

**Workgroup 5: Interventions for Dual Language Learners (Carol Hammer, Lead)**

<b>Person</b>	<b>Affiliation/Discipline</b>	<b>Summary of Contribution to the Network</b>
<b>Adam Winsler</b>	George Mason University – Applied Dev. Psych.	Effects of home language use and maternal immigration on language development
<b>Cynthia Garcia-Coll</b>	University of Albizu – Psychology	Sociocultural influences on development in low-income children
<b>Ellen Bialystok</b>	Univ. of Toronto – Developmental Psych.	Effects of bilingualism on language and cognition across the lifespan
<b>Laida Restrepo</b>	Arizona State Univ. - Speech & Hearing Science	Interventions of children who speak Spanish as their native language or who are bilingual
<b>Lauren Cycyk</b>	Temple University – Communication Science	Spanish-English dual language development of young children
<b>Lillian Duran</b>	Univ. of Oregon – Special Ed. and Clinical Sciences	Instructional and assessment practices with preschool dual language learners.
<b>Linda Espinosa</b>	University of Maryland – Education	Child care experiences and how they promote dual language learning
<b>Makeba Wilbourn</b>	Duke Univ. – Psychology & Neuroscience	Influences on vocabulary acquisition related to culture and SES
<b>Tatiana Peredo</b>	Vanderbilt University	Bilingual language development and caregiver implemented interventions
<b>Yuuko Uchikoshi</b>	Univ. of California, Davis – School of Education	Early literacy, bilingualism and bilingual education
<b>Natalie Brito</b>	New York University – Applied Psychology	Influence of early experiences and home language environment on child development
<b>Carla Wood Jackson</b>	University of South Florida	Early Intervention for English Language Learners and Distance Education.