

## CURRICULUM VITAE

**MARGARET FRIEND**

Department of Psychology  
 San Diego State University  
 6505 Alvarado Road, Suite 101  
 San Diego, CA 92120

**POSITIONS****2016-Present**

Professor

**2014-present**

Affiliated Faculty, Center for Clinical and Cognitive Neuroscience, San Diego State University  
 Member, MacArthur Communicative Development Inventories Advisory Board

**2012-present**

Affiliated Researcher, Centre de Recherche en Développement Humain, Université Concordia,  
 Montreal

**2003-present**

Core Faculty, Joint Doctoral Program in Language and Communicative Disorders  
 San Diego State University and University of California, San Diego

Affiliated Faculty, Center for Research in Language, University of California, San Diego

**2018**

Invited Professor, Department of Communication and Culture, Aarhus University, Denmark.

Invited Professor, Section de Psychologie, Processing, Acquisition, and Disorders of Language  
 Laboratory, Université de Genève, Switzerland.

Invited Professor, Center for Research in Human Development, Concordia University, Canada.

**2007**

Invited Professor, Section de Psychologie, Processing, Acquisition, and Disorders of Language  
 Laboratory, Université de Genève, Switzerland.

**EDUCATION****1995-1997**

NICHHD Postdoctoral Fellow, Institute of Human Development, University of California, Berkeley

**1995**

NICHHD Postdoctoral Fellow, Section de Psychologie, Université de Genève, Switzerland

**1994**

NICHHD Postdoctoral Fellow, Department of Psychiatry, University of California, San Francisco

**1994, Ph.D.**, Developmental Psychology, University of Florida, Gainesville, FL

**HONORS**

**2019 to present** Sigma Xi, Scientific Research Honors Society

**2003** Phi Beta Kappa Recognition of Excellence in Teaching

**1994 to present** Phi Beta Kappa Honors Society

**1985** University of South Florida Psi Chi Honors Society in Psychology  
 Chapter President

**TEACHING EXPERIENCE****1997-present****San Diego State University**

PSY632 Graduate Seminar Theories and Methods in Developmental Science

PSY732 Graduate Seminar Emotion Theory and Emotional Development

PSY230 Life-Span Developmental Psychology

PSY331 Psychology of Infant and Child Development

PSY532 Language Development

PSY418 Advanced Laboratory in Developmental Psychology

PSY497, 498, 797, 798 Senior Project and Thesis Supervision

SLHS897 Doctoral Research Supervision

SLHS898 Doctoral Dissertation Supervision

1995-1997

**University of California, Berkeley**  
Undergraduate Thesis Supervision  
Undergraduate Research Seminar

1992

**University of Florida**  
Developmental Psychology

1986-1987

**Auburn University**  
Introductory Psychology

### **RESEARCH PROPOSALS AND AWARDS**

\*\*graduate \*undergraduate student

**2019-2020** Rosemberg, C., Ojea, G., Jackson-Maldonado, D., & **Friend, M.** Vocabulario, narración y argumentación infantil. Un estudio psicolingüístico y sociocultural (Vocabulary, Narration and Argumentation in early Childhood. A Psycholinguistic and Sociocultural Study). Conicet Ministry of Education, Culture, Science, & Technology, Argentina. PIP 80-2015. **Consultant.**

**2019** Lestenkof, A., Crone, M. & **Friend, M.** PIACSPI Early Childhood Unangam Tunuu Immersion Program Assessment, Proposal submitted to the Central Bering Sea Fisherman's Association. **Consultant.**

**2018** Lestenkof, A., Crone, M. & **Friend, M.** PIACSPI Early Childhood Unangam Tunuu Immersion Program, Department of Education, Alaska Native Education Program. **Consultant.**

**2018-2020**

Højen, A., Bleses, D., Dale, P., & **Friend, M.** Language assessment material for 2-year-olds. Ministry for Children and Social Affairs, Denmark. \$100K. **Consultant.**

**2016-2021** Giang P. *Language-literacy Growth in Vietnamese Children with and without Language Impairment.* K23DC014750. **Mentor.**

**2016-2018**

Bleses, D., Højen, A., Dale, P. & **Friend, M.** Enhanced language skills in children 0-2 years: We are learning language in daycare and home-based care. Ministry for Children, Education and Gender Equality, Denmark. **Consultant.**

**2016**

**Friend, M.** Dual Language Exposure and Cognitive Development: A Study of Spanish-English Bilinguals in the U.S. SDSU Graduate and Research Affairs Summer Undergraduate Research Program. **PI**

**2014**

**Friend, M.** The Language Environments of Young English and Spanish Children in the U.S., SDSU Undergraduate Research Mini-Grant Program. **PI.**

**2014-2017**

\*\*DeAnda, S. & **Friend, M.** *Investigating lexical structure in monolingual and bilingual Spanish-speaking children in the U.S.* F31HD081933. **Co-PI.**

**2012-2014**

**Friend, M.** & DeAnda, S. *The Path to Language and Literacy: A Cross-Linguistic Longitudinal Approach.* Diversity Supplement, R01 HD068458-02W1 **PI.**

**2011-2017**

**Friend, M.,** Deak, G., Poulin-Dubois, D., & Zesiger, P. *The Path to Language and Literacy: A Cross-Linguistic Longitudinal Approach.* R01HD068458 **PI.**

**2003-2004**

**Friend, M.,** "Visual Preference and Receptive Vocabulary in Infancy" NICHD Small Grant, R03-HD39751-01R. **PI.** No-cost extension.

**2002-2003**

**Friend, M.,** "Visual Preference and Receptive Vocabulary in Infancy" NICHD Small Grant, R03-HD39751-01R. **PI.**

**2001-2002**

**Friend, M.**, “*An Infant-Based Assessment of Early Language Comprehension*” The San Diego Foundation Blasker Grants Program Award. **PI.**

**1998**

**Friend, M.** “*Perception of Faces in Infancy and Early Childhood.*” San Diego State University Faculty Development Award. **PI.**

**1994-1997**

**Friend, M.** “*Affective communication during early language acquisition*” NICHD 3-Year Individual Postdoctoral Fellowship, NRSA F32-HD07893. **PI.**

**PROFESSIONAL MEMBERSHIPS**

Cognitive Development Society  
 Phi Beta Kappa Honors Society  
 International Association for the Study of Child Language  
 International Society on Infant Studies  
 Sigma Xi, Scientific Research Honors Society  
 Society for Research in Child Development  
 Spatial Learning and Intelligence Network  
 Scholars without Borders  
 500 Women Scientists

**ADDITIONAL TRAINING****2017**

Homebank Language Sample Workshop  
 Brian MacWhinney, Melanie Soderstrom, Marisa Casillas, & Alejandrina Cristia  
 Lyon, France, July 16, 2017  
 Tutorial on R for Mixed Models  
 Christophe dos Santos  
 Lyon, France, July 16, 2017

**2016**

Workshop: Building Best Practices in Infancy Research  
 Jessica Sommerville, Kiley Hamlin, Lisa Oakes, & John Colombo  
 New Orleans, LA, May 25, 2016.

**2010**

Workshop on Temporal Dynamics, Deborah Forster,  
 San Diego State University and University of California, San Diego

**2009**

The Big Blend Boot Camp: Course Design for Large Classes  
 Center for Teaching and Learning, San Diego State University

**2009**

Workshop on SALT Language Transcription and Coding  
 Sonja Pruitt, Speech, Language, and Hearing Sciences,  
 San Diego State University

**2001**

Workshop on working with larger classes  
 Center for Teaching and Learning, San Diego State University, San Diego, CA

**1998**

Workshop on Infant Facial Action Coding System  
 International Conference in Infant Studies, Atlanta, GA

**1995**

Certification in fine-grained facial analysis (Facial Action Coding System, Ekman & Friesen, 1976)  
 Paul Ekman, University of California San Francisco

## **COMPUTER PROGRAMS**

\*\*graduate student \*undergraduate student

1. **Friend, M.**, Bleses, D., Højen, & Dale, P. (2018). Danish adaptations of the Computerized Comprehension Task for 18-23 months, 24-39 months, and 30-34 months.
2. Marchman, V. & **Friend, M.** (2014). MacArthur Communicative Development Inventories Scoring Program for European French. Available from M. Friend. Distributed to the University of Geneva and the French National Center for Research in Paris.
3. Marchman, V. & **Friend, M.** (2013). MacArthur Communicative Development Inventories Scoring Program for Canadian French and French-English Bilinguals. Available from M. Friend. Distributed to Concordia University and the University of Montreal.
4. \*\*DeAnda, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2012). The Language Exposure Assessment Tool. Available at <https://childes.talkbank.org/> Distributed to Concordia University, University of Geneva, University of California San Diego, University of Barcelona, the French National Center for Research in Paris, the University of Edinburgh, the University of Texas, Austin, and the Chicago School of Professional Psychology.
5. **Friend, M.** (2005). Methods and computer program products for assessing language comprehension in infants and children. US Patent App. 11/093,764
6. **Friend, M.** (2003/2011). French adaptation of the Computerized Comprehension Task. Available at <https://childes.talkbank.org/> Distributed to University of Geneva and Concordia University.
7. **Friend, M.** (2003/2011). Spanish adaptation of the Computerized Comprehension Task. Available at <https://childes.talkbank.org/> Distributed to National Autonomous University of Mexico, Autonomous University of Querétaro, and the University of Washington.
8. **Friend, M.** (2002/2011). The Computerized Comprehension Task. Available at <https://childes.talkbank.org/> Distributed to Concordia University, University of Geneva, University of Washington, Purdue University, Vanderbilt University, National Autonomous University of Mexico, Cambridge University, and the University of Pennsylvania.

## **MEDIA**

1. Detecting Language Problems: A Tech-Assisted Vision for Earlier Diagnosis, Medical Device Network, February 21, 2019. <https://www.medicaldevice-network.com/features/detecting-language-problems-a-tech-assisted-vision-for-earlier-diagnosis/>
2. A (free) Decontextualized Vocabulary Test for Toddlers, The Informed SLP, December 14, 2018. <https://www.theinformedslpmembers.com/ei-reviews/a-free-decontextualized-vocabulary-test-for-toddlers>.
3. Developing Instruments to Detect Language Problems Earlier, LiveNewsNow, November 19, 2018. <https://livenewsnow.net/education/developing-instruments-detect-language-problems-earlier-84400422>
4. Developing Instruments to Detect Language Problems Earlier, ScienceDaily, November 12, 2018. <https://www.sciencedaily.com/releases/2018/11/181112095954.htm>
5. SDSU-Led Team Developing Instruments to Detect Language Problems Earlier, Press Release, Eureka Alert, November 12, 2018. [https://www.eurekaalert.org/pub\\_releases/2018-11/sdsu-st111118.php](https://www.eurekaalert.org/pub_releases/2018-11/sdsu-st111118.php)
6. SDSU-Led Team Developing Instruments to Detect Language Problems SDSU NewsCenter, November 5, 2018. [http://newscenter.sdsu.edu/sdsu\\_newscenter/news\\_story.aspx?sid=77448&fbclid=IwAR2u\\_mx17oTre6lbyb76EV3aSrkgLfZPqQnePUxHco3PNkgR2pexm8fLQyk](http://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=77448&fbclid=IwAR2u_mx17oTre6lbyb76EV3aSrkgLfZPqQnePUxHco3PNkgR2pexm8fLQyk)
7. School of Speech Language, and Hearing Sciences History Project, Part III, 2017. <https://slhs.sdsu.edu/history/part3/>
8. Practice Makes Perfect: Switching Between Languages Pays Off. University of Concordia News, February 3, 2016. <http://www.concordia.ca/news/cunews/main/stories/2016/02/03/bilingual-toddlers-who-practice-language-switching-are-better-at-certain-types-of-problem-solving.html>
9. Study Chronicles Infant Comprehension. Daily Aztec, April 16, 2012. <https://thedailyaztec.com/29506/news/study-chronicles-infant-comprehension/>

10. Baby Talk. SDSU NewsCenter, March 26, 2012.  
[http://newscenter.sdsu.edu/sdsu\\_newscenter/news\\_story.aspx?sid=73505](http://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=73505)
11. How Much Language Do Babies Understand? San Diego Union Tribune, October 8, 2012.  
<https://www.sandiegouniontribune.com/news/education/sdut-researchers-studying-how-much-babies-toddlers-unde-2012oct08-htlmlstory.html#article>
12. Research Tops \$127 Million. SDSU NewsCenter, September 13, 2012.  
[http://newscenter.sdsu.edu/sdsu\\_newscenter/news\\_story.aspx?sid=73800](http://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=73800)

## **PUBLICATIONS**

1. \*\*Patrucco-Nanchen, T, Poulin-Dubois, D., **Friend, M.**, & Zesiger, P. (2019). Do early lexical skills predict language outcome at 3 years? A longitudinal study of French-speaking children. *Infant Behavior and Development*.
2. \*\*Smolak, E., \*\*DeAnda, S., \*Enriquez, B., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2019). Code-switching in young bilingual toddlers: A longitudinal, cross-language investigation. *Bilingualism, Language, and Cognition*, 1-19. <https://doi.org/10.1017/S1366728919000257>
3. \*Kuzyk, O., \*Severdija, V., Zesiger, P., **Friend, M.**, & Poulin-Dubois, D. (2019). Are there cognitive benefits of code-switching in bilingual children? A longitudinal study. *Bilingualism, Language, and Cognition*, 1-12. <http://doi.org/10.1017/51366728918001207>
4. **Friend, M.**, \*\*Smolak, E., \*\*Patrucco-Nanchen, T., Zesiger, P., & Poulin-Dubois, D. (2019). Language Status at Age 3: Group and Individual Prediction from Vocabulary Comprehension in the Second Year. *Developmental Psychology*. doi: 10.1037/dev0000617
5. Kehoe-Winkler, M., \*\*Patrucco-Nanchen, T., **Friend, M.**, Zesiger, P. (2018). The relation between phonological and lexical development in French-speaking children. *Clinical Linguistics & Phonetics*, 1-23. <https://doi.org/10.1080/02699206.2018.1510984>
6. \*\*Hendrickson, K., Love, T., Walenski, M., & **Friend, M.** (2018). The organization of words and environmental sounds in the 2<sup>nd</sup> year: Behavioral and electrophysiological evidence. *Developmental Science*, e12746.
7. **Friend, M.**, \*\*Smolak, E., \*\*Liu, Y., Poulin-Dubois, D., & Zesiger, P. (2018). A Cross-Language Study of Decontextualized Vocabulary Comprehension in Toddlerhood and Kindergarten Readiness. *Developmental Psychology*, <http://dx.doi.org/10.1037/dev0000514>
8. \*\*DeAnda, S., \*\*Hendrickson, K.; Zesiger, P.; Poulin-Dubois, & **Friend, M.** (2018). Lexical Access in the Second Year: a Cross-linguistic Study of Monolingual and Bilingual Vocabulary Development, *Bilingualism: Language and Cognition* <http://dx.doi.org/10.1017/S1366728917000220>.
9. Poulin-Dubois, D., \*\*Legacy, J., \*Kuzyk, O., Zesiger, P., & **Friend, M.** (2017). Translation Equivalents Facilitate Lexical Access in Very Young Bilinguals. *Bilingualism: Language and Cognition*, doi:10.1017/S1366728917000657
10. **Friend, M.**, \*\*DeAnda, S., Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2017). Developmental changes in maternal education and minimal exposure on vocabulary in English- and Spanish-learning toddlers. *Journal of Experimental Child Psychology*. <https://doi.org/10.1016/j.jecp.2017.07.003>
11. \*\*Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2017). Assessing a continuum of lexical-semantic development in the second year: a multimodal approach. *Journal of Experimental Child Psychology* <https://doi.org/10.1016/j.jecp.2017.01.003>.
12. \*\*Legacy, J., Zesiger, P., **Friend, M.**, & Poulin-Dubois, D. (2016). Vocabulary size and speed of word recognition in very young French-English bilinguals: A longitudinal study. *Bilingualism: Language and Cognition*. <https://doi.org/10.1017/S1366728916000833>
13. \*\*DeAnda, S., \*\*Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2016). Lexical access in the second year: A cross-linguistic study of monolingual and bilingual vocabulary development. *San Diego Linguistic Papers*, Issue 6. <http://escholarship.org/uc/item/695597dn>
14. \*\*Legacy, J. \*\*Reider, D., \*\*Crivello, C. \*Kuzyk, O., **Friend, M.**, Zesiger, P. & Poulin-Dubois, D. (2016). Dog or Chien? Translation Equivalents in the Receptive and Expressive Vocabularies of Young French-English Bilinguals. *Journal of Child Language*. doi: 10.1017/S0305000916000295
15. \*\*DeAnda, S., Bosch, L., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2016). The Language Exposure Assessment Tool: Quantifying language exposure in infants and children. *Journal of Speech, Language, and Hearing Research*. doi:10.1044/2016\_JSLHR-L-15-0234

16. \*\*DeAnda, S., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2016). Lexical Processing and Representation in Bilingual First Language Acquisition: Guiding Future Research. *Psychological Bulletin*, 142, 655-667. <http://dx.doi.org/10.1037/bul0000042>
17. \*\*Crivello, C., \*Kuzyk, O., \*\*Rodriguez, M., Zesiger, P., **Friend, M.**, Poulin-Dubois, D. (2016). The effects of bilingual growth on toddlers' executive function. *Journal of Experimental Child Psychology*, 141, 121-132. doi: 10.13140/RG.2.1.4150.1925
18. \*\*DeAnda, S., Arias-Triejo, N., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2016). Minimal Second Language Exposure, SES, and Early Word Comprehension: New Evidence from a Direct Assessment. *Journal of Bilingualism: Language and Cognition*, 19, 162-180. [http://journals.cambridge.org/abstract\\_S1366728914000820](http://journals.cambridge.org/abstract_S1366728914000820)
19. Kehoe-Winkler, M., Chaplin, E., Mudry, P., & **Friend, M.** (2015). Le développement de la phonologie chez les « late talkers » et les « précoces » The development of phonological skills in late and early talkers. *Reéducation Orthophonique*, N. 263, p. 61-84.
20. \*\*Legacy, J., Zesiger, P., **Friend, M.** & Poulin-Dubois, D. (2015). Vocabulary size, translation equivalents, and efficiency in word recognition in very young bilinguals. *Journal of Child Language*, doi: 10.1017/S0305000915000252
21. **Friend, M.** & \*\*Pace, A. (2015). Action Interrupted: Movement and Breakpoints in the Processing of Motion Violations in Toddlers and Adults. *Journal of Cognition and Development*. <http://dx.doi.org/10.1080/15248372.2015.1016611>
22. \*\*Hendrickson, K., Walenski, M., **Friend, M.** and Love, T. (2015). The organization of words and environmental sounds in memory. *Neuropsychologia*, 69, 67-76. <http://dx.doi.org/10.1016/j.neuropsychologia.2015.01.035>
23. \*\*Hendrickson, K., \*Mitsven, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2015). Looking and touching: What extant approaches reveal about the structure of early word knowledge. *Developmental Science*, 18, 723-735. doi: 10.1111/desc.12250
24. **Friend, M.** & \*\*Bates, R.P. (2014). The union of narrative and executive function: different but complementary. *Frontiers in Psychology. Special Issue: Development of executive function during childhood*, 5:469, pp. 1-12. doi: 10.3389/fpsyg.2014.00469
25. \*\*Pace, A., Carver, L., & **Friend, M.** (2013). Event-Related Potentials to Intact and Disrupted Actions in Children and Adults. *Journal of Experimental Child Psychology*, 116, 453-470. <http://dx.doi.org/10.1016/j.jecp.2012.10.013>.
26. **Friend, M.**, \*\*Schmitt, S., & \*\*Simpson, A. (2012). Evaluating the Predictive Validity of the Computerized Comprehension Task: Comprehension Predicts Production. *Developmental Psychology*, 48, 136-148.
27. **Friend, M.** & Zesiger, P. (2011). A Systematic Replication of the Psychometric Properties of the CCT in Three Languages: English, Spanish, and French. *Enfance*, 3, 329-344.
28. \*\*Schmitt, S.A., \*\*Simpson, A. M., & **Friend, M.** (2011). A Longitudinal Assessment of the Home Literacy Environment and Early Language. *Infant and Child Development*, 20, 409-431.
29. **Friend, M.** & \*\*Pace, A. (2010). Beyond Event Segmentation: Spatial- and Social-Cognitive Processes in Verb to Action Mapping. *Developmental Psychology*, 47, 867-876.
30. **Friend, M.** & \*Keplinger, M. (2008). Reliability and validity of the computerized comprehension task (CCT): Data from American English and Mexican Spanish infants. *Journal of Child Language*, 35, 77-98.
31. **Friend, M.** (2004). On the implications of curvilinear trajectories for cognitive development. Special issue of the *Journal of Cognition and Development*, 5, 103-108.
32. **Friend, M.** & \*\*Keplinger, M. (2003). An infant-based assessment of early lexicon acquisition. *Behavior Research Methods, Instruments, and Computers*, 35, 302-309.
33. **Friend, M.** (2003). What should I do? Language, paralinguistic, and behavior regulation in early childhood. *Journal of Cognition and Development*, 4, 161-183.
34. **Friend, M.** (2001). The transition from affective to linguistic meaning. Special issue of *First Language*, 21, 219-243.
35. **Friend, M.** (2000). Developmental changes in sensitivity to vocal paralinguistic. *Developmental Science*, 3, 148-162.

36. **Friend, M.** & Bryant, J. B. (2000) A developmental lexical bias in the interpretation of discrepant messages. *Merrill-Palmer Quarterly*, 46, 140-167.
37. **Friend, M.** & Farrar, M. J. (1994). A comparison of content-masking procedures for obtaining judgments of discrete affective states. *Journal of the Acoustical Society of America*, 96, 1283-1290.
38. **Friend, M.** & Davis, T. L. (1993). The appearance-reality distinction: Children's understanding of the physical and affective domains. *Developmental Psychology*, 29, 907-914.
39. Farrar, M. J., **Friend, M.J.**, & Forbes, J.N. (1993). Event knowledge and early language acquisition. *Journal of Child Language*, 20, 591-606.

### **REFEREED PROCEEDINGS**

1. **Hendrickson, K.** & **Friend, M.** (2013). Quantifying the Relationship Between Infants' Haptic and Visual Response to Word-Object Pairings. *BUCLD 37 Online Proceedings*, S. Baiz, N. Goldman, and R. Hawkes (Eds.), <http://www.bu.edu/buclid/supplementvol37/>.
2. **Friend, M.**, \*Korsholm, L., and **Heyming, H.** (1998). The transition from affective to linguistic meaning. *Infant Behavior and Development*, 21, 418. [http://dx.doi.org/10.1016/S0163-6383\(98\)91631-9](http://dx.doi.org/10.1016/S0163-6383(98)91631-9)

### **REFEREED BOOK CHAPTERS**

- Holden, E. W., **Friend, M.**, **Gault, C.**, **Krager, V.**, **Foltz, L.**, & **White, L.** (1991). Family functioning and parental coping with chronic childhood illness: Relationships with self-competence, illness adjustment, and regimen adherence behaviors in children attending diabetes summer camp. In J. H. Johnson & S. B. Johnson (Eds.), *Advances in child health psychology* (pp. 265–276). Gainesville, FL: University of Florida Press.

### **INVITED PRESENTATIONS**

- 2019** Taking on the Challenge: Re-evaluating the Word Gap and Examining Promising Interventions for Promoting Young Children's Language, Pre-Conference at the biennial meeting of the Society for Research in Child Development, *Evidence of an Early Word Gap between English and Spanish Speakers*.
- 2018** Department of Communication and Culture, Aarhus University, Denmark.
- 2018** Department of Psychology, Processing, Acquisition, and Disorders of Language Laboratory, Universite de Genève, Switzerland.
- 2018** Department of Psychology, Center for Research in Human Development, Concordia University, Canada.
- 2016** P3SD Education Synergy Alliance, Panelist, Workshop on Equity of Content and Quality, *Dual Language Learning: What is L1, Why is it important, and How is it learned?*
- 2016** Center for Research in Language, UCSD, *Language to Literacy: The facilitative role of early vocabulary in English, French, and French-English learners*.
- 2015** SDSU Center for Clinical and Cognitive Neuroscience, Inaugural Workshop, *Path to Language and Literacy: Methods and Findings*.
- 2015** Psi Chi Honors Society in Psychology, SDSU, *Language and cognition in the first five years*.
- 2014** Center for Child and Family Studies, Developmental Science Colloquium, Florida International University, Miami. *Decontextualized knowledge in infants: Robust early vocabulary as a basis for subsequent cognitive development*.
- 2014** Language Acquisition and Delays Seminar, University of Geneva, Switzerland. *Decontextualized knowledge in infants: Robust early vocabulary as a basis for subsequent cognitive development*.
- 2013** Center for Human Development Interdisciplinary Developmental Talk Series, UCSD. *Haptic Assessment of Early Vocabulary Comprehension: What it is, What it isn't, and What it can tell us*.
- 2013** MacArthur-Bates Child Development Inventories Board of Advisors 20<sup>th</sup> Anniversary Meeting, Santa Fe, New Mexico. *The Computerized Comprehension Task: What It Is, What It Isn't, and What It Can Tell Us*.
- 2012** Concordia University, Montreal, Canada, Psychology Department Colloquium. *Talking about Events: the Interface of Spatial Perception and Word Learning*.
- 2012** SDSU Research Foundation PI Series. *What Young Children Know about Language: Why It's Important and How We Can Find Out*.

- 2011 SDSU Psychology Department Colloquium, *Spatial Perception and Word Learning*
- 2009 SDSU Minority Research Infrastructure Support Program, *Beyond Event Segmentation: How Perceptual and Social-Cognitive Processes Facilitate Verb to Action Mapping*
- 2008 SDSU Psychology Department Colloquium, *Predicting Language Outcomes: Challenges and Promising Solutions.*
- 2008 Cognitive Development Lab, Department of Cognitive Science, University of California, San Diego, *Background and Tutorial on the Computerized Comprehension Task.*
- 2008 MacArthur-Bates Child Development Inventories Board of Advisors Annual Meeting, San Diego, *Relation between Parent Reports of Home Literacy and Language Comprehension.*
- 2007 Psycholinguistics Colloquium, University of Geneva, Switzerland  
*What's Social about Language: The interweaving of social processes in acquisition.*
- 2007 Seminar on Language Disorders, University of Geneva, Switzerland  
*Practical and methodological issues in the assessment of early language comprehension.*
- 2005 MacArthur-Bates Child Development Inventories Board of Advisors Annual Meeting, San Diego, *Design of the Computerized Comprehension Task.*
- 2004 Psycholinguistics Colloquium Series, Department de Psychologie, University de Geneve, Switzerland, *An Engaging Approach to Early Vocabulary Assessment: Data from Monolingual English and Mexican-Spanish Infants.*
- 2004 Cognition, Brain, Behavior, and Development Colloquium Series, Department of Psychology, San Diego State University, *The emergence of language as a communicative system: evidence from infancy and early childhood.*
- 2002 Developmental Brown Bag Series, Department of Psychology, University of California, Riverside, *Language Acquisition and the Regulation of Behavior: Transitions in the primacy of affect and language.*
- 2002 Interdisciplinary Seminar in Social-Cognitive-Emotional Development, Center for Human Development, University of California, San Diego, *Language Acquisition and the Regulation of Behavior: Transitions in the primacy of affect and language.*
- 2002 MacArthur Child Development Inventories Board of Advisors Annual Meeting, San Diego, *Toward an engaging measure of early receptive vocabulary."*
- 2000 MacArthur Child Development Inventories Board of Advisors Annual Meeting, San Diego, *A Comparison of the CDI: Words and Gestures with Other Measures of Receptive Vocabulary in Late Infancy.*
- 1998 Project in Cognitive and Neural Development, Language Research Center, University of California, San Diego, *Perceptions of Sarcasm and Irony in Infancy and Early Childhood: Transitions in the Primacy of Affective and Linguistic Expressions.*
- 1997 Developmental Colloquium Series, Department of Psychology, University of California, Berkeley
- 1995 Departmental Colloquium, Department of Cognitive Sciences, University of California, Irvine
- 1994 Second Friday Seminar, Institute of Human Development, University of California, Berkeley

#### **PAPERS PRESENTED AT PROFESSIONAL MEETINGS**

1. Poulin-Dubois, D., Nicholadis, E., **Friend, M.**, & René, J-L. (2019). Parents point more when speaking bilingual children's weaker language. Paper submitted to the triennial meeting of the International Association for the Study of Child Language, Philadelphia.
2. DeAnda, S., \*\*Thayer, L., & **Friend, M.** (2019). Building a Network: How Young Spanish-English Learners Organize their Lexicon. Paper presented at the biennial meeting of the International Symposium on Bilingualism, Alberta.
3. \*\*Villanueva, A., \*\*Masters, A., Poulin-Dubois, D. Zesiger, P., **Friend, M.** (2019). Quality of Engagement in Spanish- and English-Speaking Parent-Child Dyads During Free Play. Poster presented at the biennial meeting of the International Symposium on Bilingualism, Alberta.



4. \*\*Masters, A., \*\*Villanueva, A., & **Friend, M.** (2019). The Role of Parent Vocabulary in Supporting Parent-Child Engagement. Paper presented in A. Masters (Chair), Language and Lifespan Development, at the annual meeting of the Western Psychological Association, Pasadena.
5. \*\*Villanueva, A., \*\*Masters, A., & **Friend, M.** (2019). Quality of Engagement in Spanish-Speaking Parent-Child Dyads During Free-Play. Poster presented at the annual meeting of the Western Psychological Association, Pasadena.
6. **Friend, M.**, \*\*Smolak, E., Zesiger, P., Poulin-Dubois, D., Højten, A., Jenson, P., Bleses, D., Dale, P., and Barlow J. (2019). The Computerized Comprehension Task: A Cross-Language Evaluation of Psychometric Properties and Prediction to Developmental Outcomes. Paper presented in Levine, D. (Chair), Language Science Meets New Technology: Measuring Early Language to Advance Research and Practice, at the biennial meeting of the Society for Research in Child Development, Baltimore.
7. \*\*Smolak, E., Hendrickson, K., Zesiger, P. & **Friend, M.** (2019). Continuity in Vocabulary Development: Predictions from Decontextualized Vocabulary and Lexical Access. Paper presented in Horvath, S. (Chair), Beyond vocabulary size: New considerations for receptive vocabulary assessment in the preschool years, at the biennial meeting of the Society for Research in Child Development, Baltimore.
8. \*\*Masters, A., Villanueva, A. Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2019). Variation in Communication Style Across Spanish- and English-Speaking Parent-Child Dyads During Free Play. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore.
9. DeAnda, S. & **Friend, M.** (2019). Examining Semantic Word Knowledge in Spanish-English Monolinguals and Bilinguals. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore.
10. \*\*Smolak, E., \*Villanueva, A., \*\*Liu, Y., \*Campos, A., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2018). Executive Function in Young Spanish-English Bilingual Children: Are They Really Special? Flash Talk presented at the biennial meeting of the International Congress on Infant Studies, Philadelphia.
11. \*Thayer, L., \*\*DeAnda, S., & **Friend, M.** (2018). Lexical Access and Organization of Language in Monolingual and Bilingual 18-Month-Olds. Poster presented at the biennial meeting of the International Congress on Infant Studies, Philadelphia.
12. DeAnda, S. & **Friend, M.** (2018). A Comparison of Lexical-Semantic Processing in Monolingual and Bilingual Toddlers. Poster presented at the biennial meeting of the International Congress on Infant Studies, Philadelphia.
13. **Friend, M.**, \*\*Masters, A., \*Villanueva, A., Poulin-Dubois, D., & Zesiger, P. (2018). Characteristics of English- and Spanish-Speaking Mother-Child Engagement During Free Play. Paper presented in Weisleder, A. (Chair), The language-learning environments of Latino infants from Spanish-speaking homes from birth to 36 months, at the biennial meeting of the International Congress on Infant Studies, Philadelphia.
14. \*\*Masters, A., \*Villanueva, A., Poulin-Dubois, D., & Zesiger, P., & **Friend, M.** (2018). Characteristics of English- and Spanish-Speaking Mother-Child Engagement During Free Play. Poster presented at the biennial meeting of the International Congress on Infant Studies, Philadelphia.
15. \*\*Sotomayor, C., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2018). Heritage Language Development in Spanish-Speaking Toddlers: Identifying Early Predictors. Poster presented at the biennial meeting of the International Congress on Infant Studies, Philadelphia.
16. \*\*Alaria, L., \*\*Beguin, C., **Friend, M.**, Poulin-Dubois, D., & Zesiger, P. (2017). Emerging literacy in monolingual and bilingual children: the role of phonological awareness, naming, and vocabulary comprehension. Poster presented at the Conference on Multilingualism, Groningen, NL.
17. \*\*Smolak, E., \*Villanueva, A., \*\*Liu, Y., \*Campos, A., Poulin-Dubois, D., Zesiger, P. & **Friend, M.** (2017). Executive Function and Translation Equivalents in Young Spanish-English Bilingual Children. Poster presented at Bilingualism Matters, Riverside, CA.

18. Poulin-Dubois, D., \*\*Legacy, J., \*\*Kuzyk, O., Zesiger, P. & **Friend, M.** (2017). Translation facilitation effects in very young bilinguals. Paper presented in The Organization of the Semantic Lexicon, C. Delle Luche (Chair), at the International Association for the Study of Child Language, Lyon.
19. \*\*DeAnda, S., \*Enriquez, B., \*Labreche, C., \*Dauth, R., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2017). Code-Switching in Young Spanish-English Bilingual Toddlers and Their Parents. Paper presented in Expressive Language in Dual Language Learners, **M. Friend** (Chair) at the International Association for the Study of Child Language, Lyon.
20. \*\*Smolak, E., \*Enriquez, B., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2017). Code-switching and Proficiency in Spanish-English bilingual children. Paper presented in Expressive Language in Dual Language Learners, **M. Friend** (Chair) at the International Association for the Study of Child Language, Lyon.
21. **M. Friend** (2017). **Chair**, Expressive Language in Dual Language Learners, presented at the International Association for the Study of Child Language, Lyon.
22. \*\*Béguin, C., \*\*Alaria, L., \*\*Patrucco-Nanchen, T., Poulin-Dubois, D., **Friend, M.** & Zesiger, P. (2017). Predicting language outcome and school readiness at 4 years with language measures at 22 and 29 months. Poster presented at the International Association for the Study of Child Language, Lyon.
23. Poulin-Dubois, D., Legacy, J., Kuzyk, O., Zesiger, P. & **Friend, M.** (2017). Translation Equivalents and Lexical Processing in Bilingual Toddlers. Poster presented at the International Association for the Study of Child Language, Lyon.
24. Marchman, V., Jackson-Maldonado, D., Bleses, D., Dale, P.S., & **Friend, M.** (2017). MB-CDI Adaptations: Best Practices. Presented in V. Marchman and M. Friend (Chairs) Pre-Conference on Crosslinguistic Research using the MacArthur-Bates CDIs at the biennial meeting of the Society for Research in Child Development, Austin.
25. \*\*DeAnda, S., \*\*Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2017). Individual Differences in Vocabulary Breadth and Lexical-Semantic Organization. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin.
26. \*\*Kuzyk, O., \*\*Legacy, J., \*Marinotti, G., **Friend, M.**, Zesiger, P., & Poulin-Dubois, D. (2017). Translation Equivalents Facilitate Bilingual Toddlers' Lexical Access. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin.
27. \*\*Smolak, E., \*\*Patrucco-Nanchen, T., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2017). Language Screening Using Early Decontextualized Vocabulary. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin.
28. \*\*DeAnda, S., \*\*Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2017). Lexical Access and Vocabulary Size in Monolingual and Bilingual Toddlers. Paper presented at Bilingualism in the Hispanic and Lusophone World, Tallahassee, FL.
29. \*\*DeAnda, S., \*\*Hendrickson, K., Zesiger, P., Poulin-Dubois, D. & **Friend, M.** (2016). Lexical Access in the Second Year: a Cross-linguistic Investigation of Monolingual and Bilingual Vocabulary Development. Paper presented at the 41<sup>st</sup> Annual Boston University Conference on Language Development.
30. \*\*Alaria, L., \*\*Béguin, C., Poulin-Dubois, D., **Friend, M.**, & Zesiger, P. (2016). Language skills of 3-year-old monolingual French-speaking children: Identifying early predictors. Poster presented to the International Conference on Infant Studies, New Orleans.
31. \*\*Smolak, E., \*\*Barlam, D., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2016). Comprehension and Production! The Efficacy of Canonical Analysis for Predicting Language Outcomes. Poster presented to the International Conference on Infant Studies, New Orleans.
32. \*\*Barlam, D., \*\*Liu, Y., Poulin-Dubois, D., Zesiger, P., **Friend, M.** Early Executive Function in Spanish-English Bilingual and Spanish Monolingual Children. Poster presented to the International Conference on Infant Studies, New Orleans.
33. \*\*Hendrickson, K., Love, T., Walenski, M., & **Friend, M.** (2016). Semantic organization of words and environmental sounds in 20-month-olds: An ERP study. Poster presented to the International Conference on Infant Studies, New Orleans.

34. \*\*Legacy, J., \*\*Crivello, C., \*\*Reider, J., \*\*Kuzyk, O., **Friend, M.**, Zesiger, P., & Poulin-Dubois, D. (2016). Direct and Indirect Measures of Translation Equivalents in Bilingual Toddlers. Poster presented to the International Conference on Infant Studies, New Orleans.
35. \*\*Smolak, E., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2015). Using Comprehension to Predict Production: Variability in Individual Trajectories. Poster presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.
36. \*\*Liu, Y., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2015). Translation Equivalents and Early Executive Function in Simultaneous Bilinguals. Poster presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.
37. \*\*Smolak, E., Zesiger, P., Poulin-Dubois, D. & **Friend, M.** (2015). Predicting Language Outcomes from Early Comprehension: Contributions of Age, Vocabulary Size, and Trajectory. Presented at the Workshop in Infant Language Development, Stockholm, June, 2015.
38. Poulin-Dubois, D., \*\*Crivello, C., Zesiger, P., & **Friend, M.** (2015). The acquisition of translation equivalents in young bilinguals: a longitudinal study. Presented at the Workshop in Infant Language Development, Stockholm, June, 2015.
39. Poulin-Dubois, D., \*\*Crivello, C., Zesiger, P., **Friend, M.** (2015). The cognitive benefits of bilingualism. Presented at The American Psychological Association, Toronto, May 2015.
40. \*\*Patrucco-Nanchen, T., \*\*Alaria, L., **Friend, M.**, Poulin-Dubois, D., & Zesiger, P. (2015). Which measures of toddlers's lexical development predict later lexical and grammatical competence? A longitudinal study. Presented at the Workshop in Infant Language Development, Stockholm, June.
41. \*\*Crivello, C., Zesiger, P., **Friend, M.**, & Poulin-Dubois, D. (2015). The cognitive effects of bilingualism: A longitudinal study. Presented at the 27th APS Annual Convention, New York, May.
42. **Friend, M.**, \*\*DeAnda, S., Zesiger, P., & Poulin-Dubois, D. (2015). Vocabulary growth in Spanish and English monolingual and dual language learners. Paper presented in M. Friend (Chair) Characterizing maternal contributions to the language environment of emerging, Spanish-English bilingual children. Presented at the 10th Annual Meeting of the International Symposium on Bilingualism, Rutgers University, May, 2015.
43. **Friend, M.** (2015). Characterizing maternal contributions to the language environment of emerging, Spanish-English bilingual children. Thematic session presented at the 10th Annual Meeting of the International Symposium on Bilingualism, Rutgers University, May, 2015.
44. \*Lopez, L.D., Alba, L.A., DeAnda, S., Zesiger, P.E., Poulin-Dubois, D., & **Friend, M.** (2015). Predicting language production at 30 months from comprehension at 16 and 22 months. Presented at the Society for Research in Child Development, Philadelphia, PA, March, 2015.
45. \*Alba, L.A., Lopez, L.D., DeAnda, S., Poulin-Dubois, D., Zesiger, P.E., & **Friend, M.** (2015). Prediction from early comprehension to vocabulary production in the third year in Spanish-speaking children. Presented at the Society for Research in Child Development, Philadelphia, PA, March, 2015.
46. \*\*Crivello, C., Kuzyk, O., \*Rodrigues, M., Zesiger, P.E., **Friend, M.** & Poulin-Dubois, D. (2015). The cognitive benefits of early bilingualism: A longitudinal study. Presented at the Society for Research in Child Development, Philadelphia, PA.
47. \*\*Patrucco, T., \*\*Alaria, L., **Friend, M.**, Poulin-Dubois, D., & Zesiger, P.E. (2015). Do early measures of lexical development predict later language skills in French-speaking toddlers? Presented at Society for Research in Child Development, Philadelphia, PA.
48. \*\*DeAnda, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). Maternal input and vocabulary growth: A direct comparison between English and Spanish monolingual preschoolers in the US. Presented at the Society for Research in Child Development, Parenting At Risk, San Diego, CA.
49. \*\*DeAnda, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). The Language Exposure Questionnaire: Quantifying exposure for bilingual research in young infants and children. Presented at the Society for Research in Child Development, Methodology, San Diego, CA.
50. \*\*Hendrickson, K., Walenski, M., **Friend, M.** and Love, T. (2014). Neural response to spoken words and environmental sounds in toddlers and adults. Presented at the Boston University Conference on Language Development, Boston.
51. \*\*Hendrickson, K., Walenski, M., **Friend, M.** & Love, T. (2014). The organization of words and environmental sounds in memory. Presented at the Annual Meeting of the Society for Neuroscience, Washington, D.C.

52. **M. Friend** (Chair) 2014. The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension, Symposium presented at the International Association for the Study of Child Language, Amsterdam, NL, July, 2014.
53. \*\*Hendrickson, K., Poulin-Dubois, D., Zesiger, P., and **Friend, M.** (2014). The temporal dynamics of early behavioral measures of language. Presented in M. Friend (Chair) The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension at the International Association for the Study of Child Language, Amsterdam, NL, July 2014.
54. \*\*DeAnda, S., **Friend, M.**, Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2014). The Influence of Environmental Variables on Early Vocabulary: Evidence From English and Spanish. Presented in M. Friend (Chair) The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension at the International Association for the Study of Child Language, Amsterdam, NL, July, 2014.
55. Poulin-Dubois, D., \*\*Legacy, J., Zesiger, P., & **Friend, M.** (2014). Using the CCT to Assess Lexical Access In Young Bilinguals. Presented in M. Friend (Chair) The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension at the International Association for the Study of Child Language, Amsterdam, NL, July, 2014.
56. \*\*Patrucco, T., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2014). Lexical comprehension and novel word learning in monolingual and bilingual infants. Presented in M. Friend (Chair) The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension at the International Association for the Study of Child Language, Amsterdam, NL, July 2014.
57. \*\*Legacy, J., Poulin-Dubois, D., Zesiger, P., and **Friend, M.** (2014). Growth in Vocabulary Size and Speed of Word Recognition During the Second Year. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
58. Zesiger, P., \*\*Partucco-Nanchen, T., Poulin-Dubois, D. & **Friend, M.** (2014). Direct, indirect, and dynamic measures of early lexical development: which one is the best predictor of later vocabulary? Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
59. **Friend, M.**, Zesiger, P., & Poulin-Dubois, D. (2014). The trajectory of early receptive vocabulary acquisition: Differential effects of measurement and language. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
60. \*\*DeAnda, S., Abreu-Mendoza, R. **Friend, M.**, Arias-Trejo, N. (2014). Vocabulary size and SES effects in Mexican Spanish infant learners. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
61. \*\*DeAnda, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). Factors Affecting Lexical Growth in Spanish-Speaking Infants. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
62. \*\*Legacy, J., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). Growth in Vocabulary Size and Speed of Word Recognition During the Second Year. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
63. \*\*Hendrickson, K., **Friend, M.**, Walenski, M. & Love, T. (2014). The Ontogeny of Differential Sound Processing: ERP Evidence From Infants and Adults. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
64. **Friend, M.**, \*\*Rosen, D., \*Danilov, J. (2014). Up, down, over, under: The acquisition of spatial particles in toddlers. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
65. \*\*Pace, A. & **Friend, M.** (2014) Event-Related Potentials to Real and Novel Verbs in Young Children. Presented in K. Hirsch-Pasek (Chair), Neural Correlates of Typical and Atypical Speech and Language Processing at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
66. Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2013). Direct and indirect assessment of monolingual and bilingual language development. Presented at the European Association of Developmental Psychology, Lausanne, Switzerland.

67. \*\*DeAnda, S., Deak, G., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2013). Effects of SES and Maternal Talk on Early Language: New Evidence from a Direct Assessment of Vocabulary Comprehension. Presented at the Workshop on Infant Language Development, San Sebastian, Spain.
68. Poulin-Dubois, D., \*\*Legacy, J., Zesiger, P., & **Friend, M.** (2013). Receptive vocabulary and lexical access: a monolingual-bilingual comparison with the Computerized Comprehension Test. Presented at the Workshop on Infant Language Development, San Sebastian, Spain.
69. **Friend, M.**, Zesiger, P., Deak, G., \*\*De Anda, S., Conboy, B. & Poulin-Dubois, D. (2013). Bilingual Language Development: Why Direct Assessment Matters. In Song, L, Tamis-LeMonda, C. and Bornstein, M. (Organizers), Multi-Level Approaches to Dual Language Development. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
70. Hendrickson, K., Mitsven, S., & **Friend, M.** (2013). Quantifying the relationship between infant visual attention, reaching, and lexical knowledge. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
71. \*\*Pace, A., **Friend, M.**, & Carver, L.J. (2013). Event-related Potentials to Familiar and Novel Action Words in Children. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
72. \*\*DeAnda, S. & **Friend, M.** (2013). Assessing the Effects of SES and Language Exposure on Early Comprehension. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
73. \*\*Hendrickson, K., \*\*Mitsven, S., & **Friend, M.** (2013). Quantifying the relationship between infant visual attention, reaching, and lexical knowledge. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
74. \*\*Hendrickson, K. & **Friend, M.** (2012). Quantifying the relationship between infants' haptic and visual response to word-object pairings. Presented at the Boston University Child Language Development Conference.
75. \*\*Pace, A. & **Friend, M.** (2012). From Events to Verbs and Back Again: Mapping Words to a World in Motion. Presented at Language, Culture, and Mind V, Lisbon, Portugal.
76. **Friend, M.** & Zesiger, P. (2012). An Evaluation of the Computerized Comprehension Task in English, Spanish, and French. Presented at the International Conference on Infant Studies, Minneapolis.
77. \*\*Bates, R. & **Friend, M.** (2012). Narrative production, school readiness, and the development of executive function. Presented at Head Start's 11th National Research Conference, Research on Young Children and Families: Effective Practices in an Age of Diversity and Change, Washington, DC.
78. \*\*Bates, R. & **Friend, M.** (2012). Narrative production and the development of executive function. Presented at the annual meeting of the Western Psychological Association, San Francisco.
79. \*\*Pace, A., **Friend, M.**, & Carver, L.J. (2011). The Roots of Action Verbs in Event Structure: A Neurophysiological Perspective. Presented at the meeting of the International Association for the Study of Child Language, Montreal, Canada.
80. **Friend, M.** (2011). Parent-Child Reading Style, Oral Narrative Production, and School-Readiness. Presented at the meeting of the International Association for the Study of Child Language, Montreal, Canada.
81. **Friend, M.**, \*\*Pace, A., & \*Broce, I. (2011). Action, Interrupted: Sensitivity to Event Structure Extends to Novel Complex Events. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
82. \*\*Schmitt, S., \*\*Simpson, A. & **Friend, M.** (2011). A longitudinal assessment of the Home Literacy Environment and early language. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
83. \*\*Pace, A., **Friend, M.**, & Carver, L. (2010). Evidence for convergence of event segmentation and language processing. Presented at Language, Culture, and Mind IV, Turku Finland.
84. **Friend, M.**, \*\*Simpson, A., & \*\*Schmitt, S. (2010). Evaluating the long-term predictive validity of the Computerized Comprehension Task: Comprehension does predict production. Presented at the International Conference on Infant Studies, Baltimore, Maryland

85. \*\*Pace, A., **Friend, M.** & Carver, L. (2010). 24-Month-Olds segment novel events at action boundaries: Preferential Looking Behavior and its Neurophysiological Correlates. Presented at the International Conference on Infant Studies, Baltimore, Maryland.
86. \*\*Schmitt, S. & **Friend, M.** (2009). The Home Literacy Environment as a predictor for toddlers' language development. Presented at the 34<sup>th</sup> Annual Boston University Conference on Child Language Development, Boston, Massachusetts.
87. \*\*Pace, A. & **Friend, M.** (2009). 24-month-olds segment novel events and re-enact action subcomponents: Preferential Looking And Behavioral Evidence. Presented at the biennial meeting of the Cognitive Development Society, San Antonio, Texas.
88. **Friend, M.**, \*\*Pace, A., & \*Headley, T. (2009). Beyond event segmentation: How perceptual and social-cognitive processes facilitate verb to action mapping. Paper presented at the European Society for Philosophy and Psychology, Budapest, Hungary.
89. \*\*Schoenhals, L., Zesiger, P., \*\*Mounir, D.G., & **Friend, M.** (2009). Can we assess infants' comprehension in an objective way? Presented at the 7<sup>th</sup> European Congress of Speech and Language Therapists and Logopedists, Ljubjana, Slovenia.
90. **Friend, M.**, \*Pace, A.E., \*Schmitt, S., \*Peterson, J., \*Duenas, A., & \*Cannata, T. (2009). Developing the motivation to read: The effect of peer engagement and written reflection. Presented at the biennial Society for Research in Child Development, Denver.
91. Zesiger, P., \*\*Schoenhals, L., \*\*Lévy, A., \*\*Mounir, D.G., \*\*Jöhr, J. & **Friend, M.** (2008). Vocabulary assessment in toddlers: A comparison between 2 versions of the French adaptation of the Computerized Comprehension Test. International Association for the Study of Child Language, Edinburgh.
92. \*\*Simpson, A., \*\*Schoenhals, L. \*Duenas, A., Zesiger, P. & **Friend, M.** (2008). A Cross-Linguistic Comparison of the Relationship between the Home Literacy Environment and Early Receptive Vocabulary. International Association for the Study of Child Language, Edinburgh.
93. **Friend, M.**, \*\*Kashima, Y., & \*Schultz, E. (2008). A Longitudinal Analysis of Changes in Vocabulary Comprehension: Do Parent Reports and Preferential Looking Offer Complementary Perspectives? International Conference on Infant Studies, Vancouver.
94. \*\*Simpson, A, **Friend, M.**, & \*Duenas, A. (2008). Assessment of the Home Literacy Environment as a Predictor for Early Receptive Language. International Conference on Infant Studies, Vancouver.
95. \*\*Simpson, A. & **Friend, M.** (2007). Predicting Early Language Comprehension through Assessment of the Home Literacy Environment. Cognitive Development Society, Santa Fe, NM.
96. **Friend, M.**, \*\*Kashima, Y., \*Schaible, E. & \*Hultgren, J. (2006). Variability in infant comprehension: Will multiple measures yield more stable estimates? International Conference on Infant Studies, Kyoto, Japan.
97. **Friend, M.** & \*\*Keplinger, M. (2005). An engaging approach to early vocabulary assessment in American English and Mexican Spanish. In M. Friend (Chair), Picture recognition approaches to comprehension: Neuroscience, cross-linguistic, and atypical development perspectives, Symposium presentation at the International Association for the Study of Child Language, Berlin, Germany.
98. **M. Friend** (Chair), (2005) Picture recognition approaches to comprehension: Neuroscience, cross-linguistic, and atypical development perspectives, Symposium presentation at the International Association for the Study of Child Language, Berlin, Germany.
99. Thal, D. & **Friend, M.** (2005). Predicting comprehension from parent report and child performance. In M. Friend (Chair), Picture recognition approaches to comprehension: Neuroscience, cross-linguistic, and atypical development perspectives, Symposium presentation at the International Association for the Study of Child Language, Berlin, Germany.
100. **Friend, M.** (2004). The contributions of age and language acquisition to the emergence of a language bias in social referencing. In B. Morton (Chair), Understanding developmental changes in the perception of emotion in speech: A converging methods approach, Symposium presented at the International Society for Behavioral Development, Ghent, Belgium.
101. **Friend, M.**, \*\*Alongi, J., and \*Stecher, D. (2003). The utility of an extensive preferential looking assessment of language comprehension at 12 months of age. Cognitive Development Society, Park City, Utah.

102. \*\*Keplinger, M., \*\*Rosas, P., & **Friend, M.** (2003). The composition of early vocabulary comprehension in American-English and Mexican-Spanish. Society for Research in Child Development, Tampa, FL.
103. **M. Friend** (Chair), Affective and linguistic meaning from infancy through early childhood, Symposium conducted at the meeting of the International Society for the Study of Behavioral Development, Ottawa, Canada.
104. **Friend, M.** (2002). Language acquisition and social referencing: the emergence of a lexical bias. In M. Friend (Chair), Affective and linguistic meaning from infancy through early childhood, Symposium conducted at the meeting of the International Society for the Study of Behavioral Development, Ottawa, Canada.
105. \*Keplinger, M. & **Friend, M.** (2002). Assessing vocabulary comprehension in late infancy: Sustaining compliance with an engaging computer interface. International Conference on Infant Studies, Toronto, Canada.
106. **Friend, M.**, & \*Diaz, K. (2001). Relation between parent report and child performance on vocabulary comprehension. Early Lexicon Acquisition Conference, Lyon, France.
107. **Friend, M.** (2001). The transition in the primacy of affect and language in infancy and early childhood. Feelings and Emotions: The Amsterdam Symposium, The Netherlands.
108. **Friend, M.** & \*Beltran, M. (2001). Behavior regulation by language and paralinguistic at 15 months. Society for Research in Child Development, Minneapolis, MN.
109. **Friend, M.**, \*Edwards, S., \*Diaz, K., & \*Bouwmeester, D. (2001). Consistency of parental report: A comparison of checklist and exemplar-based measures of receptive vocabulary. Society for Research in Child Development, Minneapolis, MN.
110. **Friend, M.**, \*Edwards, S., & \*Payawal, L. (1999). Exploration of experimental and parental report measures of receptive vocabulary. Cognitive Development Society, Chapel Hill, NC
111. **Friend, M.** & \*Korsholm, L., \*Heyming, H. (1998). The transition from affective to linguistic meaning. International Conference in Infant Studies, Atlanta, GA.
112. **Friend, M.** & \*Mahelona, C.L. (1997). The functional significance of facial, vocal, and lexical signals: Bridging the gap between infancy and early childhood. Biennial meeting of the Society for Research in Child Development, Washington, D.C.
113. **Friend, M.** (1995). From prosodic to paralinguistic function: Implications for affective development. Society for Research in Child Development, Indianapolis, IN.
114. Farrar, M.J. & **Friend, M.** (1995). Event knowledge and early semantic development: a comparison of experts and novices. Society for Research in Child Development, Kansas City.
115. Farrar, M.J. & **Friend, M.** (1993). Acoustical markers of negative evidence. Society for Research in Child Development, New Orleans, LA.
116. **Friend, M.** & Becker, J. (1987). Differences in the interpretation of discrepant and nondiscrepant messages by normal and disturbed children. Society for Research in Child Development, Baltimore.

### **DISSERTATIONS CHAIRED**

1. Erin Smolak (2014-2019). SDSU/UCSD JDP in Language and Communicative Disorders Doctoral Student, Chair, Using Comprehension to Predict Production: Variability in Individual Trajectories. Placement: Postdoctoral Scholar, Boys Town National Research Hospital.
2. Stephanie DeAnda (2011-2017). SDSU/UCSD JDP in Language and Communicative Disorders Doctoral Student, Chair, Lexical Processing and Representation in Bilingual First Language Acquisition, July 27, 2017. Placement: Assistant Professor of Communication Disorders and Sciences, University of Oregon, 2017.
3. Kristi Hendrickson (2011-2016). SDSU/UCSD JDP in Language and Communicative Disorders Doctoral Student, Chair, Characterizing the Early Auditory Semantic Knowledge: The relation between the development of word and environmental sound processing, April 25, 2016. Placement: Assistant Professor, Communication Sciences and Disorders, University of Iowa, 2017.
4. Amy Pace (2007-2013). SDSU/UCSD JDP in Language and Communicative Disorders Doctoral Student, Chair, Event representation and verb learning: Integrating brain and behavioral development, August 12, 2013. Placement: Assistant Professor, Speech and Hearing Sciences, University of Washington, 2015.

### THESES CHAIRED

1. Allyson Masters (2017-2019). Developmental Masters Student, Committee Chair, Characteristics of Parent-Child Engagement in Spanish- and English-Speaking Dyads. Placement: Doctoral Student, Psychology, Temple University.
2. Yushuang Liu (2014-2016). Developmental Masters Student, Committee Chair, Translation Equivalents and Early Executive Function in Simultaneous Bilinguals. Placement: Doctoral Student, Psychology, Pennsylvania State University.
3. Danielle Rosen (2012-2015). Developmental Masters Student, Committee Chair, Up, Down, Over, Under: Toddlers' Ability to Extract a Familiar Path from a Multi-Path Event. Placement: Registered Behavioral Technician, Novata Behavioral Health, San Diego.
4. Raven Bates (2009-2011). Developmental Masters Student, Committee Chair, The Relation between Executive Function and Narrative Complexity and Coherence in Preschoolers. Placement: Assistant Director of Advancement Services, Pitzer College, Claremont.
5. Caitlin Phillips (2008-2010). Developmental Masters Student, Committee Chair, Maternal Responsiveness as a Predictor of Language Proficiency and School Readiness. Placement: Adjunct Professor, Grossmont Community College.
6. Michelle Jackson (2008-2010). Developmental Masters Student, Committee Chair, Parent-Child Reading Styles and the Home Literacy Environment Questionnaire as Predictors of Narrative Complexity and School Readiness. Placement: Psy.D. Program.
7. Sara Schmitt (2007-2009). Developmental Masters Student, Committee Chair, The Relationship between Home Literacy and Language in Toddlers. Placement: Doctoral Student, Human Development, Oregon State University.
8. Adrienne Simpson (2005-2008). Developmental Masters Student, Committee Chair, Predicting Early Language Comprehension through Assessment of the Home Literacy Environment. Placement: Professor and Department Chair, Psychology, Monterey Peninsular College.
9. Yuri Kashima (2005-2007). Developmental Masters Student, Committee Chair, Variability and Instability of Language Comprehension in 12-Month-Old Infants: Does Level of Word Knowledge Matter? Placement: Doctoral Student, School Psychology, Indiana University.
10. Melanie Keplinger (2003-2005). Developmental Masters Student, Committee Chair, Pragmatic Cues in Verb Learning: Communicative Intentions in Dynamic Human Action. Placement: General Manager, Brigantine Restaurant.

### HONORS THESES/PROJECTS CHAIRED

1. Anele Villanueva (2019). Special Studies Student, Parent-Child Engagement in Spanish and English Dyads. Placement: Doctoral Program, Communication Sciences and Disorders, Northwestern.
2. Lauren Thayer (2018). Psychology Honors Student. Relations between Vocabulary Size, Lexical Access, and Semantic Organization in Spanish, English, and Spanish-English bilingual children. Placement: Doctoral Program, University of Nebraska, Lincoln.
3. Kelly Kortright (2017). Psychology Honors Student, Understanding Variability in Executive Function Skill in Toddlers. Placement: Doctoral Program, Criminology, University of South Florida.
4. Laura Alba (2015). Psychology Honors Student, Language and Literacy in Young Spanish Monolingual Children. Placement: Doctoral Program, University of California, Riverside.
5. Lukas Lopez (2015). Psychology Special Studies Student, Language and Literacy in Young English Monolingual Children. Placement: Doctoral Program, University of California, Merced.
6. Samantha Mitsven (2013). University Honors Student, The Eye and the Hand: Visual-Haptic Interaction in Word Comprehension. **Outstanding Undergraduate Paper in Psychology**. Placement: Doctoral Program, University of Miami.
7. Broce, Iris, (2010). Psychology Honors Student, The Time-Course of the Segmentation of Human Action. Placement: Doctoral Program, Developmental Psychology, Florida International University.
8. Tamara Headley, (2009). Psychology Honors Student, Two-Year Olds' Ability to Parse Dynamic Human Action.
9. Leilani Payawal, (2000). Psychology Honors Student, The categorization of facial expressions of emotion. Placement: PsyD. Program, Alliant University.



### **THESIS/DISSERTATION COMMITTEE MEMBERSHIPS**

1. Cynthia Ibarra (2018-present). Masters Student in Psychology, Early emotion dysregulation and its neural correlates in toddlers with autism spectrum disorders.
2. Hannah Smith (2017-2018). Masters Student in Architecture and Design, Creating Spaces with a Mind toward Sensory Experience.
3. Wan Hee Cho (2016). Masters Student in Jewelry and Metalwork, Modifiable Jewelry and Psychological Distance.
4. Sara Himmerich (2012). Developmental Masters Student, Spatial Memory Development in Children with Prenatal Stroke.
5. Wallis Levin (2010). Developmental Masters Student, Specific Language Practices in Storytelling and their Relation to Concepts of Nature.
6. Rachael Lando (2006). Developmental Masters Student, Prosody Use in Children and Adolescent with Williams' Syndrome.
7. Marisa Sizemore (2006). Speech-Language Pathology Masters Student, External Committee Member, Gesture Use in Children With and Without a History of Language Delay during Narrative Retells.
8. Tristen Johnson (2004). Speech-Language Pathology Masters Student, External Committee Member, Parental Input to Late-Talkers as Compared to Language- and Age-Matched Controls.
9. Melissa Schweisguth (2001). SDSU/UCSD JDP in Language and Communicative Disorders Doctoral Student, 2001, The role of language input, the language learning environment, and the child in the initial development of speech perception and lexical semantics [or "Look mom! No (linguistic) constraints!"].
10. Nel Mercer (2001) Developmental Masters Student, Do Parental Interpretations of Infant Intentionality Reflect Parenting Experience/ Infant Communicative Intent?
11. Tyler Newton (2000). Developmental Masters Student, A Normative Study of the Mexican-Spanish Adaptation of the MacArthur Communicative Development Inventory.
12. Shannon Rae Rodrigue (2000). Developmental Masters Student, Assessment of Language Comprehension and Production in Low-Income Children: Child Performance Versus Parent Judgment.
13. Erin Ring (1999). Developmental Masters Student, Assessment of Language Comprehension and Production: Child Performance versus Parent Judgment.

### **HONORS THESIS COMMITTEE MEMBERSHIPS**

1. Diana Lazo (2009). University Honors Student, 2009, Reader, Facial Expression in William's Syndrome.
2. Georgia Hall (2007). University Honors Student, 2007, Reader, Implicit Speech Segmentation and Perception: Investigating Event-Related Potentials and Behavior.

### **STUDENT RESEARCH PRESENTATIONS AND AWARDS**

1. \*\*DeAnda, Stephanie. (2018). **Outstanding Dissertation Award, International Congress on Infant Studies.**
2. \*Villanueva, A. (2018). **Sneak Peek Minority Outreach Award**, Department of Psychology, Northwestern University. All expenses paid.
3. \*Villanueva, A. (2018). **International Congress on Infant Studies Travel Award**, Philadelphia, July.
4. \*Thayer, L. (2018). **International Congress on Infant Studies Travel Award**, Philadelphia, July.
5. \*Thayer, L., \*\*DeAnda, S., & Friend, M. (2018). Lexical Access and Organization of Language in Monolingual and Bilingual 18-Month-Olds, Poster presented at the SDSU Student Research Symposium.
6. \*\*Masters, A., \*Villanueva, A., & Friend, M. (2018). Characteristics of English- and Spanish-Speaking Mother-Child Engagement During Free Play. Talk presented at the SDSU Student Research Symposium.
7. \*Villanueva, A., \*\*Smolak, E., Friend, M. (2018). Executive Function and Translation Equivalents in Young Spanish-English Bilingual Children, Poster presented at the SDSU Student Research Symposium.
8. \*\*Sotomayor, C. & Friend, M. (2018). Heritage Language Development in Spanish-Speaking Toddlers: Identifying Early Predictors, Talk presented at the SDSU Student Research Symposium.
9. \*Villanueva, Anele. (2017-2019). **Minority Biomedical Research Support Initiative for Maximizing Student Development Fellow.**
10. \*Villanueva, Anele. (2017). Parent-child interaction in different activity contexts in low-income

- Hispanic families, **International Congress on Infant Studies Summer Research Fellowship**.
11. \*Villaneuva, Anele. (2017). **Summer Research Internship**, Video Interaction Project, New York University.
  12. \*Villaneuva, Anele. (2017). Parent-Child Interactions in Bookreading Contexts in Low-income Immigrant Latino Families, Paper presented at the Annual Biomedical Research Conference for Minority Students.
  13. \*\*Smolak, E. (2017). Language Screening using Decontextualized Vocabulary, Society for Research in Child Development, **SDSU Center for Clinical and Cognitive Neuroscience Travel Award**.
  14. \*\*DeAnda, S. (2017). Expressive Language in Dual Language Learners, **International Association for the Study of Child Language, Travel Bursary**.
  15. \*\*Smolak, E. (2017). Code-Switching and Proficiency in Spanish-English Bilingual Children, **International Association for the Study of Child Language, Travel Bursary**.
  16. \*\*Smolak, E. (2017). Out of the Mouths of Babes: Child Language and the Economy. Paper presented at Grad Slam, University of California, San Diego. **Finals, Third Place**.
  17. \*Villanueva, E., \*\*Smolak, E., & Friend, M. (2017). The Relation between Code-Switching and Translation Equivalents, and How Does It Relate to Executive Functioning in Young Children? Poster presented at the Student Research Symposium, San Diego State University. **Provost Award**.
  18. \*Campos, A., \*\*DeAnda, S. & Friend, M. (2017). Translation Equivalents and Code-Switching in Bilingual Preschoolers. Poster presented at the Student Research Symposium, San Diego State University. **Undergraduate Research Excellence Award**.
  19. \*\*Smolak, E. & Friend, M. (2017). Convergence and Divergence in the Predictions of Looking vs. Haptic Measures. Paper presented at the Student Research Symposium, San Diego State University.
  20. \*Thayer, L., \*\*DeAnda, S., & Friend, M. (2017). How Vocabulary Supports Lexical Processing in Young Bilinguals. Poster presented at the Student Research Symposium, San Diego State University.
  21. \*Kortright, K., \*Moon, H., \*\*DeAnda, S., & Friend, M. (2017). Understanding Variability in Executive Function Skill in Toddlers. Poster presented at the Student Research Symposium, San Diego State University.
  22. \*\*Liu, Y., \*\*Barlam, D., & Friend, M. (2016). Bilingual Advantage? A Comparison of Monolingual English, Spanish, and Bilingual Toddlers. Poster presented at the Student Research Symposium, San Diego State University.
  23. \*Enriquez, B., \*\*DeAnda, S., & Friend, M. (2016). Code-Switching in Young Spanish-English Bilingual Toddlers and Their Mothers. Poster presented at the Student Research Symposium, San Diego State University. **Provost Award**.
  24. \*\*Smolak, E. (2015). Age and Individual Trajectory Influence Early Predictions of Language Outcomes. Paper presented at the Student Research Symposium, San Diego State University.
  25. \*Alba, L., \*Lopez, L., \*\*DeAnda, S., & Friend (2015). Language and Literacy in Young Spanish Monolingual Children. Poster presented at the Student Research Symposium, San Diego State University.
  26. \*Lopez, L., \*Alba, L., \*\*DeAnda, S., & Friend, M. (2015). SES Effects on Self Reported Language Environment and Peak Language Times. Poster presented at the Student Research Symposium, San Diego State University.
  27. \*\*Pace, A. (2013). **Sciences Across Virtual Institutes Award**. Central European University, Budapest, National Science Foundation.
  28. \*\*DeAnda, S. (2013). SES and Language Exposure Effects in Early Vocabulary Comprehension. Paper presented at the Student Research Symposium, San Diego State University.
  29. \*\*Hendrikson, K. (2013). You can look but don't touch: the real-time dynamics between infant visual and haptic behavior. Paper presented at the Student Research Symposium, San Diego State University, **Library Award, President's Award**.

30. \*\*Hendrikson, K. (2013). You can look but don't touch: the real-time dynamics between infant visual and haptic behavior. Paper presented at the **27<sup>th</sup> Annual California State University Student Research Competition and Conference, First Place in Behavioral Science**. Pomona, CA.
31. \*Mitsven, S. (2013). The Eye and the Hand: Visual-Haptic Interaction in Word Comprehension. Paper presented at the Student Research Symposium, San Diego State University, **Undergraduate Research Excellence Award**.
32. \*Broce, I. (2011) Adults' understanding of action events at intentional boundaries. Honors Thesis Presentation, Department of Psychology, San Diego State University.
33. \*Broce, I. (2011) Adults' understanding of action events at intentional boundaries. Poster presented at the Student Research Symposium, San Diego State University.
34. \*\*Jackson, M. (2011). Parent-Child Reading Styles and the Home Literacy Environment Questionnaire as Predictors of Narrative Complexity and School Readiness, Student Research Symposium, San Diego State University.
35. \*\*Phillips, C. (2011). Home Literacy Environment and Maternal Responsiveness as Predictors of Preschool Outcomes, Student Research Symposium, San Diego State University.
36. \*Broce, I. (2010). **Sneak Peek Minority Outreach Award**, Department of Psychology, Northwestern University. All expenses paid.
37. \*\*Pace, A. (2010). **SDSU Graduate Travel Award**
38. \*\*Pace, A. (2009). **Finalist, Inamori Graduate Fellowship**, San Diego State University.
39. \*\*Pace, A., & Friend, M. (February, 2008). Verb learning in action! 24-month-olds use communicative intentions to learn novel verbs in a dynamic context. Poster presented at the Student Research Symposium, San Diego State University.
40. \*\*Simpson, A. (April, 2007). San Diego State University, College of Sciences, **International Research Travel Award**, Universite de Geneve, Switzerland.
41. \*\*Simpson, A., Friend, M. (April, 2006). Contributions of SES and literacy environment to early language comprehension. Paper presented at the Graduate Student Board Research Conference, San Diego State University.
42. \*\*Kashima, Y. & Friend, M. (April, 2006). Variability in infant comprehension: Will multiple measures yield more stable estimates? Poster presented at the Graduate Student Board Research conference, San Diego State University.
43. \*Hultgren, J, Friend, M., \*\*Kashima, Y., & \*Schaible, E. (April, 2006). Predictability of Preferential Looking language task based on parent report. Paper presented at the College of Sciences Undergraduate Research Symposium, San Diego State University. **Paper Award**
44. \*Foy, M., \*Cisneros, C., & Friend, M. (March, 2005). Infant Comprehension in Mexican-Spanish: Preliminary data integrating parent report and child performance. Poster presented at the College of Sciences Undergraduate Research Competition, San Diego State University. **Poster Award**
45. \*\*Keplinger, M. (June, 2004). San Diego State University, College of Sciences, **International Research Travel Award**, Universite de Geneve, Switzerland.
46. \*\*Keplinger, M. and \*Hill, E. (April, 2004). Behavioral assessments of early language. College of Sciences Open House, Future Aztecs Day, San Diego State University.
47. Friend, M., \*\*Keplinger, M., \*Rosas, P., \*Hill, E., & \*Abdallah, N. (2003). Early language comprehension in American-English and Mexican-Spanish. College of Sciences Open House, Future Aztecs Day, San Diego State University.
48. \*Keplinger, M. & Friend, M. (May, 2002). Parent prediction of child performance as a function of word class. 16<sup>th</sup> Annual California State University Student Research Competition and Conference. Long Beach, CA.
49. \*Diaz, K. & Friend, M. (May, 2002). Parent evaluation of child language acquisition: The effects of perceived contextual flexibility on parent report consistency. 16<sup>th</sup> Annual California State University Student Research Competition and Conference. Long Beach, CA. **First Place in Behavioral Science**
50. Friend, M., \*Edwards, S., \*Diaz, K., & \*Bouwmeester, D. (April, 2001). Consistency of parental report: A comparison of checklist and exemplar-based measures of receptive vocabulary. Psi Chi Research Competition, Department of Psychology, San Diego State University. **Poster Award**

51. \*Payawal, L. & Friend, M. (April, 2000). Validation study on children's perception of facial expressions in line drawings and photographs. College of Sciences Open House, Future Aztecs Day, San Diego State University.

### **AD HOC MANUSCRIPT AND TEXT REVIEWING SERVICE**

#### **JOURNALS**

Applied Psycholinguistics  
 Child Development  
 Developmental Psychology  
 Developmental Neuropsychology  
 Developmental Science  
 Discourse Processes  
 European Journal of Developmental Psychology  
 Journal of Abnormal Psychology  
 Journal of Child Language  
 Journal of Cognition and Development  
 Journal of Experimental Child Psychology  
 Journal of Infant and Child Development  
 Journal of Speech, Language, and Hearing Sciences  
 Journal of Cognitive Neuroscience  
 Merrill-Palmer Quarterly  
 PLOS One

#### **TEXTS**

Allyn-Bacon Publishers  
 Pearson Publishers  
 Prentice-Hall Publishers

### **PANEL MEMBERSHIP REVIEWING SERVICE**

**2019** National Institutes of Health, Special Emphasis Panel/Scientific Review Group F01B: Fellowships: Learning, Memory, Language, Communication and Related Neurosciences, Washington, DC.

### **AD HOC GRANT REVIEWING SERVICE**

**2019** National Institutes of Health, Special Emphasis Panel/Scientific Review Group F01B: Fellowships: Learning, Memory, Language, Communication and Related Neurosciences, San Francisco

**2017** National Institutes of Health, Language and Communication Study Section, Bethesda

**2016** Social Sciences and Humanities Research Council of Canada

**2014** Social Sciences and Humanities Research Council of Canada

**2004** National Science Foundation

### **CONFERENCE REVIEWING SERVICE**

**2018** Western Psychological Association Convention

**2017** Triennial Meeting of the International Association for the Study of Child Language

**2014** Language, Cognition, and Mind V Integrating Semiotic Resources in Communication and Creativity, Young Researchers' Workshop

**2012** Language, Cognition, and Mind IV Inside/Out: Practice and Representation, Young Researchers' Workshop

### **SERVICE TO THE DEPARTMENT AND THE UNIVERSITY**

**2018-2019** California Pre-Doctoral Program, Sally Casanova Mentor

**2017-2019** Faculty Mentor, SDSU Initiative for Maximizing Student Development Fellow

**2017** Judge, SDSU Student Research Conference

**2016-present** Faculty Mentor, Provost's Undergraduate Mentoring Program

**2016-present** Faculty Interviewer for Student Fulbright Program

**2015** SDSU Student Research Symposium Planning Meeting

**2014-2017** Member, Department of Psychology Policy and Planning Committee

**2014** Presenter, SDSU Research Foundation Grants Workshop

**2013-present** Member, Faculty Hearing Panel

<b>2013</b>	Member, Phi Beta Kappa Committee on Criteria
<b>2012-2013</b>	Member RFS Search Committee Judge, SDSU Student Research Conference
<b>2011-2012</b>	Member, Department of Psychology Policy and Planning Committee
<b>2005-2011</b>	Member, University Committee on Patents and Copyrights
<b>2008-2011</b>	Member, Department of Psychology Space Committee
<b>2010-present</b>	Ad Hoc Committee to Review Lecturers
<b>2010</b>	Judge, SDSU Student Research Conference
<b>2008-2010</b>	Member, Department of Psychology Graduate Committee
<b>2005-2008</b>	Member, Department of Psychology Policy and Planning Committee
<b>2007</b>	Chair, Cognitive-Development Search Committee
<b>2006</b>	Member, Committee to Review the Department Chair
<b>2004-2007</b>	College of Sciences Representative to the Faculty Senate
<b>2005-2006</b>	Member, Developmental Cognitive Neuroscience Search Committee
<b>2005</b>	Member, Department of Psychology Graduate Committee Member, Phi Beta Kappa Committee on Members in Course
<b>2004-2006</b>	Member, College of Sciences Research Committee Member, College of Sciences Range Level Evaluation Committee Member, Becky Bryson-Kissinger Memorial Outstanding Thesis Committee Ad Hoc Committee to Review Lecturers
<b>2003-2005</b>	Department Representative to the COS Committee on International Studies
<b>2002</b>	Member, Department of Psychology Outstanding Student Selection Committee
<b>2001</b>	Member, Department of Psychology Outstanding Undergraduate Research Committee
<b>1999-2000</b>	Member, Department of Psychology Outstanding Student Selection Committee Member, University Faculty Development Program Committee
<b>1998-2008</b>	Member, Department of Psychology Curriculum Committee
<b>1998</b>	Member, Department of Psychology Outstanding Undergraduate Research Committee

### **SERVICE TO THE COMMUNITY**

<b>2018</b>	Tenure Review, City University of New York, External Reviewer
<b>2016</b>	Speaker, P3SD, Education Synergy Alliance, San Diego
<b>2016</b>	Promotion Review, Aarhus University, Denmark, External Reviewer Women, Infants, and Children In-Service on Bilingualism
<b>2015</b>	Tenure Review, Florida International University, External Reviewer
<b>2014</b>	Fiesta Del Sol, Justice Overcoming Boundaries, Education Forum for Low-Income Hispanic Parents Scripps Parenting Network, Parent Education Forum San Diego Kids Expo, Parent Education Forum
<b>2013</b>	Fiesta Del Sol, Justice Overcoming Boundaries, Education Forum for Low-Income Hispanic Parents Scripps Parenting Network, Parent Education Forum
<b>2012</b>	Fiesta Del Sol, Justice Overcoming Boundaries, Education Forum for Low-Income Hispanic Parents Scripps Parenting Network, Parent Education Forum
<b>2011</b>	Scripps Parenting Network, Parent Education Forum In-Service, San Diego Women, Infants, and Children
<b>2006</b>	Chula Vista Community Fair, Parent Education Forum
<b>2006</b>	In-Service, Family Resource Center, Chula Vista Unified School District
<b>2005</b>	Consultant, Lugar and Pohl, Family Law
<b>2004</b>	In-Service, Children's Primary Care Medical Group, Chula Vista, CA
<b>2004</b>	Tenure Review, Tufts University, External Reviewer
<b>1997-2004</b>	San Diego Science Alliance hotline volunteer