

Curriculum Vitae
Toben H. Mintz
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Office Address

Department of Psychology - SGM 501
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Education

1996	Ph.D.	Joint Ph.D. In Brain & Cognitive Sciences and in Linguistics. University of Rochester.
1994	M.A.	Psychology. University of Rochester.
1989	B.A.	Cognitive Science. University of Rochester.

Awards and Honors

2011	Elected to the Phi Kappa Phi Honors Society
1989	Elected to the Phi Beta Kappa Honors Society
1989	<i>Magna Cum Laude</i> , University of Rochester
1989	High Distinction and Honors in Cognitive Science, University of Rochester

Grants

2023—2025	“Doctoral Dissertation Research: The Effects of Language Experience on Statistical Learning in Infants and Adults,” role: PI, student co-PI, Helen Shiyang Lu. National Science Foundation, BCS-2234422. Total award: \$18,949.
2021—2024	“Doctoral Dissertation Research: Considering the effects of disfluent speech on children’s sentence processing capabilities and language development,” role: PI, student co-PI, Cindy Chiang. National Science Foundation, BCS-2041372. Total award: \$18,074.
2019—2020	“Learning Language from Image and Video Entities,” role: Senior Investigator (PI: Ram Nevatia, Viterbi), DARPA, \$925,655, my portion: \$28,513.
2013—2014	“Doctoral Dissertation Research: Infants’ Ability to Discriminate Statements and Questions,” role: PI, student co-PI, Susan Geffen, National Science Foundation, BCS-1227074. Total award: \$15,108.
2007—2011	“The acquisition of grammatical categories by infants,” role: PI, National Science Foundation, BCS-0721328. Total award: \$375,000.

2009—2010	“Vowel Harmony and Word Segmentation in Infants,” USC, Advancing Scholarship in the Humanities and Social Sciences, \$23,400.
2002—2007	“Mechanisms of Early Grammatical Learning in Infants,” role: PI, National Institutes of Health, NICHD, HD040368. Total award: \$731,250.
2006—2007	“The role of vowel harmony as a cue to word boundaries for 7-month old infants,” Provost’s Undergraduate Research Program. \$9,000. (with Prof. Rachel Walker)
2004—2005	“The role of vowel harmony as a cue to word boundaries for 7-month old infants,” Provost’s Undergraduate Research Program. \$10,000. (with Prof. Rachel Walker)
2003—2004	“The role of vowel harmony as a cue to word boundaries for 7-month old infants.” Provost’s Undergraduate Research Program. \$7,000. (with Prof. Rachel Walker)
1998—2000	Zumberge Research Innovation Fund, University of Southern California. Total award: \$10,000.

Fellowships

1996—1998	Postdoctoral Fellowship, Institute for Research in Cognitive Science, University of Pennsylvania
1994—1996	National Research Service Award, NIH Predoctoral Fellowship, “The Acquisition of Grammatical Categories,” 6/1/94–11/30/95; 1/1/96–12/31/96
1992—1994	NIH Predoctoral Traineeship
1990—1993	Rush Rhees Fellowship, University of Rochester
1990—1992	Sproull Fellowship, University of Rochester
1989—1990	ITT International Fellowship, CNRS, Paris, France

Professional Experience

Research

2023—Present	Professor of Psychology and Linguistics, University of Southern California.
2011—Present	Director, Cognitive Science Program, University of Southern California.
2004—2023	Associate Professor, Depts. of Psychology and Linguistics, University of Southern California.
2005 Sept.	Professeur Invité, École Normale Supérieure, Paris, France.
1998—2004	Assistant Professor, Depts. of Psychology and Linguistics, University of Southern California
1996—1998	Postdoctoral Fellow, Institute for Research in Cognitive Science, University of Pennsylvania
1992—1994	NIH Predoctoral Trainee. Supervisors: Drs. Elissa L. Newport and Thomas G. Bever.
1989—1990	Research Assistant, Laboratoire des Sciences Cognitives et Psycholinguistiques, Paris. Supervisor: Dr. Jacques Mehler.

Teaching

1998—Present Graduate and undergraduate courses in developmental psycholinguistics, psycholinguistics, cognitive science, and cognitive development.

Service

2023 April External Program Reviewer, Cognitive Science Undergraduate Major, UC Merced

2019 May External Proposal Reviewer for the Creation of a Cognition Science Major, United Arab Emirates University

2013 May External Program Reviewer, Cognitive Science Undergraduate Major, UC Merced

2012—Present Director of the USC Dornsife College Cognitive Science Major

2010—2011 Member of USC Dornsife College Cognitive Science Advisory Committee

2007—2010 National Science Foundation Advisory Panel, Division of Behavioral and Cognitive Sciences (Linguistics Program).

2006—2007 IRB liaison, Psychology Department, University of Southern California.

2002—2003 Co-organizer, Language and Mind Conference III, University of Southern California.

1999—2000 Co-chair, Tutorials Committee for the 22nd Annual Cognitive Science Conference

1999—2000 Chair, Undergraduate Studies Committee, Linguistics Department, University of Southern California

Spring 1998 Co-chair, Postdoctoral Cognitive Science Conference, University of Pennsylvania

Editorial Service

2021 Guest Editor, *Proceedings of the National Academy of Science*

2020—Present Editor-in-Chief, *Language Learning and Development*

2020—Present Editorial Board: *Language Development Research*

2012—Present Editorial Board: *Language Acquisition*

2008—Present Editorial Board: *Cognition*

2013—2016 Associate Editor: *Cognition*

2011—2012 Editorial Board: *Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence*

External Referee for Tenure & Promotion Cases

Boston University
 Carnegie Mellon University
 Chapman University
 New York University
 Simon Fraser University (Canada)

University of California, Los Angeles
University of Pennsylvania

Ad hoc Reviewer

- Journals: *Behavioral and Brain Sciences, Child Development, Cognition, Cognitive Development, Cognitive Psychology, Cognitive Science, Developmental Psychology, Developmental Science, Journal of Child Language, Journal of the Acoustical Society of America, Journal of Cognition and Development, Journal of Cognitive Neuroscience, Journal of Experimental Psychology: General, Journal of Experimental Psychology: Learning, Memory & Cognition, Journal of Memory and Language, Infancy, Language Acquisition, Language and Speech, Language Learning, Language Learning and Development, Nature Reviews Psychology, PLoS One, Proceedings of the National Academy of Science, Psychological Review, Psychological Science*
- Conferences: Annual Meetings of the Cognitive Science Society,
Biennial Meeting of The Society for Research in Child Development,
Boston University Conference on Language Development,
International Conference on Infant Studies
Empirical Methods in Natural Language Processing
- Granting: National Science Foundation,
- Agencies: Research Grants Council, Hong Kong,
Israel Science Foundation

Invited Lectures and Colloquia

- 2026 “Linguistic and Conceptual Constraints on Young Children’s Word Learning.” University of Padua, July.
- 2026 “Infants’ Capacity to Learn Non-Adjacent Dependencies In Speech and Other Sequential Stimuli.” University of Padua, July.
- 2024 “Infants’ Capacity to Learn Non-Adjacent Dependencies In Speech and Other Sequential Stimuli.” RIKEN Center for Brain Science, Saitama, Japan.
- 2023 “Dynamic Motion and Human Agents Facilitate Visual Nonadjacent Dependency Learning in Adults and Infants.” University of California, Riverside.
- 2019 “Infants’ capacity for learning non-adjacent dependencies in linguistic and non-linguistic domains.” Invited colloquium, University of Maryland.
- 2017 “Computational and Implementational Properties of Non-Adjacent Dependency Learning in Human Adults.” Workshop on the Comparative Biology of Language Learning, University of Leiden, NL.
- 2015 “Learning non-adjacent dependencies in artificial and natural languages.” University of Maryland, April.
- 2013 “Distributional Analysis as a Method for Categorizing Words in Infancy.” Claremont Graduate University, April.

- 2011 “Distributional Analysis as a Method for Categorizing Words in Infancy.” University of California, Merced, Department of Cognitive Science, May.
- 2011 “Distributional Analysis as a Method for Categorizing Words in Infancy.” University of California, San Diego, Department of Linguistics, May.
- 2010 “Distributional Analysis as a Method for Categorizing Words in Infancy.” University of California, Los Angeles, Department of Psychology, April.
- 2009 “Distributional Analysis as a Method for Categorizing Words in Infancy.” University of Amsterdam. Amsterdam, NL, July.
- 2008 “Categorizing Words from Patterns in the Linguistic Input.” University of Arizona, Department of Psychology. Tucson, AZ, September.
- 2008 “Some Issues in Language Acquisition Research.” University of Arizona, Department of Cognitive Science. Tucson, AZ, September.
- 2006 “Learning Syntactic Categories from Patterns in Linguistic Input.” Ohio State University, Department of Psychology. Columbus, OH, September.
- 2006 “Learning Syntactic Categories from Patterns in Linguistic Input.” University of Rochester, Department of Brain and Cognitive Science. Rochester, NY, June.
- 2006 “Bootstrapping Grammatical Categories from Structure-Independent Distributional Cues.” University of Maryland, Department of Linguistics. College Park, MD, May.
- 2006 “Constraints on Adjective Acquisition: The Importance of Taxonomic Identity.” University of California, Los Angeles. Department of Psychology. Los Angeles, CA, February.
- 2005 “Categorizing Words from Distributional Information in the Input.” Laboratoire des Sciences Cognitives and Psycholinguistique, CNRS, Paris, September.
- 2005 “Linguistic and Conceptual Support for Adjective Acquisition.” Laboratoire des Sciences Cognitives and Psycholinguistique, CNRS, Paris, September.
- 2005 “Seven-month-old Infants’ Sensitivity to Vowel Harmony During Word Segmentation.” Laboratoire des Sciences Cognitives and Psycholinguistique, CNRS, Paris, September.
- 2005 “Current Directions in Language Acquisition Research.” Laboratoire des Sciences Cognitives and Psycholinguistique, CNRS, Paris, September.

Major Research Interests

Language Acquisition
 Cognitive and Computational Mechanisms of Learning
 Cognitive and Biological Bases of Linguistic Universals

Major Teaching Interests

Developmental Psycholinguistics
 Infancy
 Learning and Development
 Cognitive Psychology/Cognitive Science

Books

Byrd, D., & **Mintz, T. H.** (2010). *Discovering speech, words, and mind*. Wiley-Blackwell.

Book Chapters

Mintz, T. H. (2006). Finding the verbs: Distributional cues to categories available to young learners. In K. Hirsh-Pasek & R. M. Golinkoff (Eds.), *Action meets word: How children learn verbs* (pp. 31–63). Oxford University Press.

Mintz, T. H. (2006). Frequent frames: Simple co-occurrence constructions and their links to linguistic structure. In E. V. Clark & B. F. Kelly (Eds.), *Constructions in acquisition* (pp. 59–82). CSLI.

Mintz, T. (1986). Lines and mirrors. In C. Solomon, M. Minsky, & B. Harvey (Eds.), *Logo works: Challenging programs in Logo* (pp. 347–361). McGraw-Hill.

Papers Submitted or In Preparation

(† Student first author)

†Chiang, C., & **Mintz, T. H.** (under revision). *Disfluencies activate alternative argument structures in toddlers during online sentence processing*.

Papers

(† indicates student first author)

†Chiang, C., & **Mintz, T. H.** (2026). Uh, what did you say? Children's parsing preferences are altered by experience with disfluent sentences. *Journal of Cognition and Development*, 1–21. doi:[10.1080/15248372.2025.2606279](https://doi.org/10.1080/15248372.2025.2606279)

†Gupta, A., **Mintz, T. H.**, & Thomason, J. (2026). Words that make SENSE: Sensorimotor norms in learned lexical token representations. In M. Liakata, V. P. Moreira, J. Zhang, & D. Jurgens (Eds.), *Findings of the Association for Computational Linguistics: ACL 2026* (pp. 41021–41029). Association for Computational Linguistics.

†Lu, H. S., & **Mintz, T. H.** (2026). Second language learning facilitates non-adjacent dependency learning: Effects moderated by specific language. *Cognitive Science*, 50(5), e70221.

†Lu, H. S., & **Mintz, T. H.** (2026). Task-dependent learning of non-adjacent dependencies: Success in a familiarity rating task versus failure in a two-alternative forced choice task. *Psychonomic Bulletin & Review*, 33(1), 12.

Wang, F. H., Zevin, J., Trueswell, J., & **Mintz, T. H.** (2026). Repetition induced rhythm as an alternative account to statistical word segmentation: A model and meta-analysis. *Cognition*, 276, 106648. doi:[10.1016/j.cognition.2026.106648](https://doi.org/10.1016/j.cognition.2026.106648)

Kosie, J., Zettersten, M., Abu-Zhaya, R., Amso, D., Babineau, M., Baumgartner, H.,..., **Mintz, T. H.**,..., & Lew-Williams, C. (2024). ManyBabies 5: A large-scale investigation of the proposed shift from familiarity preference to novelty preference in infant looking time [registered report stage 1 protocol]. *Nature Human Behaviour*. doi:[10.6084/m9.figshare.25576866.v1](https://doi.org/10.6084/m9.figshare.25576866.v1)

- †Lu, H. S., & **Mintz, T. H.** (2023). Dynamic motion and human agents facilitate visual non-adjacent dependency learning. *Cognitive Science*, e13344. doi:[10.1111/cogs.13344](https://doi.org/10.1111/cogs.13344)
- Mintz, T. H.** (2023). The importance of modeling pragmatic syntactic bootstrapping. *Journal of Child Language*, 50, 1065–1068. doi:[10.1017/S030500092300003X](https://doi.org/10.1017/S030500092300003X)
- †Lu, H. S., & **Mintz, T. H.** (2021). Learning non-adjacent rules and non-adjacent dependencies from human actions in 9-month-old infants. *PLoS ONE*, 16(6), e0252959. doi:[10.1371/journal.pone.0252959](https://doi.org/10.1371/journal.pone.0252959)
- †Wang, F. H., Zevin, J., Trueswell, J., & **Mintz, T. H.** (2020). Top-down grouping affects adjacent dependency learning. *Psychonomic Bulletin & Review*, 1052–1058.
- †Wang, F. H., Zevin, J., & **Mintz, T. H.** (2019). Successfully learning non-adjacent dependencies in a continuous artificial language stream. *Cognitive Psychology*, 113. doi:[10.1016/j.cogpsych.2019.101223](https://doi.org/10.1016/j.cogpsych.2019.101223)
- †Wang, F. H., & **Mintz, T. H.** (2018). Learning non-adjacent dependencies embedded in sentences of an artificial language: When learning breaks down. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 44, 604–614.
- †Wang, F. H., & **Mintz, T. H.** (2018). The role of reference in cross-situational word learning. *Cognition*, 170, 64–75.
- Wilson, B., Spierings, M., Ravignani, A., Mueller, J. L., **Mintz, T. H.**, Wijnen, F., Kant, A. van de, Smith, K., & Rey, A. (2018). Non-adjacent dependency learning in humans and other animals. *Topics in Cognitive Science*. doi:[10.1111/tops.12381](https://doi.org/10.1111/tops.12381)
- †Geffen, S., & **Mintz, T. H.** (2017). Prosodic differences between declaratives and interrogatives in infant-directed speech. *Journal of Child Language*, 44, 968–994. doi:[10.1017/S0305000916000349](https://doi.org/10.1017/S0305000916000349)
- Mintz, T. H.**, Walker, R. L., Welday, A., & Kidd, C. (2017). Infants' sensitivity to vowel harmony and its role in segmenting speech. *Cognition*, 171, 95–107.
- †Wang, F. H., Zevin, J., & **Mintz, T. H.** (2017). Top-down structure influences learning of non-adjacent dependencies in an artificial language. *Journal of Experimental Psychology: General*, 146, 1738–1748.
- †Wang, F. H., & **Mintz, T. H.** (2016). Language acquisition is model-based rather than model-free. *Behavioral and Brain Sciences*, 39. doi:[10.1017/S0140525X1500093X](https://doi.org/10.1017/S0140525X1500093X)
- †Geffen, S., & **Mintz, T. H.** (2015). Can you believe it?! Eleven-month-olds use word order to distinguish between declaratives and polar interrogatives. *Language Learning and Development*, 11(3), 270–284. doi:[10.1080/15475441.2014.951595](https://doi.org/10.1080/15475441.2014.951595)
- †Amir, O., Biederman, I., Herald, S. B., Shah, M. P., & **Mintz, T. H.** (2014). Greater sensitivity to nonaccidental than metric shape properties in preschool children. *Vision Research*, 97, 83–88. doi:[10.1016/j.visres.2014.02.006](https://doi.org/10.1016/j.visres.2014.02.006)
- Mintz, T. H.**, Li, J., & Wang, F. H. (2014). Word categorization from distributional information: Frames confer more than the sum of their (bigram) parts. *Cognitive Psychology*, 75, 1–27. doi:[10.1016/j.cogpsych.2014.07.003](https://doi.org/10.1016/j.cogpsych.2014.07.003)
- Mintz, T. H.** (2013). The segmentation of sub-lexical morphemes in english-learning 15-month-old infants. *Frontiers in Language Sciences*, 4(24). doi:[10.3389/fpsyg.2013.00024](https://doi.org/10.3389/fpsyg.2013.00024)
- †Chemla, E., **Mintz, T. H.**, Bernal, S., & Christophe, A. (2009). Categorizing words using “frequent frames”: What cross-linguistic analyses reveal about distributional acquisition strategies. *Developmental Science*, 12(3), 396–406.

- Mintz, T. H.** (2009). Language development. In L. R. Squire (Ed.), *New encyclopedia of neuroscience* (pp. 313–319). Academic Press.
- †Curtin, S., **Mintz, T. H.**, & Christiansen, M. (2005). Stress changes the representational landscape: Evidence from word segmentation in infants. *Cognition*, 96, 233–262.
- Mintz, T. H.** (2005). Linguistic and conceptual influences on adjective acquisition in 24- and 36-month-olds. *Developmental Psychology*, 41, 17–29.
- Mintz, T. H.** (2003). Frequent frames as a cue for grammatical categories in child directed speech. *Cognition*, 90, 91–117.
- Mintz, T. H.** (2002). Category induction from distributional cues in an artificial language. *Memory & Cognition*, 30, 678–686.
- Mintz, T. H.**, & Gleitman, L. R. (2002). Adjectives really do modify nouns: The incremental and restricted nature of early adjective acquisition. *Cognition*, 84, 267–293.
- Mintz, T. H.**, Newport, E. L., & Bever, T. G. (2002). The distributional structure of grammatical categories in speech to young children. *Cognitive Science*, 26, 393–424.

Technical Report

- Goddard, N. H., Lynne, K., **Mintz, T.**, & Bukys, L. (1989). *The Rochester connectionist simulator* (Technical Report No. 233). Computer Science Department, University of Rochester.

Conference Proceedings

(† indicates student author)

- †Lyu, Z. Z., †Darvishi, N., & **Mintz, T. H.** (2025). Acoustic cues facilitate the acquisition of non-adjacent dependencies in sequences of dynamic object transformation. In D. Barner, N. R. Bramley, A. Ruggeri, & C. M. Walker (Eds.), *Proceedings of the 47th annual conference of the Cognitive Science Society* (pp. 1015–1022). Cognitive Science Society.
- †Lu, H. S., & **Mintz, T. H.** (2021). Dynamic action facilitates learning of non-adjacent dependencies in visual sequences. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 43.
- †Wang, F. H., Zevin, J., & **Mintz, T. H.** (2016). Grammatical bracketing determines learning of non-adjacent dependencies. In A. Papafragou, D. Grodner, D. Mirman, & J. C. Trueswell (Eds.), *Proceedings of the 38th annual conference of the Cognitive Science Society* (pp. 2561–2566). Cognitive Science Society.
- †Wang, F. H., Zevin, J., & **Mintz, T. H.** (2016). Learning non-adjacent dependencies in continuous presentation of an artificial language. In A. Papafragou, D. Grodner, D. Mirman, & J. C. Trueswell (Eds.), *Proceedings of the 38th annual conference of the Cognitive Science Society* (pp. 1661–1666). Cognitive Science Society.
- †Li, J., & **Mintz, T. H.** (2015). Constraints on learning non-adjacent dependencies (NADs) of visual stimuli. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock, C. D. Jennings, & P. P. Maglio (Eds.), *Proceedings of the 37th annual meeting of the Cognitive Science Society* (pp. 1350–1355). Cognitive Science Society.
- †Wang, F. H., & **Mintz, T. H.** (2015). Characterizing the difference between learning about adjacent and non-adjacent dependencies. In D. C. Noelle, R. Dale, A. S. Warlaumont, J. Yoshimi, T. Matlock,

- C. D. Jennings, & P. P. Maglio (Eds.), *Proceedings of the 37th annual meeting of the Cognitive Science Society* (pp. 2613–2618). Cognitive Science Society.
- †Wang, H., Höhle, B., Ketrez, N. F., Küntay, A. C., & **Mintz, T. H.** (2011). Cross-linguistic distributional analyses with frequent frames: The cases of German and Turkish. In N. Danis, K. Mesh, & H. Sung (Eds.), *Proceedings of the 35th annual Boston University conference on language development* (pp. 628–640). Cascadia Press.
- †Wang, H., & **Mintz, T. H.** (2010). From linear sequences to abstract structures: Distributional information in infant-directed speech. *A Supplement to the Proceedings of the 34th Annual Boston University Conference on Language Development*.
- †Wang, H., & **Mintz, T. H.** (2008). A dynamic learning model for categorizing words using frames. In H. Chan, E. Kipia, & H. Jacob (Eds.), *Proceedings of the 32nd annual Boston University conference on language development* (pp. 525–536). Cascadia Press.
- †Aronoff, J., Giralt, N., & **Mintz, T. H.** (2006). Stochastic approaches to morphology acquisition. In C. A. Klee & T. L. Face (Eds.), *Selected proceedings of the 8th hispanic linguistics symposium* (pp. 110–121). Cascadia Press.
- †Steenberge, L., & **Mintz, T. H.** (2005). A toy can't be too good if it's not really a toy: Object knowledge and adjective acquisition. In A. Brugos, M. R. Clark-Cotton, & S. Ha (Eds.), *Proceedings of the 29th annual Boston University conference on language development* (pp. 574–581). Cascadia Press.
- Mintz, T. H.** (2004). Morphological segmentation in 15-month-old infants. In A. Brugos, L. Micciulla, & C. E. Smith (Eds.), *Proceedings of the 28th annual Boston University conference on language development* (pp. 363–374). Cascadia Press.
- Mintz, T. H.** (2003). On the distribution of frames in child-directed speech as a basis for grammatical category learning. In B. Beachley, A. Brown, & F. Conlin (Eds.), *Proceedings of the 27th annual Boston University conference on language development* (pp. 545–555). Cascadia Press.
- †Curtin, S., **Mintz, T.**, & Byrd, D. (2001). Coarticulatory cues enhance infants' recognition of syllable sequences in speech. In A. H.-J. Do, L. Domínguez, & A. Johansen (Eds.), *Proceedings of the 25th annual Boston University conference on language development*. Cascadia Press.
- Mintz, T. H.**, & Giralt, N. (2001). What's in a name? Novel and superordinate nouns facilitate learning novel adjectives. In A. H.-J. Do, L. Domínguez, & A. Johansen (Eds.), *Proceedings of the 25th annual Boston University conference on language development*. Cascadia Press.
- †Curtin, S., **Mintz, T. H.**, & Byrd, D. (2000). Coarticulatory information in natural speech stimuli is crucial for infant recognition of syllable sequences. *Journal of the Acoustical Society of America*, 108(2, 2), 2480.
- Mintz, T. H.** (2000). Unique entropy as a model of linguistic classification. *Proceedings of the Twenty-Second Annual Conference of the Cognitive Science Society*.
- Mintz, T. H.**, & Gleitman, L. R. (1998). Incremental language learning: Two and three year olds' acquisition of adjectives. *Proceedings of the Twentieth Annual Conference of the Cognitive Science Society*.
- Mintz, T. H.**, Newport, E. L., & Bever, T. G. (1995). Distributional regularities of grammatical categories in speech to infants. In J. Beckman (Ed.), *Proceedings of the 25th annual meeting of the North Eastern Linguistic Society*. GLSA.

Conference Presentations

(*: Presenter or, †: Presentation by student co-author)

- †Chang, Y., & **Mintz, T. H.** (2026, April). *Bootstrapping the mind: Syntax guides children's learning of mental state verbs* [Paper presentation]. Biennial conference of the Cognitive Development Society, Montreal, Canada.
- †Bokhanovich, O., & **Mintz, T. H.** (2025, May). *The lexical development of underspecified nouns in familiar and unfamiliar contexts* [Poster presentation]. 2025 biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Lu, H. S., †Bokhanovich, O., & **Mintz, T. H.** (2025, May). *How language experience shapes sensitivity to non-adjacent dependencies in 12-month-old infants* [Poster presentation]. 2025 biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- †Bokhanovich, O., & **Mintz, T. H.** (2024, March). *Toddlers' interpretation of taxonomically underspecified nouns* [Poster presentation]. Biennial conference of the Cognitive Development Society, Pasadena, CA.
- †Lu, H. S., & **Mintz, T. H.** (2024, March). *Investigating non-adjacent dependency learning in 12-month-old infants* [Poster presentation]. Biennial conference of the Cognitive Development Society, Pasadena, CA.
- †Lu, H. S., & **Mintz, T. H.** (2024, June). *Non-adjacent dependency learning in monolingual and multilingual 12-month-olds: An online habituation study* [Poster presentation]. International conference on interdisciplinary advances in statistical learning, Donostia-San Sebastian, Spain.
- †Lu, H. S., & **Mintz, T. H.** (2024, June). *Task-dependent learning outcomes: Successful non-adjacent dependency learning in a rating task but not in 2AFC* [Poster presentation]. International conference on interdisciplinary advances in statistical learning, Donostia-San Sebastian, Spain.
- †Lyu, Z. Z., †Darvishi, N., & **Mintz, T. H.** (2024, June). *Acoustic cues facilitate the acquisition of non-adjacent dependencies in sequences of dynamic object transformations* [Poster presentation]. International conference on interdisciplinary advances in statistical learning, Donostia-San Sebastian, Spain.
- †Lu, H. S., & **Mintz, T. H.** (2023, March). *Twelve-month-olds generalize nonadjacent dependencies from artificial speech presented at a natural speech rate* [Paper presentation]. 2023 biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Lu, H. S., & ***Mintz, T. H.** (2022, June). *Human dynamic actions aid non-adjacent dependency learning in both infants and adults* [Paper presentation]. International conference on interdisciplinary advances in statistical learning, Donostia-San Sebastian, Spain.
- †Lu, H. S., & **Mintz, T. H.** (2021). *Dynamic action facilitates learning of non-adjacent dependencies in visual sequences* [Paper presentation]. 43rd annual meeting of the Cognitive Science Society.
- †Lu, H. S., & **Mintz, T. H.** (2021, January). *Learning non-adjacent rules and dependencies from human actions in 9-month-old infants: Actions sometimes speak louder than words* [Paper presentation]. Budapest CEU conference on cognitive development.
- †Chiang, C., & **Mintz, T. H.** (2021, November). *Uh what did you say? Children's parsing preferences are altered by experience with disfluent sentences* [Paper presentation]. 46th annual Boston University conference on language development, Boston, MA.

- Chiang, C., & **Mintz, T. H.** (2020, September). *Examining the mechanisms of structural priming: Considering the effects of disfluent sentences on the implicit learning account* [Poster presentation]. 26th architectures and mechanisms of language processing conference, Potsdam, Germany.
- †Chiang, C., & **Mintz, T. H.** (2020, November). *Going against verb bias: Toddlers shift parsing strategies when encountering disfluencies* [Paper presentation]. 45th annual Boston University conference on language development, Boston, MA.
- Lu, H. S., & **Mintz, T. H.** (2019, October). *Visual rule learning: The connection between human actions and speech* [Poster presentation]. Cognitive Development Society, Louisville, KY.
- †Wang, F. H., Trueswell, J., Zevin, J. D., & **Mintz, T. H.** (2018, November). *A rhythm account of word segmentation tasks* [Paper presentation]. 43rd annual Boston University conference on language development, Boston, MA.
- Chiang, C., Geffen, S., & **Mintz, T. H.** (2017, November). *Distinguishing questions and statements using sentence-initial prosodic cues* [Poster presentation]. 42nd annual Boston University conference on language development, Boston, MA.
- †Wang, F. H., Zevin, J., & **Mintz, T. H.** (2016, August). *Grammatical bracketing determines learning of non-adjacent dependencies* [Paper presentation]. 38th annual conference of the Cognitive Science Society, Philadelphia, PA.
- †Wang, F. H., Zevin, J., & **Mintz, T. H.** (2016, August). *Learning non-adjacent dependencies in continuous presentation of an artificial language* [Paper presentation]. 38th annual conference of the Cognitive Science Society, Philadelphia, PA.
- Wang, F. H., & **Mintz, T. H.** (2016, November). *Statistical learning requires a two-step process* [Poster presentation]. 41st annual Boston University conference on language development, Boston, MA.
- †Wang, F. H., & **Mintz, T. H.** (2015, March). *The limits of associative learning in cross-situational word learning* [Paper presentation]. 28th CUNY conference on human sentence processing, Los Angeles, CA.
- Lin, C., & **Mintz, T. H.** (2015, July). *Vocabulary size is correlated with non-native tone sensitivity in english learning infants* [Poster presentation]. 37th annual meeting of the Cognitive Science Society, Pasadena, CA.
- Wang, F. H., & **Mintz, T. H.** (2015, July). *Cross-situational word learning results in explicit memory representations* [Poster presentation]. 37th annual meeting of the Cognitive Science Society, Pasadena, CA.
- Lin, C., & **Mintz, T. H.** (2015, November). *The encoding of tonal contrast in word learning by monolingual english infants* [Poster presentation]. 40th annual Boston University conference on language development, Boston, MA.
- †Geffen, S., & **Mintz, T. H.** (2013, November). *Infants' ability to discriminate between statements and questions* [Paper presentation]. 38th annual Boston University conference on language development, Boston, MA.
- Wang, H., & ***Mintz, T. H.** (2012, November). *Using overlap as a measure of young children's syntactic knowledge* [Paper presentation]. 37th annual Boston University conference on language development, Boston, MA.
- Mintz, T. H.** (2011, July). *Comparing the efficacy of bigrams and frames in cuing lexical categories for human learners* [Poster presentation]. 33rd annual meeting of the Cognitive Science Society, Boston, MA.

- †Geffen, S., & **Mintz, T. H.** (2011, November). *Seven-month-olds' discrimination of statements and questions* [Poster presentation]. 36th annual Boston University conference on language development, Boston, MA.
- Mintz, T. H.** (2011, November). *Fifteen-month-old infants can categorize words using distributional information alone and retain the categories after 1 week* [Paper presentation]. 36th annual Boston University conference on language development, Boston, MA.
- †Wang, H., Höhle, B., Ketrez, N., Küntay, A. C., & **Mintz, T. H.** (2010, November). *Cross-linguistic distributional analyses with frequent frames: The cases of German and Turkish* [Paper presentation]. 35th annual Boston University conference on language development, Boston, MA.
- †Wang, H., & **Mintz, T. H.** (2009, November). *From linear sequences to abstract structures: Distributional information in infant-directed speech* [Poster presentation]. 34th annual Boston University conference on language development, Boston, MA.
- Mintz, T. H.** (2008, March). *Distributional analysis as a method for categorizing words in infancy* [Paper presentation]. XVIth international conference in infant studies, Vancouver, BC.
- Yuan, S., Scott, R., Fisher, C., & **Mintz, T. H.** (2008, March). *21-month-olds learn distributional facts about a new verb via listening experience* [Poster presentation]. XVIth international conference in infant studies, Vancouver, BC.
- Höhle, B., Wang, H., & **Mintz, T. H.** (2008, July). *Syntactic categorization of new words: Distributional and morphological cues to form class* [Paper presentation]. XXIX international congress of psychology, Berlin, Germany.
- Mintz, T. H.** (2007, June). *Category induction from lexical co-occurrence patterns in artificial languages* [Invited paper presentation]. Current issues in language acquisition: Artificial & statistical language learning, University of Calgary, Calgary, Alberta.
- †Wang, H., & **Mintz, T. H.** (2007, November). *A dynamic learning model for categorizing words using frames* [Paper presentation]. 32nd annual Boston University conference on language development, Boston, MA.
- Mintz, T. H.**, & *Walker, R. (2006, January). *Infants' sensitivity to vowel harmony and its role in word segmentation* [Paper presentation]. Annual meeting of the Linguistic Society of America, Albuquerque, NM.
- Mintz, T. H.** (2006, July). *Detecting syntactic patterns in speech to infants: The utility of frequent frames* [Poster presentation]. 28th annual conference of the Cognitive Science Society, Vancouver, BC.
- Mintz, T. H.** (2006, November). *Toddlers' sensitivity to the presuppositions of "one" and "thing"* [Paper presentation]. 31st annual Boston University conference on language development, Boston, MA.
- Mintz, T. H.** (2005, April). *The acquisition of grammatical categories: Insights from computational and behavioral studies* [Paper presentation]. Biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Mintz, T. H.** (2005, April). *The importance of object categories in adjective acquisition: A word-learning constraint?* [Paper presentation]. Biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Mintz, T. H.** (2005, July). *Categorizing words from distributional information in the input* [Paper presentation]. Xth international congress for the study of child language, Berlin, Germany.

- Mintz, T. H.** (2004, May). *The second generation of statistical learning* [Paper presentation]. International conference on infant studies, Chicago, IL.
- Mintz, T. H.** (2004, May). *Twelve-month-olds categorize novel words using distributional information* [Poster presentation]. International conference on infant studies, Chicago, IL.
- Mintz, T. H.** (2003, April). *Linguistic and conceptual support for adjective acquisition* [Paper presentation]. Biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Mintz, T. H.** (2003, May). *Observations on critical periods and research on the mechanisms of language acquisition* [Paper presentation]. Language and mind conference III, Los Angeles, CA.
- Mintz, T. H.** (2003, November). *Morphological segmentation in 15-month-old infants* [Paper presentation]. 28th annual Boston University conference on language development, Boston, MA.
- Mintz, T. H.** (2002, April). *Morphological segmentation in 15-month old infants* [Poster presentation]. International conference on infant studies, Toronto, Canada.
- Mintz, T. H.** (2002, July). *Constraints on adjective mapping in two and three-year-olds: The importance of taxonomic specificity* [Paper presentation]. IX international congress for the study of child language, Madison, WI.
- Mintz, T. H.** (2002, November). *On the distribution of frames in child-directed speech as a basis for grammatical category learning* [Paper presentation]. 27th annual Boston University conference on language development, Boston, MA.
- ***Mintz, T. H.**, & Gleitman, L. R. (1998, August). *Incremental language learning: Two and three year olds' acquisition of adjectives* [Paper presentation]. 20th annual Cognitive Science Society meeting, Madison, WI.
- ***Mintz, T. H.**, & Gleitman, L. R. (1998, November). *Adjectives really do modify nouns: Two- and three-year-olds' acquisition of adjectives* [Paper presentation]. 23rd annual Boston University conference on language development, Boston, MA.
- *Mintz, T. H. et al. (1996, November). *Grammatical categories can be derived from speech to young children* [Paper presentation]. 21st annual Boston University conference on language development, Boston, MA.
- *Mintz, T. H. et al. (1995). *Distributional regularities of grammatical categories in speech to infants* [Paper presentation]. 25th annual meeting of the North Eastern Linguistic Society, Philadelphia, PA.