Curriculum Vitae – Catharine H. Echols

January 2009

Education

University of California, San Diego, B.A., 1980 (Psychology)

University of Illinois at Urbana-Champaign, Ph.D., 1987 (Developmental Psychology)

Stanford University, Postdoctoral Training, 1987-1990 (Developmental Psychology)

Professional Experience

1990-1996 Assistant Professor, Department of Psychology, University of Texas at Austin

1996-present Associate Professor, Department of Psychology, University of Texas at Austin

Grants and Awards

1987-1990 National Institute of Child Health and Human Development, National Research Service Award, Individual Postdoctoral Fellowship.

1988 Outstanding Dissertation in Developmental Psychology, Division 7 of the American Psychological Association.

1991 University of Texas, University Research Institute, Summer Research Award, *Perceptual Predispositions in Infants' Early Word Identification*, $7555 (2 months' summer salary).

1991-1993 Texas Higher Education Coordinating Board, Advanced Research Program, *Perceptual and Attentional Processes in the Development of Word Identification*, $61,557.

1994-1995 University of Texas, University Research Institute, *Infants' Sensitivity to Word-level Segmentation Cues in Speech*, $4963.

1995 Ford Foundation, Social Sciences Area Studies small grant program, *The Timing of Children's Acquisition of Verbs: Cognition or Culture?*, $4000.

1995-2000 National Institute of Child Health and Human Development, FIRST Award, *Prosodic and Syntactic Cues in Language Acquisition*, $492,832.

1997 Ford Foundation, Social Sciences Area Studies small grant program, *Culture, Cognition and Language: Influences on Children's Verb Learning*, $3000

1998-1999 University of Texas, Faculty Development Program, Faculty Research Assignment, *General and Language-Specific Processes in Segmentation and Word-Learning: A Cross-Linguistic Investigation*.

2001-2002 University of Texas, Office of the Vice President for Research, Research Grant, *Maternal Input and Language Development: Variation across Culture and Social Class*, $6000.

2005-2008 National Science Foundation, Research Grant, *Children's Understanding of Referential Intent: Implications for Language Development*, $423,068.

Peer-reviewed publications

Echols, C. H. & Newport, E. L. (1992). The role of stress and position in determining first words. *Language Acquisition*, *2*, 189-220.

Echols, C. H. (1993). A perceptually-based model of children's earliest productions. *Cognition*, *46*, 245-296.

Hura, S. L., & Echols, C. H. (1996). The role of stress and articulatory difficulty in children's earliest productions. *Developmental Psychology*, *32*, 165-176.

Albin, D. D., & Echols, C. H. (1996). Characteristics of stressed and word-final syllables in infant-directed speech: Implications for word-level segmentation. *Infant Behavior and Development*, *19*, 401-418.

Echols, C. H., Crowhurst, M. J., & Childers, J. B. (1997). The perception of rhythmic units in speech by infants and adults. *Journal of Memory and Language*, *36*, 202-225.

Koenig, M. A., & Echols, C. H. (2003). Infants' understanding of false labeling events: The referential roles of words and the speakers who use them. *Cognition, 87,* 179-208.

Childers, J. B., & Echols, C. H. (2004). Two 1/2-year-old children use animacy and syntax to learn a new noun. *Infancy*, *5*, 109-125.

Other publications

Echols, C. H. (1996). A role for stress in early speech segmentation. In J. L. Morgan & K. Demuth (Eds.), *Signal to syntax: Bootstrapping from speech to grammar in early acquisition* (pp. 151-170). Hillsdale, NJ: Erlbaum.

Childers, J. B., & Echols, C. H. (1996). Infants' use of rhythmic cues in word-level segmentation. *Proceedings of the Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.

Echols, C. H. (1996). First steps in the acquisition of language: Identifying words and their meanings. *Discovery*, *14*, 19-25.

Echols, C. H., & Crowhurst, M. J. (1998). Developing knowledge of metrical rhythm in infancy. In M.C. Gruber, D. Higgins, K. Olsen, & T. Wysocki (Eds.), *CLS 34, vol II: The panels*. Chicago Linguistic Society.

Echols, C. H. (2001). Comment on Ann Peters' 'Filler syllables: what is their status in the emerging grammar?' *Journal of Child Language*, *28*, 254-256.

Echols, C. H. (2001). Contributions of prosody to infants' segmentation and representation of speech. In J. Weissenborn & B. Höhle (Eds.), *Approaches to bootstrapping: Phonological, syntactic and neurophysiological aspects of early language acquisition*. Amsterdam: John Benjamins.

Childers, J. B., Echols, C. H., Tomasello, M., & Fernandez, A. M. (2001). Experimental investigations of children's understanding and use of verb morphology: Spanish- and English-speaking 2 1/2- and 3-year old children. In *Proceedings of the VIIIth Congress of the International Association for the Study of Child Language*. Cascadilla Press.

Echols, C. H., & Marti, C. N. (2004). The identification of words and their meanings: From perceptual biases to language specific cues. In D. G. Hall & S. R. Waxman (Eds.). *Weaving a lexicon* (pp. 41-78). Cambridge, MA: MIT Press.

Manuscripts under Review

Krogh-Jespersen, S., & Echols, C. H. *The influence of speaker reliability on first versus second label learning*. Manuscript under review at Developmental Psychology (re-submitted in response to reviewer comments).

Recent Conference Presentations (last 10 years)

Echols, C. H. (1998, April). The identification of words and their meanings in the transition into language. In C. H. Echols & J. L. Morgan (Organizers), *Early lexical development: From form to meaning*. Symposium conducted at the International Conference on Infant Studies, Atlanta, GA.

Echols, C. H., & Crowhurst, M. J. (1998, April). *Developing knowledge of metrical rhythm in infancy*. Paper presented at the meeting of the Chicago Linguistic Society, Chicago, IL.

Echols, C. H., & Marti, C. N. (1999, April). Children's uses of syntactic cues in word learning: Successes and failures. In S. R. Waxman & C. H. Echols (Organizers), *Coordination of speech cues and word learning*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

Childers, J. B., & Echols, C. H. (1999, April). Two year-old children use animacy information to interpret simple sentences. In J. B. Childers & S. A. Graham (Organizers), *Animacy and Language: Children's use of animacy to interpret words and sentences*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

Echols, C.H. (1999, July). *Prosodic influences on prelinguistic infants' representations of words*. Paper presented at the Child Phonology Conference, Bangor, Wales.

Childers, J. B., & Echols, C. H. (1999, July). *Cultural and linguistic influences on verb acquisition in Spanish and English*. Paper presented at the Congress of the International Association for the Study of Child Language, San Sebastian, Spain.

Koenig, M. A., & Echols, C. H. (2000, July). *Infants' early understanding of "true" and "false" utterances*. Poster presented at the International Conference on Infant Studies, Brighton, England.

Marti, C. N., & Echols, C. H. (2000, July). *Infants' use of function morphemes to identify word boundaries*. Poster presented at the International Conference on Infant Studies, Brighton, England.

Koenig, M. A., & Echols, C. H. (2001, April). *Infants' understanding of true vs. false labeling events: The referential role of words and the speakers who use them*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Souza, D. H., & Echols, C. H. (2001, April). *Naming the invisible: Abstract concepts in speech directed to young children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Koenig, M. A., & Echols, C. H. (2002, April). *The role of intentionality cues for infants' interpretation of familiar labels*. Poster presented at the International Conference on Infant Studies, Toronto, Ontario.

Brunt, R. J., & Echols, C. H. (2003, April). *Individual differences in the development of speech perception*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa Bay, FL.

Souza, D. H., & Echols, C. H. (2003, April). *The role of parents in the acquisition of abstract concepts*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa Bay, FL.

Echols, C. H. (2004, August). Origins of conceptions about words. In A. Woodward & S. Gelman (Co-Chairs), *Mentor Award—A tribute to Ellen Markman: On guiding cognitive development*. Symposium presented at the Annual Convention of the American Psychological Association, Honolulu, HI.

Souza, D. H., & Echols, C. H. (2005, April). *Children's understanding of "think" and "know:" A comparison between Brazilian Portuguese and English*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Goldwater, M. B., Brunt, R. J., & Echols, C. H. (2006, June). *The uniqueness of language to enable pre-linguistic infants to form motion categories*. Poster presented at the XVth Biennial International Conference on Infant Studies, Kyoto, Japan.

Krogh-Jespersen, S. (2006, June). *Mutual exclusivity: The role of the speaker's referential intent*. Poster presented at the XVth Biennial International Conference on Infant Studies, Kyoto, Japan.

Echols, C. H., & Childers, J B. (2007, March). Maternal input, conceptual factors and linguistic properties shaping language development: Evidence form Spanish and English. In S. Waxman & A. Weisleder (Co-Chairs), *What's in the input? Convergences and divergences in the input to Spanish- and English-learning infants*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Krogh-Jespersen, S., & Echols, C. H. (2007, March). *The influence of speaker reliability on first versus second label learning*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Souza, D. H., & Echols, C. H. (2007, March). *"I know it's a plant because I'm looking at it!" A cross-linguistic study of children's understanding of think and know*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Goldwater, M. B., Echols, C. H., Tomlinson, M., & Love, B. C. (2007, August). Structural priming depends on semantic similarity in 4 year olds but not 5 year olds. Poster presented at the annual meeting of the Cognitive Science Society, Nashville, TN.

Goldwater, M., & Echols, C. H. (2007, November). *Structural priming depends on semantic similarity in 4-year-olds but not 5-year-olds*. Poster presented at the Boston University Conference on Language Development, Boston, MA.

Goldwater, M., & Echols, C. H. (2008, March). Non-native speech facilitates categorization in infants, too. Poster presented at the XVIth International Conference on Infant Studies, Vancouver, Canada.

Professional Service

Ad-hoc reviewer for the following journals and presses: *Bilingualism: Language & Cognition*, *Child Development*, *Cognitive Psychology, Cognitive Science, Developmental Psychology*, *Infancy, Journal of Child Language, Journal of Experimental Child Psychology*, *Journal of Experimental Psychology: Human Perception and Performance, Journal of Memory and Language, Language Learning and Development, Psychonomic Bulletin & Review*

Review conference abstracts for the Boston University Conference on Language Development, International Association for the Study of Child Language, International Conference on Infant Studies, Society for Research in Child Development.

Review grant proposals for the National Science Foundation and the Natural Sciences and Engineering Research Council of Canada.

Professional Service (cont'd)

Served on the following National Institutes of Health grant review panels:
Human Development and Aging (HUD-1), temporary member, October 1998 - February 1999.
Biobehavioral and Behavioral Processes (BBBP-3), Special Emphasis Panel, June 1999 - June 2001; regular member, August 2001-June 2002.
Special Emphasis Panels in July 1998, March 2000, August 2002, December 2003, March 2004, March 2005, November 2005, July 2006, October 2006, November 2007, August 2008.

Relevant Community Service

Served on the City of Austin Task Force on Families with Children, 2007-2008

University Service

Chair, Faculty Panel, Bridging Disciplines Program in Children & Society

Co-Instructor, BDP 101: Children & Society

Interdisciplinary Curriculum Committee, Concentration in Early Childhood Intervention

Liberal Arts Career Services Faculty Advisory Committee

Departmental Service

Head of Developmental Area

Director of the Children's Research Lab

Undergraduate Honors Advisor

Budget Council

Assisting with development efforts for the Department of Psychology