

Amanda Rose Yuile

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Research Areas	language acquisition, infant cognition	
Current Academic Appointment	Post-doctoral Researcher Department of Speech, Language, and Hearing Sciences Purdue University Supervisor: Dr. Arielle Borovsky	January 2023 - present
Education	Ph.D. in Psychology , University of Illinois at Urbana-Champaign Dissertation: Children’s Use of Event Information in Reference Comprehension Advisor: Dr. Cynthia Fisher	2022
	M.Sc. in Psychology , Queen’s University, Kingston, Ontario Thesis: Inhibitory Control is a Rate-Limiting Factor to Preschoolers’ Use of Irregular Inflection Advisor: Dr. Mark Sabbagh	2016
	B.A. in Psychology (Honors) & German , University of Oregon, Eugene, Oregon Thesis: Re-evaluating Recasts as Negative Evidence Advisor: Dr. Dare Baldwin	2014
Honors & Awards	NRSA T32 Postdoctoral Fellowship, NIDCD-3T32DC000030-32S1 Paula Menyuk Award, BUCLD 46 Jean Berko Gleason Award for top-rated student abstract, BUCLD 45 NSF Research Experience for Graduates, BCS-1823381 Psych. Department Fellowship, UIUC (\$27,000) Paula Menyuk Travel Award, BUCLD 41 (\$300) Phillip & Teresa Hansen Scholarship, University of Oregon	2024-2026 2021 2020 2019 2016 – 2018 2016 2013
Publications	Weihs, L., Yuile, A.R. , Baillargeon, R., Fisher, C., Marcus, G., Motteghi, R., & Kembhavi, A. (2022). Benchmarking progress to infant-level physical reasoning in AI. <i>Transactions on Machine Learning Research</i> . Mink, J., Yuile, A.R. , Pal, U., Aviv, A., & Bates, A. (2022). Users can deduce sensitive locations protected by privacy zones on fitness tracking apps. <i>Proceedings of the ACM Conference on Human Factors in Computing Systems (ACM CHI)</i> . Yuile, A.R. & Fisher, C. (2021). 4- and 5-year-olds use mental models of events in reference resolution. <i>Proceedings of the 45th annual Boston University Conference on Language Development</i> . ed. Danielle Dionne and Lee-Ann Vidal Covas, 829-844, Somerville, MA: Cascadilla Press. Yuile, A.R. & Sabbagh, M.A. (2021). Inhibitory control and preschoolers’ use of irregular past tense verbs. <i>Journal of Child Language</i> , 48 (3), 480-498. DOI: https://doi.org/10.1017/S0305000920000355	

Manuscripts in Preparation

Yuile, A.R. & Fisher, C. (in prep.). 4- and 5-year-olds use mental models of events in reference resolution.

Yuile, A.R., Fisher, C. & Wagner, L. (in prep.). Verb type, but not event structure, affects children's pronoun interpretation.

Yuile, A.R., Baillargeon, R., & Fisher, C. (in prep.). Two-year-olds show false-belief understanding in an intent-based social preference task.

Invited Talks

The Role of Event Information in Children's Reference Comprehension. Language Learning and Meaning Acquisition (LLaMA) Lab, Purdue University, July, 1, 2022.

The Role of Event Representations in Children's Reference Comprehension. Developmental and Cognitive Brown Bag, Vanderbilt University, February 12, 2021.

4- and 5-year-olds Use Mental Models of Events in Reference Resolution. Developmental Brown Bag, University of Chicago, February, 8, 2021.

Conference Presentations

Talks:

Yuile, A.R., Fisher, C., & Wagner, L. (2021, November). Verb type, but not event structure, affects children's pronoun interpretation. Presented at the *Boston University Conference on Language Development (BUCLD) 46th annual meeting*, Boston, MA.

Yuile, A.R. & Fisher, C. (2020, November). 4- and 5-year-olds use mental models of events in reference resolution. Presented at the *Boston University Conference on Language Development (BUCLD) 45th annual meeting*, Boston, MA.

Yuile, A.R. & Sabbagh, M.A. (2016, November). Inhibitory control is a rate-limiting factor to preschoolers' use of irregular inflection. Presented at the *Boston University Conference on Language Development (BUCLD) 41st annual meeting*, Boston, MA.

Posters:

Yu, Yukun, **Yuile, A.R.**, Ishak, D., & Fisher, C. (2024, May). Preschoolers use verb and event knowledge in online reference resolution. Poster presented at the *37th Annual Conference on Human Sentence Processing*. Ann Arbor, MI.

Yuile, A.R. & Fisher, C. (2023, March). Thematic role and grammatical aspect predict patterns of coreference in spontaneous speech to children. Poster presented at the *36th Annual Conference on Human Sentence Processing*. Pittsburgh, PA.

Yuile, A.R., Baillargeon, R., & Fisher, C. (2021, February). Two-year-olds prefer a helper whose actions fail due to a false belief over a deliberate hinderer. Poster presented in the *Origins of the Social Mind Pre-conference* at the *Society for Personality and Social Psychology Annual Convention*.

Yuile, A.R., Baillargeon, R., & Fisher, C. (2020, July). Two-year-olds demonstrate false-belief understanding in a novel intent-based social-preference task. Poster presented at the *Biennial Meeting of the International Congress of Infant Studies*.

Yuile, A.R., Baillargeon, R., Hyde, D.C., & Fisher, C. (2020, July). ToMcat: A videotaped, open-access violation-of-expectation study for measuring early false-belief understanding in infants and toddlers. Poster presented at the *Biennial Meeting of the International Congress of Infant Studies*.

Yuile, A.R., Baillargeon, R., Fisher, C., & Hyde, D.C. (2019, October). Introducing ToM-cat: A videotaped, open-access violation-of-expectation study for measuring early false-belief understanding in infants and toddlers. Poster presented at the *Cognitive Development Society (CDS) biennial meeting*, Louisville, KY.

Yuile, A.R. & Sabbagh, M.A. (2017, April). Neurodevelopmental correlates of perspective taking during role play. Poster presented at the *Society for Research in Child Development (SRCD) biennial meeting*, Austin, TX.

Hammons, A.R., Maier, R., & Baldwin, D.A. (2014, May). You lang them!: Re-evaluating recasts as negative evidence. Poster presented at the *Psychology Undergraduate Research Conference (PURC) 23rd annual meeting*, University of California, Los Angeles.

Hammons, A.R., Maier, R., & Baldwin, D.A. (2014, May). You lang them!: Re-evaluating recasts as negative evidence. Poster presented at the *Undergraduate Research Symposium*, University of Oregon.

Research Experience

Post-doctoral Research Associate, Language Learning and Meaning Acquisition Lab current Purdue University (Dr. Arielle Borovsky)

- Design and implement experiments on language acquisition in 2- to 3-year-olds that use visual world, looking-while-listening, and computational modeling methods
- Analysis of automatic eye-tracking data
- Recruit, train, and supervise undergraduate research assistants

Graduate Research Assistant, Language Acquisition Lab 2017-2022
University of Illinois at Urbana-Champaign (Dr. Cynthia Fisher)

- Designed and implemented experiments on language acquisition in 4- to 6-year-olds and adults that use visual world, looking-while-listening, and language production methods
- Completed analysis of automatic eye-tracking data, frame-by-frame coding and analysis of looking time data, analysis of language production data
- Established method for online data collection of children's eye gaze via the Zoom video conference software and Qualtrics survey software
- Recruit, train, and supervise undergraduate research assistants
- Assisted with recruiting families at community outreach events

Graduate Research Assistant, Infant Cognition Lab 2017-2022
University of Illinois at Urbana-Champaign (Dr. Renée Baillargeon)

- Designed and implemented video-based experiments on theory-of-mind development in toddlers that use preferential looking and violation-of-expectation methods
- Completed analysis of automatic eye-tracking data, frame-by-frame coding and analysis of looking time data
- Established method for online data collection of children's eye gaze via the Zoom video conference software and Qualtrics survey software
- Assisted with recruiting families at community outreach events

Research Intern, Perceptual Reasoning and Interaction Research Team SU 2021
The Allen Institute for Artificial Intelligence

- Designed open-access benchmark modeled after Developmental Psychology experiments to evaluate AI models' representation of physical events
- Filmed and edited experimental stimuli in a developmental lab setting and created parallel computer generated video stimuli in the AI2 Thor simulation environment

- Graduate Research Assistant, Language Sciences Research Lab SU 2019
The Ohio State University (Dr. Laura Wagner)
- Wrote a funded grant application with with lab P.I. (NSF REG BCS-1823381)
 - Designed and implemented experiments on language acquisition in 4- to 6-year-olds in a museum setting
 - Analyzed eye-tracking and language production data
 - Mentored NSF REU student in conducting and presenting a summer research project
 - Participated in museum science outreach
- Graduate Research Assistant, Early Experience Lab 2014-2016
Queen's University (Dr. Mark Sabbagh)
- Designed and implemented experiment on language acquisition in 3- to 4-year-olds
 - Analyzed language production data
 - Recruited, trained, and supervised undergraduate research assistants
 - Assisted with recruiting families at community outreach events
- Undergraduate Research Assistant, Acquiring Minds Lab 2013-2014
University of Oregon (Dr. Dare Baldwin)
- Designed and implemented experiment on language acquisition
 - Analyzed language production data
 - Assisted in data collection and coding for behavioral experiments supervised by graduate students
 - Assisted with recruiting families at community outreach events
- Undergraduate Research Assistant, Brain Development Lab 2012-2013
University of Oregon (Dr. Helen Neville)
- Assisted in the cleaning and processing of EEG data

Teaching Experience	Department of Speech, Language, and Hearing Sciences, Purdue University	
	SLHS 309 Language Development, Instructor	FA 2023
	Department of Psychology, University of Illinois Urbana-Champaign	
	PSYC 216 Child Development, Co-instructor	FA 2021
	PSYC 216 Child Development, Instructor*	SP 2021
	PSYC 216 Child Development, Co-instructor*	SP 2021
	PSYC 216 Child Development, Co-instructor*	FA 2020
	PSYC 216 Child Development, Instructor	SP 2020
	PSYC 216 Child Development, Teaching Assistant	FA 2019
	PSYC 318 Infancy, Teaching Assistant	SP 2019
	<i>* Named on the List of Teachers Ranked as Excellent by Their Students</i>	
	Department of Psychology, Queen's University	
	PSYC 100 Principles of Psychology, Teaching Assistant	SP 2016
	PSYC 100 Principles of Psychology, Teaching Assistant	FA 2015
	PSYC 251 Developmental Psychology, Teaching Assistant	SP 2015
	PSYC 205 Comparative Cognition, Teaching Assistant	FA 2014

Student Advising **Honors Students:** Elaine Ye (Ph.D. Student, UNC Chapel Hill), Dana Meyerson (Lab Manager, MU Family and Child Development Lab)

Service Ad Hoc Reviewer: Journal of Child Language, Boston University Conference on Language Development (BUCLD)

Technical Skills**Programming languages & statistical software:** Matlab, Python, R, JavaScript, SPSS**Survey software:** Qualtrics**Eye-tracking:** EyeLink 1000, Tobii 60**Computer aided design & analysis:** Adobe Animate, Photoshop, Premiere, Audacity, Praat