POSTER SESSION ONE

PS1F01

Recognizing Language Disorder Indicators Across Linguistic Profiles: Gaps in Teacher-Reported Identification Competence

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Disparities in language disorder identification among language minoritized students suggest that early recognition processes may vary across linguistic profiles in schools. This study examined determinants associated with teachers' self reported competence in recognizing language disorder indicators. A national survey of 1,161 K–8 educators assessed deficit-oriented beliefs about bilingualism, exposure to language disorders training, and frequency of consultation with speech language pathologists (SLPs). Identification competence was endorsed more often for monolingual English-speaking students (55.6%) than for emergent bilingual (30.9%) or variety-speaking students (19.6%); 20.1% reported no competence for any group. Logistic regression estimated adjusted odds of competence for language minoritized profiles. Training was associated with higher odds (OR = 2.41, 95% CI [1.62, 3.57], $p < .001$), and more frequent SLP consultation showed a positive association (OR = 1.24 per unit, 95% CI [1.11, 1.39], $p < .001$). Deficit oriented beliefs were not independently associated ($p = .57$), and teacher role was not predictive ($p = .148$). Findings highlight modifiable professional supports linked to more equitable K-8 classroom identification. Funding: ASHA AARC Award & UT Austin Early Career Provost Fellowship

PS1F02

Effects of vocabulary and memory in Czech sentence recall: the latent regression approach

Filip Smolík; Czech. Acad. Sci.,, Inst. Pschol.

Sentence recall is a widely used clinical measure, yet its underlying cognitive and linguistic components remain debated. The study investigated how vocabulary, phonological memory, and complex working memory contribute to sentence recall performance in Czech children with typical language development (N=179) and language disorder (N=57). Using norming data from a Czech assessment battery comprising sentence imitation and vocabulary comprehension, and including the WISC digit span tasks, the authors applied structural equation modeling to examine latent relationships among these abilities. Models incorporated factors for vocabulary, forward digit span (phonological memory), backward digit span (central executive), and sentence recall, with age included as a covariate. Model fit indices indicated good overall fit. In the two-group model, both vocabulary and phonological memory significantly predicted sentence recall, while the central executive component showed no significant effect. Vocabulary effects were stronger in typically developing children, whereas phonological memory had a larger effect in the DLD group. Overall, the findings support a strong role of language skills in sentence recall and suggest that the cognitive structure underlying recall may differ between typical and language-impaired children.

PS1F03

Feasibility of Two New Treatments for Object Relative Sentences

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Treatment research for complex sentences lags behind that for other types of language deficits. The few available studies use very different methods, harnessing both implicit and explicit approaches to treatment. This study presents feasibility data for a larger-scale study that directly contrasts implicit and explicit treatment methods for the treatment object relative clause constructions. Ten children received 20 days of treatment over 10 weeks. The two treatment methods used the same complex sentence input, the same number of exposures to each sentence, and an overlapping set of visual materials but differed in terms of their reliance on implicit vs. explicit learning mechanisms. Generalization to untrained contexts was measure by three measures of complex sentence production (sentence production in a priming task and a sentence repetition task, and words recalled in the sentence repetition task) . The results suggest that both treatments can lead to generalization for some children. However, in-treatment performance, particularly in the Explicit condition, was not a good indicator of subsequent generalization.
Funding from R01 DC021429.

PS1F04

Rate and Type of Code-Switching in Bilingual Children's Narratives

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Jessica Nolasco; University of Maryland, College Park
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This study examines the rate and types of code-switching produced by Spanish–English bilingual children during a narrative retelling task. Since approximately 20% of children in the United States are exposed to more than one language, understanding code-switching behaviors is essential. Although code-switching is common in bilingual expressive language, it is usually not incorporated into standardized language assessments. Narrative retelling provides a structured and natural context to examine these behaviors in detail. Participants included 26 typically developing bilingual children (ages 3;0–6;11) from the Washington, D.C. area. Language samples were collected in Spanish-only, English-only, and code-switching conditions via Zoom. Transcripts were coded for inter-sentential and intra-sentential switches, including insertions and alternations, using established coding procedures. Frequency counts were calculated for total words, utterances, and switch types. Findings from this ongoing study will clarify common code-switching patterns and produce more culturally and linguistically appropriate assessment practices for bilingual children.

PS1F05

Convergence Across Multiple Sources of Evidence in the Identification of Developmental Language Disorder in Bilingual Children

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Ryan Sainsbury; Utah State University
Jiali Wang; Texas A&M University
Lisa Bedore; Temple University

Ron Gillam; Utah State University
Elizabeth Peña; University of California, Irvine
This study examined how convergence across language domains in identifying developmental language disorder (DLD) in bilingual children, and the convergence patterns at the measurement and child levels. We examined the degree of converging evidence in identifying DLD in bilinguals, the latent profiles of bilingual children based on evidence patterns, and the relationship between bilingual exposure and evidence patterns. Participants included 186 Spanish–English bilingual kindergarteners. Parents' and teachers' reports, standardized assessment, narrative language samples, and dynamic assessment were administered. ?-statistics showed stronger agreement between performance-based assessments than with parents' reports. Latent profile analysis revealed a two-profile model based on performance rather than a distinct DLD subtype, and children with DLD distributed across both profiles. The convergence and agreement between evidence were largely similar across exposure groups and exposure group did not predict profile membership. These findings suggest that measure-level convergence in identifying DLD in bilingual children. However, DLD did not appear as a single form of impairment but varied weaknesses across measurements. Therefore, the diagnosis of DLD in bilinguals requires the interpretation of multiple pieces of evidence collectively.
Funding: R01DC007439-01 (Peña)

PS1F06

Examining the dimensionality of children's own perception of language skills among Spanish-English bilingual children

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Marc Goodrich; Texas A&M University
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Standardized assessments developed for monolingual populations often inadequately identify language disorders in Spanish–English bilingual children, and validated bilingual measures remain limited. The Houston Questionnaire (HQ), a child self-report measure of bilingual experience and proficiency, has shown associations with standardized language assessments. This study examined the dimensionality of the HQ and attempted to replicate its previously reported three-factor structure in a kindergarten sample.

Participants were 234 kindergarten and first-grade students from Texas and South Carolina. Examiners orally administered 25 HQ items in English or Spanish; children responded verbally or nonverbally using yes/no and Likert-scale formats. Confirmatory factor analysis evaluated model fit using $?^2$, RMSEA, CFI, TLI, and SRMR.

The hypothesized three-factor model showed poor fit. Exploratory analyses indicated misfit related to friend-number items and response format effects. Removing problematic items and separating school-related experiences improved fit substantially.

Findings suggest the original factor structure does not replicate in this sample, limiting interpretation of its dimensional scores. Differences in age range, sample size, and instructional context may explain discrepancies. Alternative theoretically guided models will be evaluated.

R01ActfHD114547
R21ActfHD106072

PS1F07

Predicting Phonological Awareness from Toddlerhood: Contributions of Family- and Child-level Factors

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Elizabeth Norton; Northwestern University

Phonological awareness (PA) is an early predictor and core deficit of developmental dyslexia; however, it cannot be directly assessed in children until preschool age, limiting the opportunities for early identification. This study takes a novel approach to earlier identification by examining whether family- and child-level corollary factors assessed in toddlerhood can predict later PA. A longitudinal sample of 339 toddlers oversampled for early language and mental health risk was followed across preschool and early school-age. Family-level predictors included family history of reading difficulties, maternal education, and maternal nonword repetition. Child-level correlates included expressive vocabulary and irritability at age two. PA was assessed between ages 4.5-8 using age-appropriate standardized measures. Stepwise linear regression analyses showed that family-level factors accounted for 15.0% of variance in PA, with only maternal education as a significant predictor. Adding child-level predictors increased explained variance to 24.6%. Only vocabulary size at age two significantly predicted later PA beyond family factors. These findings demonstrate the value of integrating toddlers' vocabulary size and maternal education and suggest feasible early indicators for identifying toddlers at risk of later reading difficulties.
Funding source: NIH R01DC016273, R01MH107652

PS1F08

Complex word reading among children with language-based learning disabilities

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Children with language-based learning disabilities (LBLD) often struggle to learn to read. Yet these difficulties are highly heterogenous, reflecting variation in underlying linguistic strengths

and weaknesses. Although research on LBLD has historically emphasized phonological challenges, other language skills and print-related experiences may differentially support reading, especially for complex, polysyllabic words. This study examined word-, child-, and environment-level predictors of complex word reading in 71 language-typical learners and 85 children with LBLD (ages 6-12 years). Item-level responses on a complex word reading task were analyzed using cross-classified generalized random-effects models. Children with LBLD demonstrated lower complex word reading accuracy. Across participants, vocabulary, morphological awareness (MA), and word reading fluency positively associated with performance. MA made a greater contribution to complex word reading in children with LBLD. Additionally, phonological awareness was uniquely associated with performance within this group. Parent-reported home literacy experiences related to performance only among language-typical children. Findings highlight the role of linguistic skills in complex word reading and suggest that supports should be tailored by developmental profile. This work was supported by the NIH under awards R01HD106122 and F32HD110967.

PS1F09

Examining a Cross-Linguistic NWR Task for Farsi-Speaking Children

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Nonword repetition (NWR) is a useful clinical tool reducing effects of prior linguistic knowledge on children's performance. However, bilingual children who acquire a second language (L2) alongside their first language (L1) often exhibit lower performance in NWR tasks in their L2 compared to their L2 monolingual peers. These findings suggest that there remain unwanted biases using language-specific NWR tasks. As such, there is continued concern of overidentification of childhood language impairment (LI) among bilingual learners. To address these biases, Chiat's (2015) cross-linguistic (CL-NWR) task is based on universal features of several languages. The current study examined the CL-NWR along with Dollaghan and Campbell's English-specific NWR task (DC-NWR) with 25 TD monolingual Farsi-speaking children aged 4;0 to 7;0 years who lived in Iran. The NWR tasks were administered via zoom with percentage phoneme correct and percentage item correct scoring. A significant main effect seen for task, and scores were higher using the CL-NWR task compared to the DC-NWR task. Funding: Louisiana state University paid Tahmineh Maleki as a GA.

PS1F10

Associations between parent- and child-report of language-related behaviors and direct assessment in school-aged children

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Involvement of parents and children in language assessment is considered best practice, yet the accuracy of parent-reported language concerns is mixed, and the associations between children's self-reported language skills and performance on direct language measures remain underexplored in research. This study investigated the relationships between parent- and child-reported

language behaviors and direct assessment. Data was collected from 34 parent-child dyads of children ages 9;0-12;9 with and without Language Impairment (LI). Children received an omnibus language assessment. Parents and children completed a questionnaire probing the child's frequency of language-related behaviors potentially characteristic of LI. Twelve of 27 parent-reported items and three of five child-reported items were significantly associated with direct assessment scores. Findings suggest that specific questions asked to parents and school-aged children can support the holistic assessment of LI. Recommendations regarding incorporating parent and child report into language assessment practices will be shared.
Funding Source: ED/OSERS-OSEP H325D230037

PS1F11

Word Characteristics and Item Performance for Nonword Repetition, Nonword Spelling, and Nonword Reading

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Phoneme-level skills are shared across multiple language modalities. Nonword repetition tasks are commonly used to assess phoneme skill in developmental language disorder (DLD). However, nonword reading and nonword spelling tasks are less commonly used. One hundred and three young adults, with and without DLD, completed the Nonword Repetition, Nonword Spelling, and Nonword Reading subtests from the standardization version of the TILLS-2. Significant group differences were found for all three subtests, indicating phoneme deficits occur in all three modalities into the adult years. A series of linear regressions were used to discover which word characteristics predicted the passing rates for the three sets of subtest items. Results indicate modality differences in terms of the word characteristics associated with passing items for the three subtests.

PS1F12

Differential Predictors of Word Reading, Fluency, And Comprehension in Adults with and without Developmental Language Disorder

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The aim of this study was to examine the phonological and cognitive-linguistic determinants of reading (word-level, fluency, comprehension) in adults with and without Developmental Language Disorder (DLD). 311 monolingual English-speaking adults aged 18–33 years (64 with DLD, 247 typically developing (TD)) completed standardized measures of phonological awareness (PA), rapid automatized naming (RAN), language comprehension (Token Test), global executive functions (GEC), and nonverbal cognitive abilities, as well as assessments of reading. Results revealed that RAN was a significant predictor of word-level reading and fluency in both groups, showing particularly strong effects for timed word reading. PA contributed to word-level reading outcomes in TD adults but not in adults with DLD. Reading comprehension was predicted by word-level reading only in TD adults.
Funding: This project was supported by grants F31DC014194, R21DC016391, and R01DC019901A1 awarded to FSE. NAC is supported under a YLSY scholarship awarded by the

Turkish Ministry of National Education. The content is solely the responsibility of the authors and does not necessarily represent the official views of the sponsoring agencies.

PS1F13

Teaching words in two languages: parental input to typically developing and late-talking bilingual toddlers

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Parents may employ various strategies to teach their children words. There are few prior examinations of parent and child behaviors during word learning activities, particularly for bilinguals and children who are late-to-talk. We examined language choice and labeling used by bilingual English-Spanish toddlers and their parents during a parent-mediated word learning activity. Parent-child dyads completed a word learning activity in which parents were instructed to teach their children the names of two novel objects, each with a novel English-like label and Spanish-like label, using an interactive digital learning platform. Parent and child utterances were coded for language (English vs. Spanish) and novel word use. Findings will reveal how parents of bilingual toddlers, including those who are late-to-talk, may vary in their language choice and input frequency when teaching their children novel words, and factors influencing this variation. This is critical, given that parental language input shapes children's vocabulary acquisition.

Funding Source: National Institutes of Health Grants RO1 DC020447

PS1F14

Language and executive functions among school-age autistic females

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Language and cognitive skills, such as executive functions (EFs), play a key role in academic outcomes and adaptive skills. While language and EFs are understood to be closely related, this relationship is not yet well understood in autism spectrum disorder (ASD), despite language and EFs being known areas of weakness in ASD. Much of what has been reported focuses on autistic males, which leads to a gap in knowledge of language and EFs in autistic females. This poster will begin to close that gap by presenting data on a sample of school-age autistic females. Participants completed nonverbal computer-based EF tasks measuring inhibition, shifting, and working memory. Additionally, they completed two computer-based tasks of grammatical and lexical comprehension, and standardized measures of expressive and receptive grammar. Overall, participants performed well on all tasks, and preliminary results suggest a significant positive relationship between some EFs and the standardized language tasks. This poster will

contribute to the growing body of work aimed at understanding the relationship between EFs and language in autistic females.

PS1F15

Attention Across Labeling Moments in Children's Word Learning

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Children's word learning depends not only on the linguistic input they receive but also on their ability to focus on relevant information in the learning environment. While prior work shows that attention to social cues and referent objects facilitates word learning, less is known about how attention shifts across distinct moments within a labeling episode. Using eye-tracking, we examined 4-7-year-old children's visual attention before labeling (e.g., "This is a…") and during labeling (e.g., "… Dax") while learning novel words. Before labeling, children looked more to the target object than to the speaker's face. During labeling, children looked more to the speaker's face than to the target object. Greater looks to the speaker's face before and during labeling predicted higher word-learning accuracy, whereas greater looks to the target object were not associated with word-learning outcomes in either labeling moment. These findings highlight the moment-to-moment attentional dynamics in word learning and set the stage for future research on attentional mechanisms underlying language learning in children with learning difficulties.

[This project was funded by the SLHS Graduate Student Research at Indiana University].

PS1F16

Do the Intentions of Parent's Communication Matter for Their Young Multilingual Children?

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Joseph Hin Yan Lam; University of California, Irvine
Stephanie Reich; University of California, Irvine
Natasha Cabrera; University of Maryland

This study explores the communicative intents of parents interacting with their children in Spanish/English households. Using existing video records from the longitudinal Baby Books 2 project, we will analyze mother-child and father-child interactions when children were 9 months of age. Participants included low-to-moderate income families from Southern California and the Washington D.C. area. Using a coding framework that is developed from extant literature and iteratively refined from insights emerging from the data, we identify specific parent communicative intents including prompting, responsive feedback, and nurturance to analyze interaction patterns across participating families for 101 multilingual families. We expect that parents utilize these communicative intents dynamically to expose their children to a rich communicative context. This research provides a portrait of Spanish/English communicative interactions during infancy that can enhance communicative disorder interventions and home-

interventions alignment for children from multilingual backgrounds who are at risk for language disorders.
Funding Source: UCI Undergraduate Research Opportunities Program (UROP), NICHD #R01HD078547-05-PIs: Natasha Cabrera and Stephanie Reich

PS1F17

Graduate Student Use of Gestures and Language Expansion Cueing Before and After Scaffolded Training of Shared Book Reading

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Sarah Tempest; Southern Hills Hospital, HCA Healthcare

The purpose of our study was to test whether The Bundle of Learning (Landa, n.d.) materials – which use scaffolding for graduate student clinicians to target imitation, language, and play during shared book experiences - helped them increase their gesture and language expansion cueing during dialogic reading and self-assessment of such improvements. Twenty Speech-Language Pathology graduate students enrolled in a clinical seminar class participated. Analyses will include pre- and post-training gesture and language expansion cueing and pre- and post-training perceptions of competency in these skills. These results will demonstrate the efficacy of training graduate student clinicians to use shared book reading skills via the Bundle of Learning materials and compare observed behaviors to self-ratings of gesture and language expansion use and clinical confidence. Materials were purchased through a clinical donation from the Scottish Rite Foundation.

PS1F18

Unpacking the Response to Articulatory Cues: Individual Differences in Early Literacy Outcomes

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Although some studies suggest articulatory cues may help enhance early literacy outcomes, research has not yet isolated their unique contribution to observed improvements. This study seeks to fill this gap by providing phonemic segmentation training using articulatory cues to two different comparison groups and analyzing reading/spelling outcomes. Twenty-seven four and five year-olds were seen individually for seven weekly sessions during a typical day in a preschool classroom. Participants were randomly assigned to one of three groups which differed in intervention strategy. Speech/language ability, age, and scores on attention and motivation assessments were included in analyses to explore if any of these factors interact with the between-group condition (intervention strategy) to contribute to phonemic segmentation, nonword reading, and nonword spelling outcomes. Group-level differences, as well as multilevel models were used for data analysis. Results suggested that articulatory cues may help younger, less attentive children as well as those who have weaker receptive language skills. This research contributes to setting the foundation for future work investigating implications for clinical populations, including children with speech/language disorders and dyslexia.

PS1F19

Referential Effects on Positional Consonant and Feature Accuracy in Preschoolers with and without DLD.

Sara Benham; University of Vermont
Lisa Goffman; Boys Town National Research Hospital

Children with developmental language disorder (DLD) show deficits in the production of novel words, characterized by reductions in accuracy and increases in variability. However, prior work indicates that word forms become more stable when they are associated with meaning via an object referent. Words are organized in the lexicon based on the position of sounds within a word, and we ask whether particular positions show increased consonant substitution errors and production variability in DLD. Forty-two preschoolers with and without DLD imitated novel words multiple times in non-referential and referential conditions. Children with DLD were less accurate than TD children in all consonant positions and both groups were more accurate when words had no object referent. For children with DLD, the referent had no effect on accuracy, whereas for TD children, syllable 1 coda accuracy decreased when words were paired with a referent, revealing that the referent affects production accuracy differently in children with DLD. Findings are interpreted within a developmental account and highlight lexical-phonological relationships across time and within language status.

Funding: 1L40DC021328 (Benham), DC017904 (Benham); R01DC016813 (Goffman), R01DC004826 (Goffman)

PS1F20

Morphosyntactic Delays in Mandarin-speaking Children with Developmental Language Disorder: A Narrative Sample Analysis

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The developmental trajectory of morphosyntactic skills in Mandarin-speaking children with developmental language disorder (DLD) remains unclear. This study compared age-related changes (3–5 vs. 5–7 years) between DLD and typically-developing (TD) groups using narrative sample analysis. We focused on production of four morphemes (classifiers, aspect markers "-zhe", "-le", "-guo") and six syntactic structures (equative sentences, existential sentences, "Ba"-construction, "Bei"-construction, serial-verb sentences, pivotal sentences). Further, we examined correlations between the production of these syntactic structures and macrostructure elements (setting, goal, action, consequence). Both groups showed age-related increase in classifiers, "-le", existential sentences. Compared to the TD group, the DLD group showed persistently delayed production of classifiers, "-le", "-zhe", serial-verb sentences and pivotal sentences. In the TD group, only one macrostructure element was significantly correlated with the production of specific sentence structures, whereas in DLD group, multiple macrostructure elements were correlated significantly with specific sentence structures, in particular existential sentences. Overall, Mandarin-speaking children with DLD manifested a delay in morphosyntactic development and relied on existential sentences, a type of simple sentence, to facilitate the production of macrostructure elements compared to TD age-matches.

PS1F21

Feature-Level Analysis of Unprompted Imitation During Lexical Speech Recast Intervention in Down Syndrome

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Stephen Camarata; Vanderbilt University Medical Center

Children with Down syndrome (DS) often experience reduced speech intelligibility; naturalistic interventions such as Lexical Speech Recast (LSR) may support their speech development. A prior case analysis of a 4-year-old child with DS demonstrated that his unprompted imitations of clinician recasts yielded higher speech accuracy than his original initiations, with a moderate effect size ($d = 0.45$). However, accuracy scores alone could not fully capture the nature of modifications made. This secondary case analysis examines feature-level modifications between the child's initiations and his unprompted imitations during LSR sessions. Data were drawn from 11 Zoom-based sessions within a larger study. Utterances were transcribed and phonemes were coded using distinctive feature analysis. Modifications between initiations and unprompted imitations will be summarized descriptively to explore systematic patterns across the data at both the phoneme- and word-level.

This analysis will use materials from a larger study funded by the National Institute on Deafness and Other Communication Disorders (NIDCD R21DC019280). The authors acknowledge the support provided by this grant, but the data and conclusions herein are exclusively the authors' and not endorsed by NIDCD.

PS1F22

Do speaker's gestures help children remember and understand stories?

Chelsea Brown; University of Colorado Boulder
Eliana Colunga; University of Colorado Boulder

Gestures are a rich form of nonverbal communication. Language accompanied by gestures, either viewed or produced, has been found to be beneficial across many areas. However, the nuances of how and when gestures are beneficial remain unclear. One explanation is that viewing gestures may encourage listeners to construct a more robust mental representation. This account aligns with the Gesture as Simulated Action (GSA) framework, which proposes that gestures reflect motor activity arising from mental simulations of actions or perceptual states. Building on this framework, the present study uses a narrative comprehension task to examine whether observing gestures prompts comparable representations in listeners, thereby supporting inference making and more detailed memory formation.

Children, aged 3.5-6, viewed stories accompanied by gestures or not and answered memory and inference questions. Children who saw gestures recalled significantly more for questions directly tied to gestures, suggesting gestures strengthen memory for specific content. While no significant quantitative group differences emerged for inference questions, qualitative analyses suggest that when gestures align with content, children's responses converge more closely with the narrator's mental representation.

PS1F23

Do children leverage relationships among senses of polysemous novel words?

Ashley Reece; Univeristy of Wisconsin - Madison
Haley Vlach; University of Wisconsin - Madison
Previous work has revealed that children use prototypes to learn polysemous word senses (Lakoff, 1987). However, little work has documented how children use prototypes to learn the senses of different types of polysemous words, such as perceptual versus radial. The current study examines whether children take advantage of multiple relationships among the senses of a novel word to enhance their learning and retention of its distinct senses. Preschoolers were randomly assigned to a perceptual polysemy or radial polysemy condition. All children were taught four novel labels which were fast mapped on to the three different "senses" (i.e., objects). In the perceptual condition, two of the three objects shared a distinguishing feature with the prototype but not with each other. In the radial condition, none of the objects shared any features with each other. The results reveal that children readily learn polysemous words with shared perceptual senses but may struggle with polysemous words that only have shared conceptual senses (radial polysemy). We would like to thank the James S. McDonnell Foundation and the Wisconsin Alumni Research Foundation for funding this work.

PS1F24

Mandarin-English Bilingual Speech Sound Development in Preschool Children

Herman Cheah; University of Kansas
Margarethe McDonald; University of Kansas
Mandarin-English bilingual preschoolers are a growing but understudied population with distinct phonological challenges. This study examines speech sound development in 16 bilingual children (3;0 to 6;11) to better distinguish between difference and disorder. We compared production accuracy of shared versus non-shared phonemes and identified predictors of overall intelligibility. Participants completed standardized articulation tasks (GFTA-3, Mandarin Speech Test), while their parents completed questionnaires about their child's language exposure. Phonemes were analyzed in matched triads (shared, English-unique, Mandarin-unique) controlling for frequency and age of acquisition. Preliminary results indicate higher accuracy for shared phonemes likely due to dual reinforcement. Additionally, errors on shared sounds were the strongest predictors of reduced intelligibility. This is contrary to our hypothesis that non-shared phonemes with complex articulation would drive accuracy deficits, while shared phonemes may serve as a protective factor in development. These findings provide data-driven guidance for culturally responsive assessment by highlighting specific phonemes most vulnerable to error in the Mandarin-English bilingual context.
Funding Source: American Speech-Language-Hearing Foundation New Century Scholars Research Grant to MM

PS1F25

Feasibility of Enhanced Milieu Teaching with Phonological Emphasis (EMT+PE) for Korean Children with Cleft Palate ± Without Cleft Lip (CP?±?L)

Michelle Choi; Arizona State University
Nancy Scherer; Arizona State University
Rationale: Children with cleft palate ± lip (CP±L) demonstrate reduced consonant inventories and delayed expressive language scores, increasing risk for later literacy and academic

difficulties. This study examined the feasibility of Enhanced Milieu Teaching with Phonological Emphasis (EMT+PE), a naturalistic intervention shown to improve speech and language outcomes, in Korean-speaking families.
Methods: A multiple baseline design across behaviors was used to evaluate Korean parents' implementation of EMT+PE strategies. Standardized assessments were administered at pre- and post-intervention, and spontaneous language samples were collected at pre, post, and during the intervention. Reliability of assessment measures and treatment fidelity were measured.
Results: Parent coaching resulted in significant increases in parents' use of EMT+PE strategies. Children made significant gains in their vocabularies and consonant inventories, while their speech accuracy (i.e. Percent Consonants Correct (PCC)) declined as a tradeoff with vocabulary expansion.
Conclusions: EMT+PE via telepractice appears to be feasible for South Korean parents and shows promise for improving speech and language development for Korean children with CP±L.
Funded by the Institute for Social Science Research, Arizona State University

PS1F26

Beyond Task Accuracy: Comparing Planning Task Rule Violations between Preschoolers with and without Developmental Language Disorder

Quinn Harter; University of Arizona
Leah Kapa; University of Arizona

Children with developmental language disorder (DLD) frequently demonstrate deficits in executive function skills relative to peers with typical language (Niu et al., 2024), including on complex executive function measures like planning tasks (Abdul Aziz et al., 2017). In this project, we compared planning performance between preschoolers with and without DLD using the Tower of Hanoi (TOH) planning task. In addition to considering participants' TOH accuracy based on the number of trials they successfully solved, we also compared the groups' frequency and types of task rule violations, which are not necessarily reflected in their task accuracy scores. Participants with and without DLD did not differ in the number of TOH trials solved nor the percentage of their task moves that violated rules. However, the frequency of specific types of TOH rule violations varied between the groups. These findings suggest that even when children with and without DLD have equivalent task accuracy, their understanding of task rules and/or the strategies they employ to complete tasks may differ.
Research supported by NIH R21DC018624.

PS1F27

IEP status and semantic abilities of bilingual children with and without risk for language disorder

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Amy Pratt; University of Cincinnati
Elizabeth Peña; University of California Irvine
Ashley Sanabria; San Diego State University

A converging evidence approach to identification has shown promise for evaluating bilingual children's risk of developmental language disorder (DLD). However, more research is needed to clarify associations across recommended evidential measures. This study compared the

proportion of bilingual children with an Individualized Education Plan (IEP) who passed a parent-reported language screener to those who failed, and examined differences in Spanish and English semantic abilities across these groups. Parents of bilingual children in PreK–3rd grade (N = 421) completed the Inventory to Assess Language Knowledge (ITALK; Peña et al., 2018) and reported IEP status. Children completed semantic assessments in both languages. Results showed a higher likelihood of having an IEP alongside a failed ITALK among second and third graders, but not younger children. Semantic differences appeared only in English among first graders without IEPs. These findings suggest that ITALK use in early elementary grades should be paired with direct language screeners and that semantic measures should be used cautiously when identifying DLD risk in bilingual children. This work was funded by the Institute of Educational Sciences IES R305A210136 PIs: Sanabria & Peña, 2021.

PS1F28

An Examination of Adolescents' Procedural and Academic Discourse during Group Interaction

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Collaborative learning (CL), where students work together to achieve an outcome, supports achievement, higher-order thinking, and positive social outcomes. Describing students' language production in CL is foundational in developing classroom supports for students with communication disorders. Although students produce academic and procedural discourse to engage in CL, lexical and syntactic differences among these different discourses remain underexplored. Academic language supports learning through elaboration and explanation, while procedural language involves planning, coordinating, and adjusting. This study compared lexical and syntactic measures in procedural and academic discourses.

Twenty-two seventh-grade private school students were audio-recorded while completing a group assignment. Transcriptions were verified and analyzed using Systematic Analysis of Language Transcripts. Utterances were coded as academic or procedural. Measures included the number of different words (NDW), mean length of utterance in words (MLUw), and syntactic complexity. Descriptive results indicated 60.52% of utterances were task-relevant. Students produced nearly twice as many procedural as academic utterances (M ratio = 0.47). Planned paired samples t-tests will examine NDW, MLUw, and discourse complexity results.

Texas Christian University supported this work under the Harris College Student Research Grant.

PS1F29

Does Word Class Matter? The Impact of Syntactic Category on Children's Contextual Word Learning

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Rationale: This study examined whether word class (noun, verb, adjective) affects the quality of inferences made by school aged children about i) meaning and ii) syntactic class of novel words presented in context.
Methods: As part of a larger study, 4th-6th graders (n=46) with typical language (CELF-5 CoreLanguageScore >= 85) read and listened to short stories (n=45) containing novel nonwords (n=9), balanced across nouns, verbs and adjectives. Children gave definitions of novel words (n=822) immediately after each story and at one-week post. Definitions were scored separately for semantics and word class. Results are analyzed using mixed-effects models with word class as fixed effect and participant, item and time as random effects.
Results: Word class did not significantly predict semantics scores. Analysis of word class scores is in progress; we predict a significant effect.
Conclusions: This study contributes to understanding of variables that impact contextual word learning. We interpret our findings relative to theoretical accounts of word learning and in light of multiple variables which may impact contextual word learning, including word concreteness.
Funded in part by NIDCD, 1R21DC020018-01A1

PS1F30

Social Stories and Neuroimaging Environments: Supporting Preschoolers' Health Literacy

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Neuroimaging in preschoolers supports understanding of the brain-language relationships. However, challenges related to preparation for participating in the neuroimaging environment often limits data collection among young children. This study evaluated the feasibility of a brief, video-based social story in preparing 4- to 5-year-old children for neuroimaging. Typically developing children (TD, n=16) and children with developmental language disorder (DLD, n=8), viewed the video before their scan. Attempt and success rates were tracked across 35 sessions, with a scan considered 'attempted' if the child entered the scanner, and 'successful' if the neuroimaging protocol was completed. Collectively, 34 scans were attempted (97%) and 26 (74%) scans were completed. Group level attempt and success rates were also high for both groups (TD = 96% attempt, 77% success; DLD = 100% attempt, 67% success), exceeding rates reported in previous pediatric neuroimaging research. Ultimately, the video-based social story was a scalable, child-centered approach to supporting participation and health literacy in preschool neuroimaging. Partial funding received from the National Institutes of Health (NIDCD R01DC09337) and by the Canadian Institutes of Health Research (Canada Research Chair, CRC-2022-00366).

PS1F31

Comparison of complexity-based morphosyntactic treatment outcomes for school-aged children with DLD or Down syndrome

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Common difficulties observed in the language of English-speaking children with developmental language disorder (DLD) and children with Down syndrome (DS) include marking tense and agreement on verbs, including specific difficulty with BE verbs. Difficulties with syntactic movement often exacerbate these issues, resulting in increased omission errors for children with DLD and with DS. A complexity-based approach to treatment target selection is one suggested way to address these needs. Using single-case AB experimental design, we explored effects of complexity on a treated, more complex structure (i.e., auxiliary BE questions) and possible generalization to simpler but related structures (i.e., auxiliary BE sentences, copula BE questions, copula BE sentences) for two participants. Mixed effects were observed for treated items, yet generalization occurred for untreated items at varying levels for both participants. Outcomes provide additional support for a complexity-based approach when selecting targets for treatment of morphosyntax.

PS1F32

Different information supports verb learning and sentence processing in children with and without developmental language disorder

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Two challenges in developmental language disorder (DLD) are sentence comprehension and verb vocabulary. These challenges are connected: verbs are the nexus of the sentence, linking agents and patients. Prior work showed that knowing patient-verb associations impacts sentence comprehension in DLD. However, despite this prior work, two gaps remain: First, work on verb learning in DLD has not targeted the patients associated with verbs. Second, work has not examined how verb learning relates to sentence processing. In Experiment 1, we taught 29 5-8-year-old children with and without DLD about patients associated with advanced verbs. Within participants, patients were taught in either a specific cooccurrence condition (e.g., you can swat moths/ladybugs/bees) or a semantic feature condition (e.g., you can swat bugs_that_fly). Learning was measured during learning phase sessions and one week later. In Experiment 2, we measured sentence processing with the same verbs with new nouns to test generalization. Teaching semantic features (vs. specific nouns) improved generalization and sentence comprehension for children with DLD. Semantic features make an ideal target to promote verb knowledge and sentence comprehension. Funding from NIH/NIGMS P20GM109023.

PS1F33

How is oral language currently being supported in the classroom?

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Oral language is a critical skill essential for access to the school curriculum and long-term academic achievement. In this study, we asked how teachers and other educational professionals (e.g., speech-language pathologist (SLPs)) (n = 102) support children's oral language development in the classroom via qualitative online survey. We found that oral language is

currently being supported 1) through strategies specific to oral language strands, 2) indirectly through emotional literacy or general teaching strategies (e.g., cold calling), and 3) non-verbal communication (visuals, body language). Results illustrate how oral language is currently being supported through various strategies, and paves the way for improved education and training on best practices for supporting oral language.
The study was funded by the Ontario Ministry of Education.

PS1F34

How and when early interventionists recommend English-only to Latiné families with autistic children

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Caregivers participating in early intervention (EI) programs report a lack of support for home languages and clinical recommendations to adopt English-only language policies. English language recommendations (ELRs) impact the quantity and quality of linguistic input children receive and exacerbate existing assimilation pressures that threaten children's opportunities to engage with their home language, family, and community. To our knowledge, studies have not yet examined ELRs during intervention sessions. Using a sequential explanatory mixed-methods design, we examined 52 video recordings of caregiver-mediated EI sessions on the frequency of ELRs and their association with provider demographics. Using thematic analysis, we examined the nature of ELRs. Results showed that 11 of 16 providers made ELRs (38.5% of videos). ELRs were not associated with provider demographics. This presentation will discuss nine themes describing the content and context of ELRs. Findings suggest that systemic devaluation of Spanish and simultaneous prioritization of English underlie inequitable, harmful intervention practices (e.g., ELRs). Cultural/linguistic match did not eliminate ELRs in this study, underscoring the need for equitable pre-service training. Funding is from IES R324A190076.

PS1F35

Tense Morphology in Clinicians' Input during Complex Syntax Intervention

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Children with developmental language disorder (DLD) demonstrate weaknesses in both tense morphology and complex syntax across dialects of English, yet intervention targets often address these domains separately. This study examined whether clinician input during a complex syntax intervention provides rich and varied models of tense morphology. Using a secondary analysis of data from one arm of a randomized controlled teletherapy trial, we analyzed clinician utterances during an intervention targeting complement clauses embedded in science instruction for 10 children with DLD (4-7 years old). A total of 1,753 clinician utterances containing complement clauses were coded. Clinicians produced 2,491 tense morphemes, with regular past tense

occurring most frequently, followed by verbal -s and irregular past tense. Past tense morphemes occurred primarily in independent clauses, whereas present tense forms occurred more often in dependent clauses; copula and auxiliary BE forms were largely confined to dependent clauses. Clinicians produced 47 unique matrix verbs, most with overt tense marking. Results suggest that complement clause interventions can simultaneously support tense morphology through dense, structurally informative input, supporting integrated approaches to grammar intervention.

PS1F36

Grammatical Morpheme Accuracy in Deaf and Hard of Hearing Children: Finiteness Marking and Allomorph Voicing Effects

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Angie Walker; Vanderbilt University Medical Center
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Jena McDaniel; Vanderbilt University School of Medicine

Deaf and hard of hearing (DHH) children frequently demonstrate weaknesses in grammatical morphology, yet the source of these errors remains unclear. Two accounts from the developmental language disorder literature offer distinct explanations: vulnerability in finiteness marking versus reduced phonetic salience of unstressed morphemes. This study evaluates whether morphological weakness in DHH children aligns more closely with finiteness or surface phonetic factors.

Language samples from 33 DHH children (3;0–5;11) were analyzed at the token level using generalized linear mixed-effects models. Across Brown's morphemes, children showed lower accuracy for finite than non-finite morphemes ($ß = -1.36$, $p < .001$). Third-person singular –s showed lower accuracy than plural –s, despite shared surface phonetic forms ($ß = -1.69$, $p < .001$). Associations between voiced and voiceless allomorphs were inconsistent, with an association observed only for past tense –ed.

Findings suggest that morphological weakness in DHH children is more closely related to finiteness than to surface phonetic factors, which showed only morpheme-specific associations.

Funding: Project REACH (H325D220072; U.S. Department of Education) and the National Institute on Deafness and Other Communication Disorders (R01DC021188).

PS1F37

From Data to Goals: Sources Guiding IEP Goals and Target Selection in School-Based SLP Practice

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School-based SLPs, who routinely serve students with developmental language disorder (DLD), must determine which language abilities warrant annual IEP goals while ensuring that intervention targets are academically relevant. Although standardized assessments are often required for eligibility determination, these measures frequently demonstrate psychometric limitations and rarely translate directly into functional, instructionally meaningful targets. Consequently, school-based SLPs must integrate multiple sources of data when developing IEP

goals and selecting therapy targets; however, little is known about how these data sources are prioritized in everyday practice.
This study uses the Experience Sampling Method (ESM) to examine real-time clinical decision-making among elementary school SLPs. Participants received three brief surveys per day over five consecutive days. When SLPs reported recently targeting a language-related goal, they specified the language targets addressed and the data sources that informed their clinical decision-making. A separate one-time survey collected data regarding IEP goal development, collaboration patterns, and caseload characteristics.
Descriptive analyses will identify patterns in data source prioritization and explore differences based on demographic variables. Findings will inform understanding of clinical decision-making in school-based language intervention.
Funded by the American Speech-Language-Hearing Association's Advancing Academic Research Award (AARC)

PS1F38

Untold Stories of Children with Developmental Language Disorder: Personal Narrative Skills and Theory of Mind

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Personal narratives are central to daily life but very challenging for children with developmental language disorder (DLD). Theory of Mind (ToM) has been associated with narrative abilities in other populations but has not yet been investigated in the context of personal narration in DLD. This study explores the personal narrative skills of 5- to 7-year-old children with DLD, both in terms of microstructure and internal state term (IST) use, and how they relate to their ToM skills. Twenty English-speaking children with DLD (mean age = 83.25 months; 9 boys) were assessed using the Global TALES protocol and two measures of ToM (i.e., one direct and one indirect measure). Preliminary results indicate that ToM ability is more strongly associated with verbal productivity and linguistic complexity than IST use in the personal narratives of young children with DLD. By examining discourse-level and social-cognitive skills, this study will help inform more meaningful assessment and intervention for children with DLD that better reflects daily communication. This study was funded by the Social Sciences and Humanities Research Council (SSHRC) of Canada.

PS1F39

What predicts predictive processing?

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Linguistic prediction facilitates real-time language processing and language acquisition. Converging evidence suggests that vocabulary supports prediction, but how morphosyntax, phonology, and executive function impact prediction is less clear. Using a large sample of 42-month-olds with heterogeneous linguistic and cognitive skills, we found that morphosyntax, but not vocabulary or phonology, supported semantic prediction of a sentence-final noun using combinatory information from the agent and action. These findings suggest that grammatical knowledge may play a larger role than expected in predictive language processing. Future analyses expected to be completed by the conference include examining how additional language and executive function measures as well as late talking status contribute to predictive language processing.
Funding: R01DC018593; F31DC023491

PS1F40

Exploring effortful production in a sentence recall task to distinguish between children with DLD and English language learners

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Indicators of effortful sentence production may help screening tasks distinguish children with developmental language disorder (DLD) from children who are English language learners (ELLs). Using the Redmond Sentence Recall (RSR) screener, we asked: Is sentence production more effortful for ELLs than matched children who are not ELLs? Is sentence production more effortful for children with DLD than ELL peers? We analyzed transcripts of RSR productions from 76 children who received ELL services, matched for grade and ethnicity to 76 children who did not. Another group of 58 children were identified as DLD. Dependent variables included stalls (fillers, pauses, and repetitions), revisions (alterations of words, morphemes, or syntactic structure), and words per minute (WPM). The ELL group had a significantly higher stall rate than the Match group but did not differ from them on revision rate or WPM. The DLD group did not differ from the ELL group on stall rate or revision rate but had significantly lower WPM. ROC analysis suggested that WPM on RSR is a promising variable for further research on discriminating children with DLD from ELLs.
NSF, IES, NIDCD

PS1F41

Implicit-Explicit Phonological Awareness Instruction for AAC Users: Evidence of Instructional Variability in School-Based Practice

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Students who use augmentative and alternative communication (AAC) are at elevated risk for literacy difficulties, making explicit phonological awareness (PA) instruction critical for early word-reading development. Research consistently demonstrates that PA develops most effectively through systematic, explicit instruction rather than incidental literacy exposure. Speech-language pathologists (SLPs) frequently report teaching PA to AAC users, yet the alignment between instructional intent and explicit PA practice remains unclear. This study examined paired survey responses comparing SLPs' self-reported PA instruction with coded descriptions of explicit PA activities. Open-ended instructional responses were coded to identify PA instruction (e.g., blending, segmentation, letter-sound mapping). A McNemar test evaluated within-participant alignment. Results indicated inconsistent instructional reporting. The asymmetry was not statistically significant, suggesting variability in conceptualization and implementation of PA instruction. Findings highlight inconsistent instructional coherence rather than absence of PA engagement, indicating the need for structured frameworks that translate evidence-based literacy instruction into explicit intervention for AAC users. This project is funded through an OSEP leadership training grant (Project PAL; HD325D230072).

PS1F42

Does Gesture Use During Naturalistic Caregiver-Child Interaction Predict Later Vocabulary in Spanish-English Bilingual Toddlers?

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Early gesture robustly predicts spoken language in monolinguals, yet less is known about predictive gesture–language relations in bilingual toddlers, who distribute communicative information across modalities and languages. Examining gesture in caregiver–child interactions may refine prediction of later language outcomes. We asked whether gesture use at 26 months predicts vocabulary at 33 months beyond concurrent spoken language and whether prediction differs by gesture type. Forty Spanish–English bilingual children completed a 20-minute naturalistic caregiver–child free-play interaction at 26 months and a vocabulary assessment at 33 months. Child language measures were derived from transcripts (MLUw, NDW), and gestures (deictic, representational, conventional) were coded, calculating gesture rate per minute. Gesture rate ranged from 0.58–5.70 ($M = 2.06$, $SD = 1.22$). Controlling for concurrent spoken language and covariates showed that greater gesture use predicted lower later vocabulary. Deictic and conventional gestures showed similar negative associations; representational gestures were not predictive. Greater gesture use at 26 months may reflect modality allocation rather than lower language ability in bilingual toddlers. Funded by NIDCD R21DC018357 and a Graduate Research Grant from Northwestern University.

PS1F43

Sex Differences in Vocabulary and Receptive–Expressive Language Discrepancies in Autism: Evidence from Parent Report and Standardized Language Assessment

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In typical development, girls show a modest vocabulary advantage over boys in toddlerhood, but whether autistic toddlers show similar patterns is unclear. Autistic children also show a receptive–expressive discrepancy that differs from typical development and may vary by sex and autism severity. This study examines sex differences in receptive and expressive vocabulary and discrepancy, autism severity-related effects based on ADOS Total Score, and whether discrepancy patterns converge across parent report (MCDI) and standardized assessment (PLS-5). Data include an ongoing cohort of 14 autistic children (7F; 7M). Overall, girls had larger, but non-significant receptive (Mgirls=435.6; Mboys=353.4) and expressive vocabulary (Mgirls=280.1; Mboys=265.0) and receptive-expressive vocabulary discrepancy (Mgirls=155.4; Mboys=88.4). A significant autism severity × sex interaction revealed that autism severity was associated with a larger receptive–expressive discrepancy in girls, but not boys, demonstrating a moderation effect of sex. Discrepancy direction differed by measure: all children showed receptive>expressive profiles on the MCDI, whereas PLS-5 estimates were mixed. Findings underscore interpreting receptive–expressive profiles in the context of sex, autism severity, and assessment, rather than discrepancy patterns alone. Funded by NIH R21DC021803.

PS1F44

If I Could Do It Again: How School SLPs Would Change Their Most Recent Assessment of Dual Language Learners

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Dual language learners (DLLs), or children from homes in which a language other than English is spoken, comprise 21% of school-age children. When DLLs are referred for a school speech-language evaluation, speech-language pathologists (SLPs) must differentiate communication disorders from differences that result from children learning multiple languages. Although the knowledge and resources surrounding evaluation of DLLs have improved in recent years, a discrepancy remains between how school SLPs conduct a DLL evaluation and their preferred practices given ideal evaluation conditions.

This study improves our understanding of the relation between ideal evaluation conditions, barriers, and actual evaluation practices for school SLPs working with DLLs. We used t-tests to compare the number of norm-referenced and alternative measures (a) used in a DLL evaluation and (b) endorsed given ideal evaluation conditions. Results suggest no significant difference for either case, but moderate effect sizes suggest we may be underpowered to detect a difference. Through qualitative analysis, we identified three major themes. A subset of SLPs reported barriers, with lack of time being the most common.
Funding: U.S. Department of Education (H325D220072, H325D230072)

PS1F45

Understanding How Early Childhood Environments Shape Children's Language Development: A Descriptive Multi-Site Study

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A common method for assessing children's language development is the analysis of spontaneous language samples, which provide insight into how children use language in naturalistic contexts. Because language development is shaped by the environments in which children are raised, examining variation in home language experiences is critical for understanding differences in language development. This study examines how early childhood home environments shape children's language development by comparing home language experiences across families recruited from different Neighborhood Centers in the Midwest. Spanish-English caregiver-child dyads were recorded during naturalistic home play sessions. Linguistic diversity in the naturalistic input will be examined through measures of sentence length and complexity, intelligibility, lexical diversity (number of different words NDW), verbosity (words per minute WPM), and code-switching frequency and flexibility. In addition, a social network analysis will be conducted on a multilingual questionnaire, with each child's home network size and home language diversity serving as predictors of language outcomes. We hypothesize that children who are raised in larger networks with more linguistic diversity are expected to have increased lexical diversity, verbosity, and sentence intelligibility.
Funding: NIDCD-R21DC021249

PS1F46

Parent-Report and Standardized Measures as Indexes of Late-Talking in Bilingual Toddlers

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Late-talking children, producing fewer than 50 words at 24 months, are at increased risk for long-term language difficulties. While language profiles and developmental trajectories for monolingual late talkers are well-delineated, less is known about bilingual children who are late to talk. This study explores language profiles of Spanish-English bilingual toddlers aged 2;0-2;11. The sample includes both typically developing and late-talking toddlers, identified via parent-report on the MB-CDI. Receptive and expressive vocabularies were measured via the Spanish-Bilingual ROWPVT-4 and EOWPVT-4, which measure bilingual children's conceptual vocabulary (knowledge of concepts across both languages). Preliminary analyses indicate that bilingual late-talkers scored significantly lower than typically developing peers on vocabulary measures, with clinically low scores on the expressive vocabulary measure for some, but not all of the bilingual children. These preliminary findings suggest that standardized measures of bilingual vocabulary vary in sensitivity to late emergence of expressive language in bilingual late-talkers, pointing to the importance of considering the diversity of language experience in designating bilingual children as late to talk. Funding Source: National Institutes of Health Grants RO1 DC020447.

PS1F47

Early Language and Behavior Predictors of Later Academic Performance

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Early language and social-emotional development form the foundation for children's success in educational and social settings. Although language and behavior are bidirectionally related, school-based screening practices often rely on time-and cost-efficient tools with limited validation, potentially missing children with co-occurring or emerging delays. The longitudinal study examined whether kindergarten language and behavior screeners predicted Grade 3 reading and math achievement beyond baseline academic skills. A sample of 182 kindergarten students was followed through third grade. Standardized and teacher-developed language and behavior screeners were administered in kindergarten, and third-grade achievement was assessed using Virginia Standards of Learning (SOL) reading and mathematics scores. Hierarchical regression models controlled for demographics and baseline academic performance (KTEA-3 Brief). The standardized language screener significantly predicted both reading and math outcomes, explaining unique variance beyond initial skills. In contrast, teacher-developed language and behavior screeners were not significant predictors. Findings highlight the importance of psychometrically validated early screening within MTSS frameworks and suggest that informal tools may lack sensitivity for identifying children at risk for later academic difficulties.

Funding source: Institute of Education Sciences Grant #R324B200039

PS1F48

Multilingual Assessment Practices of School-Based Speech-Language Pathologists

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Previous research has demonstrated that school-based speech-language pathologists have increased their use of best practices in assessing multilingual children over time, while some barriers remain. The current student aimed to update this previous research and examine the role of speech-language pathologists' language status (i.e., monolingual, bilingual, and multilingual) in make assessment decisions. Over 300 speech-language pathologists completed a survey about multilingual assessment practices. Almost half of the participants reported assessing multilingual children often or sometimes. Participants reported the lack of bilingual clinicians, the lack tools in languages other than English, the lack of their own knowledge of a child's culture/language, and the lack of sufficient time as continued challenges in multilingual assessment. Participants are prepared and comfortable collaborating during the assessment process. The implications of currently reported assessment practices will be discussed as well as recommendations for future preparation.