**Seminar on the Conceptual Supports for Early Word Learning**

Sponsored by the Department of Child, Youth and Family Studies, the Department of Special Education and Communication Disorders, and the College of Education and Human Sciences

**Friday, November 2, 2012**

**10:15 – 11:15 a.m.**

**262 Mabel Lee Hall**

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Most children are phenomenal word learners by the time they enter preschool. There is no question this level of success is supported by children’s remarkable basic information processing capabilities. Of considerable debate, however, have been the types of information that enter into these processes. In particular, recent theoretical accounts have forcefully questioned the contribution of conceptual information to early word learning. In this talk, I review evidence that conceptual information contributes to early word learning in a number of key ways, supporting referent identification, as well as label extension and retention. Special attention will be paid to how teaching children about the causal properties of labeled objects facilitates their acquisition of new vocabulary in the laboratory, and how this might be relevant to educational strategies employed in the classroom.

**Biography**



Amy Booth studies how infants and young children learn. Specifically, her research focuses on the remarkable capabilities of young children for organizing their perceptual experience into meaningful categories and learning words to refer to them. By addressing the development of these fundamental capacities Booth's work seeks to inform our understanding of the mechanisms underlying early learning in both laboratory and applied settings.