Allison Fitch, Ph.D.

Rochester Institute of Technology   ahfgsh@rit.edu
Psychology, College of Liberal Arts
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Employment

Rochester Institute of Technology, Assistant Professor   January 2021-Present
     Psychology Department, College of Liberal Arts

Boston University, Postdoctoral Fellow   August 2017-December 2020
     Speech, Language & Hearing Sciences (2017-2019)
     Deaf Education & Deaf Studies (2019-Present)
     Postdoctoral Mentors: Sudha Arunachalam, Ph.D. & Amy Lieberman, Ph.D.

Emerson College, Affiliated Faculty   December 2018-June 2019
     Communication Disorders

Education

University of Massachusetts Boston, Doctor of Philosophy   July 2017
     Developmental and Brain Sciences

     Dissertation: Exploring toddlers' use of language to update mental representations: Evidence from children with and without autism spectrum disorder
     Advisor: Zsuzsa Kaldy, Ph.D.

University of Connecticut, Bachelor of Arts   May 2013
     Psychology and Human Development & Family Studies, *summa cum laude*

Awards & Funding

- PI Proposal Submission Award, RIT College of Liberal Arts   2021
- ASHA Research Mentor-Pair Travel Award   2017
- T32 Trainee: DC013017   2017-2019
- Scholarly Support Fund Award, Graduate Employee Organization   2017
- Professional Development Grant, Graduate Student Association   2015, 2016, 2017
- Psi Chi Graduate Research Grant   2014
- Univ. of Connecticut Summa Cum Laude   2013
- Univ. of Connecticut Babbidge Scholar   2013
- Student Travel Award, Office of Undergraduate Research   2013
- Student Travel Award, International Meeting for Autism Research   2013
- Psi Chi, UConn Chapter Elected Treasurer   2012

- IARR Conference 2012 Student Submission Award   2012
- Psychology Undergraduate Research Grant Recipient   2012
- Univ. of Connecticut New England Scholar   2012
- Social Sciences, Humanities, and Arts Research Grant Recipient   2012

Publications
- **Fitch, A.**, Lieberman, A. M., Luyster, R. J., & Arunachalam, S. (2020). Toddlers' Word Learning through Overhearing: Others' Perspectives Matter. *Journal of Experimental Child Psychology, 193,* 104793.
- **Fitch, A.**, Valadez, A., Ganea, P. A., Carter, A. S., & Kaldy, Z. (2018). Toddlers with ASD use verbal information to update expectations about the world. *Journal of Autism and Developmental Disorders. doi:* 10.1007/s10803-018-3706-7
- **Fitch, A.**, Smith, H. K., Guillory, S. B., & Kaldy, Z. (2016). Off to a good start: The early development of the neural substrates underlying visual working memory. *Frontiers in Systems Neuroscience, 10,* 68. https://doi.org/10.3389/fnsys.2016.00068
- Ganea, P. A., **Fitch, A.**, Harris, P. L., & Kaldy, Z. (2016). Infants' use of language to update their expectations about the visual world. *Journal of Experimental Child Psychology, 151,* 65-76.
- **Fitch, A.**, Fein, D. A & Eigsti, I. M. (2015). Detail and gestalt focus in spontaneous descriptions by individuals with optimal outcomes from ASD. *Journal of Autism and Developmental Disorders, 45*(6), 1887-1896.

Manuscripts Under Review
- **Fitch, A.**, Thaker, N. & Kaldy, Z. (accepted in-principle). The role of redundant verbal labels in 8- and 10-month-olds' working memory. *Infant Behavior and Development.*
- **Fitch, A.,** Arunachalam, S. & Lieberman, A. (under review). Mapping Word to World in ASL: Evidence from a Human Simulation Paradigm.
- **Fitch, A.** & Lieberman, A. (under review). Deaf children's use of mutual exclusivity and eye gaze to determine word meanings in American Sign Language.

Manuscripts in Preparation
- Lieberman, A. M., **Fitch, A.** & Borovsky, A. (in revision). Flexible fast-mapping: Deaf children dynamically allocate visual attention to learn novel words in American Sign Language.

Professional Presentations
Conference Presentations
- Lieberman, A. M., **Fitch, A.** & Gagne, D. (2021, July). The social dynamics of joint attention in American Sign Language interactions. *Talk to be presented at the International Association for the Study of Child Language,* virtual.
- Lieberman, A. M., **Fitch, A.** & Setzer, E. (2020, November). The social dynamics of joint attention in American Sign Language interactions between deaf children and their parents. *Poster presented at Boston University Conference on Language Development 45,* virtual.
- Lieberman, A. M., **Fitch, A.** & Setzer, E. (2020, July). The social dynamics of joint attention in American Sign Language interactions between deaf children and their parents. *Poster presented at the International Congress of Infant Studies,* virtual.
- **Fitch, A.,** Arunachalam, S. & Lieberman, A. M. (2020, March*). The role of early language exposure and modality on bottom-up visual attention. *Talk for the Attentive Listener in the Visual World Conference, Storrs, CT.*

- Lieberman, A. M., **Fitch, A.** & Setzer, E. (2020, March*). Timing visual attention for language acquisition in interactions between deaf children and their parents. *Talk for the Attentive Listener in the Visual World Conference, Storrs, CT.*
- **Fitch, A.,** Arunachalam, S. & Luyster, R. J. (2020, March[*]). Access to multiple speaker contexts predicts pronoun acquisition and use in ASD. *Poster presentation for the Meeting on Language in Autism, Durham, NC.*
- **Fitch, A.**, Lieberman, A. M., Luyster, R. J. & Arunachalam, S. (2019, November). Contexts for third-party word learning: Joint attention matters. *Poster presented at Boston University Conference on Language Development 44, Boston, MA.*
- **Fitch, A.,** Arunachalam, S. & Lieberman, A. M. (2019, September). The role of early sign language exposure and deafness on visual orienting and disengagement. *Poster presented at Theoretical Issues in Sign Language Research 13, Hamburg, Germany.*
- **Fitch, A.,** Arunachalam, S. & Luyster, R. J. (2019, May). Access to multiple speaker contexts predicts pronoun acquisition and use in ASD. *Poster presented at the International Society for Autism Research, Montreal, Quebec, Canada.*
- **Fitch, A.**, Hennegen, K., Lieberman, A. M., Luyster, R. J., & Arunachalam, S. (2019, March). The role of perspective-taking on third-party learning. *Talk given at the Biennial Meeting of the Society for Research on Child Development, Baltimore, MD.*
- **Fitch, A.,** Arunachalam, S. & Lieberman, A. M. (2018, November). Learning Words from Context in ASL: Evidence from a Human Simulation Paradigm. *Poster presented at Boston University Conference on Language Development 43, Boston, MA.*
- **Fitch, A.**, Groth, A., Ganea, P., Carter, A., & Kaldy, Z. (2018, July). Toddlers with ASD can use linguistic information to update their mental representations. *Talk given at the International Congress of Infant Studies, Philadelphia, PA.*
- **Fitch, A.,** Ganea, P. A., Harris, P. L. & Kaldy, Z. (2018, July). 17-Month-Olds Do Not Revoke Trust from Unreliable Informants Providing Verbal Testimony. *Poster presented at the International Congress of Infant Studies, Philadelphia, PA.*
- **Fitch, A.**, Groth, A., Ganea, P., Carter, A., & Kaldy, Z. (2017, May). Minimally verbal two-year-olds with ASD succeed in using linguistic information to generate expectations about the visual world. *Talk given at the International Meeting for Autism Research, San Francisco, CA.*
- **Fitch, A.**, Groth, A., Ganea, P., Carter, A., & Kaldy, Z. (2017, April). Toddlers with ASD can use language to form expectations about the visual world. *Poster presented at the Biennial Meeting of the Society for Research on Child Development, Austin, TX.*
- **Fitch, A.** & Kaldy, Z. (2016, May). The role of object labels in infants' performance on the delayed match retrieval task. *Poster presented at the International Conference on Infant Studies, New Orleans, LA.*
- **Fitch, A.**, Ganea, P., Harris, P., Kaldy, Z. (2016, May). Infants continue to trust language input even after multiple false testimonies. *Poster presented at the International Conference on Infant Studies, New Orleans, LA.*
- **Fitch, A.**, Ganea, P., Harris, P., & Kaldy, Z. (2015, July). 16-month-olds can use language to generate expectations about the visual world. *Poster presented at the Annual Meeting of the Cognitive Science Society, Pasadena, CA.*
- **Fitch, A.**, Fein, D. A & Eigsti, I. M. (2013, May). Detail and gestalt focus in spontaneous descriptions by individuals with optimal outcomes from ASD. *Talk given at the International Meeting for Autism Research, San Sebastian, Spain.*

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[*] Conference canceled or indefinitely postponed due to COVID-19.

- **Fitch, A.**, Koberstein, N., Jablon, A., Hecht, A. & VanDerleest, S. (2012, July). Reluctance to communicate concern about eating disorders in emerging adult relationships. *Poster presented at the International Association of Relationship Research Conference, Chicago, IL*.

Invited Presentations
- **Fitch, A.** (2020, December). Gaze dynamics in the acquisition of American Sign Language. Invited talk given at the Sensory, Perceptual, and Cognitive Ecology Center at the National Technical Institute for the Deaf.
- **Fitch, A.** (2019, March). Mapping word to world in American Sign Language: Findings from human simulation paradigms. Invited talk given at the Speech, Language, and Hearing Sciences Colloquium at Boston University.
- **Fitch, A.** (2018, April). The role of object labels on infants' visual working memory. Invited talk given at the Language and Cognition research meeting at Harvard University.
- **Fitch, A.** (2018, March). Gaze shifting & language acquisition in children with ASD and Deaf children. Invited talk given at the Center for Autism Research Excellence at Boston University.
- **Fitch, A.** (2016, April). The development of verbal updating in young toddlers with and without ASD. Invited talk given at the Language and Cognition research meeting at Harvard University.
- **Fitch, A.** (2015, December). The emergence of verbal updating in young toddlers. Invited talk given at the Harvard University Graduate School of Education.

Professional Affiliations & Service
Psi Chi, International Society for Autism Research (INSAR), Society for Language Development, Cognitive Science Society, Society for Research on Child Development, International Congress of Infant Studies, Sign Language Linguistics Society

Ad-hoc reviewer for *Journal of Autism and Developmental Disorders, Developmental Psychology, Cognition, Journal of Communication Disorders, Boston University Conference on Language Development, Psi Chi Society, Society for Research on Child Development, Journal of Speech, Language & Hearing Research, Journal of Deaf Education & Deaf Studies, Journal of Child Language, Cognitive Development, First Language*

Teaching
Instructor of Record
Cognitive Psychology, *PSYCH 223*, RIT, Psychology	2021
Introduction to Psychology, *PSYCH 101*, RIT, Psychology	2021
Language Acquisition, *CD 201,* Emerson College, Communication Disorders	2019
Behavioral Research Methods, *PSYCH 201,* UMass Boston, Psychology	2016-2017

Graduate Teaching Assistant
Infancy and Child Development, *PSYCH 241,* UMass Boston, Psychology	2014-2015
Statistics, *PSYCH 270,* UMass Boston, Psychology	2013

Guest Lectures
Visual Attention and Language in Deaf Children, for *PS750*, Mind and Language	2019
Biases in Memory, for *PSYCH 100*, Introduction to Psychology	2016, 2017
Language Acquisition, for *PSYCH 241,* Infancy and Child Development	2015, 2016
Language & Cognition, for *PSYCH 346*, Language Development	2014

- Children's Grammar & Errors, for *PSYCH 346*, Language Development   2014

Leadership Roles
- Psychology Dept. Statistics Consulting Group Co-Coordinator   2016-2017
- Neuroscience Graduate Student Association Social Events Coordinator   2015-2016
- Neuroscience Graduate Student Association Treasurer   2014-2015

Other Employment & Volunteer History
- Statistics Tutor – Freelance   2017
- Psychology Connections Committee   2013-2015
- Academic Advisor – UMass Boston Psychology   2014
- Mental Health Counselor – Manchester Memorial Hospital   2013
- Peer Mentor – Students Transitioning to Age Appropriate Routes   2013
- Assistant Teacher – Child Development Laboratory Preschool   2012
- Undergraduate Researcher – Dev. Cognitive Neuroscience Lab, UConn   2011-2013
- Undergraduate Researcher – Shannon Weaver, Ph.D. Lab, UConn   2011-2012
- Academic Tutor – Counseling Program for Intercollegiate Athletics   2011
- Americorps JumpStart Literacy Corps Member   2010-2011

Skills
- **Experimental Methods:** Standard behavioral methods; Eyetracking (infant & adult, including pupillometry); Stimulus presentation using Experiment Builder (Eyelink), Tobii Studio, PsychoPy, PsyScope X, Psychtoolbox (MATLAB), SuperLab.
- **Programming & Data Analysis:** MATLAB, R, SPSS, Praat, ELAN, MS Excel.
- **Assessments:** Mullen Scales of Early Learning, Peabody Pearson Vocabulary Test, Delis-Kaplan Executive Functioning System, Clinical Evaluation of Language Fundamentals, Autism Diagnostic Observation Schedule.
- **Computer Skills:** Windows and Mac operating systems; video editing (Final Cut Pro, QuickTime, iMovie, Blender animation); audio editing (Praat and Audacity); image editing (Adobe Photoshop and GIMP).
- **Languages:** English (native), American Sign Language (research proficient), Italian (intermediate)