

Poster Session (Cont'd)

- 11 **Emergence of systemic communication - how infants employ motor components to create meaningful gestures in early interaction** *Raz Tenebaum*
- 12 **Do pre-verbal infants respond to caretaker body language during play?** *Julie Campbell, Sean Krueger, & Emily Marcinowski*
- 13 **Trajectories of communication skills in children with developmental delays and those later diagnosed with autism** *Emma L. Taylor, Paul A. Thompson, Richard P. Hastings, & Kylie M. Gray*
- 14 **Contribution of child-directed behaviours on imitation skills in toddlers** *Ana-Marija Bohacek & Maja Cepanec*
- 15 **The unpredicted role of prediction-error mechanism in children's word learning** *Efrat Naor, Ed Donnellan, Katherine Messenger, & Chiara Gambi*
- 16 **More iconic caregiver speech is associated with more infant engagement in interactions** *Kirsty Green, Marcus Perlman, & Sotaro Kita*
- 17 **Does speed information embedded in iconic gesture facilitate 2-year-olds, 3-year-olds, and adults during verb comprehension?** *Mingtong Li, Suzanne Aussems, & Sotaro Kita*
- 18 **The shared book-reading corpus: Introducing an annotated video dataset of caregiver-infant multimodal interactions during picture book reading** *Teruni Ahamat, Suzanne Aussems, & Sotaro Kita*

For the best poster presentation, scan the QR code to vote for your favourite!



Conference of Multimodality in Early Interactions

Department of Psychology

Thursday the 18th of April 2024

The Zeeman Building, MS.04 & Street

University of Warwick

WARWICK



Workshop Programme

09:30 - 10:00 | **Arrival, Registration & Refreshments**

Street (Ground floor)

10:00 - 10:10 | **Word of Welcome**

MS.04 (2nd floor)

10:10 - 10:25 | **Lightening talks from organisers** *Kirsty Green, Mingtong Li, & Teruni Ahamat*

10:25 - 11:15 | **Keynote Speech 1**

Gabriella Vigliocco, University College London, UK

"Learning from others in childhood and adulthood: the role of multimodal input"

11:15 - 12:00 | **ECR Oral Presentations - Session 1**

11:15 - 11:30 | **How do you sign to children? A case study of child-directed signing in a Balinese sign language** *Hannah Lutzenberger*

11:30 - 11:45 | **Sensorimotor properties of word learning in young children with Down Syndrome** *Kate Mee, Catalina Suarez-Rivera, Chen Yu, & Hana D'Souza*

11:45 - 12:00 | **Caregivers dynamically and adaptively alter their salience, moment-by-moment, contingent on the child's attention state** *Pierre Labenzki, Marta Perapoch Amadó, Emily Phillips, Giovanni Esposito, Emily Greenwood, James Ives, Tom Northrop, Narain Viswanathan, Suzanne Reisner, & Sam Wass*

12:00 - 13:00 | **Lunch Break**

Street (Ground floor)

13:00 - 13:50 | **Keynote Speech 2**

MS.04 (2nd floor)

Pamela Perniss, University of Cologne, Germany

"The potential for harnessing iconicity in the visual modality for language learning"

13:50 - 14:35 | **ECR Oral Presentations - Session 2**

13:50 - 14:05 | **Get the Point in Space: What Children's Gestures Reveal about Their Mental Mappings of Spatial and Temporal Distances** *Jiayu Jiang, Yan Gu*

14:05 - 14:20 | **Understanding individual differences in multimodal child-directed language: The role of empathy and personality traits** *Yanran Zhang, Yan Gu*

14:20 - 14:35 | **Linking vestibular, tactile, and somatosensory rhythm perception to language development in infancy** *Sofia Russo, Filippo Carnovalini, Giulia Calignano, Barbara Arfé, Antonio Rodà, Eloisa Valenza*

14:35 - 14:50 | **Coffee break**

14:50 - 15:40 | **Keynote Speech 3**

Elizabeth Kirk, Anglia Ruskin University, UK

"Gesture in parent-infant interaction: using the hands to read the mind"

15:40 - 16:10 | **Career Development Panel Discussion**

Panel: Keynote speakers, Sotaro Kita, Suzanne Aussems, & Marcus Perlman; Q&As

16:10 - 17:30 | **Poster Session & Drinks Reception**

Street (Ground floor)

17:30 | **Optional Post-conference Dinner**

Varsity, Campus bistro

*In between the sessions, we will be live tweeting about the conference using #comein2024. Please join us in the online and offline discussion of the programme.

Poster Session

16:10 – 17:00

The Zeeman Building, Street (Ground floor)

- 1 **Multimodal dynamics of early triadic interactions: Insights from home and nursery school settings** *Ana Mendoza-García & Ana Moreno-Núñez*
- 2 **Musical turn-taking: The Reciprocal Relationship between Maternal Infant-directed Singing and Infant Behaviour** *Susanne Reisner, Trinh Nguyen, Pierre Labenzki, Stefanie Hoehl, Gabriela Markova*
- 3 **Various means of communicating likes and dislikes by children with severe and profound physical and intellectual disability in teacher-pupil interactions** *Edyta English*
- 4 **Supporting Multimodal Literacies in Early Learning Settings** *Rhonda Fischer*
- 5 **Learning *apparently*: attention and joint attention in contexts of abstract words use** *Emily Sadlier-Brown & Carla Hudson Kam*
- 6 **Evidence of mutual non-verbal synchrony in autistic learners and support workers: a motion energy analysis study** *Devyn Glass & Nicola Yuill*
- 7 **The influence of gestures in pedagogical settings** *Stephan Engler, Gerlind Große, Cristina-Ioana Galusca, & Luyao Wang*
- 8 **Sign-augmented word learning: what can we learn from the embodied experiences of young children with Down syndrome?** *Kate Mee, Jo Bryenton, Merideth Gattis, The Makaton Charity, & Hana D'Souza*
- 9 **Exploring the interrelation of communicative-pragmatic skills: a study on speech act sequences in 2- and 3-year-olds** *Tamara Schmidt, Stephan Sallat, & Ludovica Serratrice*
- 10 **Infants can create different types of iconic gestures, with and without parental scaffolding** *Kirsty Green, Chloe Osei-Cobbina, Marcus Perlman, & Sotaro Kita*