

# 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: Guilla (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 (8<sup>th</sup> 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**

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

## **Publications** (\*= joint 1<sup>st</sup> author, + = current or former mentee)

**Journal Articles** (*n=53; 6 under review/invited revision; 47 published*)

### **Journal Articles Under Review/Invited Revision**

1. +Meylan, S. & **Bergelson, E.** (invited revision). Children's Expressive and Receptive Knowledge of the English Regular Plural.
2. +Dailey, S., & **Bergelson, E.** (under review). Early child measures outpredict input measures of preschool language skills in U.S. English learners.
3. +Campbell, E., +Davis, C., Cooke, M., Houston, D., Caselli, N., **Bergelson, E.** (under review). Early Production of Imperceptible Words by Infants and Toddlers Born Deaf or Blind.
4. 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.
5. +Bulgarelli, F. & **Bergelson, E.** (invited revision). Attending to talker characteristics: word learning and recognition in monolingually- and multilingually-raised infants.
  6. Hitczenko, K., **Bergelson, E.**, Casillas, M., Collieran, H., Cychosz, M., Grosjean, P., Hamrick, L.R., Kelleher, B., Scaff, C., Seidl, A., Walker, S., Cristia, A (invited 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. 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. (*in press*). Establishing the reliability of metrics extracted from long-form recordings using LENA and the ACLEW pipeline. *Behavioral Research Methods*.
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. (*in press*) Remote Infant Studies of Early Learning (RISE): scalable online replications of key findings in infant cognitive development. *Developmental Psychology*.
9. Bunce, J., Soderstrom, M., **Bergelson, E.**, Rosemberg, C., Stein, A., Alam, F., Migdalek, M., Casillas, M. (*in press*). A cross-cultural examination of young children’s everyday language experiences. *Journal of Child Language*.
10. +Richter, L., +Garrison, H., **Bergelson, E.** (*in press*) Language science outreach in classrooms, on social media: small change and stumbles, but, it’s worth it. *Linguistics Vanguard*.
11. **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>
12. +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>
13. +Campbell, E., Casillas, R., & **Bergelson, E.** (2024). The role of vision in the acquisition of words: Vocabulary development in blind toddlers. *Developmental Science*, n/a(n/a), e13475. <https://doi.org/10.1111/desc.13475>
14. **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>
15. +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>

16. +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>
17. +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*.  
<https://doi.org/10.1038/s41562-023-01698-3>
18. +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*.  
<https://doi.org/10.1016/j.cub.2023.03.067>
19. +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>
20. +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>
21. +Campbell, E., **Bergelson, E.** (2022). Making Sense of Sensory Language: Acquisition of Sensory Knowledge by Individuals with Congenital Sensory Impairments. *Neuropsychologia*. <https://doi.org/10.1016/j.cub.2023.03.067>
22. +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*. <https://doi.org/10.1016/j.cub.2023.03.067>
23. +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](https://doi.org/10.1044/2022_JSLHR-21-00245)
24. +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>
25. +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>
26. +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>
27. +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>
28. Soderstrom, M., Casillas, M., **Bergelson, E.**, Rosemberg, 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>
29. 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>
30. \*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>
  31. **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>
  32. 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*,  
<https://doi.org/10.3758/s13428020-01393-5>
  33. +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>
  34. +\*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/infa.12333>
  35. 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](https://doi.org/10.1044/2020_JSLHR-19-00017)
  36. 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>
  37. Räsänen, O., Seshadri, S., Karaday, J., Riebling, E., Bunce, J., Cristia, A., Metze, F., Casillas, M., Rosemberg, 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>.
  38. +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>
  39. +\*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>
  40. +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>



41. **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)
42. \***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>
43. **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>
44. **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>
45. **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>
46. Frank, M., **Bergelson, E.**, Bergmann, C., Cristia, A., Floccia, C., Gervain, J., Hamlin, J., Hannon, E., Kline, M., Levelt, 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/inf.12182>
47. 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>
48. **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>
49. **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>
50. **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>
51. **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>
52. **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>
53. **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.0b013e32831ddeb5f>

## Under Review/Published Conference Proceedings and Commentaries ( $n=19$ )

### Peer-Reviewed

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:**

1. **Bergelson, E.**, & Idsardi, W. (2009). "Structural Biases in Phonology: Infant and Adult Evidence from Artificial Language Learning" *BUCLD 33: Proceedings of the 33<sup>rd</sup> 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**

- 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.**, Swingle, 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. *35<sup>th</sup> 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**

- Full-day Tutorial: Daylong Data: Raw Audio to Transcript via Automated & Manual Open-Science Tools; co-taught with Marisa Casillas, John Bunce, Jessica Montag, Alex Cristia, Loann Peurey, and Marvin Lavechin
- UG lecture: Cognitive Development (2020-2023; Duke)
- UG/Graduate course: Language Development (2017-; Duke & Harvard)
- 10-Week Summer Writing Workshop (2021-); 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 (with John Bunce, Anne Warlaumont, and Middy Casillas, 2019.)
- 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 "Introduction 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/Supervision**

### **Postdoctoral Scholars (n=6)**

- Jasenia Hartman (2022-); NSF SPRF
- Charles Davis (2022-2023); co-mentored with Marty Woldorff
- Stephan Meylan (2018-); jointly supervised by Roger Levy at MIT; NIH F32
- Carla Fernandez (2019-2020); jointly supervised with Marty Woldorff
- Federica Bulgarelli (2018-2022). NIH F32; Charles Lafitte Foundation grant awardee (incoming Assistant Professor at University of Buffalo)



- Catherine Laing: (2016-2017; now a Lecturer (tenure-track equivalent) at U. of York, UK)

#### **Graduate Students ( $n=7$ )**

- Lily Zhu (2024-)
- Solana Guillu (2024-); secondary mentor (primary mentor: Meredith Rowe, HGSE); NSF GRFP awardee
- Kristen Gilyard (2022-)
- Eugenia Lukin (2022-)
- Erin Campbell (2018-2023); NSF GRFP awardee; Charles Lafitte Foundation grant awardee
- Shannon Dailey (2017-2022)
- Charlotte Moore (2016-2021); SSHRC Grad Funding Awardee

#### **Visiting/Rotating PhD Students ( $n=1$ )**

- Jessica Steil (2022); Visiting Scholar University of Tübingen, Germany

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

(\* = Duke Graduate with Distinction Student in Neuroscience or in Psychology; Harvard Senior Thesis)

- 2024-25: Grace Benkelman\*, Nicole Calderon\*
- 2022-23: George Romero
- 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 ( $n=67$ )**

(\* = 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: 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://darcl.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**

- |  |                                       |
|--|---------------------------------------|
| • Child Development                        | • Journal of Exp. Psychology: General |
| • Cognition                                | • Journal of Memory and Language      |
| • Developmental Science                    | • Language Acquisition                |
| • Frontiers in Psychology                  | • Language Learning & Development     |
| • Journal of Experimental Child Psychology | • PNAS                                |
|  | • Nature Communications               |

- Cognitive Science
- Behavioral Research Methods
- Open Mind
- Applied Psycholinguistics
- Scientific Reports
- Psych Science
- Science
- Language, Cognition, & Neuroscience

### **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), Corriere della Sera (Italy), Trouw (Netherlands), Democrat & Chronicle (US)