PROF. DR. **FLAVIA ADANI**

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PERSONAL

Three children (b. 2012, 2014, 2019).

EMPLOYMENT

APRIL 2019 – TO DATE
DEPARTMENT OF EDUCATION AND PSYCHOLOGY, **FREE UNIVERSITY OF BERLIN**
Professor in Language Development *(Professur für Sprachentwicklung, tenured W2)*

2015
DEPARTMENT OF LINGUISTICS, **UNIVERSITY OF POTSDAM**
Habilitation equivalent (Juniorprofessorship mid-term positive evaluation)

2010-2018
DEPARTMENT OF LINGUISTICS, **UNIVERSITY OF POTSDAM**
Junior Professor in Developmental Language Disorders (*Juniorprofessorin Spracherwerbsstörungen, W1*)

2009
LABORATOIRE DE SCIENCES COGNITIVES ET PSYCHOLINGUISTIQUE, **EHESS-DEC-ENS-CNRS, PARIS**
POST-DOCTORAL FELLOW

EDUCATION

2004-2008
UNIVERSITY MILANO-BICOCCA, ITALY
PhD student in Experimental Psychology, Linguistics and Cognitive Neurosciences. Mark: Excellent.

2007-2008
DEPARTMENT OF LINGUISTICS, UNIVERSITY OF CALIFORNIA, LOS ANGELES
Visiting Graduate Student for 12 months

2005-2006

DEPARTMENT OF HUMAN COMMUNICATION SCIENCE, UNIVERSITY COLLEGE, LONDON

Honorary Research Assistant at Centre for Developmental Language Disorders and Cognitive Neuroscience for 6 months

2003

SCHOOL OF LANGUAGE STUDIES, AUSTRALIAN NATIONAL UNIVERSITY

Visiting Student for 6 months

1997-2003

UNIVERSITY OF SIENA, ITALY

Laurea in Communication Science (majoring in General Linguistics, 5-year-degree within the Italian old system). Mark: 110 out of 110 cum laude.

2002

NEUROLOGY INSTITUTE, UNIVERSITÁ CATTOLICA, ROME

Student Intern for the observation of patients with Aphasia for 3 months

2000-2001

SCHOOL OF LINGUISTICS AND APPL. LANG. STUDIES, UNIVERSITY OF READING, UK

VISITING UNDERGRADUATE STUDENT FOR 11 MONTHS

PROFESSIONAL DEVELOPMENT

2024

ERICKSON STUDY CENTER, TRENTO, ITALY

Early Cognitive Intervention Techniques for Intellectual Disabilities and Learning Disorders (Percorso di Apprendimento Pre-Strumentale (PAPS), Primo Livello)

2021

CENTER FOR DEVELOPMENT AND LEARNING (ZEL), HEIDELBERG, GERMANY

Heidelberger Parental Training for Global Developmental Delays (HET GES)

JOB SHORTLIST

2016

UNIVERSITY OF POTSDAM

Second position in short list for an Associate Professorship in Special Education, Focus Language (W2)

RESEARCH INTERESTS

First and second language acquisition of syntax and morphology; sentence processing; Developmental Language Disorders, Autism Spectrum Disorders; theoretically-informed psycholinguistics; development of theoretically-informed and evidence-based material for the assessment of grammar/language abilities in pre-school and school-aged children.

PAST RESEARCH FUNDING

2021
PI in the UNA EUROPA/DAAD Starter Funds with the project: *The impact of teachers' explicit beliefs on pupils growing up bilingual (in relation to self-efficacy and well-being*. Total amount of funding; 7906 €

2013-2016
PI in the DFG-funded individual grant project: *Relativized Minimality: from theory to data. The online and offline impact of grammatical features on German relative clause comprehension in children and adults.* Total amount of funding: 272,940 €

2011-2015
Honorary Research Assistant at Centre for Developmental Language Disorders and Cognitive
Co-PI in the DFG-funded project: *L1 acquisition of linguistic means for marking information structure: prosodic, syntactic, and lexical aspects*. This project is part of the Potsdam-Humboldt Collaborative Research Center on Information Structure (SFB 632). Total amount of funding: 450,000 €

2011
Research Funding by European Fund for Regional Development (EFRE) to support the purchase of a remote eye-tracker system. Total amount of funding: approx. 30,000 €

AWARDS, GRANTS AND FELLOWSHIPS

2017
Support from the Unit Cognitive Science at the University of Potsdam to prepare a research proposal on language development in children with Autism (510 €)

Support from the Unit Cognitive Science at the University of Potsdam to join the NOW-funded LACA (Language Acquisition in Children with Autism) Network (720 €)

2016
Support from the Unit Cognitive Science at the University of Potsdam to collaborate with the Institute of Special Education (2280 €)

Support from the Unit Cognitive Science at the University of Potsdam to collaborate with the Institute of Special Education (2280 €)

Support from the Unit Cognitive Science at the University of Potsdam to collaborate with the University of Tours (1226 €)

2015
Travel Support from the Unit Cognitive Science at the University of Potsdam (598€)

Support from the Unit Cognitive Science at the University of Potsdam to organize a workshop (1500 €)

Support from the University of Potsdam to collaborate with French Universities (KoUP1) (1610 €)

FNK travel support (420 €)

2012
FNK equipment support to purchase a portable eye-tracker system (approx. 15,000 €)

FNK equipment support (922 €)

2011
FNK travel and equipment support (1400 €)

2010
FNK grant application preparation support (2000 €)

FNK grant application preparation support (800 €)

2010
SFB grant application preparation support (13000 €)

FNK Travel Support (1200 €)

2009
CUNY Student Travel Award

2009
Postdoctoral fellowship granted by Fondation Flyssen (30000 €)

2008
Travel fellowship for young researcher granted by Associazione Italiana di Psicologia

2006
COST Short Term Scientific Mission (EU Framework Programme)

2005
Travel student fellowship to participate at Latsis Colloquium, University of Geneva

2004-2008
PhD fellowship granted by University Milano-Bicocca

2003
Exchange student scholarship, International Office, University of Siena

2000
Exchange student scholarship, Socrates/Erasmus Program, University of Siena

1996
Student award, Banca Popolare dell'Emilia Romagna

1995
Student award, Banca Popolare dell'Emilia Romagna

COLLABORATIONS (ALPHABETHICAL ORDER)

Maria De Martino (University of Salerno); Antje Ehlert (University of Potsdam); Tom Fritzsche (University of Potsdam); Francesca Foppolo (University of Milano-Bicocca); Theo Marinis (University of Konstanz); Jeannette Schaeffer (University of Amsterdam); Maja

Stegenwallner-Schütz (Humboldt Universität zu Berlin); Jacopo Torregrossa (University of Frankfurt Am Main); Mirta Vernice (University of Urbino).

REFERRED PUBLICATIONS IN JOURNALS AND VOLUMES

Bonifacci, P., Cornelius, C., Compiani, D., & **Adani, F**. (2026). Teachers' classroom practices supporting multilingual students and the perceived impact of inclusion: Modeling concurrent predictors. Bilingual Research Journal, 1–19. https://doi.org/10.1080/15235882.2026.2638965

Diederich, T., & **Adani, F**., (2025) German-speaking preschoolers' comprehension and production of case assigned by local one-case and two-case prepositions, *Journal of Child Language*. https://doi.org/10.1017/S0305000925100342

Adani, F., Gabler, K., & Tan, S. (2025) Morphosyntaktische Kompetenzen spezifisch erheben – aktuelle Tests im Überblick, Sprache · Stimme · Gehör. 49(03): 113-120 DOI: 10.1055/a-2516-7670

Adani, F., Hendriks, P., & Terzi, A. (2025). Discourse. In R. Novogrodsky, A. Perovic, P. Prevost, J. C. Schaeffer & L. Tuller (eds.) Language in Autism. Hoboken, N.J.: Wiley-Blackwell. ISBN: 978-1-394-18036-3

Schipke, C.S., Stegenwallner-Schütz, M., & **Adani, F.** (2024) Underpinning the on-line Processing of (non-)canonical Sentences in German-speaking Four-year-olds: The Interplay of cognitive Control and Memory Capacity, *Language Learning and Development*. https://doi.org/10.1080/15475441.2024.2313217

Koukoulioti, V., Stavrakaki, S., Vomva, M., & **Adani, F.** (2022). Gender Marking and Clitic Pronoun Resolution in Simultaneous Bilingual Children. *Languages*, *7*(4), 250. MDPI AG. Retrieved from http://dx.doi.org/10.3390/languages7040250

Cilibrasi, L., **Adani, F**., Pérez, A. I., Schmidt, E., Wigdorowitz, M. & Tsimpli, I. M. (2022). The role of number mismatch and exposure in the comprehension of relative clauses in bilingual children. *Applied Psycholinguistics.* https://doi.org/10.1017/S0142716422000078

Horn, P., Fritzsche, T., Ehlert, A., & **Adani, F.** (2021). Tapping into the interplay of lexical and number knowledge using fast mapping: A longitudinal eye-tracking study with two-year-olds. *Infant Behavior and Development*, 64, 101573. https://doi.org/10.1016/j.infbeh.2021.101573

Stegenwallner-Schütz, M., & **Adani, F.** (2021). Number Dissimilarity Effects in Object-Initial Sentence Comprehension by German-Speaking Children with Specific Language Impairment. *Journal of Speech, Language, and Hearing Research.* https://doi.org/10.1044/2020_JSLHR-19-00305

Stegenwallner-Schütz, M., **Adani, F.** (2020). Production of Referring Expressions by Children with ASD: Effects of Referent Accessibility and Working Memory Capacity. *Language Acquisition: A Journal of Developmental Linguistics.* https://doi.org/10.1080/10489223.2020.1769625

Adelt, A., Burchert, F., **Adani, F.**, Stadie, N. (2019). What matters in processing German object relative clauses in aphasia - timing or morpho-syntactic cues? *Aphasiology.* https://doi.org/10.1080/02687038.2019.1645290

Cilibrasi, L., **Adani, F.**, Tsimpli, I.M. (2019). Reading as a predictor of complex syntax. The case of relative clauses, *Frontiers in Psychology.* https://doi.org/10.3389/fpsyg.2019.01450

Haendler, Y., **Adani, F.** (2018). Testing the effect of an arbitrary subject pronoun on relative clause comprehension: A study with Hebrew-speaking children. *Journal of Child Language.* doi:10.1017/S0305000917000599

Adani, F., Stegenwallner-Schütz, M. & Niesel T. (2017). The peaceful co-existence of frequency and structural intervention effects in relative clause comprehension. *Frontiers in Psychology,* 8:1590. doi:10.3389/fpsyg.2017.01590

Adelt, A., Stadie, N., Lassotta, R., **Adani, F.**, & Burchert, F. (2017). Feature dissimilarity in the processing of German relative clauses in aphasia*. Journal of Neurolinguistics*, 44, 17-37. http://dx.doi.org/10.1016/j.jneuroling.2017.01.002

Stegenwallner-Schütz, M. & **Adani, F.** (2017). Numerusinformation vereinfacht das Satzverständnis: Querschnittsuntersuchungen zum Verständniserwerb von transitiven Sätzen mit Wortstellungsvariation LOGOS. (shared first authorship)

Stegenwallner-Schutz, M. & **Adani, F.** (2016). Referential choices and Specific Language Impairment: Sensitivity to contrast levels and grammatical role. *Discours*, 18. doi:10.4000/discours.9179

Adani, F., Stegenwallner-Schütz, M., Haendler, Y., & Zukowski, A. (2016). Elicited production of relative clauses in German: Evidence from typically developing children and children with Specific Language Impairment. *First Language*, 36(3), 203-227. doi:10.1177/0142723716648842

Adelt, A., Lassotta, R., **Adani, F.**, Stadie, N. & Burchert, F. (2015). What causes the processing advantage in the comprehension of German object relative clauses? *Frontiers in Psychology Conference Abstract: Academy of Aphasia 53rd Annual Meeting*. doi:10.3389/conf.fpsyg.2015.65.00029

Haendler, Y., Kliegl, R., & **Adani, F.** (2015). Discourse accessibility constraints in children's processing of object relative clauses. [Original Research]. *Frontiers in Psychology*, 6:860. doi:10.3389/fpsyg.2015.00860

Stegenwallner-Schütz, M. & **Adani, F.** (2014). How can the study of developmental disorders inform linguistic theory on information structure?, In El Zarka, D., & Heidinger, S. (eds.) *Methodological Issues in the Study of Information Structure. Grazer Linguistische Studien.* ISSN: 1015-0498.

Adani, F., M. Forgiarini, M.T. Guasti & van der Lely H. K. J. (2014). Number dissimilarities facilitate the comprehension of relative clause in children affected by (Grammatical) Specific Language Impairment*. Journal of Child Language*, 41(4):811-41. doi:http://dx.doi.org/10.1017/S0305000913000184

Adani, F. (2012). Some notes on the acquisition of Relative Clauses: New Data and Open Questions, In Bianchi, V., & Chesi, C. (eds.) *ENJOY LINGUISTICS! Papers offered to Luigi Rizzi on the occasion of his 60th birthday, Siena*: *CISCL Press.* ISBN: 9788890794308.

Gavarrò, A., **Adani, F.**, Ramon, M., Rusiñol, S., & Sànchez, R. (2012). La comprensió de les clàusules de relatiu en català infantile, *Caplletra*, 53: 91-105. ISSN: 0214-8188.

Adani, F., Sehm, M., & Zukowski, A. (2012). How do German Children and Adults deal with their Relatives, In Stavrakaki, S., Konstantinopoulou, X., Lalioti, M. (eds.) *Advances in Language Acquisition, Cambridge Scholars Publishing*.

Adani, F., van der Lely, H. K. J., Forgiarini,M., & Guasti, M. T. (2010). Grammatical Feature Dissimilarities Make Relative Clauses Easier: a Comprehension Study with Italian Children*. Lingua*, 120 (9), 2148-2166. doi: 10.1016/j.lingua.2010.03.018

Adani, F. (2011). Re-thinking the acquisition of Relative Clauses in Italian: towards a grammatically-based account. *Journal of Child Language*, 22, 1-25. doi:http://dx.doi.org/10.1017/S0305000909990250

Arosio, F., **Adani, F**. e Guasti M.T. (2009). Grammatical features in the comprehension of Italian Relative Clauses by children. In Brucart, J. M., Gavarrò, A., Solà, J. (eds.) *Merging Features: Computation, Interpretation and Acquisition, Oxford University Press*.

CONFERENCE PROCEEDINGS AND WORKING PAPERS

Bruno, G., Lassotta, R. & **Adani, F.** (2017). *Verarbeitung von komplexen Sätzen bei Kindern und Jugendlichen mit Autismus Spektrum Störung: Eine Studie zum Verständnis von Subjekt- und Objekt- Relativsätzen*, Spektrum Patholinguistik 10, 181–191.

Stegenwallner-Schütz, M., Lassotta, R., Ferchland, L., & **Adani, F.** (2016). *Numerus erleichtert das Verständnis nicht-kanonischer Sätze*, Spektrum Patholinguistik 9, 87–194.

Adani, F., & T. Fritzsche (2015). *On the relation between implicit and explicit measures of child language development: Evidence from relative clause processing in 4-year-olds*. Proceedings of the 39th Boston University Conference on Language Development.

Haendler, Y., Kliegl, R., & **Adani, F.** (2015). *The impact of pronoun type and grammatical skills on child processing of object relative clauses.* Proceedings of the 39th Boston University Conference on Language Development, Cascadilla Press.

Adani, F., Guasti M. T., Forgiarini, M., & van der Lely, H. K. J. (2012). *Comprensione di Relative nei bambini con e senza disturbi specifici del linguaggio: il ruolo del tratto di Numero.* In Bambini, V., & Ricci, I., Bertinetto, P.M., et al. (eds). Linguaggio e cervello – Semantica / Language and the brain - Semantics, Atti del XLII Congresso Internazionale di Studi della Società di Linguistica Italiana (Pisa, SNS, 2008). Roma: Bulzoni. Vol.2, I.B.1

Charnavel, I., **Adani, F.**, & Hyams, N. (2009). *The on-line processing of French Reflexives: do they behave like unaccusatives?*, In Yukio Otsu (ed.), the Proceedings of the Tenth Tokyo Conference on Psycholinguistics.

Volpato, F. & **Adani, F.,** (2009). *The subject/object relative clause asymmetry in hearing impaired children: evidence from a comprehension task.* Proceedings of XXXV Incontro di Grammatica Generativa, MIT Working Papers in Linguistics.

Adani, F. (2008). *Re-thinking the acquisition of Relative Clauses in Italian: a new comprehension study with Italian children.* Proceeding of the 27 West Coast Conference in Formal Linguistics, University of California, Los Angeles.

Arosio, F., F., **Adani**, & M.T. Guasti (2006). *Children's processing of subject and object relatives in Italian.* In Belletti, A., E. Bennati, C. Chesi & I. Ferrari (eds.)"Language Acquisition and Development", Cambridge Scholars Press, 15-27.

Arosio, F., **F., Adani**, & M. T. Guasti (2005). *Processing grammatical features by Italian children*, (eds) David Bamman, Tatiana Magnitskaia and Colleen Zaller Proceedings of the 30th Boston University Conference on Language Development.

DISSERTATION

The role of Features in Relative Clause Comprehension: a study of typical and atypical development, Department of Psychology, University of Milano-Bicocca, 2008, Advisor: Prof. Maria Teresa Guasti.

TESI DI LAUREA

Dalla Performance alla Competence: raccolta di un corpus e analisi di alcuni aspetti morfo-sintattici dell'italiano infantile, Centro Interdipartimentale di Studi Cognitivi sul Linguaggio, University of Siena, Advisor: Prof. Luigi Rizzi.

INVITED TALKS

2025

Cross-linguistic Effects of Input Frequency and Sentence Structure in Relative Clause Comprehension, Multilingualism, Acquisition, and Development (MAD) colloquium at the Leibniz-Centre General Linguistics (ZAS), Berlin, March 20th 2025

2024

Sprache als Voraussetzung für den (vor-)schulischen Alltag: Der Arbeitsbereich Sprachentwicklung@FU stellt sich vor, Dahlem Lectures in Linguistics, Freie Universität Berlin, June, 25th, 2024

Teachers' good practices and perceived impact of inclusion dealing with multilingual students, Ringvorlesung Mehrsprachigkeit, University of Konstanz, January 23rd 2024

2023

Sprache als Voraussetzung für den (vor)schulischen Alltag: Sprachentwicklung, Sprachförderung und Einstellungen zu Mehrsprachigkeit, Talk Series Forum Forschung organised by the Dahlem School of Education, December 7th, 2023

2021

(A)typical trajectories of complex sentences‘ comprehension from pre-school age to adolescence. LuCiD Seminar Series, December 7th, 2021

2018

From the theory to the data (and back). Reflections on how children learn complex sentences. Forschungscolloquium Romanistische Sprachwissenschaft, Freie Universität Berlin, June 13th, 2018

Understanding understanding: (A)typical trajectories of complex sentences‘ comprehension from pre-school age to adolescence. Webinar Series “Linguistic Connections”, Department of Communication and Economy, University of Modena and Reggio Emilia, January 26th, 2018

Understanding understanding: (A)typical trajectories of complex sentences‘ comprehension from pre-school age to adolescence. Bicocca language group’s Seminar, Department of Psychology, University of Milano-Bicocca, January 10th, 2018

2017

Understanding understanding: (A)typical trajectories of complex sentences‘ comprehension from pre-school age to adolescence. Fachbereich Erziehungswissenschft und Psychologie, Freie Universität Berlin. November 6th, 2017

Wie kann (experimentelle) Sprachwissenschaft zu Pädagogik und Didaktik der Sprach beitragen?, Institute of Pedagogy and Rehabilitation, University of Cologne, May 18th, 2017

Heterogeneity of morphosyntactic abilities in German-speaking children and adults with Autism Spectrum Disorder, Invited speaker at the Workshop “Language Abilities in Children with Autism (LACA)”, at the University of Amsterdam, March 23rd, 2017

Sprachliche Kompetenzentwicklung im Kindesalter: Grundlagen zum Aufbau einer empirischen Studie, Institute of Education, University of Potsdam

Sprachliche und nicht-sprachliche Einflüsse auf das Satzverständnis bei Kindern, Institute of Education, University of Potsdam

2016

Die Aladdin-Gruppe stellt sich vor: Experimentelle Studien zum Spracherwerb, zu Spracherwerbsstörungen, zur Satzverarbeitung, Centre "Language, Variation, and Migration" at the University of Potsdam, November 2, 2016 (with Maja Stegenwallner-Schütz)

Der Spracherwerb in den ersten Lebensjahren am Beispiel komplexer Sätze: Psycholinguistische Evidenzen und Ableitungen für die Praxis, Invited speaker at the Fachhochschule für Gesundheit (SRH Gera)

Implicit and explicit measures of sentence comprehension, Invited speaker at the Experimental Methods in Language Acquisition Research (EMLAR XII), University of Utrecht, April 19-21, 2016 (with Tom Fritzsche)

Linguistic and Non-Linguistic Factors Influencing the Processing of Complex Syntax, Department of Linguistics, University of Leipzig

2015

*Früherkennung und Fördermöglichkeiten bei Schriftsprachstörungen: Theorie trifft Praxis! Inst*itute for Inclusive Education, University of Potsdam

Wie kann (experimentelle) Sprachwissenschaft zur Bildungswissenschaft beitragen?, Institute for Inclusive Education, University of Potsdam

Sentence Complexity seen through Children's Eyes. Invited speaker at the workshop "Le frasi difficili: metodologie per una misurazione precisa della complessità degli enunciati" at the 49th International Conference of the Italian Linguistic Society (SLI), 24-26 September 2015

Let the Eyes Speak: Processing of Object Relative Clauses in Pre-schoolers. Invited speaker at the MiLanguage, Language Spring School at the University Milano-Bicocca, May 2015

Assessing and comparing groups of children with developmental disorders. Keynote speaker at "6. Linguistischer Methodenworkshop 2015" organized at the Humboldt-Universität zu Berlin

2013
It's all relative. Research Seminar at the Laboratoire de Psycholinguistique, Universite de Genève

2011
Avoiding (Standard) German Relatives in Production, Research Seminar at the Institut für Psycholinguistik und Didaktik der deutschen Sprache, Goethe-Universität Frankfurt

How do Children (and Adults) Circumvent Standard German Relatives?. Bicocca Incontri di Linguistica (BILS), Department of Psychology, University Milano-Bicocca

2010
Investigating Complex Syntax in the first years of life: the case of Relative Clauses, Psycholinguistik-Zirkel, Zentrum für Allgemeine Sprachwissenschaft (ZAS), Berlin

2009
Invited teacher at the Spring School on 'Neurodevelopmental Disorders: Theory and Research' organized by the Psychological Society of Northern Greece, Nymfaio, Florina, Greece

2008
Feature effects in children's comprehension of Relative Clauses, Department of Linguistics, University of Potsdam

The on-line processing of French reflexives: do they behave like unaccusatives?, UCLA Psychobabble seminar

How do 18 month-olds understand Relative Clauses?, UCLA Psychobabble seminar

Number and Gender effects in the comprehension of Relative Clauses by Italian children, UCLA Psychobabble seminar

Number Processes and Relative Clause Comprehension: evidence from typical and atypical development, UCLA Psychobabble seminar

Re-thinking the acquisition of Relatives: a new comprehension study with Italian children, UCLA Psychobabble seminar

2007

La comprensione delle frasi relative in bambini inglesi con e senza disturbi specifici del linguaggio: il ruolo dell'accordo di numero, Giornata Veneziana di Linguistica Applicata, Università Cà Foscari, Venezia. (with M.T.Guasti, Matteo Forgiarini and H. van der Lely)

Relative clause comprehension in TD and G-SLI children: the role of number agreement, The 9th European Conference on Psychological Assessment, University of Thessaloniki (Greece). (with M.T.Guasti and H. van der Lely)

2005

Children's processing of subject and object relatives in Italian, Centre for Developmental Language Disorders and Cognitive Neuroscience, UCL

CONFERENCE PRESENTATIONS

2024

Case disambiguation precedes number disambiguation at 4 years, but both are still developing until the age of 8 years and beyond: Evidence from word order variation in German. Conference on Architectures and Mechanisms for Language Processing (AMLaP), Edinburgh (joint work with Christine Schipke and Yvonne Portele)

2023

The acquisition of relative clauses by Italian-German bilingual children: The effect of child-internal and child-external factors. Talk presentation at the 48th Boston University Conference on Language Development. (joint work with Anna Michelotti and Jacopo Torregrossa).

Understanding and producing case after local two-case prepositions in German-speaking preschoolers, Poster presented at the X-PPL 2023 Conference, held at the University of Zürich (joint work with Tanja Diederich)

Frequency, Number and Word Order Effects in the Comprehension of Complex Sentences by Italian- and German-speaking Preschoolers: A Pilot Study. Talk presentation at the Associazione Italiana di Psicologia Sperimentale conference, held in Lucca, Italy (joint work with Maria De Martino)

2022

When some excludes all: new evidence for a bilingual advantage in scalar implicatures. Talk be held at the conference GALA 15, University of Frankfurt 2022 (joint work with Francesca Foppolo)

Dutch is not a High-Attachment language: Evidence for the PR-first Hypothesis. Poster presented at the 35th Annual Conference on Human Sentence Processing, University of California, Santa Cruz. (joint work with Jelle Kisjies, Nino Grillo, Jeannette Schaeffer)

Relative clause attachment preferences and the effect of pseudo-relatives in Dutch, Talk presented at the University of Leiden (joint work with Jelle Kisjes, Nino Grillo and Jeannette Schaeffer).

2021

Refining the scope of syntax- vs. pragmatics-driven non-target sentence productions in German-speaking children with ASD. Proceedings of the 46th Boston University Conference on Language Development. (joint work with Maja Stegenwallner-Schütz and Andrea Zukowski).

Production of relative clauses in German-speaking children with ASD (with and without language impairment), Talk presented at the (digital) Conference of the International Association for the Study of Child Language, University of Delaware, July 15-23, 2021 (joint work with Maja Stegenwallner-Schütz and Andrea Zukowski).

2020

Gender marking and pronoun resolution in early bilingual children authored, Poster at the 26th Conference Architecture Mechanism Language Processing. University of Potsdam (joint work with Vasiliki Koukoulioti, Maria Vomva, Stavroula Stavrakaki).

The interplay of case and agreement features with inhibition and working memory skills in preschool children's processing of object-first structures, Poster at the 26th Conference Architecture Mechanism Language Processing. University of Potsdam (joint work with Christine Schipke).

Die Produktion von Relativsätzen bei Kindern mit Autismus-Spektrum-Störungen. Vortrag auf der 11. (digitalen) Interdisziplinäre Tagung über Sprachentwicklungsstörungen (ISES), Marburg, Deutschland (joint work with Maja Stegenwallner-Schütz and Andrea Zukowski).

2019

Refining the Scope of Language Impairment in Individuals with ASD through the Assessment of Complex Sentences. Poster presentation at INSAR (International Society of Autism Research) 2019 Annual Meeting, Montreal, Kanada (joint work with Maja Stegenwallner-Schütz, Simone Kirst, Isabel Dziobek).

Towards a cross-linguistic article choice elicitation task. Talk at the Workshop der European Group on Child Language Disorders (EUCLDIS), Tel Aviv, Israel (joint work with Jeannette Schaeffer, Theo Marinis, Maja Stegenwallner-Schütz, M. Chailleux, Philippe Prévost).

Exploring potential parallels in the development of lexical and mathematical knowledge: A longitudinal study on word learning and number concepts in 30- and 36-month-old children. Talk at the Conference Crossing the Borders, University of Potsdam (joint work with Peter Horn, Tom Fritzsche, Antje Ehlert).

2018

(Specifically) Language-impaired Processing of Relative Clauses in German. Poster presented at the 24th Annual Conference on Architectures and Mechanisms for Language Processing (AMLaP 2018), Humboldt Universität zu Berlin (joint work with Yair Haendler, Romy Lassotta, Anne Adelt, Nicole Stadie, Frank Burchert).

Children with SLI can use number agreement in object-initial sentences to overcome their difficulties with case marking. Poster presented at the 24th Annual Conference on Architectures and Mechanisms for Language Processing (AMLaP 2018), Humboldt Universität zu Berlin (joint work with Maja Stegenwallner-Schütz).

Exploring the relation between the acquisition of words for objects and for numbers at 30 months. Poster presented at the Special Interest Group on "Learning and Development in Early Childhood" (SIG 5) of the European Association for Research on Learning and Instructions (EARLI), Freie Universität, Berlin (joint work with Peter Horn, Tom Fritzsche, Antje Ehlert).

Production and on-line processing of gender marking on personal pronouns by Greek-speaking monolingual and sequential bilingual children, with and without language impairment. Poster presented at the Child Language Symposium, University of Reading (joint work with Maria Vomva and Stavroula Stavrakaki).

Exploring the link between the acquisition of words for objects and for numbers at 30 months. Poster presented at the XXI International Conference for Infant Studies, Philadelphia (joint work with Peter Horn, Tom Fritzsche, Antje Ehlert).

2017

Co-Existence of Input Frequency and Structural Intervention Effects on Relative Clause Comprehension: Evidence from 3- to 5-year-old German-speaking children. Poster presented at the 42nd Boston University Conference on Language Development (BUCLD), Universität Boston, USA (joint work with Maja Stegenwallner-Schütz and Talea Niesel).

Heterogeneity of Morphosyntactic Abilities in Individuals with ASD (also in comparison with SLI) Talk presented at the 13th Conference Generative Approaches to Language Acquisition, Palma de Mallorca (joint work with Romy Lassotta, Maja Stegenwallner-Schütz, Simone Kirst, Isabel Dziobek).

Speaking about one of two persons in a scene: Elicited production of referring expressions by children and adolescents with ASD. Talk at the 10. Wissenschaft-liche Tagung Autismus-Spektrum, Berlin (joint work with Maja Stegenwallner-Schütz).

Language abilities in school-age children and adoles-cents with Autism Spectrum Disorder (ASD): An experimental study on relative clause comprehension. Poster at the 10. Wissenschaftliche Tagung Autismus-Spektrum, Berlin. (joint work with Romy Lassotta and Giulia Bruno).

2016

Verarbeitung von komplexen Sätzen bei Kindern und Jugendlichen mit Autismus-Spektrum-Störungen; Poster presented at the 10th Herbsttreffen, University of Potsdam (joint work with Gulia Maria Bruno and Romy Lassotta).

Wenn Numerus das Satzverständnis vereinfacht: Empirische Untersuchungen zum Spracherwerb und Ableitungen für die Sprachtherapie. Talk presented at the 9th Interdisziplinäre Tagung über Sprachentwicklungsstörungen (ISES IX), Pädagogische Hochschule Heidelberg (joint work with Maja Stegenwallner-Schütz).

Effects of pronoun referentiality on children's relative clause processing in Hebrew. Talk presented at the 41st Boston University Conference on Language Development (BUCLD), Universität Boston, USA.

2015

Numerus erleichtert das Verständnis nicht-kanonischer Sätze: Linguistische Theorie, psycholinguistische Evidenzen und Ableitungen für die Praxis, Poster presented at the 9th Herbsttreffen, University of Potsdam (joint work with Maja Stegenwallner-Schütz, Romy Lassotta, and Lisa Ferchland).

Referential properties of pronouns affect sentence processing similarly in children and adults: Comparing 5-year-olds' eye movements and adults' reading times in Italian. Poster at 40th

Boston University Conference on Language Development. Boston (MA), USA. (Joint work with Yair Haendler).

Der Einfluss morphologischer Merkmale auf die Verarbeitung von Objektrelativsätzen bei Aphasie. Poster presented at the 15th Aphasietagung der GAB, November 2015, Innsbruck (joint work with Anne Adelt, Romy Lassotta, Nicole Stadie, and Frank Burchert).

What causes the processing advantage in the comprehension of German object relative clauses? Poster presented at the Academy of Aphasia, October 2015, Tucson, AZ. (joint work with Anne Adelt, Romy Lassotta, Nicole Stadie, and Frank Burchert).

The impact of pronominalization on the processing of German relative clauses in aphasia. Talk held at the Experimental Psycholinguistics Conference, Madrid, October 2015. (Joint work with Anne Adelt, Romy Lassotta, Nicole Stadie, and Frank Burchert).

Testing Relativized Minimality in German Relative Clauses. Talk presentence at the Generative Approaches to Language Acquisition Conference, Nantes, France, September 2015 (joint work with Romy Lassotta, Anne Adelt, Nicole Stadie, and Frank Burchert).

Effects of contextual contrast in the referential choices of children with SLI: An elicited production study. Poster presented at the Generative Approaches to Language Acquisition Conference, Nantes, France, September 2015. (Joint work with Maja Stegenwallner-Schütz).

Referential properties of pronouns influence sentence processing independently of syntactic complexity: Evidence from Italian adults and children. Poster at 21st AMLaP. University of Malta, Malta. (Joint work with Yair Haendler).

When Morphology Makes Syntax Easier: Number Dissimilarities Facilitate the Comprehension of OVS Sentences in German-Speaking Children. Poster presented at the 9th International Morphological Processing Conference, 18-20 June 2015 (joint work with Maja Stegenwallner-Schütz).

2014

On the relation between implicit and explicit measures of child language development: Evidence from relative clause processing in 4-year-olds. Talk presented at the 39th Boston University Conference on Language Development, 7-9 November 2014 (joint work with Tom Fritzsche).

The impact of pronoun type and grammatical skills on child processing of object relative clauses. Talk presented at the 39th Boston University Conference on Language Development, 7-9 November 2014 (joint work with Yair Haendler and Reinhold Kliegl).

Children with SLI show sensitivity to contrast types. Talk presented at the Experimental Psycholinguistics Conference (workshop on Specific Language Impairment) at the Faculty of Psychology of the National University of Distance Education, Madrid, 1-3 October 2014 (joint work with Maja Stegenwallner-Schütz).

Accessibility effects through contrasts in the development of referential choices in German. Poster presented at the RefNet Workshop on Psychological and Computational Models of

Reference Comprehension and Production, University of Edinburgh, 31st August 2014 (joint work with Maja Stegenwallner-Schütz and Yair Haendler).

DP-headed, demonstrative-headed, and headless object relative clauses in child German. Accepted Poster at the 13th International Conference for the Study of Child Language (IASCL), University of Amsterdam, 14th-18th July 2014 (joint work with Maja Stegenwallner-Schütz and Yair Haendler, the poster was not presented for family commitment of the first author).

Canonicity and hearer-givenness in children with SLI while processing spatial sentences. Poster presented at the 13th International Conference for the Study of Child Language (IASCL), University of Amsterdam, 14th-18th July 2014 (joint work with Maja Stegenwallner-Schütz).

Off-line and On-line Child Comprehension of Object Relative Clauses with Demonstrative and Personal Pronouns. Talk presented at the workshop "Experimental and theoretical approaches to relative clauses reconciled" at the 36th Annual Conference of the German Linguistic Society, Philipps-Universität Marburg, 5th-7th March 2014. (Joint work with Yair Haendler).

2013

The processing of German passives: A study with 4- and 5-year-old children. Poster presented at the 38th Boston University Conference on Language Development, 1st-3rd November 2013 (joint work with Yair Haendler).

Processing Spatial Statements in Children with SLI: Language Deficit, Visual Attention Deficit or Both? Poster presented at the 38th Boston University Conference on Language Development, 1st-3rd November 2013 (joint work with Maja Stegenwallner-Schütz).

Linking extra-linguistic context to language: How children process spatial statements, Talk at Graz Workshop on Information Structure 2. Graz, Austria, May 24-26, 2013 (joint work with Maja Stegenwallner-Schütz).

On-line processing of spatial statements by 4-year-olds, Poster presented at the 11th International Symposium of Psycholinguistics, University of La Laguna, Tenerife, March 20-23, 2013 (joint work with Maja Stegenwallner-Schütz).

When the Finger and the Eye do not go hand-in-hand: Processing of German Relative Clauses in Children and Adults. Poster presented at the 11th International Symposium of Psycholinguistics, University of La Laguna, Tenerife, March 20-23, 2013 (joint work with Tom Fritzsche).

The acquisition of adjectival and verbal passives in German. Poster presented at the 11th International Symposium of Psycholinguistics, University of La Laguna, Tenerife, March 20-23, 2013 (joint work with Yair Haendler).

It's all relative. Pointing and looking during relative clause processing in children and adults. Talk presented at the 39th Incontro di Grammatica Generativa, University of Modena and Reggio-Emilia, February 21-23, 2013 (joint work with Tom Fritzsche).

Adjectival and verbal passives are understood by German 4-year-olds. Poster presented at the 39th Incontro di Grammatica Generativa, University of Modena and Reggio-Emilia, February 21-23, 2013 (joint work with Yair Haendler).

2012

Verfügbarkeit diskurskohäsiver Mittel für SSES-Kinder bei Erzählungen. Talk presented at the 6th Herbsttreffen Patholinguistik, Universität Potsdam, November 17, 2012 (joint work with Antje Skerra and Natalia Gagarina).

On-line processing of Subject and Object Relative Clauses in Adults and Infants. Talk presented at the conference "Early Language Acquisition", Lyon, December 5-7, 2012 (joint work with Adrienne Scutellaro, Megha Sundara, Nina Hayms).

2011

Producing German Relatives: How do children deal with them? Talk presented at the conference "Generative Approaches to Language Acquisition", Thessaloniki, September 6-8, 2011 (joint work with Marie Sehm and Andrea Zukowski).

2010

What do Infants know about Syntax? The case of Relative Clauses. Poster presented at the XVII International Conference on Infant Studies, Baltimore, MD, March 11-14, 2010 (joint work with Adrienne Scutellaro, Megha Sundara, Nina Hayms).

Grammatical features make Relative clauses easier. Poster presented at the XXXVI Incontro di Grammatica Generativa, University of Milano-Bicocca, February 25-26, 2010 (joint work with Matteo Forgiarini and Heather van der Lely).

What to Infants know about Relative Clauses? Talk presented at the XXXVI Incontro di Grammatica Generativa, University of Milano-Bicocca, February 25-26, 2010 (joint work with Adrienne Scutellaro, Megha Sundara, Nina Hayms).

2009

Reactivation of two different VP-internal subject positions (unergative verbs vs unaccusative and reflexive verbs): processing evidence from French, poster presented at the XXII Annual Meeting of the CUNY Conference on Human Sentence Processing, University of California at Davis, March 26- 28th, 2009 (joint work with Isabelle Charnavel and Nina Hyams, UCLA).

The Online Processing of French Reflexives : Cross Modal Lexical Priming experimental evidence for their unaccusativity, talk presented at X Tokyo Conference on Psycholinguistics, Institute of Cultural and Linguistic Studies at Keio University, March 13-14 2009 (joint work with Isabelle Charnavel and Nina Hyams, UCLA).

The subject/object relative clause asymmetry in hearing impaired children: evidence from a comprehension task. Talk presented at the XXXV Incontro di Grammatica Generativa, University of Siena, February 26-28 2009 (joint work with Francesca Volpato, University of Venice).

2008

L'acquisizione di Relative nei bambini italiani: un nuovo esperimento di comprensione: one of the 7 selected papers for the Psychology Graduate Student Workshop, organized by Associazione Italiana di Psicologia, Napoli.

Re-thinking the acquisition of Relative Clauses: a new comprehension experiment, poster presented at the 27 West Coast Conference in Formal Linguistics, University of California, Los Angeles.

2007

Effetti di accordo di Genere e Numero nella comprensione di frasi relative: uno studio sui bambini italiani. Talk presented at the conference Associazione Italiana di Psicologia, Sessione di Psicologia Sperimentale, Como (with van der Lely H.K.J, Forgiarini M., Guasti M.T.).

Il ruolo dei tratti grammaticali nella rianalisi di frasi temporaneamente ambigue, Poster presented at the Conference Associazione Italiana di Psicologia, Sessione di Psicologia Sperimentale (with Arosio F., and Guasti M.T.).

Relative clause comprehension in English children: the role of number agreement, Talk presented at the Interdisciplinary Approaches to Relative Clauses, 13th-15th September 2007, University of Cambridge, UK (with Guasti M. T., Forgiarini M. & van der Lely H.K.J.).

Relative clause comprehension in typically-developing and G-SLI English children: the role of number agreement, Poster presented at the Generative Approaches to Language Acquisition, Universitat Autònoma de Barcelona, Spain (with Guasti M. T., Forgiarini M. & van der Lely H.K.J.).

Sentence comprehension and Agreement Processes: evidences for Grammatical-Specific language Impairement, Poster presented at the 13th Annual Conference on Architectures and Mechanism for Language Processing, University of Turku, Finland (with Guasti M. T., Forgiarini M. & van der Lely H.K.J.).

Relative clauses comprehension in typically developing and G-SLI children: the role of number agreement, Talk at XXXIII Incontro di Grammatica Generativa, Università degli Studi di Bologna (with M.T.Guasti and H. van der Lely).

Relative clauses comprehension in typically developing and G-SLI children: the role of number agreement, Poster presented at the 'Biological and Psychological foundations of Language' Symposium, Università degli Studi "G.D'Annunzio" di Chieti-Pescara (with M.T.Guasti and H. van der Lely).

2006

Comprehension of restrictive relative clauses in specifically language impaired and typically developing English children, Poster presented at the 'Word-learning in Children with SLI: Theory, Diagnosis and Intervention' workshop, UCL Centre for Developmental Language Disorders and Cognitive Neuroscience (with M.T.Guasti and H. van der Lely).

Number morphology and position during relative clause processing by Italian children. Talk at 29th GLOW Colloquium, Universitat Autònoma de Barcelona (with M. T. Guasti and F. Arosio).

Relative clause processing by Italian children: A self-paced listening study, Talk at On-line methods in children's language processing, Workshop at the CUNY Graduate Centre (with M. T. Guasti and F. Arosio).

Developmental stages in the emergence of different types of wh-questions. Poster presented at Latsis Colloquium, University of Geneva.

2005

Processing Grammatical Features by Italian Children, Poster presented at the 30th Boston University Conference on Language Development (with M.T. Guasti and F. Arosio).

Children's processing of subject and object relatives in Italian. Talk at Generative Approaches to Language Acquisition Conference (GALA), University of Siena (with M.T. Guasti and F.Arosio).

WORKSHOP ORGANISATION

2015

Sentence complexity at the boundary of grammatical theory and processing: A special challenge for language acquisition: Workshop organized within the German Linguistic Society (DGfS) Annual Conference, University of Konstanz, 23rd-26th February 2016 (co-promoters Tom Fritzsche and Theodoros Marinis).

2013

Specific conditions in language acquisition; Workshop organized within the German Linguistic Society (DGfS)) Annual Conference, University of Potsdam, 12th-15th March 2013 (co-promoters: Johannes Hennies and Eva Wimmer).

TEACHING OFFER

IN THE SPECIAL EDUCATION UNIT AT FREE UNIVERSITY OF BERLIN

2025-2026

- Language development and language support, with a focus on early cognitive support and language support techniques for teaching in inclusive classrooms (BA Special Education, WiSe)
- Colloquium for Bachelor and Master thesis, with a focus on Language Development (BA and M. Ed. Special Education, WiSE)

2024-2025

- Language development and language support, with a focus on early cognitive support and language support techniques for teaching in inclusive classrooms (BA Special Education, WiSe +SoSe)

2023-2024

- Language development and language support, with a focus on Down Syndrome (BA Special Education, SoSe)
- Research methods for Special Education (BA Special Education, WiSe)
- Colloquium for Bachelor and Master thesis, with a focus on Language Development (BA and M. Ed. Special Education, WiSE and SoSe)

2022-2023

- Language development and language support, with a focus on Down Syndrome (BA Special Education, WiSe)
- Research methods for Special Education (BA Special Education, SoSe)
- Ringvorlesung "Psychological-pedagogical Diagnostics": Lecture Topic "Developmental Language Disorders and Multilingualism" (M. Ed. Special Education, SoSe)
- Colloquium for Bachelor and Master thesis, with a focus on Language Development (BA and M. Ed. Special Education, WiSE and SoSe)

2021-2022

- Language development and language support, with a focus on Down Syndrome (BA Special Education, WiSe)
- Ringvorlesung “Psychological-pedagogical Diagnostics”: Lecture Topic “Developmental Language Disorders and Multilingualism” (M. Ed. Special Education, SoSe)
- Colloquium for Bachelor and Master thesis, with a focus on Language Development (BA and M. Ed. Special Education, WiSE and SoSe)

2020-2021

- Language development in children and adolescents with Down Syndrome (BA Special Education, WiSe)
- Ringvorlesung “Psychological-pedagogical Diagnostics” : Lecture Topic “Developmental Language Disorders and Multilingualism” (M. Ed. Sonderpädagogik, SoSe)

2019-2020

Language development in children and adolescents with Down Syndrome (BA Special Education (SoSe)

2018-2019

Parental leave.

IN THE LINGUISTIC DEPARTMENT AT UNIVERSITY OF POTSDAM

2017-2018

Introduction to Specific Language Impairment (BSc Patholinguistik: WS);
Psycholinguistische Falldarstellung (BSc Patholinguistik: SoSe)

2016-2017

The interface between Specific Language Impairment and bilingual development (BSc Patholinguistik: WS);
Introduction to Specific Language Impairment (BSc Patholinguistik: WS)

Summer Semester: Parental leave.

2015-2016

Syntactic Development in Developmental Language Disorders (BSc Patholinguistik: WS);
Introduction to Specific Language Impairment (BSc Patholinguistik: WS);
Current topics in language acquisition and its disorders (EMCL/IECL/Linguistic Master; SoSe);
Psycholinguistische Falldarstellung (BSc Patholinguistik: SoSe)

Winter Semester: Parental leave.

2014-2015

Current topics in language acquisition and its disorders (EMCL/IECL/Linguistic Master; SoSe)
Psycholinguistische Falldarstellung (BSc Patholinguistik: SoSe)

2013-2014

Syntactic Development in Developmental Language Disorders (BSc Patholinguistik: WS);
Introduction to Specific Language Impairment (BSc Patholinguistik: WS)

Summer Semester: Parental leave.

2012-2013

Parental Leave

2011-2012
Syntactic Development in Developmental Language Disorders (BSc Patholinguistik: WS);
Introduction to Specific Language Impairment (BSc Patholinguistik: WS)

Summer Semester: Parental leave.

2010-2011
Syntactic Development in Developmental Language Disorders (BSc Patholinguistik: WS);
Introduction to Specific Language Impairment (BSc Patholinguistik: WS);
Institutsvorlesung: Linguistische Forschungsthemen (WS);
Assessment and Rehabilitation in Developmental Language Disorders (EMCL: SoSe);
English for Patholinguistics (BSc Patholinguistik: SoSe)

2009-2010
Syntactic Development in Developmental Language Disorders (BSc Patholinguistik: WS);
Introduction to Specific Language Impairment (BSc Patholinguistik: SoSe);
Assessment and Rehabilitation in Developmental Language Disorders (EMCL: SoSe)

OTHER TEACHING EXPERIENCE

2018
Department of Psychology, University Milano-Bicocca
Erasmus+ Exchange

2008
Istituto Italiano di Cultura, Los Angeles
Teacher of Italian as L2 to adults

2006-2007
University Milano-Bicocca
Teacher assistant/tutor for the course in General Linguistics

2004
Leonardo Da Vinci School, Siena
Teacher of Italian as L2 at all levels to mature students and young adults

2003-2004
School of Language Studies, Australian National University, Canberra
Supply-teacher at the Italian Department

2003
Dante Alighieri Society, Canberra (Australia)
Teacher of Italian as L2 at all levels to mature students and young adults

2003
Lyons Bilingual Primary School, Canberra (Australia)
Teacher assistant on the Italian Immersion Program

STUDENT SUPERVISOR[1]

RESEARCH ADVISOR FOR BA/BSC/MA/MSC/DIPLOMA/MAGISTER STUDENTS ("*" INDICATES FIRST ADVISOR UP TO 2023):

2023

* Anna Farina Trzecinski, M. Ed. Sonderpädagogik, FU Berlin, Mehrsprachigkeit bei Menschen mit Down-Syndrom: Ein systematisches Review

*Gumprich, Jeannette, M.Ed. Grundschulpädagogik, FU Berlin, Die implizite Förderung der Kasusmarkierungen nach Wechselpräpositionen bei fünf-jährigen Kindern – Pilotierung eines digitalen Trainingskonzeptes im Einzel- und Gruppensetting.

* Vivien Förtsch, M. Ed. Grundschulpädagogik, FU Berlin, Der Einfluss von Berufserfahrung der Lehrkräfte auf ihre Selbstwirksamkeit: Ein Vergleich allgemeiner Berufserfahrung und Berufserfahrung mit Lernenden mit Deutsch als Zweitsprache.

* Cornelius, Christina, M. Ed. Sonderpädagogik, FU Berlin, The impact of specific teacher training on teachers' self-efficacy and beliefs towards teaching culturally and linguistically diverse classes and on the implementation of inclusive teaching practices.

2022

*Karlotta Barenscheer, BA Sonderpädagogik, Freie Universität Berlin. Sprachstanderhebung für mehrsprachige Kinder im Alter von 4-9 Jahren – Eine Untersuchung der LITMUS Tools NWR und MAIN.

*Sandra Kettwig, M. Ed. Grundschulpädagogik, FU Berlin, Einfluss der Theory of Mind und Sprachkompetenz in Hinblick auf das Verständnis von Ironie und Idiomen bei Kindern und Jugendlichen mit hochfunktionalem Autismus.

*Mia Elin Steinbuck, BA Sonderpädagogik, Freie Universität Berlin. Welche Unterschiede lassen sich bei Kindern mit ASS in Alter von 5-7, 8-12 und Jugendlichen von 13-17 Jahren in der Entwicklung der Gesichtemotionserkennung im Gegensatz zu Erwachsenen erkennen?

2021

*Laura Steege, BA Sonderpädagogik, Freie Univerisität Berlin. *Die Bedeutung der phonologischen Bewusstheit für den Schriftspracherwerb von Kindern mit Down-Syndrom: Eine Gegenüberstellung von Theorie und Praxis.*

*Nina Keim, BA Sonderpädagogik, Freie Univerisität Berlin. *Eine vergleichende Analyse analoger und computer-basierter Interventionen zum Schriftsspracherwerb für Kinder und Jugendlichen mit Down-Syndrom.*

*Sarah Grothe, BA Sonderpädagogik, Freie Univerisität Berlin. *Ein Vergleich der virtuellen Trainingsprogramme „Zirkus Empathico" und „Emotiplay", im Hinblick auf die Forderung der Emotionserkennung und sozialen Kompetenzen von Kindern mit Autismus-Spektrum-Störungen.*

[1] From 2023 onwards, only a selection of supervised thesis is reported, given the high number of supervised theses overall

*Christina Cornelius, BA Sonderpädagogik, Freie Univerisität Berlin. *Ein Vergleich der Interventionsprogramme TEACCH und PECS und deren Auswirkung auf die Kommunikaiton von Kindern mit Autismus-Spektrum-Störungen.*

2020

Katharina Grabert, BA Special Education, Free University of Berlin. *Die Wirksamkeit der tiergestützten Therapie bei der Kommunikation und sozialen Interaktion bei Kindern und Jugendlichen mit Autismus-Spektrum-Störung*.

2019

Sofia Strazzari, Master Student Linguistic Program, University of Pisa. *How do children come to master sentences? The impact of animacy and number dissimilarities on the comprehension of SVO vs. OVS simple transitive sentences in German-speaking preschool children*.

2018

*Peter Horn, Master Student Linguistic Program, Universität Potsdam. *A Retrospective Analysis on the Development of Fast Mapping and Novel Word Learning Abilities: Evidence from German-learning 30- and 36-month-olds*.

*Maria Vomva, Master Student IECL Program, Universität Potsdam. *Bilingualism or SLI? A Greek-German study on gender on personal pronouns*.

2017

*Iryna Sorokovska, Master Student IECL Program, Universität Potsdam. *Comprehension and Processing of Case Marking and Verb Agreement in German-speaking 4-year-olds*.

*Giulia Bruno, BSc Patholinguistik, Universität Potsdam. *Processing of complex sentences in children and adolescents with Autism Spectrum Disorder*.

2016

Anneli Roth, BSc Patholinguistik, Universität Potsdam. *Einfluss pragmatischer Fähigkeiten auf die Wahl von Artikeln: Eine Produktionsstudie mit Vorschulkindern*.

2014

Steffi Schwanz, BSc Patholinguistik, Universität Potsdam. *Numerosinformation in Sätzen mit flexibler Wortstellung: Eine Satzverständnisstudie zum Erwerbsverlauf*.

Anne Kämpfner, BSc Patholinguistik, Universität Potsdam. *Eine Korpusanalyse hinsichtlich der Produktion von Relativsätzen bei Kindern und Erwachsenen im Deutschen*.

2012

*Yair Haendler, Master student IECL Program, Universität Potsdam. *Acquisition of Passive in German: Adjectival and Verbal Passives are understood by 4-year-olds*.

2011

*Gentjana Taraj, Master student EMCL Program, Universität Potsdam. *Comprehension of reflexives and personal pronouns in Albanian-speaking children: Evidence from typical development and autism spectrum disorders*.

*Eileen Ziegler, Magisterstudentin, Universität Potsdam. *The comprehension of German Relative Clauses: the Role of Number and Pronouns*.

*Talea Glaw, BSc Patholinguistik, Universität Potsdam. *What factors are responsible for the facilitating effects found in the processing of object relative clauses?*

*Júlia Escalda Mendonça, Master student EMCL Program, Universität Potsdam. *Comprehension and Production of Relative Clauses in Brazilian-Portuguese-speaking children*.

Brigitta Keij, Master Student, EMCL Program, Universität Potsdam.

RESEARCH ADVISOR FOR PHD STUDENTS ("*" INDICATES FIRST ADVISOR):

IN PROGRESS

*Aida Amir, PhD Student Freie Universität Berlin; Working title: The Effects of Bilingualism on Language and Social Development of School-Age Children with Autism Spectrum Conditions

*Tanja Diederich, PhD Student Freie Universität Berlin; Working title: *The development of case marking skills on definite articles after local two-case prepositions in German-speaking children – A concept for an intervention study*.

COMPLETED 2019

*Maja Stegenwallner-Schütz, PhD student Universität Potsdam. *The Development of Syntactic and Pragmatic Aspects of Language in Children with Developmental Disorders*.

COMPLETED 2017

*Yair Haendler, PhD student Universität Potsdam. *Effects of Embedded Pronouns on Relative Clause Processing: Cross-linguistic Evidence from Children and Adults*.

DISSERTATION/HABILITATION COMMITTEE MEMBER ("*" INDICATES AS COMMITTEE CHAIR):

COMPLETED 2026

Maxime Carrière, PhD Student, Freie Universität Berlin

COMPLETED 2025

Gianna Josefine Urbanczik, PhD Student, Macquarie University, Sydney
Mauro Viganò, PhD Student, Université Paris 8, Vincennes-Saint-Denis
Maike Pöhler, PhD Student, Freie Universität Berlin

COMPLETED 2023

Anne Adelt, PhD Student, University of Potsdam.

COMPLETED 2022

Hui-Ching Chen, PhD Student, University of Potsdam.
Johanna Liebig, PhD Student, Free University of Berlin.

COMPLETED 2019

Maja Stegenwallner-Schütz, PhD Student, University of Potsdam.
*Rowena Garcia, PhD Student, University of Potsdam.

COMPLETED 2017
Yair Haendler, PhD Student, University of Potsdam.
*Katalin Tamási, PhD Student, University of Potsdam.
Dr. Alexander Geyken, Habilitation, University of Potsdam.

COMPLETED 2016
Agata Renans, PhD student, University of Potsdam.
Anamaria Bentea, PhD student, University of Geneva.

COMPLETED 2013
Corinna Schultheiss, PhD Student, University of Potsdam.

COMPLETED 2012
Claudia Manetti, PhD Student, University of Siena.

COMPLETED 2011
McLoddy Kadyamusuma, IECL PhD student, University of Potsdam.

COMPLETED 2010
Milena Kühnast, PhD student, ZAS Berlin.

SUPERVISOR OF EXTERNAL INTERNSHIPS

2022
Klara Matiasovitsová (University of Prague), PhD student internship.
2021
Jelle Kisjes (University of Groningen), ReMa student internship.

2018
Sofia Strazzari (University of Pisa), internship at the ALADDIN group.
2013
Elena Callegari (University of Utrecht), visitor at the ALADDIN group in October-December 2013.

2015
Elena Vares González (University of Oviedo), visitor at the ALADDIN group in October-December 2015.

ACADEMIC SERVICES

Editorial Board member of Journal of Child Language (2018-to date)

Chair of the Examination Board BA Special Education, Department of Education and Psychology, Free University of Berlin (2025-to date)

Erasmus coordinator and responsible for the accreditation of students in Special Education (2021- to date)

Vice-Director of the Dahlem School of Education, Free University of Berlin (2021- 2025)

Deputy chair of the Examination Board Special Education, Department of Education and

Psychology, Free University of Berlin (2020-2025)

Member of various hiring committees at the Free University of Berlin and University of Potsdam

Associate Editor of Applied Psycholinguistics (2018-2020)

Research proposal reviewer for:

- German Science Foundation
- Israel Science Foundation
- Language Learning Early Career Research Grants

Paper reviewer for:

- Language, Cognition and Neuroscience
- Language Acquisition: A Journal of Developmental Linguistics
- Glossa
- First Language
- Linguistics
- Applied Psycholinguistics
- Lingua
- Journal of Child Language
- Child Development Research
- Journal of Speech, Language, and Hearing Research
- Infant Behavior and Development
- Bilingualism: Language and Cognition

Chapter reviewer for:

- Series “Language Acquisition and Language Disorders”, John Benjamins
- Cambridge University Press
- Wiley Blackwell

Conference reviewer for:

- Since 2012: Linguistic Evidence
- Since 2013: Incontro di Grammatica Generativa (IGG)
- Since 2015: Generative Approaches to Language Acquisition (GALA)
- Since 2018: Generative Linguistics in the Old World (GLOW)

Tutor for BSc students at the University of Milano-Bicocca

Mentor for PhD students at the University of Potsdam

Committee member for selecting MSc and PhD students at the University of Potsdam