

CURRICULUM VITAE
MARGARET FRIEND
 Department of Psychology
 San Diego State University
 6505 Alvarado Road, Suite 101
 San Diego, CA 92120

POSITIONS

2016-Present

Professor

2014-present

Affiliated Faculty, Center for Clinical and Cognitive Neuroscience, San Diego State University
 Member, MacArthur Communicative Development Inventories Advisory Board

2012-present

Affiliated Faculty, Centre de Recherche en Développement Humain
 Université Concordia, Montreal

2003-present

Core Faculty, Joint Doctoral Program in Language and Communicative Disorders
 San Diego State University and University of California, San Diego
 Affiliated Faculty, Center for Research in Language
 University of California, San Diego

2007

Invited Professor, Section de Psychologie, Processing, Acquisition, and Disorders of
 Language Laboratory, Université de Genève, Switzerland

EDUCATION

1995-1997

NICHD Postdoctoral Fellow, Institute of Human Development, University of California, Berkeley

1995

NICHD Postdoctoral Fellow, Section de Psychologie, Université de Genève, Switzerland

1994

NICHD Postdoctoral Fellow, Department of Psychiatry, University of California, San Francisco

1994, Ph.D., Developmental Psychology, University of Florida, Gainesville, FL

1991, M.S., Developmental Psychology, University of Florida, Gainesville, FL

1986, B.A., cum laude, Psychology Honors Program, University of South Florida, Tampa, FL

RESEARCH AWARDS

2017

Friend, M., Poulin-Dubois, D., & Zesiger, P. *The Path to Language and Literacy: A Cross-Linguistic Longitudinal Approach*. R01HD068458 No-cost extension **PI**.

Friend, M. Dual Language Exposure and Cognitive Development: A Study of Spanish-English Bilinguals in the U.S. SDSU Graduate and Research Affairs Summer Undergraduate Research Program. \$3000. **PI**

Bleses, D., Højen, A., & Dale, P. Enhanced language skills in children 0-2 years: We are learning language in daycare and home-based care. Denmark Ministry for Children, Education and Gender Equality. DKK 8bn. **Consultant**.

Giang P. *Language-literacy Growth in Vietnamese Children with and without Language Impairment*. K23DC014750. \$500K. **Mentor**.

2014

Friend, M. The Language Environments of Young English and Spanish Children in the U.S., SDSU Undergraduate Research Mini-Grant Program, \$1000.00 **PI**.

2014-2017

DeAnda, S. & **Friend, M.** *Investigating lexical structure in monolingual and bilingual Spanish-Speaking children in the U.S.* F31HD081933. \$102,549. **Co-PI**.

2012-2014

Friend, M. & DeAnda, S. *The Path to Language and Literacy: A Cross-Linguistic Longitudinal Approach*. Diversity Supplement, R01 HD068458-02W1 \$81,960 **PI**.

2011-2016

Friend, M., Deak, G., Poulin-Dubois, D., & Zesiger, P. *The Path to Language and Literacy: A Cross-Linguistic Longitudinal Approach*. R01HD068458 \$2,200,000 **PI**.

2003-2004

Friend, M., “*Visual Preference and Receptive Vocabulary in Infancy*” NICHD Small Grant, R03-HD39751-01R. No-cost extension. **PI**.

2002-2003

Friend, M., “*Visual Preference and Receptive Vocabulary in Infancy*” NICHD Small Grant, R03-HD39751-01R. \$150,000. **PI**.

2001-2002

Friend, M., “*An Infant-Based Assessment of Early Language Comprehension*” The San Diego Foundation Blasker Grants Program Award. \$35,000 **PI**.

1998

Friend, M. “*Perception of Faces in Infancy and Early Childhood.*” San Diego State University Faculty Development Award. **PI**.

1994-1997

Friend, M. “*Affective communication during early language acquisition*” NICHD 3-Year Individual Postdoctoral Fellowship, NRSA F32-HD07893. **PI**.

PROFESSIONAL MEMBERSHIPS

Cognitive Development Society
 International Association for the Study of Child Language
 International Congress on Infant Studies
 Society for Research in Child Development
 Spatial Learning and Intelligence Network
 Scholars without Borders

ADDITIONAL TRAINING**2016**

Workshop: Building Best Practices in Infancy Research
 Jessica Sommerville, Kiley Hamlin, Lisa Oakes, & John Colombo
 New Orleans, LA, May 25, 2016.

2010

Workshop on Temporal Dynamics, Deborah Forster,
 San Diego State University and University of California, San Diego

2009

The Big Blend Boot Camp: Course Design for Large Classes
 Center for Teaching and Learning, San Diego State University

2009

Workshop on SALT Language Transcription and Coding
 Sonja Pruitt, Speech, Language, and Hearing Sciences,
 San Diego State University

2001

Workshop on working with larger classes
 Center for Teaching and Learning, San Diego State University, San Diego, CA

COMPUTER PROGRAMS

1. Bleses, D., Højen, Dale, P., & **Friend, M.** (in progress) Danish adaptation of the Computerized Comprehension Task.
2. Marchman, V. & **Friend, M.** (2014). MacArthur Communicative Development Inventories Scoring Program for European French. Available from M. Friend.
3. Marchman, V. & **Friend, M.** (2013). MacArthur Communicative Development Inventories Scoring Program for Canadian French and French-English Bilinguals. Available from M. Friend.
4. DeAnda, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2012). The Language Exposure Assessment Tool. Available from M. Friend.
5. **Friend, M.** (2005). Methods and computer program products for assessing language comprehension in infants and children. US Patent App. 11/093,764

6. **Friend, M.** (2002). The Computerized Comprehension Task. Available from the Child Language Data Exchange System (CHILDES) at <http://chilides.psy.cmu.edu/cct/>

MANUSCRIPTS IN REVIEW

1. Poulin-Dubois, D., Legacy, J., Kuzyk, O., Zesiger, P., & **Friend, M.** (in invited revision). Translation Equivalents Facilitate Lexical Access.
2. DeAnda, S.; Hendrickson, K.; Zesiger, P.; Poulin-Dubois, & **Friend, M.** (in invited revision). Lexical Access in the Second Year: a Cross-linguistic Study of Monolingual and Bilingual Vocabulary Development.
3. **Friend, M.**, Smolak, E., Liu, Y., Poulin-Dubois, D., & Zesiger, P. (in review). A Cross-Language Study of Decontextualized Vocabulary Comprehension in Toddlerhood and Kindergarten Readiness.
4. Hendrickson, K., Love, T., Walenski, M., & **Friend, M.** (in invited revision). The organization of words and environmental sounds in the 2nd year: Behavioral and electrophysiological evidence.
5. DeAnda, S., Arias-Trejo, N., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (in revised review). Developmental changes in SES and minimal exposure on vocabulary in English- and Spanish-learning toddlers.

PUBLICATIONS

1. Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2017). A case for graded word knowledge: Partial knowledge predicts vocabulary growth in the second year. *Journal of Experimental Child Psychology*.
2. Legacy, J., Zesiger, P., **Friend, M.**, & Poulin-Dubois, D. (2016). Vocabulary size and speed of word recognition in very young French-English bilinguals: A longitudinal study. *Bilingualism: Language and Cognition*.
3. DeAnda, S., Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2016). Lexical access in the second year: A cross-linguistic study of monolingual and bilingual vocabulary development. *San Diego Linguistic Papers*, Issue 6. <http://escholarship.org/uc/item/695597dn>
4. Legacy, J. Reider, D., Crivello, C. Kuzyk, O., **Friend, M.**, Zesiger, P. & Poulin-Dubois, D. (2016). Dog or Chien? Translation Equivalents in the Receptive and Expressive Vocabularies of Young French-English Bilinguals. *Journal of Child Language*. doi: 10.1017/S0305000916000295
5. DeAnda, S., Bosch, L., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2016). The Language Exposure Assessment Tool: Quantifying language exposure in infants and children. *Journal of Speech, Language, and Hearing Research*. doi:10.1044/2016_JSLHR-L-15-0234
6. DeAnda, S., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2016). Lexical Processing and Representation in Bilingual First Language Acquisition: Guiding Future Research. *Psychological Bulletin*, 142, 655-667. <http://dx.doi.org/10.1037/bul0000042>
7. Crivello, C., Kuzyk, O., Rodriguez, M., Zesiger, P., **Friend, M.**, Poulin-Dubois, D. (2016). The effects of bilingual growth on toddlers' executive function. *Journal of Experimental Child Psychology*, 141, 121-132. doi: 10.13140/RG.2.1.4150.1925
8. DeAnda, S., Arias-Triejo, N., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2016). Minimal Second Language Exposure and SES-and Early Word Comprehension: New Evidence from a Direct Assessment. *Journal of Bilingualism: Language and Cognition*, 19, 162-180. http://journals.cambridge.org/abstract_S1366728914000820
9. Kehoe, M., Chaplin, E., Mudry, P., & **Friend, M.** (2015). Le développement de la phonologie chez les « late talkers » et les « précoces » The development of phonological skills in late and early talkers. *Reeducation Orthophonique*, N. 263, p 61-84.
10. Legacy, J., Zesiger, P., **Friend, M.** & Poulin-Dubois, D. (2015). Vocabulary size, translation equivalents, and efficiency in word recognition in very young bilinguals. *Journal of Child Language*, doi: 10.1017/S0305000915000252
11. **Friend, M.** & Pace, A. (2015). Action Interrupted: Movement and Breakpoints in the Processing of Motion Violations in Toddlers and Adults. *Journal of Cognition and Development*. <http://dx.doi.org/10.1080/15248372.2015.1016611>
12. Hendrickson, K., Walenski, M., **Friend, M.** and Love, T. (2015). The organization of words and environmental sounds in memory. *Neuropsychologia*, 69, 67-76. <http://dx.doi.org/10.1016/j.neuropsychologia.2015.01.035>

13. Hendrickson, K., Mitsven, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). Looking and touching: What extant approaches reveal about the structure of early word knowledge. *Developmental Science, 18*, 723-735. doi: 10.1111/desc.12250
14. **Friend, M.** & Bates, R.P. (2014). The union of narrative and executive function: different but complementary. *Frontiers in Psychology. Special Issue: Development of executive function during childhood, 5*:469, pp. 1-12. doi: 10.3389/fpsyg.2014.00469
15. Pace, A., Carver, L., & **Friend, M.** (2013). Event-Related Potentials to Intact and Disrupted Actions in Children and Adults. *Journal of Experimental Child Psychology, 116*, 453-470. <http://dx.doi.org/10.1016/j.jecp.2012.10.013>.
16. **Friend, M.**, Schmitt, S., & Simpson, A. (2012). Evaluating the Predictive Validity of the Computerized Comprehension Task: Comprehension Predicts Production. *Developmental Psychology, 48*, 136-148.
17. **Friend, M.** & Zesiger, P. (2011). A Systematic Replication of the Psychometric Properties of the CCT in Three Languages: English, Spanish, and French. *Enfance, 3*, 329-344.
18. Schmitt, S.A., Simpson, A. M., & **Friend, M.** (2011). A Longitudinal Assessment of the Home Literacy Environment and Early Language. *Infant and Child Development, 20*, 409-431.
19. **Friend, M.** & Pace, A. (2010). Beyond Event Segmentation: Spatial- and Social-Cognitive Processes in Verb to Action Mapping. *Developmental Psychology, 47*, 867-876.
20. **Friend, M.** & Keplinger, M. (2008). Reliability and validity of the computerized comprehension task (CCT): Data from American English and Mexican Spanish infants. *Journal of Child Language, 35*, 77-98.
21. **Friend, M.** (2004). On the implications of curvilinear trajectories for cognitive development. Special issue of the *Journal of Cognition and Development, 5*, 103-108.
22. **Friend, M.** & Keplinger, M. (2003). An infant-based assessment of early lexicon acquisition. *Behavior Research Methods, Instruments, and Computers, 35*, 302-309.
23. **Friend, M.** (2003). What should I do? Language, paralinguistic, and behavior regulation in early childhood. *Journal of Cognition and Development, 4*, 161-183.
24. **Friend, M.** (2001). The transition from affective to linguistic meaning. Special issue of *First Language, 21*, 219-243.
25. **Friend, M.** (2000). Developmental changes in sensitivity to vocal paralinguistic. *Developmental Science, 3*, 148-162.
26. **Friend, M.** & Bryant, J. B. (2000) A developmental lexical bias in the interpretation of discrepant messages. *Merrill-Palmer Quarterly, 46*, 140-167.
27. **Friend, M.** & Farrar, M. J. (1994). A comparison of content-masking procedures for obtaining judgments of discrete affective states. *Journal of the Acoustical Society of America, 96*, 1283-1290.
28. **Friend, M.** & Davis, T. L. (1993). The appearance-reality distinction: Children's understanding of the physical and affective domains. *Developmental Psychology, 29*, 907-914.
29. Farrar, M. J., **Friend, M.J.**, & Forbes, J.N. (1993). Event knowledge and early language acquisition. *Journal of Child Language, 20*, 591-606.

REFEREED PROCEEDINGS

1. Hendrickson, K. & **Friend, M.** (2013). Quantifying the Relationship Between Infants' Haptic and Visual Response to Word-Object Pairings. *BUCLD 37 Online Proceedings*, S. Baiz, N. Goldman, and R. Hawkes (Eds.), <http://www.bu.edu/buclid/supplementvol37/>.
2. **Friend, M.**, Korsholm, L., and Heyming, H. (1998). The transition from affective to linguistic meaning. *Infant Behavior and Development, 21*, 418. [http://dx.doi.org/10.1016/S0163-6383\(98\)91631-9](http://dx.doi.org/10.1016/S0163-6383(98)91631-9)

INVITED PRESENTATIONS

- 2016** P3SD Education Synergy Alliance, Panelist, Workshop on Equity of Content and Quality, *Dual Language Learning: What is L1, Why is it important, and How is it learned?*
- 2016** Center for Research in Language, UCSD, *Language to Literacy: The facilitative role of early vocabulary in English, French, and French-English learners.*
- 2015** SDSU Center for Clinical and Cognitive Neuroscience, Inaugural Workshop, *Path to Language and Literacy: Methods and Findings.*
- 2015** Psi Chi Honors Society in Psychology, SDSU, *Language and cognition in the first five years.*

- 2014** Center for Child and Family Studies, Developmental Science Colloquium, Florida International University, Miami. *Decontextualized knowledge in infants: Robust early vocabulary as a basis for subsequent cognitive development.*
- 2014** Language Acquisition and Delays Seminar, University of Geneva, Switzerland. *Decontextualized knowledge in infants: Robust early vocabulary as a basis for subsequent cognitive development.*
- 2013** Center for Human Development Interdisciplinary Developmental Talk Series, UCSD. *Haptic Assessment of Early Vocabulary Comprehension: What it is, What it isn't, and What it can tell us.*
- 2013** MacArthur-Bates Child Development Inventories Board of Advisors 20th Anniversary Meeting, Santa Fe, New Mexico. *The Computerized Comprehension Task: What It Is, What It Isn't, and What It Can Tell Us.*
- 2012** Concordia University, Montreal, Canada, Psychology Department Colloquium. *Talking about Events: the Interface of Spatial Perception and Word Learning.*
- 2012** SDSU Research Foundation PI Series. *What Young Children Know about Language: Why It's Important and How We Can Find Out.*
- 2011** SDSU Psychology Department Colloquium, *Spatial Perception and Word Learning*
- 2009** SDSU Minority Research Infrastructure Support Program, *Beyond Event Segmentation: How Perceptual and Social-Cognitive Processes Facilitate Verb to Action Mapping*
- 2008** SDSU Psychology Department Colloquium, *Predicting Language Outcomes: Challenges and Promising Solutions.*
- 2008** Cognitive Development Lab, Department of Cognitive Science, University of California, San Diego, *Background and Tutorial on the Computerized Comprehension Task.*
- 2008** MacArthur-Bates Child Development Inventories Board of Advisors Annual Meeting, San Diego, *Relation between Parent Reports of Home Literacy and Language Comprehension.*
- 2007** Psycholinguistics Colloquium, University of Geneva, Switzerland
What's Social about Language: The interweaving of social processes in acquisition.
- 2007** Seminar on Language Disorders, University of Geneva, Switzerland
Practical and methodological issues in the assessment of early language comprehension.
- 2005** MacArthur-Bates Child Development Inventories Board of Advisors Annual Meeting, San Diego, *Design of the Computerized Comprehension Task.*
- 2004** Psycholinguistics Colloquium Series, Department de Psychologie, University de Geneve, Switzerland, *An Engaging Approach to Early Vocabulary Assessment: Data from Monolingual English and Mexican-Spanish Infants.*
- 2004** Cognition, Brain, Behavior, and Development Colloquium Series, Department of Psychology, San Diego State University, *The emergence of language as a communicative system: evidence from infancy and early childhood.*
- 2002** Developmental Brown Bag Series, Department of Psychology, University of California, Riverside, *Language Acquisition and the Regulation of Behavior: Transitions in the primacy of affect and language.*
- 2002** Interdisciplinary Seminar in Social-Cognitive-Emotional Development, Center for Human Development, University of California, San Diego, *Language Acquisition and the Regulation of Behavior: Transitions in the primacy of affect and language.*
- 2002** MacArthur Child Development Inventories Board of Advisors Annual Meeting, San Diego, *Toward an engaging measure of early receptive vocabulary."*
- 2000** MacArthur Child Development Inventories Board of Advisors Annual Meeting, San Diego, *A Comparison of the CDI: Words and Gestures with Other Measures of Receptive Vocabulary in Late Infancy.*
- 1998** Project in Cognitive and Neural Development, Language Research Center, University of California, San Diego, *Perceptions of Sarcasm and Irony in Infancy and Early Childhood: Transitions in the Primacy of Affective and Linguistic Expressions.*
- 1997** Developmental Colloquium, Department of Psychology, University of California, Berkeley
- 1995** Departmental Colloquium, Department of Cognitive Sciences, University of California, Irvine

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

1. Poulin-Dubois, D., Legacy, J., Kuzyk, O., Zesiger, P. & **Friend, M.** (2017). Translation facilitation effects in very young bilinguals. Paper to be presented in The Organization of the Semantic Lexicon, C. Delle Luche (Chair), at the International Association for the Study of Child Language, Lyon.
2. DeAnda, S., Enriquez, B., Labreche, C., Dauth, R., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2017) Code-Switching in Young Spanish-English Bilingual Toddlers and Their Parents. Paper to be presented in Expressive Language in Dual Language Learners, **M. Friend** (Chair) at the International Association for the Study of Child Language, Lyon.
3. Smolak, E., Enriquez, B., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2017). Code-switching and Proficiency in Spanish-English bilingual children. Paper to be presented in Expressive Language in Dual Language Learners, **M. Friend** (Chair) at the International Association for the Study of Child Language, Lyon.
4. **M. Friend** (2017). **Chair**, Expressive Language in Dual Language Learners, to be presented at the International Association for the Study of Child Language, Lyon.
5. Béguin, C., Alaria, L., Patrucco-Nanchen, T., Poulin-Dubois, D., **Friend, M.** & Zesiger, P. (2017). Predicting language outcome and school readiness at 4 years with language measures at 22 and 29 months. Poster to be presented at the International Association for the Study of Child Language, Lyon.
6. Poulin-Dubois, D., Legacy, J., Kuzyk, O., Zesiger, P. & **Friend, M.** (2017). Translation Equivalents and Lexical Processing in Bilingual Toddlers. Poster to be presented at the International Association for the Study of Child Language, Lyon.
7. Kuzyk, O., Legacy, J., Marinotti, G., **Friend, M.**, Zesiger, P., & Poulin-Dubois, D. (2017). Translation Equivalents Facilitate Bilingual Toddlers' Lexical Access. Poster to be presented at the biennial meeting of the Society for Research in Child Development, Austin.
8. Smolak, E., Patrucco-Nanchen, T., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2017). Language Screening Using Early Decontextualized Vocabulary. Poster to be presented at the biennial meeting of the Society for Research in Child Development, Austin.
9. DeAnda, S., Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2017). Word Knowledge and Lexical Processing in Bilingual Toddlers. Paper submitted to the biennial meeting of the Society for Research in Child Development, Austin.
10. DeAnda, S., Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2017). Lexical Access and Vocabulary Size in Monolingual and Bilingual Toddlers. Paper presented at Bilingualism in the Hispanic and Lusophone World, Tallahassee, FL.
11. DeAnda, S., Hendrickson, K., Zesiger, P., Poulin-Dubois, D. & **Friend, M.** (2016). Lexical Access in the Second Year: a Cross-linguistic Investigation of Monolingual and Bilingual Vocabulary Development. Paper presented at the 41st Annual Boston University Conference on Language Development.
12. Alaria, L., Béguin, C., Poulin-Dubois, D., **Friend, M.**, & Zesiger, P. (2016). Language skills of 3-year-old monolingual French-speaking children: Identifying early predictors. To be presented to the International Conference on Infant Studies, New Orleans.
13. Smolak, E., Barlam, D., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2016). Comprehension and Production! The Efficacy of Canonical Analysis for Predicting Language Outcomes. To be presented to the International Conference on Infant Studies, New Orleans.
14. Barlam, D., ****Liu, Y.**, Poulin-Dubois, D., Zesiger, P., **Friend, M.** Early Executive Function in Spanish-English Bilingual and Spanish Monolingual Children. To be presented to the International Conference on Infant Studies, New Orleans.
15. Hendrickson, K., Love, T., Walenski, M., & **Friend, M.** (2016). Semantic organization of words and environmental sounds in 20-month-olds: An ERP study. To be presented to the International Conference on Infant Studies, New Orleans.
16. Legacy, J., Crivello, C., Reider, J., Kuzyk, O., **Friend, M.**, Zesiger, P., & Poulin-Dubois, D. (2016). Direct and Indirect Measures of Translation Equivalents in Bilingual Toddlers. To be presented to the International Conference on Infant Studies, New Orleans.

17. Smolak, E., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2015). Using Comprehension to Predict Production: Variability in Individual Trajectories. To be presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.
18. Liu, Y., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2015). Translation Equivalents and Early Executive Function in Simultaneous Bilinguals. To be presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.
19. Smolak, E., Zesiger, P., Poulin-Dubois, D. & **Friend, M.** (2015). Predicting Language Outcomes from Early Comprehension: Contributions of Age, Vocabulary Size, and Trajectory. Presented at the Workshop in Infant Language Development, Stockholm, June, 2015.
20. Poulin-Dubois, D., Crivello, C., Zesiger, P., & **Friend, M.** (2015). The acquisition of translation equivalents in young bilinguals: a longitudinal study. Presented at the Workshop in Infant Language Development, Stockholm, June, 2015.
21. Poulin-Dubois, D., Crivello, C., Zesiger, P., **Friend, M.** (2015). The cognitive benefits of bilingualism. Presented at The American Psychological Association, Toronto, May 2015.
22. Patrucco-Nanchen, T., Alaria, L., **Friend, M.** Poulin-Dubois, D., & Zesiger, P. (2015). Which measures of toddlers's lexical development predict later lexical and grammatical competence? A longitudinal study. Presented at the Workshop in Infant Language Development, Stockholm, June.
23. Crivello, C., Zesiger, P., **Friend, M.**, & Poulin-Dubois, D. (2015). The cognitive effects of bilingualism: A longitudinal study. Presented at the 27th APS Annual Convention, New York, May.
24. **Friend, M.**, DeAnda, S., Zesiger, P., & Poulin-Dubois, D. (2015). Vocabulary growth in Spanish and English monolingual and dual language learners. Paper presented in M. Friend (Chair) Characterizing maternal contributions to the language environment of emerging, Spanish-English bilingual children. Presented at the 10th Annual Meeting of the International Symposium on Bilingualism, Rutgers University, May, 2015.
25. **Friend, M.** (2015). Characterizing maternal contributions to the language environment of emerging, Spanish-English bilingual children. Thematic session presented at the 10th Annual Meeting of the International Symposium on Bilingualism, Rutgers University, May, 2015.
26. Lopez, L.D., Alba, L.A., DeAnda, S., Zesiger, P.E., Poulin-Dubois, D., & **Friend, M.** (2015). Predicting language production at 30 months from comprehension at 16 and 22 months. Presented at the Society for Research in Child Development, Philadelphia, PA, March, 2015.
27. Alba, L.A., Lopez, L.D., DeAnda, S., Poulin-Dubois, D., Zesiger, P.E., & **Friend, M.** (2015). Prediction from early comprehension to vocabulary production in the third year in Spanish-speaking children. Presented at the Society for Research in Child Development, Philadelphia, PA, March, 2015.
28. Crivello, C., Kuzyk, O., Rodrigues, M., Zesiger, P.E., **Friend, M.** & Poulin-Dubois, D. (2015). The cognitive benefits of early bilingualism: A longitudinal study. Presented at the Society for Research in Child Development, Philadelphia, PA.
29. Patrucco, T., Alaria, L., **Friend, M.**, Poulin-Dubois, D., & Zesiger, P.E. (2015). Do early measures of lexical development predict later language skills in French-speaking toddlers? Presented at Society for Research in Child Development, Philadelphia, PA.
30. DeAnda, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). Maternal input and vocabulary growth: A direct comparison between English and Spanish monolingual preschoolers in the US. Presented at the Society for Research in Child Development, Parenting At Risk, San Diego, CA.
31. DeAnda, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). The Language Exposure Questionnaire: Quantifying exposure for bilingual research in young infants and children. Presented at the Society for Research in Child Development, Methodology, San Diego, CA.
32. Hendrickson, K., Walenski, M., **Friend, M.** and Love, T. (2014). Neural response to spoken words and environmental sounds in toddlers and adults. Presented at the Boston University Conference on Language Development, Boston.
33. Hendrickson, K., Walenski, M., **Friend, M.** & Love, T. (2014). The organization of words and environmental sounds in memory. Presented at the Annual Meeting of the Society for Neuroscience, Washington, D.C.
34. **M. Friend** (Chair) 2014. The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension, Symposium presented at the International Association for the Study of Child Language, Amsterdam, NL, July, 2014.

35. Hendrickson, K., Poulin-Dubois, D., Zesiger, P., and **Friend, M.** (2014). The temporal dynamics of early behavioral measures of language. Presented in M. Friend (Chair) The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension at the International Association for the Study of Child Language, Amsterdam, NL, July 2014.
36. DeAnda, S., **Friend, M.**, Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2014). The Influence of Environmental Variables on Early Vocabulary: Evidence From English and Spanish. Presented in M. Friend (Chair) The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension at the International Association for the Study of Child Language, Amsterdam, NL, July, 2014.
37. Poulin-Dubois, D., Legacy, J., Zesiger, P., & **Friend, M.** (2014). Using the CCT to Assess Lexical Access In Young Bilinguals. Presented in M. Friend (Chair) The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension at the International Association for the Study of Child Language, Amsterdam, NL, July, 2014.
38. Patrucco, T., Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2014). Lexical comprehension and novel word learning in monolingual and bilingual infants. Presented in M. Friend (Chair) The Emerging Language System: Findings from a Cross-Language, Direct Assessment of Vocabulary Comprehension at the International Association for the Study of Child Language, Amsterdam, NL, July 2014.
39. Legacy, J., Poulin-Dubois, D., Zesiger, P., and **Friend, M.** (2014). Growth in Vocabulary Size and Speed of Word Recognition During the Second Year. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
40. Zesiger, P., Partuccio-Nanchen, T., Poulin-Dubois, D. & **Friend, M.** (2014). Direct, indirect, and dynamic measures of early lexical development: which one is the best predictor of later vocabulary? Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
41. **Friend, M.**, Zesiger, P., & Poulin-Dubois, D. (2014). The trajectory of early receptive vocabulary acquisition: Differential effects of measurement and language. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
42. DeAnda, S., Abreu-Mendoza, R. **Friend, M.**, Arias-Trejo, N. (2014). Vocabulary size and SES effects in Mexican Spanish infant learners. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
43. DeAnda, S., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). Factors Affecting Lexical Growth in Spanish-Speaking Infants. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
44. Legacy, J., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2014). Growth in Vocabulary Size and Speed of Word Recognition During the Second Year. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
45. Hendrickson, K., **Friend, M.**, Walenski, M. & Love, T. (2014). The Ontogeny of Differential Sound Processing: ERP Evidence From Infants and Adults. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
46. **Friend, M.**, Rosen, D., Danilov, J. (2014). Up, down, over, under: The acquisition of spatial particles in toddlers. Presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
47. Pace, A. & **Friend, M.** (2014) Event-Related Potentials to Real and Novel Verbs in Young Children. Presented in K. Hirsch-Pasek (Chair), Neural Correlates of Typical and Atypical Speech and Language Processing at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.
48. Zesiger, P., Poulin-Dubois, D., & **Friend, M.** (2013). Direct and indirect assessment of monolingual and bilingual language development. Presented at the European Association of Developmental Psychology, Lausanne, Switzerland.
49. DeAnda, S., Deak, G., Poulin-Dubois, D., Zesiger, P., & **Friend, M.** (2013). Effects of SES and Maternal Talk on Early Language: New Evidence from a Direct Assessment of Vocabulary Comprehension. Presented at the Workshop on Infant Language Development, San Sebastian, Spain.

50. Poulin-Dubois, D., Legacy, J., Zesiger, P., & **Friend, M.** (2013). Receptive vocabulary and lexical access: a monolingual-bilingual comparison with the Computerized Comprehension Test. Presented at the Workshop on Infant Language Development, San Sebastian, Spain.
51. **Friend, M.**, Zesiger, P., Deak, G., De Anda, S., Conboy, B. & Poulin-Dubois, D. (2013). Bilingual Language Development: Why Direct Assessment Matters. In Song, L, Tamis-LeMonda, C. and Bornstein, M. (Organizers), Multi-Level Approaches to Dual Language Development. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
52. Hendrickson, K., Mitsven, S., & **Friend, M.** (2013). Quantifying the relationship between infant visual attention, reaching, and lexical knowledge. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
53. Pace, A., **Friend, M.**, & Carver, L.J. (2013). Event-related Potentials to Familiar and Novel Action Words in Children. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
54. DeAnda, S. & **Friend, M.** (2013). Assessing the Effects of SES and Language Exposure on Early Comprehension. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
55. Hendrikson, K., Mitsven, S., & **Friend, M.** (2013). Quantifying the relationship between infant visual attention, reaching, and lexical knowledge. Presented at the biennial meeting of the Society for Research in Child Development, Seattle.
56. Hendrickson, K. & **Friend, M.** (2012). Quantifying the relationship between infants' haptic and visual response to word-object pairings. Presented at the Boston University Child Language Development Conference.
57. Pace, A. & **Friend, M.** (2012). From Events to Verbs and Back Again: Mapping Words to a World in Motion. Presented at Language, Culture, and Mind V, Lisbon, Portugal.
58. **Friend, M.** & Zesiger, P. (2012). An Evaluation of the Computerized Comprehension Task in English, Spanish, and French. Presented at the International Conference on Infant Studies, Minneapolis.
59. Bates, R. & **Friend, M.** (2012). Narrative production, school readiness, and the development of executive function. Presented at Head Start's 11th National Research Conference, Research on Young Children and Families: Effective Practices in an Age of Diversity and Change, Washington, DC.
60. Bates, R. & **Friend, M.** (2012). Narrative production and the development of executive function. Presented at the annual meeting of the Western Psychological Association, San Francisco.
61. Pace, A., **Friend, M.**, & Carver, L.J. (2011). The Roots of Action Verbs in Event Structure: A Neurophysiological Perspective. Presented at the meeting of the International Association for the Study of Child Language, Montreal, Canada.
62. **Friend, M.** (2011). Parent-Child Reading Style, Oral Narrative Production, and School-Readiness. Presented at the meeting of the International Association for the Study of Child Language, Montreal, Canada.
63. **Friend, M.**, Pace, A., & Broce, I. (2011). Action, Interrupted: Sensitivity to Event Structure Extends to Novel Complex Events. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
64. Schmitt, S., **Simpson, A. & **Friend, M.** (2011). A longitudinal assessment of the Home Literacy Environment and early language. Presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
65. Pace, A., **Friend, M.**, & Carver, L. (2010). Evidence for convergence of event segmentation and language processing. Presented at Language, Culture, and Mind IV, Turku Finland.
66. **Friend, M.**, Simpson, A., & Schmitt, S. (2010). Evaluating the long-term predictive validity of the Computerized Comprehension Task: Comprehension does predict production. Presented at the International Conference on Infant Studies, Baltimore, Maryland
67. Pace, A., **Friend, M.** & Carver, L. (2010). 24-Month-Olds segment novel events at action boundaries: Preferential Looking Behavior and its Neurophysiological Correlates. Presented at the International Conference on Infant Studies, Baltimore, Maryland.

68. Schmitt, S. & **Friend, M.** (2009). The Home Literacy Environment as a predictor for toddlers' language development. Presented at the 34th Annual Boston University Conference on Child Language Development, Boston, Massachusetts.
69. Pace, A. & **Friend, M.** (2009). 24-month-olds segment novel events and re-enact action subcomponents: Preferential Looking And Behavioral Evidence. Presented at the biennial meeting of the Cognitive Development Society, San Antonio, Texas.
70. **Friend, M.**, Pace, A., & Headley, T. (2009). Beyond event segmentation: How perceptual and social-cognitive processes facilitate verb to action mapping. Paper presented at the European Society for Philosophy and Psychology, Budapest, Hungary.
71. Schoenhals, L., Zesiger, P., Mounir, D.G., & **Friend, M.** (2009). Can we assess infants' comprehension in an objective way? Presented at the 7th European Congress of Speech and Language Therapists and Logopedists, Ljubjana, Slovenia.
72. **Friend, M.**, *Pace, A.E., *Schmitt, S., *Peterson, J., *Duenas, A., & *Cannata, T. (2009). Developing the motivation to read: The effect of peer engagement and written reflection. Presented at the biennial Society for Research in Child Development, Denver.
73. Zesiger, P., Schoenhals, L., Lévy, A., Mounir, D.G., Jöhr, J. & **Friend, M.** (2008). Vocabulary assessment in toddlers: A comparison between 2 versions of the French adaptation of the Computerized Comprehension Test. International Association for the Study of Child Language, Edinburgh.
74. Simpson, A., Schoenhals, L. Duenas, A., Zesiger, P. & **Friend, M.** (2008). A Cross-Linguistic Comparison of the Relationship between the Home Literacy Environment and Early Receptive Vocabulary. International Association for the Study of Child Language, Edinburgh.
75. **Friend, M.**, Kashima, Y., & Schultz, E. (2008). A Longitudinal Analysis of Changes in Vocabulary Comprehension: Do Parent Reports and Preferential Looking Offer Complementary Perspectives? International Conference on Infant Studies, Vancouver.
76. Simpson, A, **Friend, M.**, & *Duenas, A. (2008). Assessment of the Home Literacy Environment as a Predictor for Early Receptive Language. International Conference on Infant Studies, Vancouver.
77. Simpson, A. & **Friend, M.** (2007). Predicting Early Language Comprehension through Assessment of the Home Literacy Environment. Cognitive Development Society, Santa Fe, NM.
78. **Friend, M.**, Kashima, Y., Schaible, E. & Hultgren, J. (2006). Variability in infant comprehension: Will multiple measures yield more stable estimates? International Conference on Infant Studies, Kyoto, Japan.
79. **Friend, M.** & Keplinger, M. (2005). An engaging approach to early vocabulary assessment in American English and Mexican Spanish. In M. Friend (Chair), Picture recognition approaches to comprehension: Neuroscience, cross-linguistic, and atypical development perspectives, Symposium presentation at the International Association for the Study of Child Language, Berlin, Germany.
80. **M. Friend** (Chair), (2005) Picture recognition approaches to comprehension: Neuroscience, cross-linguistic, and atypical development perspectives, Symposium presentation at the International Association for the Study of Child Language, Berlin, Germany.
81. Thal, D. & **Friend, M.** (2005). Predicting comprehension from parent report and child performance. In M. Friend (Chair), Picture recognition approaches to comprehension: Neuroscience, cross-linguistic, and atypical development perspectives, Symposium presentation at the International Association for the Study of Child Language, Berlin, Germany.
82. **Friend, M.** (2004). The contributions of age and language acquisition to the emergence of a language bias in social referencing. In B. Morton (Chair), Understanding developmental changes in the perception of emotion in speech: A converging methods approach, Symposium presented at the International Society for Behavioral Development, Ghent, Belgium.
83. **Friend, M.**, Alongi, J., & Stecher, D. (2003). The utility of an extensive preferential looking assessment of language comprehension at 12 months of age. Cognitive Development Society, Park City, Utah.

84. Keplinger, M., Rosas, P., & **Friend, M.** (2003). The composition of early vocabulary comprehension in American-English and Mexican-Spanish. Society for Research in Child Development, Tampa, FL.
85. **M. Friend** (Chair), Affective and linguistic meaning from infancy through early childhood, Symposium at the meeting of the International Society for the Study of Behavioral Development, Ottawa, Canada.
86. **Friend, M.** (2002). Language acquisition and social referencing: the emergence of a lexical bias. In M. Friend (Chair), Affective and linguistic meaning from infancy through early childhood, Symposium at the meeting of the International Society for the Study of Behavioral Development, Ottawa, Canada.
87. Keplinger, M. & **Friend, M.** (2002). Assessing vocabulary comprehension in late infancy: Sustaining compliance with an engaging computer interface. International Conference on Infant Studies, Toronto, Canada.
88. **Friend, M.**, & Diaz, K. (2001). Relation between parent report and child performance on vocabulary comprehension. Early Lexicon Acquisition Conference, Lyon, France.
89. **Friend, M.** (2001). The transition in the primacy of affect and language in infancy and early childhood. Feelings and Emotions: The Amsterdam Symposium, The Netherlands.
90. **Friend, M.** & Beltran, M. (2001). Behavior regulation by language and paralinguistic at 15 months. Society for Research in Child Development, Minneapolis, MN.
91. **Friend, M.**, Edwards, S., Diaz, K., & Bouwmeester, D. (2001). Consistency of parental report: A comparison of checklist and exemplar-based measures of receptive vocabulary. Society for Research in Child Development, Minneapolis, MN.
92. **Friend, M.**, Edwards, S., & Payawal, L. (1999). Exploration of experimental and parental report measures of receptive vocabulary. Cognitive Development Society, Chapel Hill, NC
93. **Friend, M.** & Korsholm, L., Heyming, H. (1998). The transition from affective to linguistic meaning. International Conference in Infant Studies, Atlanta, GA.
94. **Friend, M.** & Mahelona, C.L. (1997). The functional significance of facial, vocal, and lexical signals: Bridging the gap between infancy and early childhood. Biennial meeting of the Society for Research in Child Development, Washington, D.C.
95. **Friend, M.** (1995). From prosodic to paralinguistic function: Implications for affective development. Society for Research in Child Development, Indianapolis, IN.
96. Farrar, M.J. & **Friend, M.** (1995). Event knowledge and early semantic development: a comparison of experts and novices. Society for Research in Child Development, Kansas City.
97. Farrar, M.J. & **Friend, M.** (1993). Acoustical markers of negative evidence. Society for Research in Child Development, New Orleans, LA.
98. **Friend, M.** & Becker, J. (1987). Differences in the interpretation of discrepant and nondiscrepant messages by normal and disturbed children. Society for Research in Child Development, Baltimore.

STUDENT RESEARCH AWARDS

1. Smolak, E. (2017). Out of the Mouths of Babes: Child Language and the Economy. Paper presented at the UC Grad Slam. **Finalist.**
2. Villanueva, E., Smolak, E., & Friend, M. (2017). The Relation between Code-Switching and Translation Equivalents: How Does It Relate to Executive Functioning in Young Children? Poster presented at the Student Research Symposium, San Diego State University. **Provost Award**
3. Campos, A., DeAnda, S. & Friend, M. (2017). Translation Equivalents and Code-Switching in Bilingual Preschoolers. Poster presented at the Student Research Symposium, San Diego State University. **Undergraduate Research Excellence Award.**
4. Enriquez, B., **DeAnda, S., & Friend, M. (2016). Code-Switching in Young Spanish-English Bilingual Toddlers and Their Mothers. Poster presented at the Student Research Symposium, San Diego State University. **Provost Award.**
5. Pace, A. (2013). **Sciences Across Virtual Institutes Award.** Central European University, Budapest, National Science Foundation.
6. Hendrikson, K. (2013). You can look but don't touch: the real-time dynamics between infant visual and haptic behavior. Paper presented at the Student Research Symposium, San Diego State University, **Library Award, President's Award.**

7. Hendrikson, K. (2013). You can look but don't touch: the real-time dynamics between infant visual and haptic behavior. Paper presented at the 27th Annual California State University Student Research Competition and Conference. Pomona, CA **First Place in State in Behavioral Science**.
8. Mitsven, S. (2013). The Eye and the Hand: Visual-Haptic Interaction in Word Comprehension. Paper presented at the Student Research Symposium, San Diego State University, **Undergraduate Research Excellence Award**.
9. Broce, I. (2010). **Sneak Peek Minority Outreach Award**, Department of Psychology, Northwestern University.
10. Simpson, A. (April, 2007). San Diego State University, College of Sciences, **International Research Travel Award**, Universite de Geneve, Switzerland.
11. Hultgren, J, Friend, M., **Kashima, Y., & *Schaible, E. (April, 2006). Predictability of Preferential Looking language task based on parent report. Paper presented at the College of Sciences Undergraduate Research Symposium, San Diego State University. **Paper Award**
12. Foy, M., Cisneros, C., & Friend, M. (March, 2005). Infant Comprehension in Mexican-Spanish: Preliminary data integrating parent report and child performance. Poster presented at the College of Sciences Undergraduate Research Competition, San Diego State University. **Poster Award**
13. Keplinger, M. (June, 2004). San Diego State University, College of Sciences, **International Research Travel Award**, Universite de Geneve, Switzerland.
14. Keplinger, M. & Friend, M. (May, 2002). Parent prediction of child performance as a function of word class. 16th Annual California State University Student Research Competition and Conference. Long Beach, CA. **Finalist**
15. *Diaz, K. & Friend, M. (May, 2002). Parent evaluation of child language acquisition: The effects of perceived contextual flexibility on parent report consistency. 16th Annual California State University Student Research Competition and Conference. Long Beach, CA. **First Place in State in Behavioral Science**
16. Friend, M., Edwards, S., Diaz, K., & Bouwmeester, D. (April, 2001). Consistency of parental report: A comparison of checklist and exemplar-based measures of receptive vocabulary. Psi Chi Research Competition, Department of Psychology, San Diego State University. **Poster Award**