

ICPC 2024 FULL PROGRAM
US Central Daylight Time (CDT)

(Please see note on final page for actual duration of presentations)

TUESDAY, 7 May

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| OPENING REMARKS 08:45-09:00 | Chair: <i>Elena Babatsouli</i> |
| SESSION 1 09:00-10:30 | Chair: <i>Peggy Mok</i> |
| 09:00-09:30 | The acquisition of Mandarin retroflex sibilants by Mandarin-Cantonese-English trilingual children: A case study of the Leo Corpus <i>Tong Shu, Peggy Mok, Virginia Yip, Ziyin Mai</i> The Chinese University of Hong Kong |
| 09:30-10:00 | Do children have knowledge of complex tone sandhi? A case study of Xiamen Southern Min <i>Chunyu Ge, Peggy Mok</i> The Chinese University of Hong Kong |
| 10:00-10:30 | Clinical assessment of speech sound disorders in Mandarin-speaking children <i>Lujia Yang, Karen Pollock</i> University of Alberta |
| SESSION 2 10:30-12:00 | Chair: <i>Kakia Petinou</i> |
| 10:30-11:00 | Phonological intervention in Cypriot Greek SSD <i>Kakia Petinou</i> Cyprus University of Technology |
| 11:00-11:30 | The acquisition of Catalan word-initial complex onsets <i>Duna Ninyerola Barea, Eulàlia Bonet Alsina, Anna Gavarró Algueró</i> Universitat Autònoma de Barcelona |
| 11:30-12:00 | Two languages, one mind: A bilingual speaker's syllabification strategies at the beginning of elementary school (case study) <i>Cláudia Alexandra Moreira da Silva</i> Università di Roma La Sapienza |
| BREAK 12:00-12:30 | |
| SESSION 3 12:30-14:00 | Chair: <i>Avivit Ben-David</i> |
| 12:30-13:00 | Which quantitative measures best mirror real life judgments of speech intelligibility? <i>Leah R. Paltiel-Gedalyovich¹, Avivit Ben-David²</i> ¹ Achva Academic College, ² Hadassah Academic College |
| 13:00-13:30 | Development of the Whole Word Match measure as a phonological screening tool <i>Barbara May Bernhardt¹, Daniel Bérubé², G. Carballo, M.-J. Freitas, G. K. Mason, I. Lundeborg Hammarström, D. Ignatova, M. Ozbič, D. Pérez, A. M. Ramalho, J. P. Stemberger¹, P. Vergara Ponce</i> ¹ University of British Columbia, ² University of Ottawa, et al. |
| 13:30-14:00 | Acquiring laryngeal categories <i>Lucas Annear, Joe Salmons, Charlotte Vanhecke</i> University of Wisconsin - Madison |

TUESDAY, 7 May

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| SESSION 4 14:00-15:30 | Chair: <i>Amy Glaspey</i> |
| 14:00-14:30 | SSD treatment meets an early childhood classroom model of service delivery: A sneak peek at measures after the first 6 weeks <i>Amy Glaspey¹, Delaney Clement¹, Andrea MacLeod²</i> ¹ University of Montana, ² University of Alberta |
| 14:30-15:00 | Speech sound production accuracy in children attending a Mandarin-English bilingual program <i>Sarah Bishop¹, Michael Stone¹, Youran Lin¹, Fangfang Li², Karen Pollock¹</i> ¹ University of Alberta, ² University of Lethbridge |
| 15:00-15:30 | Prosodic focus in Brazilian Portuguese: How adults, children under typical and atypical phonological development encode the contrast? <i>Geovana Soncin¹, Larissa Cristina Berti¹, Marc Swerts²</i> ¹ São Paulo State University, ² Tilburg University |
| SESSION 5 POSTERS I 15:30-16:45 | Chair: <i>Karen Pollock</i> |
| 15:30-15:45 | Listener perceptions of vowels produced by school-aged heritage and second language learners of Mandarin <i>Roberto Aguilar¹, Lujia Yang¹, Youran Lin¹, Fangfang Li², Karen Pollock¹</i> ¹ University of Alberta, ² University of Lethbridge |
| 15:45-16:00 | Consonant production features among English-learning elementary school children: A study in rural areas of Northeastern China <i>Ran An¹, Zhao Han²</i> ¹ Fort Hays State University, ² Qingyuan Elementary School |
| 16:00-16:15 | Word-final cluster accuracy in Persian-speaking children with social communication disorder <i>Pegah Nikrah, Elena Babatsouli</i> University of Louisiana at Lafayette |

WEDNESDAY, 8 May

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| SESSION 6 09:00-10:30 | Chair: <i>Eddy C. H. Wong</i> |
| 09:00-09:30 | Tone sequencing performance in children with childhood apraxia of speech: Acoustic analyses <i>Eddy C. H. Wong, Min Ney Wong, Shelley L. Velleman</i> The Hong Kong Polytechnic University |
| 09:30-10:00 | The development of Cantonese diphthongs by homeland and heritage children- A preliminary study <i>Chen Lan, Peggy Mok</i> The Chinese University of Hong Kong |
| 10:00-10:30 | Prosody or gesture first? The multimodal marking of focus types in development <i>Sara Coego¹, Núria Esteve-Gibert², Pilar Prieto¹</i> ¹ Universitat Pompeu Fabra, ² Universitat Oberta de Catalunya |
| SESSION 7 10:30-12:00 | Chair: <i>Katerina Nicolaidis</i> |
| 10:30-11:00 | Euclidean distances for studying developmental aspects of vowel spectral variability in Greek <i>Polychronia Christodoulidou, Katerina Nicolaidis, Dimitrios Stamovlasis</i> Aristotle University of Thessaloniki |
| 11:00-11:30 | Acquiring intonational phonology: The case of contrastive focus production and perception in 3-5 year-old children from two regional varieties of Swedish <i>Gilbert Ambrazaitis¹, Nadja Althaus², Charlotte Bertilsson¹, Simone Löhndorf³, Anna Sara H. Romøren⁴, Susan Sayehli⁵</i> ¹ Linnaeus University, ² University of East Anglia, ³ Kristianstad University ⁴ Oslo Metropolitan University, ⁵ Stockholm University |
| 11:30-12:00 | Child directed speech during language acquisition: A Brazilian Portuguese case study <i>Raquel Santana Santos¹, Andressa Toni², Vitor Martins Englezias¹</i> ¹ University of São Paulo, ² State University of the Central-West (UNICENTRO) |
| BREAK 12:00-12:30 | |
| SESSION 8 POSTERS II 12:30-13:30 | Chair: <i>Rama Novogrodsky</i> |
| 12:30-12:45 | Measuring phonological complexity in the productions of Hebrew-acquiring children <i>Erika Antebi¹, Rama Novogrodsky¹, Avivit Ben David²</i> ¹ University of Haifa, ² Hadassah Academic College |
| 12:45-13:00 | Integration of audiovisual cues in speech perception: A developmental analysis <i>Mayara Ferreira de Assis¹, Larissa Cristina Berti²</i> ¹ São Paulo State University, ² São José do Rio Preto/SP |
| 13:00-13:15 | Consonant clusters in Chilean children with language development disorder and adolescents with Down Syndrome <i>Patricio Vergara Ponce, P. Cerón, F. Heredia</i> Austral University of Chile |
| 13:15-13:30 | Modified vowel productions in preschoolers responding to two different communicative demands <i>Hoyoung Yi¹, Woonyoung Song²</i> ¹ Texas Tech University Health Sciences Center, ² Texas Tech University |

WEDNESDAY, 8 May

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| SESSION 9 13:30-15:00 | Chair: <i>Barbara L. Davis</i> |
| 13:30-14:00 | <i>Mom, dad, and ball: Manner of articulation in consonant sequences within children's consonant-vowel-consonant (C₁VC₂) words</i> <i>Barbara L. Davis¹, Katsura Aoyama², K. Vest²</i> ¹ The University of Texas at Austin, ² University of North Texas |
| 14:00-14:30 | Reconsidering accuracy in speech sound production: Preliminary findings of a rapid review <i>Andrea A. N. MacLeod¹, Amy M. Glaspey²</i> ¹ University of Alberta, ² University of Montana |
| 14:30-15:00 | Intonation and stress in Cantonese-English bilingual children: An Optimality-Theoretic account <i>Jonathan Him Nok Lee,¹ Stephen Matthews,² Virginia Yip³</i> ¹ University of Pennsylvania, ² The University of Hong Kong ³ The Chinese University of Hong Kong |
| SESSION 10 15:00-16:30 | Chair: <i>Shengyun Gu</i> |
| 15:00-15:30 | ASL phonology develops early for deaf children in non-native signing home environment <i>Shengyun Gu¹, Diane Lillo-Martin¹, Deborah Chen Pichler², Elaine Gale³</i> ¹ University of Connecticut, ² Gallaudet University, ³ Hunter College, CUNY |
| 15:30-16:00 | Articulating executive function: The importance of executive function for preschool speech production <i>Nicole van Rootselaar, Fangfang Li, Robbin Gibb, and Claudia L. R. Gonzalez</i> University of Lethbridge |
| 16:00-16:30 | Asymmetric mispronunciation sensitivity between liquids in CV and CCV syllables in Brazilian Portuguese <i>Andressa Toni</i> State University of the Central-West (UNICENTRO) |

THURSDAY, 9 May

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| SESSION 11 09:00-10:30 | Chair: <i>Eleftheria Geronikou</i> |
| 09:00-09:30 | Unfolding challenges: A comprehensive case study of persistent speech and literacy difficulties in a Greek-speaking child <i>Eleftheria Geronikou</i> University of Patras |
| 09:30-10:00 | Kuwaiti Arabic articulation and phonology test <i>Hadeel S. Ayyad</i> Kuwait University |
| 10:00-10:30 | Developing Turkish phonological awareness in children in relation to the national Turkish teaching program <i>Gözde Demirel Fakiroğlu</i> İstanbul University |
| SESSION 12 10:30-12:00 | Chair: <i>Mariia Pronina</i> |
| 10:30-11:00 | The development of prosodic, gestural and sentence imitation across typically developing and clinical child populations <i>Mariia Pronina¹, Júlia Florit-Pons², Sara Coego², Pilar Prieto²</i> ¹ The University of the Balearic Islands, ² Universitat Pompeu Fabra |
| 11:00-11:30 | On the development of coarticulation in Greek: Insights from ultrasound data <i>Anastasia Deri, Katerina Nicolaidis</i> Aristotle University of Thessaloniki |
| 11:30-12:00 | Investigating phonological development via monitoring children's tongue motion <i>Elina Rubertus¹, Aude Noiray²</i> ¹ University of Potsdam, ² Université Grenoble Alpes |
| BREAK 12:00-12:30 | |
| SESSION 13 12:30-14:00 | Chair: <i>Georgios P. Georgiou</i> |
| 12:30-13:00 | Assessing voicing contrast discrimination in Cypriot Greek children with developmental language disorder <i>Georgios P. Georgiou¹, Elena Theodorou²</i> ¹ University of Nicosia, ² Cyprus University of Technology |
| 13:00-13:30 | Acquisition of prosodic focus acoustic parameters <i>Cecília Lorena Silva Guida, Geovana Soncin</i> São Paulo State University |
| 13:30-14:00 | Differential phonological profiles of neurotypical toddlers, low-verbal toddlers with ASD, and middle-verbal toddlers with ASD <i>Grace Corrigan, Letitia Naigles</i> University of Connecticut |
| SESSION 14 14:00-15:00 | Chair: <i>Susana Pérez Castillejo</i> |
| 14:00-14:30 | Do bilingual (English-Mandarin) and trilingual (English-Spanish-Mandarin) children produce Mandarin stop consonants similarly? <i>Susana Pérez Castillejo¹, Linxi Zhang²</i> ¹ University of St. Thomas, ² The University of Chicago |
| 14:30-15:00 | Illustrating functional load and usage frequency effects in the development of bilingual segmental contrast <i>Elena Babatsouli</i> University of Louisiana at Lafayette |

THURSDAY, 9 May

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| CLOSING REMARKS (ICPC 2025) 15:00-15:15 | Chair: <i>Elena Babatsouli</i> |
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Note: Oral presentations: 28 minutes each (23 minutes talk, 5 minutes Q&A) to allow time between presentations.

Poster presentations: 13 minutes each (10 minutes talk, 3 minutes Q&A) to allow time between presentations; all posters of a session will also be posted online during the entire poster session.