf or Blind.
2. +Campbell, E., +Richter, L., +Lukin, G., & **Bergelson, E.** (under review). Comparing
 Language Input in Homes of Blind and Sighted Children: Insights from Daylong
 Recordings.
3. +Meylan, S. Levy, R. & **Bergelson, E.** (invited revision). Children’s Expressive and
 Receptive Knowledge of the English Regular Plural.

4. +Dailey, S., & **Bergelson, E.** (invited revision). Early child measures outpredict input measures of preschool language skills in U.S. English learners.

5. Weng, Z., Bravo-Sánchez, L., Wang, Z., Howard, C., Xenochristou, M., Meister, N., Kanazawa, A., Milstein, A., **Bergelson, E.**, Humphreys, K.L., Sanders, L.M., Yeung-Levy, S. (invited revision). Artificial Intelligence-Powered 3D Analysis of Video Based Caregiver–Child Interactions.

6. Hitczenko, K., **Bergelson, E.**, Casillas, M., Colleran, H., Cychosz, M., Grosjean, P., Hamrick, L.R., Kelleher, B., Scaff, C., Seidl, A., Walker, S., Cristia, A (minor revision). Across linguistic study of the effect of early experience on vocal development. *Developmental Science*. Stage 1 Registered Report

Published Peer-Reviewed Journal Articles

7. +Bulgarelli, F., +Barry, S. & **Bergelson, E.** (*accepted*). Attending to talker characteristics: word learning and recognition in monolingually- and multilingually raised infants. *Cognitive Development*

8. Tenenbaum, E. J, Stone, C., Vu, M. H., +Gilyard, K. R., Hare, M., Arunachalam, S., **Bergelson, E.**, Frank, M. C., Hamlin, J. K., Kline Struhl, M., Landa, R. J., Lew-Williams, C., Libertus, M. E., Luyster, R. J., Markant, J., Sheinkopf, S. J., Wagner, J. B., Park, K., Grapel, J. N., Soderling, A. I., Waterman, A. K., Jeste, S. (*accepted*). Remote Infant Studies of Early Learning (RISE): scalable online replications of key findings in infant cognitive development. *Developmental Psychology*.

9. Cristia, A., Gautheron, L., Zhang, Z., Schuller, B., Scaff, C., Rowland, C. F., Räsänen, O., Peurey, L., Lavechin, M., Havard, W., Fausey, C., Cychosz, M., **Bergelson, E.**, Anderson, H., Al Futaisi, Najla., Soderstrom, M. (2024). Establishing the reliability of metrics extracted from long-form recordings using LENA and the ACLEW pipeline. *Behavioral Research Methods*. <https://doi.org/10.3758/s13428-024-02493-2>

10. Bunce, J., Soderstrom, M., **Bergelson, E.**, Rosemberg, C., Stein, A., Alam, F., Migdalek, M., Casillas, M. (2024). A cross-cultural examination of young children’s everyday language experiences. *Journal of Child Language*, 1-29. <https://doi.org/10.1017/S030500092400028X>

11. +Righter, L., +Garrison, H., **Bergelson, E.** (2024) Language science outreach in classrooms, on social media: small change and stumbles, but, it’s worth it. *Linguistics Vanguard*. <https://doi.org/10.1515/lingvan-2024-0078>

12. **Bergelson, E.** (2024). Supporting Early Language by Supporting Systemic Solutions. *Policy Insights from the Behavioral and Brain Sciences*, 23727322241268909. <https://doi.org/10.1177/23727322241268909>

13. +Bulgarelli, F., & **Bergelson, E.** (2024). Linking acoustic variability in the infants’ input to their early word production. *Developmental Science*, e13545. <https://doi.org/10.1111/desc.13545>

14. +Campbell, E., Casillas, R., & **Bergelson, E.** (2024). The role of vision in the acquisition of words: Vocabulary development in blind toddlers. *Developmental Science*, e13475. <https://doi.org/10.1111/desc.13475>

15. **Bergelson, E.**, Soderstrom, M., Schwarz, I.C., Rowland, C., Ramirez-Esparza, N., Rague Hamrick, L., Marklund, E., Kalashnikova, M., Guez, A., Casillas, M., Benetti, L.,

van Alphen, P., Cristia, A. (2023). Everyday language input and production in 1001 children from 6 continents. *PNAS*. <https://doi.org/10.1073/pnas.2300671120>

16. +Moore, C., & **Bergelson, E.** (2024). Wordform variability in infants' language environment and its effects on early word learning. *Cognition*, 245, 105694. <https://doi.org/10.1016/j.cognition.2023.105694>
17. +Laing, C., & **Bergelson, E.** (2024). Analyzing the effect of sibling number on input and output in the first 18 months. *Infancy*, 29(2), 175–195. <https://doi.org/10.1111/infa.12578>
18. +Meylan, S.C., Foushee, R., Wong, N.H., **Bergelson, E.**, and Levy, R.P. (2023). How Adults Understand What Young Children Say. *Nature Human Behavior*, 7(12), 2111-2125. <https://doi.org/10.1038/s41562-023-01698-3>
19. +Liu, J., Hilton, C., **Bergelson, E.**, Mehr, S. (2023). Language experience shapes music processing across 40 tonal, pitch-accented, and non-tonal languages. *Current Biology*, 33(10), 1916-1925.e4. <https://doi.org/10.1016/j.cub.2023.03.067>
20. +Bulgarelli, F., **Bergelson E.** (2023). Talker variability is not always the right noise: 14 month olds struggle to learn dissimilar word-object pairs under talker variability conditions. *Journal of Experimental Child Psychology*. <https://doi.org/10.1016/j.cub.2023.03.067>
21. +Dailey, S. & **Bergelson, E.** (2022). Talking to talkers: Infants' talk status, but not their gender, is related to language input. *Child Development*. <https://doi.org/10.1016/j.cub.2023.03.067>
22. +Campbell, E., **Bergelson, E.** (2022). Making Sense of Sensory Language: Acquisition of Sensory Knowledge by Individuals with Congenital Sensory Impairments. *Neuropsychologia*, 174, 108320. <https://doi.org/10.3758/s13428-020-01393-5>
23. +Moore, C., **Bergelson, E.** (2022). Examining the roles of regularity and lexical class in 18–26-month-olds' representations of how words sound. *Journal of Memory & Language*, 126, 104337. <https://doi.org/10.1016/j.cub.2023.03.067>
24. +Campbell, E., **Bergelson, E.** (2022). Characterizing North Carolina's Deaf/Hard-of-Hearing Infants and Toddlers: Predictors of Vocabulary, Diagnosis, and Intervention. *Journal of Speech, Language, and Hearing Research*, 65(5), 1894-1905. https://doi.org/10.1044/2022_JSLHR-21-00245
25. +Bulgarelli, F. & **Bergelson, E.** (2022). Talker variability shapes early word representations in 8-month-olds. *Infancy*, 27(2), 341-368. <http://doi.org/10.1111/infa.12452>
26. +Dailey, S. & **Bergelson, E.** (2022). Language input to infants of different socioeconomic statuses: a quantitative meta-analysis. *Developmental Science*, 25(3), e13192. <https://doi.org/10.1111/desc.13192>
27. +Bulgarelli, F., **Bergelson, E.** (2021). Quantifying talker variability in North American infants' daily input. *Cognitive Science*, 46(1), e13075. <https://doi.org/10.1111/cogs.13075>
28. +Meylan, S., & **Bergelson, E.** (2021). Learning through processing: Towards an integrated approach to early word learning. *Annual Review of Linguistics*, 8(1), 77-99. <https://doi.org/10.1146/annurev-linguistics-031220-011146>
29. Soderstrom, M., Casillas, M., **Bergelson, E.**, Rosenberg, C., Alam, F., Warlaumont, A. S., & Bunce, J. (2021). Developing A Cross-Cultural Annotation System and MetaCorpus for

Studying Infants' Real World Language Experience. *Collabra: Psychology*, 7(1), 23445.
<https://doi.org/10.1525/collabra.23445>

30. Cychosz, M., Cristia, A., **Bergelson, E.**, Casillas, M., +Baudet, G., Warlaumont, A., Scaff, C., Yankowitz, L., Seidl, A. (2021). Vocal development in a large-scale crosslinguistic corpus. *Developmental Science*, 24(5), e13090.
<https://doi.org/10.1111/desc.13090>
31. *Sheskin, M., *Scott, K., Mills, C. M., **Bergelson, E.**, Bonawitz, E., Spelke, E. S., Fei-Fei, L., Keil, F. C., Gweon, H., Tenenbaum, J. B., Jara-Ettinger, J., Adolph, K. E., Rhodes, M., Frank, M. C., Mehr, S. A., & Schulz, L. (2020). Online Developmental Science to Foster Innovation, Access, and Impact. *Trends in Cognitive Science*, 24(9), 675–678. <https://doi.org/10.1016/j.tics.2020.06.004>
32. **Bergelson, E.** (2020). Why do older infants understand words better? Leveraging lab studies and home recordings to build and test theories of early word comprehension. *Child Development Perspectives*, 14(3), 142-149. <https://doi.org/10.1111/cdep.12373>
33. Cristia, A., Lavechin, M., Scaff, C., Soderstrom, M., Rowland, C., Räsänen, O., Bunce, J., **Bergelson, E.** (2020). A thorough evaluation of the Language Environment Analysis (LENA) system. *Behavior Research Methods*, 53(2), 467-486.
<https://doi.org/10.3758/s13428020-01393-5>
34. +Laing, C. & **Bergelson, E.** (2020). From babble to words: Infants' early productions match words and objects in their environment. *Cognitive Psychology*, 122, 101308.
<https://doi.org/10.1016/j.cogpsych.2020.101308>
35. +*Garrison, H., +*Baudet, G., +Breitfeld, E., +Aberman, A., **Bergelson, E.** (2020). Familiarity Plays a Small Role in Noun Comprehension at 12-18 months. *Infancy*, 25(4), 458–477. <https://doi.org/10.1111/inf.12333>
36. Cristia, A., +Bulgarelli, F., **Bergelson, E.** (2020). Systematic review of LENA evaluations. *Journal of Speech, Language, and Hearing Research*, 63(4), 1093-1105.
https://doi.org/10.1044/2020_JSLHR-19-00017
37. ManyBabies Consortium, Quantifying Sources of Variability in Infancy Research Using the Infant-Directed-Speech Preference. (2020). *Advances in Methods and Practices in Psychological Science*, 3(1), 24-52. <https://doi.org/10.1177/2515245919900809>
38. Räsänen, O., Seshadri, S., Karaday, J., Riebling, E., Bunce, J., Cristia, A., Metze, F., Casillas, M., Rosenberg, C., **Bergelson, E.**, Soderstrom, M. (2019). Automatic word count estimation from daylong child-centered recordings in various language environments using language-independent syllabification of speech. *Speech Communication*, 113, 63-80. <https://doi.org/10.1016/j.specom.2019.08.005>.
39. +Bulgarelli, F. & **Bergelson, E.** (2020) Look who's talking: A comparison of automated and human-generated speaker tags in naturalistic daylong recordings. *Behavior Research Methods*, 52(2), 641–653. <https://doi.org/10.3758/s13428-019-01265-7>
40. +*Moore, C., +*Dailey, S., +Amatuni, A., +Garrison, H., & **Bergelson E.** (2019). Point Walk Talk: Links between Three Early Milestones, from Observation and Parental Report. *Developmental Psychology*, 55(8), 1579–1593.
<https://doi.org/10.1037/dev0000738>

41. +Laing, C., & **Bergelson, E.** (2019). The Effect of Mothers' Working Schedules on 17-month-olds' Productive Vocabulary. *Infancy*, 24(1), 101–109. <https://doi.org/10.1111/infa.12265>
42. **Bergelson E.**, +Amatuni, A., +Dailey, S., +Koorathota, S., +Tor, S. (2019). Day by Day, Hour by Hour: Naturalistic Language Input to Infants. *Developmental Science*, 22(1), e12715. <https://doi.org/10.1111/desc.12715>
(received Early Research Prize from Developmental Science for Best Paper in 2019)
43. ***Bergelson, E.**, *Casillas, M., Soderstrom, M., Seidl, A., Warlaumont, A., +Amatuni, A. (2018). What do North American Babies Hear? A large scale cross-corpus analysis. *Developmental Science*, 22(1), e12724. <https://doi.org/10.1111/desc.12724>
44. **Bergelson, E.**, & Swingley, D. (2018). Young infants' word comprehension given an unfamiliar talker or altered pronunciations. *Child Development*. 89(5), 1567–1576. <https://doi.org/10.1111/cdev.12888>
45. **Bergelson, E.**, & Aslin, R. N. (2017). Nature and origins of the lexicon in 6-mo-olds. *Proceedings of the National Academy of Sciences*, 114(49), 12916–12921. <https://doi.org/10.1073/pnas.1712966114>
46. **Bergelson, E.**, & Aslin, R. (2017). Semantic specificity in one-year-olds' word comprehension. *Language Learning and Development*, 13(4), 481–501. <https://doi.org/10.1080/15475441.2017.1324308>
47. Frank, M., **Bergelson, E.**, Bergmann, C., Cristia, A., Floccia, C., Gervain, J., Hamlin, J., Hannon, E., Kline, M., Levett, C., Lew-Williams, C., Nazzi, T., Panneton, R., Rabagliati, H., Soderstrom, M., Sullivan, J., Waxman, S., Yurovsky, D. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory building. *Infancy*, 22(4), 421–435. <https://doi.org/10.1111/infa.12182>
48. VanDam, M., Warlaumont, A., **Bergelson, E.**, Cristia, A., Soderstrom, M., De Palma, P., MacWhinney, B. (2016). HomeBank, an online repository of daylong child-centered audio recordings. *Seminars in Speech and Language*, 37(2), 128–142. <https://doi.org/10.1055/s-0036-1580745>
49. **Bergelson, E.**, & Swingley, D. (2015). Early Word Comprehension in Infants: Replication and Extension. *Language Learning and Development*, 11(4), 369–380. <https://doi.org/10.1080/15475441.2014.979387>
50. **Bergelson, E.**, Shvartsman, M., & Idsardi, W. (2013). Differences in Mismatch Responses to Vowels and Musical Intervals: MEG Evidence. *PloS One*, 8(10), e76758. <https://doi.org/10.1371/journal.pone.0076758>
51. **Bergelson, E.**, & Swingley, D. (2013). Young Toddlers' Word Comprehension is Flexible and Efficient. *PloS One*, 8(8), e73359. <https://doi.org/10.1371/journal.pone.0073359>
52. **Bergelson, E.**, & Swingley, D. (2013). The Acquisition of Abstract Words by Young Infants. *Cognition*, 127(3), 391–397. <https://doi.org/10.1016/j.cognition.2013.02.011>
53. **Bergelson, E.**, & Swingley, D. (2012). At 6 to 9 months, human infants know the meanings of many common nouns. *Proceedings of the National Academy of Sciences*, 109(9), 3253–3258. <https://doi.org/10.1073/pnas.1113380109>

54. **Bergelson, E.,** & Idsardi, W. (2009). A Neurophysiological Investigation into the Foundations of Tonal Harmony. *Neuroreport*, 20(3), 239–244.
<https://doi.org/10.1097/wnr.0b013e32831ddebfb>

Published Conference Proceedings and Commentaries (n=21)

Peer-Reviewed (n=19)

1. Lavechin, M., Métais, M., Titeux, H., Boissonnet, A., Copet, J., Rivière, M., **Bergelson, E.**, Cristia, A., Dupoux, E., Bredin, H. (2022) Brouhaha: multi-task training for voice activity detection, speech-to-noise ratio, and C50 room acoustics estimation. *ICPHS*.
2. Hitczenko, K., **Bergelson, E.**, Casillas, M., Colleran, H., Cychosz, M., Grosjean, P., Hamrick, L.R., Kelleher, B., Scaff, C., Seidl, A., Walker, S., Cristia, A. (2023) Development of Canonical Proportion Continues Past Toddlerhood. *ICPHS*.
3. Casey, K., Elliott, M., Mickiewicz, E., Silva Mandujano, A., Shorter, K., Duquette, M., **Bergelson, E.**, & Casillas, M. (2022). Sticks, leaves, buckets, and bowls: Distributional patterns of children’s at-home object handling in two subsistence societies. *Proc. of the 44th Annual Conference of the Cognitive Science Society*.
4. +Moore, C., **Bergelson, E.** (2021). Listeners can use coarticulation cues to predict an upcoming novel word. *Proc. of the 43rd Annual Conference of the Cognitive Science Society*.
5. +Meylan, S., Foushee, R., **Bergelson, E.**, Levy, R. (2021). Child-directed Listening: How Caregiver Inference Enables Children’s Early Verbal Communication. *Proc. of the 43rd Annual Conference of the Cognitive Science Society*.
6. +Meylan, S., Levy, R., **Bergelson, E.** (2020). Children's Expressive and Receptive Knowledge of the English Regular Plural. *Proc. of the 42nd Annual Conference of the Cognitive Science Society*.
7. Bunce, J., **Bergelson, E.**, Warlaumont, A., and Casillas, M. (2019). Tutorial: Daylong Data: Raw Audio to Transcript via Automated and Manual Open-Science Tools. *Proc. of the 41st Annual Conference of the Cognitive Science Society*.
8. Schuller, B., Batliner, A., Bergler, C., Pokorny, F., Krajewski, J., Cychosz, M., Vollman, R., Roelen, S.D., Schnieder, S., **Bergelson, E.**, Cristia, A., Seidl, A., Warlaumont, A., Yankowitz, L., Noth, E., Amiriparian, S., Hantke, S., Schmitt, M. The INTERSPEECH 2019 Computational Paralinguistics Challenge: Styrian Dialects, Continuous Sleepiness, Baby Sounds & Orca Activity. *Proc. INTERSPEECH*.
9. +Amatuni, A., & **Bergelson, E.** (2018). Preserved Structure Across Vector Space Representations. *Proc. of the 40th Annual Conference of the Cognitive Science Society*.
10. Ryant, N., **Bergelson, E.**, Church, K., Cristia, A., Du, J., Ganapathy, S., Khudanpur, S., Kowalski, D., Krishnamoorthy, M., Kulshreshta, R., Liberman, M., Lu, Y., Maciejewski, M., Metze, F., Profant, J., Sun, L., Tsao, Y., Yu, Z. Enhancement and Analysis of Conversational Speech: JSALT 2017. *ICASSP Proceedings*, 2018.
11. +Laing, C., & **Bergelson, E.** (2017). More Siblings Means Lower Input Quality in Early Language Development. *Proc. of the 39th Annual Conference of the Cognitive Science Society*.
12. +Amatuni, A., & **Bergelson, E.** (2017). Semantic Networks Generated from Early Linguistic Input. *Proc. of the 39th Annual Conference of the Cognitive Science Society*.

13. Casillas, M., **Bergelson, E.**, Sloetjes, H., Soderstrom, M., DARCLE group, Cristia, A. (2017). A New Workflow for Semi-automatized Annotations: Tests with Long-Form Naturalistic Recordings of Children’s Language Environments. *Proc. INTERSPEECH*.

14. Casillas, M., +Amatuni, A., Seidl, A., Soderstrom, M., Warlaumont, A., **Bergelson, E.** (2017). What do Babies hear? Analyses of Child- and Adult-Directed Speech. *Proc. INTERSPEECH*.

15. Schuller, B., Steidl, S., Batliner, A., **Bergelson, E.**, Krajewski, J., Janott, C., Amatuni, A., Casillas, M., Seidl, A., Soderstrom, M., Warluamont, A., Hidalgo, G., Schnieder, S., Heiser, C., Hohenhorst, W., Herzog, M., Schmitt, M., Qian, K., Zhang, Y., Trigeorgis, G., Tzirakis, T., Zafeiriou, S. (2017). The INTERSPEECH 2017 Computational Paralinguistics Challenge: Addressee, Cold & Snoring. *Proc. INTERSPEECH*.

16. Warlaumont, A., VanDam, M., **Bergelson, E.**, Cristia, C. HomeBank: A repository for long form real-world audio recordings of children. *Proc. INTERSPEECH*.

17. Metze, F., Riebling, E., Warlaumont, A., **Bergelson, E.**, (2016). Virtual Machines and Containers as a Platform for Experimentation. *Proc. INTERSPEECH*.

18. **Bergelson, E.** (2016). Workshop on Corpus Collection, (Semi)-Automatic Analysis, and Modeling of Large-Scale Naturalistic Language Acquisition Data. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.

19. **Bergelson, E.**, & Swingley, D. (2013). Social and Environmental Contributors to Infant Word Learning. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society*, 187–192.

Not Peer-Reviewed (n=2)

1. **Bergelson, E.**, & Idsardi, W. (2009). “Structural Biases in Phonology: Infant and Adult Evidence from Artificial Language Learning” *BUCLD 33: Proceedings of the 33rd Annual Boston University Conference on Language Development*, 85-96.

2. Poeppel, D., & **Bergelson, E.** (2008). "How music speaks to us." *Nature*, 452, 695-696. (book review of Ani Patel’s Music, Language, and the Brain)

Invited Talks and Colloquia

Sep 2024 Probing the Nascent Lexicon in the Lab and in the World. Brain & CogSci Colloquium, Princeton University, N.J.

Apr 2024 Probing the Nascent Lexicon in the Lab and in the World. Brain & CogSci Colloquium, University of Rochester, N.Y.

Mar 2024 Breadth vs. Depth: Different lenses on what ‘Big Data’ can (and can’t!) tell us. Cognitive Development Society Plenary Symposium ““Big Data" in Developmental Science”.

Nov 2023 When SES does and doesn't link to Language Development: Large-scale data, and its implications for Learning theories and Interventions. Society for Language Development Symposium

Feb 2023 The Nascent Lexicon: What Infants Know and How They Come to Know it. Language Talk Series, University of Illinois-U.C., I.L.

Oct 2022 The nascent lexicon: early word comprehension in the lab and in the world. Keynote Address, AttLis (Attentive Listener in a Visual World), University of Connecticut, Storrs, C.T. (rescheduled from March 2020 due to Covid-19.)

April 2022 The Nascent Lexicon: What Infants Know and How They Come to Know it. Integrated Language Science Talk Series. University of Pennsylvania, Philadelphia, P.A.

Mar 2022 The Nascent Lexicon: What Infants Know and How They Come to Know it. Speech and Hearing Sciences Department Colloquium. George Washington University, Washington D.C.

Mar 2022 The Nascent Lexicon: What Infants Know and How They Come to Know it. CogSci Marquee Course, Rutgers University, New Brunswick, N.J. (remote)

Feb 2022 The Nascent Lexicon: What Infants Know and How They Come to Know it. Harvard University, Cambridge, M.A.

Feb 2022 The Nascent Lexicon: What Infants Know and How They Come to Know it. Stanford University, Palo Alto, C.A.

Dec 2020 Infant Language Acquisition, Input to Uptake. Haskins Lab/Yale, New Haven, C.T.

Aug 2020 Linking input, output, and uptake in early language development. Learning from Language Workshop, University of Wisconsin, Madison, W.I.

Feb 2020 Infant Language Acquisition: Input to Uptake. Human Development Colloquium, Cornell University, Ithaca, N.Y.

Sep 2019 Infant Language Acquisition: Input to Uptake. Psychology Department Colloquium, Rutgers-Newark, N.J.

Apr 2019 The Nascent Lexicon: Word Learning in Infants. Simons Foundation, New York, N.Y.

Apr 2019 Infant Language Acquisition: Input to Uptake. Smoky Mountains Cognition & Neuroscience Symposium, Asheville, N.C.

Mar 2019 The Nascent Lexicon: Word Learning in Infants, CogSci Colloquium, University of Maryland

Mar 2019 Word Learning in Infancy. Head & Neck Surgery and Communication Sciences Grand Rounds, Duke University

Mar 2019 The Nascent Lexicon: Word Learning in Infants, Linguistics Colloquium, NCSU

Feb 2019 Labo. de Sciences Cognitives & Psycholinguistique, Cognitive Machine Learning Group, Paris, France

Feb 2019 Max Planck for Empirical Aesthetics, Poeppel Lab Meeting, Frankfurt, Germany

Feb 2019 Max Planck-Humboldt Foundation Research Award Symposium, Bonn, Germany

Oct 2018 The Nascent Lexicon: Word Learning in Infants, Language and Cognition Talk Series, Harvard.

Oct 2018 The Nascent Lexicon: Word Learning in Infants, Levy Lab Meeting, MIT.

Oct 2018 Infant Word Learning: Connecting Home Environment with Early Language, Center for Child and Family Policy, Duke University.

Nov 2018 Word Learning in Infancy, American Psychological Association Lab Works Webinar.

Oct 2018 Word Learning in Infancy, Hear'n'Now, UNC

Sep 2018 The Nascent Lexicon: Word Learning in Infants, Linguistics Colloquium, OSU.

Sep 2017 The Nascent Lexicon: Word Learning in Infants, Developmental Lunch, UNC.

Jul 2017 How to Grow a Language: Is "Big" Data Enough? JSALT Workshop, CMU. (With A. Cristia)

Dec 2016 What's in a (Baby's) Word? ECOM Workshop, University of Connecticut

Nov 2016 Predicting Word Learning from Infants' Home Environment. Psychology & Neuroscience Cognitive Area Colloquium, UNC-Chapel Hill

Oct 2016 Predicting Word Learning from Infants' Home Environment. RuCCS Colloquium, Rutgers University

Sep 2016 Predicting Word Learning from Infants' Home Environment. Center for Cognitive Neuroscience Colloquium, Duke University

Feb 2016 Word Learning in Infants: Linking In-lab Measures with Home Environment. Neurology Grand Rounds, University of Rochester.

Dec 2015 Environmental variability and its relation to early noun Comprehension. Workshop on Extension and Intensive Recordings of Children's Language Environments, Ecole Normale Supérieure.

Apr 2015 Word Learning in Infants. Developmental Brownbag, University of Chicago.

Mar 2015 Word Learning in Infants. Psychology & Neuroscience, Duke University.

Feb 2015 Word Learning in Infants. Cognition & Perception Colloquium, NYU.

Jun 2014 Word Learning in Infants. Laboratory for Language Development, RIKEN Brain Science Institute, Tokyo.

Jan 2014 Word Learning in Infants. Psychology Department, UCSD.

Nov 2013 Word Learning in 6-16 Month Old Infants. Center for Language Science Colloquia Series, University of Rochester.

Nov 2013 Music and Language: Processing and Acquisition. Eastman, Rochester, Cornell, and Buffalo Music Cognition Symposium.

Conference Talks

+Gilyard, K., & **Bergelson, E.** Novel noun learning during naturalistic picture book reading in 14-, 18-, and 22-month-olds. *International Congress on Child Language*, Prague, Czech Republic, Jul 2024

Beech, C., +Bulgarelli, F., **Bergelson, E.**, Swingley, D. Relating properties of parents' speech to the infant's referential world. *International Congress on Infant Studies*, Glasgow, Scotland, Jul 2024

+Gilyard, K., & **Bergelson, E.** Novel noun learning during naturalistic picture book reading in 14-, 18-, and 22-month-olds. *International Congress on Infant Studies*, Glasgow, Scotland, Jul 2024

+Campbell, E., +Richter, L., +Lukin, E., & **Bergelson, E.** Comparing language input in homes of blind and sighted children: Insights from daylong recordings. *Boston University Conference for Language Development*, Boston University. Boston, Nov 2023. (<20% acceptance rate)

+Campbell, E., +Richter, L., +Lukin, E., & **Bergelson, E.** Comparing language input in homes of blind and sighted children: Insights from daylong recordings. *Many Paths to Language*, MPI, Oct 2023.

+Bulgarelli, F. & **Bergelson, E.** Linking acoustic variability in everyday input to early word production. *Boston University Conference for Language Development*, Boston University. Boston, Nov 2022. (<20% acceptance rate)

Hitczenko, K., **Bergelson, E.**, Casillas, M., Colleran, H., Cychosz, M., Grosjean, P., Hamrick, L., Kelleher, B., Scaff, C., Seidl, A., Walker, S., & Cristia, A. The development of canonical proportion continues through 6 years of age. *Boston University Conference for Language Development*, Boston University. Boston, Nov 2022. (<20% acceptance rate)

+Moore, C. & **Bergelson, E.** Wordform Variability in Children’s Daily Lives. *Cognitive Development Society*, April 2022.

+Meylan, S., Foushee, R., **Bergelson, E.**, Levy, R. (2021). Child-directed Listening: How Caregiver Inference Enables Children’s Early Verbal Communication. *Cognitive Science Society*, July 2021.

+Campbell, E., +Uner, S., & **Bergelson, E.** Naturalistic Language Input to Blind, Deaf/Hard-of-Hearing, and Typically-Developing Infants: a Quantitative and Qualitative Analysis *Many Paths to Language*, MPI-Nijmegen, Nijmegen, Netherlands, Oct 2020.

+Moore, C., **Bergelson, E.** Testing the roles of regularity and lexical class on toddlers’ spoken word recognition. *Boston University Conference for Language Development*, Boston University. Boston, Nov 2020. (<20% acceptance rate)

Bergelson, E. (special symposium) ‘Yes, and’ Science: leveraging lab *and* home data to build theories of lexical learning. *Boston University Conference for Language Development* Boston University. Boston, Nov 2019.

+Bulgarelli, F., **Bergelson, E.** Who says it and what does it sound like? Quantifying within- and between- talker variability in infants’ naturalistic input. *Boston University Conference for Language Development*. Boston University. Boston, Nov 2019. (<20% acceptance rate)

+Moore, C., **Bergelson, E.** 18-month-olds’ Representations of Vowels in Regular & Irregular Verbs: A Mispronunciation Study. Workshop on Infant Language Development University of Potsdam. Potsdam, July 2019.

+Dailey, S. & **Bergelson, E.** Linking input and vocabulary in infancy to preschool language skills. *Boston University Conference for Language Development*. Boston University. Boston, Nov 2018. (<20% acceptance rate)

(won Society for Language Development Student Prize)

+Drew, Emmaline & **Bergelson, E.** Quantifying inter-word temporal spacing in infants’ home language environment. *International Congress on Infant Studies*, Philadelphia, July, 2018

Bergelson, E. Trajectories of Lexical Comprehension Improvement: Investigating the 14month Boost. *Boston University Conference for Language Development*. Boston University. Boston, Nov 2017. (<20% acceptance rate)

+Laing, C., **Bergelson E.** What did you say? Infants’ early productions match caregiver input. *Boston University Conference for Language Development*. Boston University. Boston, Nov 2017. (<20% acceptance rate)

Casillas, M., **Bergelson, E.**, Warlaumont, A., Cristia, A., Soderstrom, M., VanDam, M., Sloetjes, H. A New Workflow for Semi-automatized Annotations: Tests with Long Form Naturalistic Recordings of Children’s Language Environments. *Interspeech*, Stockholm, Aug 2017.

Bergelson, E. Linking “Useful” Input Properties With Early Noun Production. *Cognitive Development Society*, Portland, Oct 2017.

Bergelson, E., +Amatuni, A., Casillas, M., Seidl, A, Soderstrom, M., Warlaumont, A. Description of the Homebank Child/Adult Addressee Corpus (HB-CHAAC). *Interspeech*, Stockholm, Aug 2017.

Casillas, M., +Amatuni, A., Seidl, A, Soderstrom, M., Warlaumont, A., **Bergelson, E.** What do babies hear? Analyses of child- and adult-directed speech. *Interspeech*, Stockholm, Aug 2017.

+Laing, C., & **Bergelson, E.** More Siblings Means Lower Input Quality in Early Language Development. *Cognitive Science Society, London, Jul 2017*.

+Dailey, S., & **Bergelson, E.** Semantic relatedness effects in early word comprehension. *Society for Research in Child Development*. Austin, Mar 2017.

+Koorathota, S., +Morton, S., +Amatuni, A, & **Bergelson, E.** 6- and 7-month-olds’ Noun Input: Human and Automated Corpus Analysis, *International Congress on Infant Studies*, New Orleans, May 2016.

Bergelson, E., & Swingley, D. The Effects of Maternal Education on Reports of Infants' Early Vocabulary. *Workshop on Infant Language Development*. Stockholm, Jun 2015.

Bergelson, E., & Aslin, R. Narrowing Meaning Specificity from 12-20 Months. *Society for Research in Child Development*. Philadelphia, Mar 2015.

Bergelson, E., & Swingley, D. Non-Linearities in Word Comprehension Trajectories. *Society for Research in Child Development*. Philadelphia, Mar 2015.

Bergelson, E., & Aslin, R. Meaning Specificity in One-Year-Olds’ Word Comprehension. *Boston University Conference for Language Development*. Boston University. Boston, Nov 2014. (<20% acceptance rate)

Bergelson, E., & Swingley, D. Early Word Form Generalizations in the Context of Meaning. *International Conference for Infant Studies Biennial Meeting, Berlin, Jul 2014*

Bergelson, E., & Swingley, D. Social and Environmental Contributors to Infant Word Learning. *35th Annual meeting of the Cognitive Science Society, Berlin, Aug 2013*.

Bergelson, E., & Swingley, D. Infant Word Comprehension: Robust to Speaker Differences but Sensitive to Single Phoneme Changes *Workshop on Infant Language Development*, San Sebastian, Jun 2013. (<20% acceptance rate)

- Bergelson, E., & Swingley, D.** Talker-independence in word comprehension before 12 months. *Boston University Conference for Language Development*. Boston University. Boston, Nov 2012. (<20% acceptance rate)
- Bergelson, E., Swingley, D.** 6-11-Month-Olds' Comprehension of Concrete and Abstract Words. *Budapest CEU Conference on Cognitive Development*, Budapest, Jan 2012.
- Gorman, K., Faber, D., **Bergelson, E.**, and Yang, C. 2012. Word vs. rule frequencies in irregular acquisition. *Linguistic Society of America Annual Meeting*, Portland, Jan 2012.
- Bergelson, E., Swingley, D.** What 6-10-Month-Olds Know about Word Meaning. *Society for Research in Child Development Biennial Meeting*, Montreal, Apr 2011.
- Bergelson, E., Swingley, D.** Mother's education predicts spoken word recognition in 6-16-mo.-old Infants. *Boston University Conference for Language Development*. Boston University. Boston, Nov 2010. (<20% acceptance rate)
- Bergelson, E., Shvartsman, M., Idsardi, W.** Differences in Brain Responses to Vowels and Musical Intervals. *International Conference for Music Perception and Cognition*, Seattle, Aug 2010.
- Bergelson, E., Merickel, J., Idsardi, W., Lidz, J.** Structural Biases in Phonology: Evidence from Artificial Language Learning. *Ling. Society of America Annual Mtg*, Baltimore, Jan 2010.
- Bergelson, E., Idsardi, W.** Structural Biases in Phonology: Infant and Adult Evidence from Artificial Grammar Learning. *Boston University Conference for Language Development*. Boston University. Boston, Nov 2008. (<20% acceptance rate)
- Bergelson, E.** Infants' ability to learn patterns from language and music. *Undergraduate Research Conference*. New York University. April 2007.

Teaching & Tutorials

- UG Lecture: Psy11: Cognition: How the Mind Works (planned for Spring 2025-)
- UG Seminar: Psy1617 Language Development in the First Few Years of Life (Fall 2024-)
- Grad Seminar: Psy2170 Proseminar in Development Psychology (2 weeks of content + grading)
 - Dr. Spelke serves as the main instructor for Fall 2024
- Full-day Tutorial: Daylong Data: Raw Audio to Transcript via Automated & Manual Open-Science Tools. IASCL (2024)
 - co-taught with Marisa Casillas, John Bunce, Jessica Montag, Alex Cristia, Loann Peurey, and Marvin Lavechin (2024)
- UG lecture: Cognitive Development (2020-2023; Duke)
- UG/Graduate course: Language Development (2017-2022; Duke)
- 10-Week Summer Writing Workshop (2021-2022); co-taught with Jessica Cohen over zoom
- Half-Day Tutorial: Daylong data: Raw audio to transcription via automated & manual open-science tools. Cognitive Science Society (2019)
 - co-taught with John Bunce, Anne Warlaumont, and Middy Casillas
- Full-day Tutorial: Tools for Open Science: Reproducible Data Analysis and Paper Writing in R. *International Congress on Infant Studies*, (with Michael Frank, Jess Kosie and Melissa Kline, 2018)
- Half-Day Workshop: Collaborative Replication in Developmental Psychology. *Cognitive Development Society*, (with Michael Frank, Rebecca Lundwall, Rhodri Cusack, Charles Ebersole, Kiley Hamlin, Justin Wood, 2017)
- Workshop for Psych & Neuroscience Community on Data Tidying and Visualization in R(with tidyverse and ggplot2) (2017)

- Organizer for Grad/Postdoc Textbook Reading Group “Intro to Statistical Learning” (2014)
- TA for Psychology 101 and Human Memory (2010-2011)
- Guest Lecturer for UG/G Introduction to Cognitive Science, Psychology, Linguistics, Language Development, and Psycholinguistics (2008-2017)
- Teaching Hebrew/Jewish Studies (2003-2012) and Music (2003-2007); grades K-12
- Teaching and Tutoring for Kaplan (2005-2007)

Advising and Mentoring

N.B.: current and former lab staff not listed below but available upon request

Postdoctoral Scholars (n=6)

- Jasenia Hartman (2022-); NSF SPRF
- Charles Davis (2022-23); co-mentored with Marty Woldorff
- Stephan Meylan (2018-); jointly supervised by Roger Levy at MIT; NIH F32
- Carla Fernandez (2019-20); jointly supervised with Marty Woldorff
- Federica Bulgarelli (2018-22). NIH F32; Charles Lafitte Foundation grant awardee (Assistant Professor at University of Buffalo)
- Catherine Laing: (2016-17; now a Lecturer (tenure-track equivalent) at U. of York, UK)

Graduate Students (n=7; 5 as mentor, 1 as co-mentor, 1 as secondary mentor)

- Lily Zhu (2024-; G1); co-mentored with Jesse Snedeker
- Solana Guillu (2024; G1); secondary mentor (primary mentor: Meredith Rowe, HGSE); NSF GRFP awardee
- Kristen Gilyard (2022-; G3)
- Eugenia Lukin (2022-; G3)
- Erin Campbell (2018-23); NSF GRFP awardee; Charles Lafitte Foundation grant awardee (Duke)
- Shannon Dailey (2017-22) (Duke)
- Charlotte Moore (2016-21); SSHRC Grad Funding Awardee (Duke)

PhD Dissertation Committees & Visiting PhD Students (n=3)

- Jessica Steil (2022); Visiting Summer Scholar from University of Tübingen, Germany
- Maggie Kandel (Doctoral student in Snedeker Lab; committee member)
- Saima Moraleda (Doctoral student in Fedorenko Lab at MIT; outside committee member)

Undergraduate Independent Study/Human Dev. Certificates/Honors Thesis Advisees (n=18)

(* = Duke Graduate with Distinction (GwD, i.e. senior thesis) student in Neuroscience or in Psychology; ** = Harvard Senior Thesis; all others were 1 semester independent study or certificate, i.e. less rigorously formal and structured mentorship)

- 2024-25: Grace Benkelman**, Nicole Calderon**
- 2022-23: George Romero (Duke)
- 2021-22: Madeleine Yancy*, Jing Liu*(**Department Jerome Bruner thesis winner**), Sophie Barry* (all Duke)
- 2019-20: Janani Ramadurai (UNC-Chapel Hill); Sarah Yang* (Duke)
- 2018-19: Chandler Richards* (Duke)
- 2016-17: Reena Jasani (Duke), Hannah Ballock (Duke), Haley Weaver (University of Rochester)
- 2015-16: Tessa Eagle, Jayde Homer, Sophie Werk (all University of Rochester)
- 2014-15: Ashwini Manjunatha, Sarah Markowitz, Alexis Rickwood (all University of Rochester)

Undergraduate Research Assistants for >1 semester and/or > half-time in the summer (n=67)

N.B.: The list below is a comprehensive reflection of students who spent dedicated time in the lab; more formal mentees with credit-bearing, multi-semester, independent research products are indicated in the asterisked thesis categories in the preceding section)

Commented [DEBP1]: how to structure this section to support advisee/mentee feedback request? i.e. should i remove or flag the more comprehensive list of 67 UGs and H.S.'s to indicate those weren't close advising/mentoring situations?

Commented [DEBP2R1]: (currently put in N.B. notes to try to do this without just removing folks)

(* = summer research fellow award, ** = Charles Lafitte Foundation Travel Grant Recipient)

- Harvard LDS Summer Internship (2024): Iliad Nozari (**ICIS Founding Generation Awardee**; UMN), Teagan Crye (Davidson), Alex Emmert (UMD), Tarun Sepuri (Case Western)
- Harvard (2023-): Grace Benkelman (HCRF), Stephanie Zaragoza (**SUPER APA awardee**; BLISS), Nicole Calderon, Ethan Chaves
- Duke (2016-2023): Afua Ansah, Hannah Ballock, Sophie Barry, Webster Bei, Micaela Brewington, Catherine Byun, Samantha Chaney*, Natalie Chou, Natasha Derezinski-Choo**, Savanna Groft, Hannah Hamayun, Estelle He*, Daisja Honorable, Taylor Horowitz, Sophie Hurewitz, Reena Jasani, Kyra Lewis, Bella Liu, Caimiao Liu, Jing Liu, Katya Khlystova**, Jessica Marlow, Danielle Mayorga-Young, Olivia Leggio**, Mary Kate Merenich, Lauren Mitchell, Damla Ozdemir, Anika Pawlak, Jasmine Pflepsen, Georgia Price, Serena Raj, Mihika Rajvanshi, Chandler Richards, George Romero, Angela Tawfik, Sarah Yang**, Madeline Yancy, Junette Yu**
- Non-Duke Student Summer RAs at Duke (2016-2022): Ellie Breitfeld* (Princeton), Naseem Dillman-Hasso* (Carlton College), Janani Ramadurai (UNC), Yiyi Wang* (Beijing Normal), Crismely Fermin (Florida International University; **ICIS Founding Generation Awardee**), Casey Carrow (Vanderbilt)
- Rochester (2014-2016): Andrei Amatuni, Bella Clemente, Tessa Eagle, Jayde Homer, Valerie Langlois*, Dustyn Levenson, Sarah Markowitz, Ashwini Manjunatha, Leah Nason, Adina Poras, Alexis Rickwood*, Haley Weaver*, Sophie Werk
- CVS@Rochester: John Collins, Summer Research Student (2014)
- UPenn: Elizabeth Yellin, Undergraduate Research Project (2013)

High School Mentees (n=11)

- Praise Kidimbu (Summer 2022, DUNE scholar)
- Juliette Jiminez (Summer 2022)
- Isha Mahadeshwar (Summer 2021)
- Ella Rosenberg: Durham School for the Arts student researcher (2020)
- Halden Levin: NCSSM Summer Research Intern (2019)
- Emma Zhang: NCSSM Research Intern (2018)
- Erich Hess: NCSSM Summer Research Intern (2018)
- Alexis Aberman: Science Fair Student/Research Assistant (2016-2017)
- Cristopher Alvarado: NCSSM Research Assistant (2016-2017)
- Maia Donald (Summer 2017)
- Claire Patrick NCSSM Summer Intern (2017)

Resources, Service, and Press Coverage

Lab Resources, Open Science Resources, and Science Communication

- Lab Website & Twitter: <https://bergelsonlab.com/> @bergelsonlab
- Lab Blog & Outreach Twitter: <https://www.babiesandlanguage.com/> @Babies_Language
- Lab Gitbook (Wiki): <https://app.gitbook.com/@bergelsonlab/s/blab/>
- ACLEW project: <https://sites.google.com/view/aclewdid/home>
- DARCLE: <http://darcle.org/>
- Homebank: <https://homebank.talkbank.org/access/>
- PI, Lab, and SEEDLingS Github: <https://github.com/BergelsonLab/>; <https://github.com/ebergelson>; <https://github.com/SeedlingsBabylab>
- ManyBabies Consortium: <https://osf.io/rpw6d/>

Service to the Field

- Editor for *Open Mind* (2024-)
- CogSci Conference Symposium Reviewer (2023)

- Editorial Advisory Board Member: *Cognitive Psychology* (2022-)
- President, DARCLE (Consortium on Daylong Audio Recordings of Children’s Linguistic Environments; 2017-2019)
- Editorial Board Member: *Infancy* (2018-)
- Consulting Editor for *Developmental Psychology* (2016-)
- ManyBabies Consortium Member (2016-)

Service to the University and Department

- Standing Committee on Mind, Brain and Behavior (2024-)
- Faculty Diversity Committee (2024-)
- CNAP Admissions Committee (2017-2022)
- Steering Committee All Babies and Children Thrive (2017-2023)
- Departmental Advisory Committee (2016-2019; 2021-2023)
- Co-Organizer of DIBS C.A.N.B.L.S. Research Group (with Groh, Overath, Cogan; 2016-2023)

Selected Ad-Hoc Journal Reviewing

- | | |
|---|--|
| <ul style="list-style-type: none">• Child Development• Cognition• Developmental Science• Frontiers in Psychology• Journal of Experimental Child Psychology• Journal of Exp. Psychology: General• Journal of Memory and Language• Language Acquisition• Language Learning & Development• PNAS | <ul style="list-style-type: none">• Nature Communications• Cognitive Science• Behavioral Research Methods• Open Mind• Applied Psycholinguistics• Scientific Reports• Psych Science• Science• Language, Cognition, & Neuroscience |
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Ad-Hoc Grant Reviewing

- National Institutes of Health Language and Communication Panel
- National Science Foundation
- Agence Nationale de la Recherche (ANR, France)
- Deutsche Forschungsgemeinschaft (DFG, Germany)

Sample Press Coverage

- 2023: [Harvard Gazette](#),
- 2023: Coverage of Bergelson et al, 2023, PNAS
 - E.g. [Science Magazine](#)
- 2023: Coverage of Meylan et al, NHB
 - E.g. [MIT News](#)
- 2022: Coverage of Dailey & Bergelson, 2022, Child Development:
 - E.g. [Duke Today](#), [U.S. News & World Report](#), [StudyFinds.org](#)
- 2019: Coverage of Cognitive Development Society Award in [Duke Chronicle](#)
- 2017: [Coverage of Bergelson & Aslin, 2017, PNAS](#)
 - E.g. Atlantic, Science News Daily, The Guardian, Reuters, Durham Herald-Sun, Canadian TV, Nannyworld, El Pais, The Independent, Spiegel, Chronicle
- 2015: Forbes Magazine 30 under 30 in Science coverage
- 2014: Coverage of NIH EIA award (print & social media)
- 2012: Coverage of Bergelson & Swingley, 2012, PNAS

- Radio and TV: BBC News Hour, WHYY Newsworks, France 2 news program ‘20h’, WROC, Time Warner Cable News, WXXI
- Newspaper and Popular Press: Science News Daily, Telegraph, Daily Mail (UK), Science Daily, La Repubblica (Italy), Corrier della Sera (Italy), Trouw (Netherlands), Democrat & Chronicle (US)