

Sandy LaTourrette

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EXPERIENCE & EDUCATION

Incoming 2024	University of Southern California	Assistant Professor in Developmental Psychology
2023 – 2024	Haverford College	Visiting Assistant Professor in Cognitive Psychology
2020 – 2023	University of Pennsylvania	Postdoctoral Fellowship
2020	Northwestern University	Ph.D. Cognitive Psychology
2016	Northwestern University	M.S. Cognitive Psychology
2014	Williams College	B.A. Psychology with Honors, <i>Summa Cum Laude</i> , Concentration in Cognitive Science

RESEARCH TRAINING

2020 – 2023	Language Learning Lab, University of Pennsylvania (PIs: John Trueswell, Charles Yang), Post-doctoral Fellow
2014 – 2020	Infant & Child Development Center, Northwestern University (PI: Sandra Waxman), Graduate Researcher
2015 – 2020	Higher-level Cognition Lab, Northwestern University (PI: Lance Rips), Graduate Researcher
2012 – 2014	Learning Lab, Williams College (PI: Nate Kornell) Undergraduate Research Assistant & Honors Thesis Student

HONORS AND FELLOWSHIPS

2020 – 2023	National Institutes of Health National Research Service Award
2021	University of Pennsylvania Integrated Language Science and Technology Small Research Grant

2019	Northwestern Psychology Department Presidential Fellowship Nominee
2015 – 2018	National Science Foundation Graduate Research Fellowship
2018	Paul Menyuk Travel Award, Boston University Conference on Language Development
2017	Jean Berko Gleason Award, Best Graduate Paper at 42 nd Boston University Conference on Language Development
2014 – 2015	Northwestern University Cognitive Science Student Fellowship
2014	G. Stanley Hall Award, Williams College Best Psychology Honors Thesis
2013	Phi Beta Kappa Member

PUBLICATIONS

- Atik, N.D., LaTourrette, A., & Waxman, S.R. (2024). Preschoolers benefit from sentential context in familiar- and unfamiliar-accented speech. *Developmental Science*, *e13508*.
- LaTourrette, A., Chan, D., & Waxman, S.R. (2023). A principled link between object naming and representation is available to infants by seven months of age. *Scientific Reports*, *13(1)*, 14328.
- LaTourrette, A., Novack, M., & Waxman, S.R. (2023). Longer looks for language: Novel labels lengthen fixation duration for 2-year-old children. *Journal of Experimental Child Psychology*, *236*, 105754.
- LaTourrette, A., Waxman, S.R., Wakschlag, L., Norton, E., & Weisleder, A. (2023). From recognizing known words to learning new ones: Comparing online speech processing in typically developing and late talking 2-year-olds. *Journal of Speech, Language, and Hearing Research*, *66(5)*, 1658-1677.
- Yue, C.S., LaTourrette, A., Yang, C., & Trueswell, J. (2023). Memory as a computational constraint in cross-situational word learning. *Proceedings of the 45th Annual Meeting of the Cognitive Science Society*.
- Chen, Y., LaTourrette, A., & Trueswell, J. (2023). Evidence for cross-situational syntactic bootstrapping: Three-year olds generalize verb meaning across different syntactic frames. *Proceedings of the 45th Annual Meeting of the Cognitive Science Society*.
- LaTourrette, A. & Waxman, S. (2022). Sparse labels, no problems: Infant categorization under challenging conditions. *Child Development*.
- LaTourrette, A., Yang, C., & Trueswell, J. (2022). When close isn't enough: Semantic similarity does not facilitate cross-situational word-learning. *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*.
- McWeeny, S., Choi, S., Choe, J., LaTourrette, A., Roberts, M. Y., & Norton, E. S. (2022). Rapid Automatized Naming (RAN) as a Kindergarten Predictor of Future Reading in English: A Systematic Review and Meta-analysis. *Reading Research Quarterly*.

- LaTourrette, A. & Waxman, S. (2021). An object lesson: Objects, non-objects, and the power of conceptual construal in adjective extension. *Language Learning and Development*, 1–14.
- LaTourrette, A. & Waxman, S. (2020). Naming guides how 12-month-old infants encode and remember objects. *Proceedings of the National Academy of Sciences*, 202006608.
- LaTourrette, A. & Waxman, S.R. (2019). Defining the role of language in infants' object categorization with eye-tracking paradigms. *Journal of Visualized Experiments*.
- LaTourrette, A. & Waxman, S.R. (2019). A little labeling goes a long way: Semi-supervised learning in infancy. *Developmental Science*. 22(1), e12736.
- Syrett, K., LaTourrette, A., Ferguson, B., & Waxman, S.R. (2019). Crying helps, but being sad doesn't: Infants constrain nominal reference using known verbs, not known adjectives. *Cognition*, 193, 104033.
- LaTourrette, A., Myers, M., & Rips, L. (2018). Exclusivity in Causal Reasoning. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*, 665 – 670.
- LaTourrette, A., & Waxman, S.R. (2017). A conceptual account of children's difficulties extending adjectives across basic-level kinds. *Proceedings of the 41st Boston University Conference on Language Development*.

Manuscripts under review

- LaTourrette, A., Yang, C., & Trueswell, J. (in revision). Close isn't enough: Semantic similarity does not facilitate word learning across exposures.
- LaTourrette, A., Blanco, C., Atik, N.D., & Waxman, S.R. (under review). Navigating accent variability: 24-month-olds recognize known words spoken in an unfamiliar accent but require additional support to learn new words
- LaTourrette, A., Ferguson, B., & Waxman, S.R. (submitted). Leave your message at the sound of the tone: Audio-visual synchrony leads 6-month-olds to interpret novel tone sequences as communicative.

PRESENTATIONS

Conference Talks

(* = co-presenters)

- LaTourrette, A.*, Chen, Y.*, & Trueswell, J. (2023). Syntactic and referential cues independently inform verb meaning while referential cues trump syntax when in conflict. Talk presented at the 48th Boston University Conference on Language Development.
- LaTourrette, A., Waxman, S., Norton, E., & Weisleder, A. (2021). From word recognition to word learning: Comparing online speech processing in typically developing and late-talking 2-year-olds. Talk presented at the 46th Boston University Conference on Language Development.

- Atik, N. D., LaTourrette, A., & Waxman, S. (2022). Preschoolers benefit from sentential context when listening to familiar- and unfamiliar-accented speech. Talk presented at the 47th Boston University Conference on Language Development.
- LaTourrette, A., Waxman, S., Norton, E., & Weisleder, A. (2021). From word recognition to word learning: Comparing online speech processing in typically developing and late-talking 2-year-olds. Talk presented at the 46th Boston University Conference on Language Development.
- Chen, Y., LaTourrette, A., & Trueswell, J. Learners Integrate Syntactic Frames and Semantic Hypotheses in Cross-situational Verb Learning. Talk presented at 35th Annual CUNY Conference on Human Sentence Processing, Philadelphia, PA.
- LaTourrette, A., Blanco, C., & Waxman, S. (2021). Putting the pieces together: Two-year-olds hearing an unfamiliar accent recognize known words and learn new words, but do not use known words to learn new words. Talk presented at 34th Annual CUNY Conference on Human Sentence Processing, Philadelphia, PA.
- LaTourrette, A. & Waxman, S. (2018). The power of a name: Labeling changes infants' memory for individual objects. Talk presented at the 43rd Boston University Conference on Language Development, Boston, MA.
- LaTourrette, A. & Waxman, S. (2018). Semi-supervised learning in human infants. Talk presented at 2018 edition of Science and Society Olivier LeGrain Conference: Language Learning in Humans and Machines, Paris, France.
- LaTourrette, A. & Waxman, S. (2017). A little labeling goes a long way: Semi-supervised learning in infancy. Talk presented at 42nd Annual Boston University Conference on Language Development, Boston, MA.
- LaTourrette, A. & Waxman, S. (2016). The Blickish Blob: Object Categories Impair Adjective Learning. Talk presented at 41st Annual Boston University Conference on Language Development, Boston, MA.

Invited Talks

- LaTourrette, A. (2022). Staying in the moment: When sentence context does and does not benefit word learning. Talk presented to Language and Cognition Research Group at Cardiff University.
- LaTourrette, A. (2020). A little labeling goes a long way. Talk presented to Integrated Language Science and Technology Seminar at University of Pennsylvania.
- LaTourrette, A. (2019). Learning from language: Intersections of infant and machine learning. Talk presented to Information Sciences Institute at University of Southern California.
- LaTourrette, A. (2019). A little labeling goes a long way: Semi-supervised learning in human infants. Talk presented to University of Chicago Developmental Area.
- LaTourrette, A. (2018). Understanding the role of language in infant categorization. Talk presented to University of Illinois at Urbana-Champaign Developmental Area.

Conference Posters

- LaTourrette, A., Yang, C., & Trueswell, J. (2023). Adults, but not 3-year-olds, use prior linguistic context to inform subsequent noun mappings. Poster presented at the 48th Boston University Conference on Language Development.
- Chen, Y., LaTourrette, A., & Trueswell, J. (2023). Three-year-olds generalize verb meanings across syntactic frames in cross-situational verb learning. Poster presented at the 48th Boston University Conference on Language Development.
- Gomes, V., LaTourrette, A., Tangen, K., & Trueswell, J. (2023). Similarity is an uneven guide to meaning: Developmental differences in cross-situational polyseme learning. Poster presented at the 48th Boston University Conference on Language Development.
- LaTourrette, A., Yang, C., & Trueswell, J. (2023). Examining the role of sentence context in cross-situational word learning. Poster presented at the 45th Annual Meeting of the Cognitive Science Society.
- Yue, C.S., LaTourrette, A., Yang, C., & Trueswell, J. (2023). Memory as a computational constraint in cross-situational word learning. Poster presented at the 45th Annual Meeting of the Cognitive Science Society.
- Chen, Y., LaTourrette, A., & Trueswell, J. (2023). Evidence for cross-situational syntactic bootstrapping: Three-year olds generalize verb meaning across different syntactic frames. Poster presented at the 45th Annual Meeting of the Cognitive Science Society.
- LaTourrette, A., Yang, C., & Trueswell, J. (2022). Just keep guessing: Semantic similarity does not guide cross-situational word-learning from caregivers' ambiguous utterances. Poster presented at the 47th Boston University Conference on Language Development.
- Chan, D., LaTourrette, A., & Waxman, S. (2022). Does object naming influence object representations in 7-month-olds? Poster presented at the 47th Boston University Conference on Language Development.
- LaTourrette, A., Yang, C., & Trueswell, J. (2022). When close isn't enough: Semantic similarity does not facilitate cross-situational word-learning. Poster presented at the 44th Annual Meeting of the Cognitive Science Society, Toronto, Canada.
- Chen, Y., LaTourrette, A., & Trueswell, J. (2022). Learners integrate syntactic frames and semantic hypotheses in cross-situational verb learning. Poster presented at 44th Annual Meeting of the Cognitive Science Society, Toronto, Canada.
- Novack, M., LaTourrette, A., & Waxman, S. (2022). Language leads to longer looks: Novel labels length fixation duration in two-year-old children. Poster presented at the 2022 meeting of the Cognitive Development Society, Madison, WI.
- Atik, D., LaTourrette, A., Vizzini, T., & Waxman, S. (2022). Preschoolers benefit from sentential context when listening to familiar- and unfamiliar-accented speech. Poster presented at the 2022 meeting of the Cognitive Development Society, Madison, WI.
- Chan, D., LaTourrette, A., & Waxman, S. (2022). How early does object naming influence object representations? Poster presented at the 2022 meeting of the Cognitive Development Society, , Madison, WI.

- LaTourrette, A., Yang, C., Trueswell, J. (2021). New exposure, no constraints: Semantic restrictions on novel nouns do not constrain adults' subsequent referent selections. Poster presented at the 43rd Annual Meeting of the Cognitive Science Society, held virtually.
- Kritzik, R., LaTourrette, A, Waxman, S. (2020, cancelled). Examining Bilingual and Monolingual Infants' Verb Learning and Generalization. Midwestern Psychology Association.
- LaTourrette, A., Novack, M., & Waxman, S. (2019). Labels influence visual processing in 2-year-old children. Poster presented at 41st Annual Meeting of Cognitive Science Society, Montreal, QC, Canada.
- LaTourrette, A. & Waxman, S. (2019). Object kinds interfere with extending novel adjectives: Evidence from young children and adults. Poster presented at the 2019 Biennial Meeting of the Society for Research on Child Development, Baltimore, MD.
- LaTourrette, A. & Waxman, S. (2018). Naming enhances subsequent learning: Semi-supervised learning in infancy. Poster presented at the 21st Meeting of the International Congress of Infant Studies, Philadelphia, PA.
- LaTourrette, A. & Waxman, S. (2018). Naming changes infants' memory for individual objects. Poster presented at the 21st Meeting of the International Congress of Infant Studies, Philadelphia, PA.
- LaTourrette, A. & Waxman, S. (2018). Semi-supervised learning in infancy: Infants integrate labeled and unlabeled exemplars to learn new categories. Poster presented at 40th Annual Meeting of the Cognitive Science Society, Madison, WI.
- LaTourrette, A. & Waxman, S. (2017). Naming isn't 'all or nothing': Even infrequent naming supports object categorization in 28-month-old children. Poster session presented at the 2017 Biennial Meeting of the Society for Research on Child Development, Austin, TX.
- LaTourrette, A. & Waxman, S. (2016). The power of a name: Novel nouns promote categorization of novel stimuli. Poster session presented at 20th Biennial Meeting of the International Conference on Infant Studies, New Orleans, LA.

TEACHING & MENTORING

Courses Taught

Instructor – PSYCH348: Language and Thought; Fall 2023 & Spring 2024, Haverford College

Instructor – PSYCH203: Cognition; Spring 2024, Haverford College

Instructor – PSYCH100: Foundations of Psychology; Spring 2024, Haverford College

Instructor – PSYCH305: Communicating Psychological Science; Fall 2023, Haverford College

Instructor – PSYCH334: Language and Thought; Winter 2019, Northwestern University (NU)

Instructor – PSYCH205: Research Methods in Psychology; Winter 2018, NU

Courses Assisted

Guest Lecturer – COGS 001: Introduction to Cognitive Science; Fall 2021, University of Pennsylvania

Discussion Instructor, Teaching Assistant, Guest Lecturer– PSYCH244: Developmental Psychology; Fall 2020, NU
Teaching Assistant, Guest Lecturer – PSYCH398: Honors Thesis Seminar; 2016 - 2017 & 2017 – 2018, NU
Teaching Assistant and/or Guest Lecturer – PSYCH451: Statistics in Experiment Design; Winter 2016 – 2019, NU
Teaching Assistant, Discussion Leader – COGSCI210: Language and the Brain; Winter 2016, NU
Teaching Assistant, Guest Lecturer – PSYCH110: Introduction to Psychology; Winter 2015, NU

Mentoring: Primary Mentees

UPenn MindCORE Diversity & Equity Initiative Mentee (2023) – Emily Noyer
NRSA Mentee (2023-present) – Caroline Beech
Ph.D. Student Mentee (2021-present) – Christine Soh Yue
Ph.D. Student Mentee (2019-present) – Deniz Atik
Undergraduate Research Project (2022-2023) – Ruoheng Cheng
UPenn MindCORE Diversity & Equity Initiative Mentee (2022) – Yishai Perez
Senior Research Project (2021-2022) – Sarah Aina Shamsul Azhar
Senior Research Project (2021-2022) – Mia Cheung
Senior Research Project (2021-2022) – Katinka Tangen
UPenn MindCORE Diversity & Equity Initiative Mentee (2021) – Caila Jefferson
Undergraduate Research Project (2020-2021) – Gonzalo Ortega
Honors Thesis Student (2019-2020) – Rachel Kritzik
Undergraduate Independent Study (2019-2020) – Courtney Goldberg
Undergraduate Independent Research Grant Recipient (2019-2020) – Victoria Vizzini
M.S. Student Mentee (2019-2022) – Dana Chan
Posner Fellowship (2019) – Katelyn Pass
Undergraduate Independent Research Grant Recipient (2019) – Annalisa Romanenko
Undergraduate Independent Study (2018-2019) – Kathy Tian
Honors Thesis Student (2018-2019) – Patrick Lin
Undergraduate Independent Research Grant Recipient (2017-2018) – Mallory Cooper
Undergraduate Independent Research Grant Recipient (2016-2017) – Celia Hauw
Posner Fellowship (2016) – Yajaira Gallegos

Honors Thesis Student (2015-2016) – Margaret Shavlik

Undergraduate Independent Study (2014-2015) – Shanshan Hu

REVIEWING

- Psychological Science
- Cognitive Psychology
- Developmental Psychology
- Language and Cognition
- Affective Science
- Cognitive Development
- Language Learning & Development
- Journal of Visualized Experiments
- Infant Behavior and Development

PROFESSIONAL AFFILIATIONS

- Society for Research in Child Development (SRCD)
- Cognitive Science Society (CSS)
- International Conference on Infant Studies (ICIS)
- Cognitive Development Society (CDS)
- Phi Beta Kappa

SKILLS

- Data wrangling and statistical analysis, highly proficient in:
 - R, Matlab, SPSS, Microsoft Excel
- Eyetracking
 - Tobii, Eyelink systems
- Web design and data collection:
 - Coding in JavaScript, HTML
 - Experiment building in Qualtrics, PsychoPy, PCIbex
 - Data collection with Prolific, Amazon Mechanical Turk
 - Method and data sharing on Open Science Framework
- Video, photo, audio editing
 - Final Cut Pro, Adobe Photoshop, Adobe Premier Pro, GIMP