POSTER SESSION TWO

PS2F01

Swedish-speaking children with DLD in comparison with TD and L2 learners: A new look at grammatical challenges

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Comprehension entails rapid analysis of different aspects of linguistic information. International studies show that children use the gender cues provided in the article of the noun phrase (NP) to retrieve nouns (Spanish, Dutch, German). Little is known about how Swedish-speaking children with DLD or L2 learners use the gender cue in the Swedish NP. We investigate children's processing of the Swedish NP which has two genders (uter and neuter), in sentences with varying grammatical complexity and using eye tracking. We also study how processing is linked to vocabulary skills and production of the NP. Participants are children with DLD, children with TD and L2 learners. Two measures are generated from eye tracking: Anticipatory use of gender cues (time to target) and facilitative use of gender cues (proportion looks to target). Preliminary results show different patterns of processing, but vocabulary skills appear important for the ability to produce the Swedish NP. Results are discussed considering international research and in terms of strategies strengthening NP processing and production.

Funding: Riksbankens Jubileumsfond for the Advancement of the Humanities and Social Sciences.

PS2F02

Temporal Trends in Standardized Language Scores in Developmental Language Disorder: A Meta-Analysis

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The Flynn Effect, documented in norm-referenced tests of verbal and non-verbal intelligence, refers to the rise in test scores over time. The need for updated norms to counteract the Flynn Effect is one reason new versions of tests are published. Similar to intelligence tests, publishing new versions of standardized, norm-referenced language tests is also common practice. Frequently, clinicians are instructed to use the newer versions of language tests in their assessment with the assumption that the normative data in the prior versions are outdated. If the Flynn Effect is present on language tests, this would support the assumption of outdated norms, as failing to update norms would result in systematic score inflation, ultimately impacting score validity. However, whether the Flynn Effect is apparent on such tests of language is unknown. The current study investigates if there is a Flynn Effect in vocabulary assessments, with a focus on children with Developmental Language Disorder (DLD). Because such language tests are commonly administered to this population in research as well as clinical practice, test score validity is an important concern.

PS2F03

Using wearable fNIRS and new processing algorithms to examine within participant learning trajectories over time: A tutorial

Sarah Crow; The University of Texas at Dallas
Susmi Sharma; The University of Texas at Dallas
Janie Lewicki; The University of Texas at Dallas
Lauren Tigner; The University of Texas at Dallas
Paulina Skolasinska; McGill University
Ari Segel; Washington University
Emma Speh; Washington University
Adam Eggebrecht; Washington University
Julia Evans; The University of Texas at Dallas

Documenting change is fundamental to understanding the process of intervention among individuals with language disorders. We demonstrate the clinical applicability of wearable fNIRS systems and the recently developed NeuroDOT processing pipelines for examining within-person cortical dynamics of learning. Using a microgenetic research design with dense data sampling, we examined changes in the prefrontal cortical hemodynamic response in an adult female participant who completed identical spoken sentence repetition and auditory fixation tasks across eight days. In addition to behavioral accuracy, hemodynamic data were collected with a fNIRS system (NIRSport2) using a prefrontal optode montage and analyzed using NeuroDOT. Channel-wise analyses revealed significant differences in ?HbO2 oxyhemoglobin concentration across right and left prefrontal channels over days for the Sentence Repetition task, only. Brain maps further revealed qualitative differences across the days. Behavioral assessments do not fully capture what occurs during speech repetition tasks, and leveraging neuroimaging can help identify and discriminate between disordered and neurotypical populations. Funding was provided by the NIDCD K18 DC021149 (PI Evans) and the University of Texas Dallas Friends of Brain Health Grant (PI Skolasinska).

PS2F04

Coaching Teachers to Increase Linguistic Accessibility in Content Assessments

Melanie Randall; The University of Arizona
Mary Alt; The University of Arizona
Melissa White; The University of Arizona
Sarah Cretcher; The University of Arizona

Teachers typically do not understand the characteristics of students with developmental language disorders (DLD). This limited understanding results in challenges in creating assessments that are linguistically accessible to students with DLD or multilingual students. We investigated whether we could coach secondary teachers to write linguistically accessible assessments that are more reflective of content mastery than language skill.

Five secondary teachers participated in four training sessions to learn about linguistic accessibility. Prior to training, each teacher submitted sample tests that were given a linguistic accessibility quotient based on 4 morphosyntactic/semantic elements: active voice, negation, question length, and vocabulary. After training, teachers modified test questions and submitted revised assessments.

Using paired-sample Bayesian t-tests, we compared linguistic accessibility quotients of tests pre- v. post-training. We describe which elements were most amenable to training.
A replicable program for coaching teachers to write linguistically accessible test questions has the potential to allow disabled or multilingual students to better show their content knowledge.
The first author is supported through OSEP Grant H325D230067 and a research grant from the University of Arizona Graduate and Professional Student Council

PS2F05

Calibrating a Developmental Language Disorder (DLD) Screening Task for Adults

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Carol Miller; The Pennsylvania State University

Developmental language disorder (DLD) affects individuals into adulthood, but screening tasks for DLD in adults are lacking. Sentence repetition tasks (SRTs) are a promising method of screening for DLD in children, but existing studies lack a systematic way of selecting sentences that appropriately challenge adults. Rasch sample-item targeting is a method to identify test items that maximize precision and discrimination of ability. Fifty-one adults, 26 at risk for DLD, repeated 67 sentences with varied lengths and structures. One set of 16 well-targeted sentences was compared to 16 sentences with a wide range of item difficulties. The targeted set resulted in a more precise (smaller standard error) measure of adults' language ability than the wide-range set. The targeted set resulted in a higher AUC, a measure of classification accuracy. The analysis also suggested that additional items are needed for the item bank for an even more precise measure of ability. Rasch sample-item targeting is a promising approach for systematically identifying items for an SRT that is well calibrated to adults.

PS2F06

A Pilot Study Examining Morphosyntax Learning in Children who are Deaf/Hard-of-Hearing Using an Artificial Grammar Learning Task

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Tina Grieco-Calub; University of Illinois Chicago

Children who are deaf or hard-of-hearing (DHH) who use spoken language are at risk of morphosyntactic delays, even with early intervention and optimized hearing technology. These delays may relate to cognitive weaknesses often observed in DHH children, such as in working memory. Scaffolding linguistic input to accommodate working memory weaknesses may facilitate morphosyntactic learning in this population. We are piloting an auditory artificial grammar learning task modified to reflect a within-subjects design. We aim to run eight DHH children as pilot participants. Children will hear morphosyntactic-like structures in short (3 syllables) and long (5 syllables) conditions and complete grammaticality judgments. The dependent variable is percent accuracy. Data collection has not yet begun, but we predict that children will show above-chance level performance, with a pattern of higher accuracy in the short condition. This pilot study will provide proof-of-concept of our task, which will enable us to use it with a larger sample to assess how stimulus length affects morphosyntax learning at a mechanistic level in DHH children. This project is not currently funded.

PS2F07

Why Initial Conditions and Heritage Language Exposure Matter: Morphosyntax Development in Spanish–English Bilingual Children

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Jissel Anaya; Ohio State University
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Lisa Bedore; Temple University
Elizabeth Peña; University of California, Irvine

This study examined how early bilingual morphosyntax performance and language exposure predict the development of Spanish-English bilingual morphosyntax during middle childhood. We examined (1) the longitudinal structure and invariance of Spanish and English morphosyntax clusters, (2) cross-linguistic effects of initial conditions on growth, and (3) the role of English exposure over time. Participants included 416 unique Spanish–English school-age bilinguals from seven- to eleven-year-olds who completed a standardized bilingual morphosyntax cloze task in both languages. A subset of 135 participants repeated the task annually. Measurement and growth models showed acceptable fit and metric invariance for Spanish and English morphosyntax clusters. Parallel-process growth models revealed that higher initial English morphosyntax performance significantly predicted lower Spanish growth, but not vice versa. Time-varying exposure effects were weak and mostly nonsignificant, with a small negative effect of English exposure on Spanish morphosyntax at age nine. Findings suggest the importance of initial conditions in bilingual language development during middle childhood.
Funding: R01DC010366 and 1R21DC011126-01(Peña)

PS2F08

A Framework Guided Matrix Analysis of System Level Supports for Comprehensive Evaluations

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Comprehensive language evaluations are a best practice in speech-language pathology, yet many clinicians report persistent implementation barriers. Implementation research offers methods to understand system-level determinants that influence how clinicians adopt evidence-based practices. We used a Framework-Guided Matrix Analysis of implementation artifacts from 25 district leaders who supported clinicians across six districts. These continuous improvement teams completed four meetings to identify barriers and develop strategies to support comprehensive evaluations in their districts. Our qualitative analysis categorized strategies according to the Active Implementation Framework's competency, organization, and leadership drivers. Early strategies focused on structural supports, such as ensuring access to appropriate assessment materials. Over time, districts shifted toward organizational supports that refined workflows and integrated processes. Districts varied their prioritized strategies and pace, reflecting the influence of local context. Findings highlight that successful translation of research

to practice requires robust, context-responsive system-level supports. We will discuss how implementation frameworks can help discover system-level insights needed to reduce the research to practice gap for children with language disorders.
Funding: Wisconsin Department of Public Instruction (with funds from the US Department of Education).

PS2F09

The importance of Task Context in Multilingual Language Samples

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

Parent-child interaction samples provide ecological and valid insights into parental language input and children's expressive language, capturing variability that may not emerge in standardized assessments. Language performance is highly context-dependent, yet little is known about how activity type shapes linguistic productivity and complexity in multilingual families. This study examined task-related differences in multilingual parent-child interactions across four activities: book reading, play with no toys, play with toys and cleanup. Data were drawn from 40 parent-child dyads participating in a longitudinal intervention study, with interactions recorded when children were 30 months old. Transcripts were completed using SALT and verified by trained research assistants. Measures of linguistic productivity and complexity (TNU, TNW, NDW, MLUw, and syntactic index) will be reported. Exploratory factor analyses and within-participant ANOVAs will be conducted, controlling for interaction duration. We anticipate that shared book reading will elicit greater linguistic productivity and morphosyntactic complexity than other tasks. Findings will inform clinical interpretation of language samples and highlight the importance of task selection in multilingual assessment. Funding source(s): DOED #H325D220045- PI: Elizabeth Peña; NICHD #R01HD078547 PIs: Natasha Cabrera and Stephanie Reich; NICHD #1R03HD110672 PI: Stephanie Reich

PS2F10

Validity and Reliability of a Novel Morpheme Learning Task for Use with Multilingual Children

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Nidhi Kohli; University of Minnesota - Twin Cities
Kerry Ebert; University of Minnesota - Twin Cities

One recommended approach for assessing multilingual children is dynamic assessment. While many variations on dynamic assessment exist, with no single validated approach. We examined the feasibility of a novel morpheme learning task when assessing the language abilities of 4- to 6-year old multilingual children. Children completed a researcher-designed novel morpheme task twice within a 1- to 2-month period, along with two narrative dynamic assessments. Results indicated that the English-based assessment was difficult for most children. Evaluations of both test-retest reliability and concurrent validity revealed relatively weak psychometric properties. We will continue to explore analyses that consider specific child characteristics, including level

of English proficiency. Our findings suggest that further development and evaluation of alternative assessment approaches for multilingual children are critical to aid in the identification of language impairment in this population. Funding: NIDCDR01DC019895.

PS2F11

Clinician-client relationships in a grammatical language intervention study for DLD

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Thomas Murray; University of MInnesota - Twin Cities
Lizbeth Finestack; University of MInnesota - Twin Cities

Rationale: Clinician-client relationships play an important role in children' s speech-language intervention, but have rarely been measured in controlled intervention studies. We examine ratings of the clinician-client relationship by 5- to 9-year old children with developmental language disorder (DLD) within a randomized controlled trial of a grammatical intervention. More specifically, we consider: whether children with DLD can validly assess the clinician-client relationship, child characteristics associated with stronger relationship ratings, and whether relationship ratings can predict language intervention outcomes.
Method: Children with DLD completed four intervention sessions and then rated their working relationship with their clinician. The rating measure included subscales for the emotional bond and for collaborative work (i.e., on goals and tasks in intervention). Clinicians completed a parallel rating.
Results: Children's ratings on the work subscale correlated with clinician ratings of both work and emotional bond. Older children provided higher relationship ratings, while clinicians rated the work subscale higher for children with stronger language skills.
Conclusions: We demonstrate that children with DLD can validly rate their relationship with a clinician, and consider impact on intervention outcomes.
Funding: NIDCDR01DC019374.

PS2F12

Priming for Tense and Aspect Markers in Vietnamese Monolinguals with and without DLD

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Tense and aspect markers are a hallmark weakness for children with developmental language disorder (DLD). To our knowledge, the present study is the first to examine children's tense/aspect production in Vietnamese, the most spoken language in the Austroasiatic family and yet understudied in DLD research. We created a structural priming task that paired four key Vietnamese tense/aspect markers (dang–progressive, dã–past, s?–future, xong–telic) with four verb types (activity, state, accomplishment, achievement) to test production of 196 monolingual children aged 4–6, of whom 28 were classified as having DLD. We compared the tense/aspect production of children with DLD to that of typically developing peers and tested the impact of verb type on tense/aspect production to evaluate the Aspect Hypothesis. Logistic mixed-effects models revealed main effects for group and tense/aspect, and a group*tense/aspect interaction. The DLD group performed lower than the typically developing group across tense/aspect

markers, with group differences varying by specific markers. Verb type impacted production of the dã–past marker only. Findings contribute to efforts to identify and characterize DLD in Vietnamese-speaking children.
Funding is from NIH R01DC019335.

PS2F13

Early Expressive Language Milestones as Predictors of Later Language Outcomes in Spanish–English Bilingual Children

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Chenelle Walker; University of Wisconsin-Madison
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Bilingual children with DLD are at increased risk of misdiagnosis or of not receiving early intervention services (Norbury et al., 2016), and it is unknown whether early language milestones are predictive of DLD in bilingual children. The present study examines whether early expressive language milestones predict later low language status in Spanish-English bilingual children. Thirty bilingual children aged 4 to 6 years (15 DLD, 15 TD) were selected from an existing database and individually matched on chronological age and proportion of Spanish language exposure (Peña et al., 2014). Retrospective parent-reported ages of production of first words, two-word combinations, and sentences were used as predictors of language outcomes, with non-verbal IQ and maternal education also considered. Language outcomes were determined using the Bilingual English Spanish Assessment (BESA). Preliminary between-group comparisons indicated significant differences between groups on nonverbal IQ and maternal education, but comparable parent-reported expressive milestones, in both English and Spanish. Ultimately, this study will inform early risk identification practices and support clinicians in monitoring and referral decisions for bilingual children.

PS2F14

Dual-Language Input Structure and Language Ability Jointly Shape Bilingual Children's Word and Semantic-Feature Learning

Anna Duncan; Boston University
Kimberly Crespo; Boston University

Children's bilingual books integrate two languages and are commonly used to support word learning across languages. Prior research suggests that bilingual input can facilitate word learning, with some evidence that mixed-language formats may confer advantages over single-language formats. However, this work has focused almost exclusively on acquisition of labels, leaving open questions about how bilingual formats supports learning of semantic features and listening comprehension. Therefore, the present study examined the effect of bilingual storybook format on the learning of novel words, their associated semantic features, and narrative comprehension in children with a range of language abilities. Spanish-English bilingual children aged 4-6 years listened to one story where the languages were separated, and a different story where the languages were intermixed. Preliminary findings suggest language mixing may support word learning and listening comprehension, while language ability may play a larger role in how children build an understanding of what words mean beyond their labels. This research

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PS2F15

Determining language deficits in school-aged children with and without speech sound disorder: Exploring narrative analysis using elements of microstructure and macrostructure

Abigail McBournie; Auburn University
Allison Plumb; Auburn University
Anna Ehrhorn; Auburn University

Speech sound disorder (SSD) often co-occurs with developmental language disorder (DLD). However, language assessment methods may not detect this co-occurrence. Emerging evidence suggests that some microstructure and macrostructure elements may detect DLD while minimizing impact of speech errors; however, no known research has determined if a narrative composite of these elements may better identify DLD in SSD. The present study aims to explore what narrative analysis methods are sensitive and specific in identifying DLD in school-aged children while minimizing the effects of SSD. Sixty previously collected narrative samples will be transcribed and analyzed for four microstructure and four macrostructure elements, and scored using the novel Analysis of Narrative Development for Speech Sound Disorder (ANDS) Tool (i.e., a narrative composite score). Planned analyses will determine what elements of microstructure and macrostructure will differ between SSD and TS when controlling DLD, and whether ANDS may be more sensitive and specific for this population. Findings could improve language diagnostic practices for school-aged children with SSD to ensure intervention targets all deficits prior to service dismissal. No financial support was received for this work.

PS2F16

Open-Science Practices Among Child Language Researchers: An Empirical Analysis

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Anne Reed; Texas State University
Andrea Ford; University of Cincinnati

This presentation will present the results of a secondary analysis of child language researchers' engagement in open-science practices. Although overall engagement in open science remains fairly low in communication sciences and disorders (CSD; Eiser Hess et al., 2026; El Amin et al., 2023; Pfeiffer et al., 2025), differences across subdisciplines have yet to be explored. Drawing on data from a previous review, this secondary analysis examines three open-science practices–preregistration, open data, open materials–among empirical research articles published in the area of child language across six years (2019-2024) in Language, Speech, and Hearing Services in Schools (LSHSS) and Communication Disorders Quarterly (CDQ). We will compare the prevalence of these practices in child language research to trends across the broader CSD field. In addition to quantitative prevalence data, we will provide qualitative descriptions of how child language researchers implement these practices (e.g., where studies are preregistered, what types of materials are shared). The work was supported by the Institute of Education Sciences (R305B200020) and the Office of Special Education Programs, Office of Special Education and Rehabilitative Services (H325 D240052).

PS2F17

Consonant blends: How does oral segmentation relate to written spelling proficiency?

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Hannah Krimm; University of Georgia
Ashleigh Hayward; Vanderbilt University
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Children with deficits in phonological awareness (PA) struggle with phoneme segmentation. Words with consonant blends (CCVC/ CVCC) are more challenging to segment than CVC words, and children with PA deficits often require focused intervention on segmenting CCVC, CVCC words (e.g., skit, desk). For children with letter sound knowledge, written spelling is a way to capture segmentation skills. This study explores the relation of oral segmentation and written spelling of words with consonant blends in children who are not yet proficient in segmentation.

Kindergarten and first graders (n = 48) completed two tasks with a set of 10 CVC and 10 CCVC/ CVCC words: oral segmentation and written spelling. Ongoing analysis includes comparing proficiency of oral segmentation and written spelling, describing oral segmentation error types, and calculating spelling accuracy for error types.

Findings inform instructors of which oral segmentation errors may require focused intervention. Findings guide the use of written spelling measures to efficiently monitor progress in PA skill.

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

PS2F18

Spanish-English bilingual children's grammatical productivity in verbs, articles, and direct object clitics

Alicia Escobedo; CSU San Bernardino
John Gallagher; SDSU/UCSD
Irina Potapova; SDSU
Sonja Pruitt-Lord; SDSU

Grammatical productivity has been shown to differentiate between typically developing children and their peers with DLD in monolingual English-speaking populations (Gladfelter & Leonard, 2013). The current study investigates the grammatical productivity of Spanish-English bilingual children in Spanish by examining children's productions of articles, direct object clitics, and verbs. These grammatical features have been previously identified as potential clinical markers in Spanish-speaking children (Castilla-Earls et al., 2022). Participants in the current study were preschool-aged bilingual children who completed Spanish language samples. Preliminary results of this study suggest that typically developing children demonstrated significantly higher productivity in Spanish when compared to their peers with DLD. Results of this study will provide more information on how language sample measures like grammatical productivity may contribute to bilingual language assessment. Funding: NIH NICHD F31HD111303.

PS2F19

Measuring the Individualized Teacher Language Input to Preschoolers with Emotional and Behavioral Challenges

Eric Eubank; Vanderbilt University
Jason Chow; Vanderbilt University
Alexandra Davidson; Vanderbilt University
Mackenzie Ringo; Vanderbilt University

Children with emotional and behavioral challenges face heightened risk for language delays, yet individualized classroom language experiences remain largely unexamined. Most research relies on global measures, averaging teacher language input across children, potentially masking variability. This study pilots a novel observational measure of differential attention to quantify how teachers distribute language-supportive talk to individual preschoolers. Participants included 20 teachers and 29 focal children with elevated externalizing behaviors. We coded twenty classroom videos, utterance-by-utterance, to identify the target of teacher-talk and whether utterances were language-supportive (e.g., contingent responses, expansions, open-ended questions; inter-rater agreement was high [93.6%]). Across classrooms, 19% of teacher utterances were coded as language supportive. Focal children received fewer language-supportive utterances (M = 8 individually directed; 10.3 including group-directed) than non-focal peers (M = 22.5). Generally, instances of language-supportive input for children with challenging behavior were inflated through classroom-level averages. Findings (1) demonstrate the feasibility of measuring differential attention in classroom contexts, and (2) highlight the importance of child-level analyses in understanding individual experiences of language-learning opportunities in inclusive preschool settings.

Funding: Institute of Education Sciences (R305A140487)

PS2F20

Characteristics Influencing Bilingual Educators' Decisions and Speech-Language Pathologists ' Judgments during the Pre-Referral Evaluation Process for Bilingual Learners

Janelle Flores; University of Houston
Anny Castilla-Earls; University of Texas at Dallas

Bilingual learners' disproportionate representation in speech-language services persists, with limited research exploring the underlying reasons. Given the pivotal roles of Bilingual educators (BEs) and speech-language pathologists (SLPs) in the pre-referral and evaluation of bilingual learners, this study explored the influence of personal characteristics (Professional Cultural Efficacy [PCE] and experience) and child language characteristics (vignette profiles). Participants (31 BEs and 31 SLPs) identified the vignette's language category (atypical, borderline, typical), indicated their prereferral decision or evaluation plan, and completed a questionnaire assessing PCE and experience. Linear Mixed Models revealed that vignette profiles significantly influenced BEs' decisions and SLPs' judgments. BEs and SLPs systematically assigned a higher likelihood of referral or evaluation for atypical profiles and a lower likelihood for typical profiles, reflecting case-sensitivity. Interclass Correlation Coefficient (ICC) analysis indicated moderate agreement among BEs (ICC = 0.64) and fair agreement among SLPs (ICC = 0.47). SLPs had higher accuracy on language categories, except for one

atypical vignette profile. Findings underscore the importance of child language characteristics over personal characteristics in decision-making and clinical judgments.
Partially funded by the Texas Speech-Language-Hearing Foundation

PS2F21

How word characteristics relate to learning and long-term retention for kindergarten children with DLD.

Katherine Gordon; Boys Town
Stephanie Lowry; Boys Town
Justin Kueser; Boys Town

Many word-learning interventions include a consistent dosage across words. However, children with DLD vary across words in the total dosage needed to learn word forms and meanings. In the current study, we conducted a secondary data analysis of an interactive book reading intervention for kindergarten children with DLD. We assessed how the characteristics of concreteness, frequency, and emotional valence related to children's ability to learn the words and retain the words over a 12-week post-training delay. We found that concreteness and frequency positively related to the learning and retention of word forms. None of the factors significantly related to the learning and retention of word meanings, as assessed via a definition task. Currently, we are coding children's learning and retention of each semantic feature of each definition to determine the features of definitions that were easier or more difficult to learn and retain. Overall, understanding the characteristics of words, and semantic features of word meanings, that are more difficult for children with DLD to learn will inform clinical word-learning interventions.
NIH-NIDCD, R01DC01282.

PS2F22

Benchmarking Developmental Change in Lexical Overlap During Caregiver-Child Conversations

Emily Harrington; University of Illinois Urbana-Champaign
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Lexical overlap is a common linguistic phenomenon that may play a special role in early caregiver–child conversations. This study examined lexical overlap in children with typical language development, asking whether specific caregiver utterances increased the likelihood of child lexical overlap across development. Data were obtained from the Champaign corpus in CHILDES (44 dyads sampled at 21, 24, 27, 30, 33, and 36 months). Child lexical overlap and caregiver imitation and expansion were coded using automated CHIP and CHIPUTIL programs in CLAN. A mixed-effects logistic regression model estimated the likelihood of child lexical overlap as a function of caregiver utterance type (imitation/expansion vs. "other"), timepoint, and their interaction. Across development, children were more likely to respond with lexical overlap following caregiver imitation or expansion. However, lexical overlap following "other" caregiver utterances increased with age. This pattern suggests a developmental shift in which children initially rely on caregiver-supported contexts but, with increasing language and conversational ability, respond with lexical overlap to a broader range of caregiver utterances. Findings provide a benchmark for future work with children with language disorders.
Funding: N/A.

PS2F23

Interlocutor Effects on Code-Switching Patterns in Bilingual Children With and Without Developmental Language Disorder

Michelle Hernandez; University of Houston
Anny Castilla-Earls; University of Texas at Dallas

Bilingual children frequently code-switch (CS), alternating between two languages within a conversation. While typically developing bilingual children adjust their language use based on their conversational partner, less is known about whether children with developmental language disorder (DLD) show similar accommodation patterns or how language proficiency shapes CS behavior. CS in children with DLD may often be misinterpreted as language confusion or language disorder rather than recognized as a strategic communicative strategy. This study examined whether interlocutor language context influences code-switching frequency and type selection, and whether relative proficiency predicts these patterns in children with and without DLD. Thirty-six Spanish–English bilingual children (16 DLD, 20 TD), ages 5;0–6;11, completed a collaborative task across three interlocutor conditions: English-only, Spanish-only, and bilingual code-switching. Generalized linear mixed-effects models showed that children accommodated to interlocutor language use by increasing code-switching in the bilingual condition. Relative proficiency significantly predicted switching frequency, with stronger effects in single-language contexts. Code-switching patterns were better explained by proficiency than diagnostic status, challenging deficit-based interpretations and highlighting the need for proficiency-informed assessment practices. This project was supported by an F31 fellowship from the NIDCD (F31DC021619) awarded to Michelle Hernandez.

PS2F24

Multi-Modal Communication During Reading and Play Between Mothers and Young Children Learning to Use High-Tech Augmentative and Alternative Communication

Fiona Higgins; Vanderbilt University
Elizabeth Biggs; Vanderbilt University

Children with complex communication needs and their parents use many modalities to communicate. These modalities include aided augmentative and alternative communication (AAC) as well as gestures, signs, vocalizations, and speech. Parents frequently are recommended to model AAC to support their child's AAC language learning; however, they often report that modeling is difficult due to their limited skill using AAC. Examining language samples from two common activities—reading and play—can illustrate what parents do naturally at home as certain activities may better lend themselves to AAC modeling than others. Here, we compare reading and play activities and examine (a) child AAC use frequency, (b) mother AAC use frequency, and (c) patterns in AAC use including spontaneity and AAC type (e.g., speech generating device, sign, picture symbol, with or without speech). Eleven children and their mothers provided language samples. Children were young (M = 4;6, range 3-6 years) with varied developmental disabilities (autism, Down syndrome, developmental delay, apraxia, genetic syndrome), and all had access to a speech generating device at home.
Funding: ED/OSEP H325D230072

PS2F25

Prosodic features of child-directed reading in bilingual caregivers of children with and without risk for speech-language difficulties

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Juliana Ronderos; Teachers College Columbia University, Boston University
Megan Gross; University of Massachusetts Amherst
Mara Breen; Mt. Holyoke College
Jennifer Zuk; Boston University

Caregiver-child shared reading is known to support monolingual and bilingual children's language development. In monolingual families, caregivers' intonation and pausing while reading (i.e., oral reading prosody) is linked to children's storybook listening comprehension. However, little is known about oral reading prosody in bilingual shared reading contexts, where caregivers' language dominance and reading practices vary widely. This study examined factors influencing Spanish-English bilingual caregivers' prosody during shared reading interactions. Twenty-six caregivers of preschoolers, with and without speech-language risk, presented one English and one Spanish book to their child. Utterances were categorized as direct reading, translation, or image-based storytelling. Utterance-level measures of intonation range and pauses (grammatical, ungrammatical) were extracted from audio recordings. Linear mixed-effects models revealed that caregiver language dominance and storybook presentation type associated with caregiver prosody, with intonation range differing between direct reading and translation. Associations varied based on the language of the book text. Further, caregivers of at-risk children had fewer grammatical pauses. Findings highlight the importance of considering caregiver language profiles when supporting bilingual shared reading. This work was funded by an ASHFoundation New Investigators Research Grant.

PS2F26

How We Score Matters: Relations of Oral Narrative Retell Scoring Approaches to Cognitive and Language Skills in Grade 2

Molly Leachman; University of Michigan
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This study examined relations among three oral narrative retell scoring approaches (quality rubric, total number of words, keyword scoring) and their associations with language and cognitive skills in second grade students (N = 529). Using the Test of Narrative Language, we compared scoring methods and investigated their relations to vocabulary, grammatical knowledge, inference-making, perspective-taking, comprehension monitoring, working memory, and attentional control. Structural equation modeling demonstrated excellent model fit across all approaches, with most showing similar patterns of relations to language and cognitive skills. Notably, the keyword approach uniquely showed significant direct relations between vocabulary and grammatical knowledge to retell performance, likely reflecting its requirement for precise lexical retrieval and syntactic accuracy. Complementary patterns emerged for students receiving speech and language services (n = 80), but with notable decreases in relations with higher-order skills. Findings suggest that oral narrative retell provides robust measurement of children's narrative skills across scoring approaches, while also highlighting that keyword scoring may be

particularly sensitive to foundational language abilities relevant for identifying language disorders.
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PS2F27

Beyond Mean Length of Utterance: Employing Range and Variability Measures of Utterance Length to Characterize Linguistic Alignment between Autistic Children and their Caregivers

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Research suggests that caregivers of children with typical language and those with language delays fine-tune the complexity of their language input to their children's language level. The alignment of linguistic complexity between autistic children and their caregivers has also been explored, but several open questions remain. This study examines the utility of newly introduced measures of utterance length variability: range (RLU) and standard deviation (SDLU), for examining how autistic children and their caregivers align the complexity of their language to one another. These measures, derived from language sample analysis, appear to be useful for characterizing linguistic complexity alignment between autistic children (n=40, Mage=41.78 months) and their caregivers. Findings suggest that autistic children's linguistic complexity measures (MLU, RLU, and SDLU) significantly predict caregivers' corresponding measures (p's< .001) and that autistic children's broader receptive and expressive language (as measured by the Preschool Language Scales-Fifth Edition) also significantly predict caregivers' linguistic complexity (p's< .01). This suggests that caregivers and their autistic children align the complexity of their input to one another both in real time, and according to the child's broader language abilities. Funding sources: NIH R01DC020165; R21DC016102

PS2F28

Investigating Narrative Skills using responses from questions: An insight into Macro and Micro structures of Language and Working Memory.

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Narrative abilities refer to the telling of a story or an event. Despite the seeming simplicity of the task, narrative skills require complex language skills. Corroborating evidence for the role of complex language in narratives comes from findings that better narratives are produced by children performing higher on language tests (Paris and Paris, 2003; Silva et al., 2014). In narratives, story elements must be organized in a coherent way (known as macrostructure) in order to make sense of the story told and using sophisticated linguistics devices to improve the clarity of the story (known as microstructure) such as conjunctions, mental verbs and clearly referenced pronouns. Questions focused on macrostructure asked prior to narrative production have been reported to result in increases in macro- but not microstructure elements in 4-6 year olds (Silva and Cain, 2019). In contrast, Nair et al. (2024) reported that questions, irrespective of focus (macro-or microstructure), led to an increase in microstructure elements. The current study examined the relationship between macro- or microstructure question response accuracy, language skills, working memory abilities and children's quality of narratives.

PS2F29

Evaluating the Psychometric Properties of the DELV-Screening Test for School-Age Language Minorities

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Abstract
Rationale
The purpose of the current study was to identify the factor structure of the Diagnostic Evaluation of Language Variation-Screening Test (DELV-ST, Seymour et al., 2022) Part II, using exploratory factor analysis and confirmatory factor analysis.
Methods
A total of 142 children, ages 6-12 years, were included in this study from Ohio (n = 103) and Texas (n = 41). Children completed a battery of tests of hearing, cognition, language, vocabulary, narration. The current study focuses on performance of the DELV-ST Part II.
Results
Exploratory factor analysis indicated four factors with eigenvalues greater than 1.0. Confirmatory factor analysis indicated a multidimensional structure (more than one underlying factor) of the DELV-ST Part II, demonstrated by the improved fit when adding a second factor. However, when adding a further factors, there is minimal gain when balanced by fit, parsimony and interpretability.
Conclusions
Our study of children in Midwest and Southwest regions of the United States replicates that of two other studies which examined children in the Southeast region of the United States. It appears as if the construct validity of DELV-ST, Part II is stable.
NIH funded this work.

PS2F30

Preserved Category Representations in Children with Developmental Language Disorder Despite Semantic Deficits

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Semantic depth is crucial for differentiating concepts into categories. Despite well-documented semantic depth deficits in children with developmental language disorder (DLD), there is conflicting evidence on whether this group exhibits differences in category representations. Here, we predicted that children with DLD could differentiate between subgroups (e.g., mammals vs birds) within a single domain (e.g., animals), but they would show this distinction less strongly than age-matched typically developing peers. Compared to across-domain distinctions (e.g., animals vs plants), within-domain distinctions (mammals vs birds) appear later in development and have not been directly assessed in DLD. Thirteen children with DLD and 14 age-matched typically developing children gave graded relatedness judgments of items within and across subgroups in a domain. Following our hypothesis, children with DLD successfully captured within-domain subgroups. Contrary to our predictions, both groups of children show equally

distinct representations of within-domain subcategories. Despite presumed semantic deficits, the DLD group successfully leveraged relatively few featural differences among concepts (that have highly covarying features) to differentiate them into meaningful categories.

PS2F31

What's going on in there? Literacy intervention with AAC users.

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Speech-language pathologists (SLPs) play a critical role in supporting literacy development, yet the implementation of evidence-based practices (EBP) remains inconsistent, particularly for children who use augmentative and alternative communication (AAC). Results of this analysis examined how SLPs describe their literacy intervention practices for AAC users to better understand current approaches and alignment with EBP.

One hundred eleven ASHA-certified SLPs or clinical fellows serving children ages 3–21 in school or outpatient settings participated in a survey related to literacy practices. Thematic analysis of open-ended responses revealed that many SLPs rely on indirect or non-explicit literacy activities, such as sight-word exposure. While some reported components of EBP, phonological awareness instruction was often limited to early skills, with few describing advanced decoding or encoding strategies.

Findings highlight a persistent research-to-practice gap and underscore the need for enhanced training, clearer guidelines, and targeted support to improve literacy outcomes for AAC users.

This project is funded through an OSEP leadership training grant (Project PAL; HD325D230072).

PS2F32

Assessing primed productivity in young preschoolers at risk for DLD

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Identification of developmental language disorder before 4 years of age is challenging; therefore, there is a need to develop more sensitive measures for younger preschoolers. This study explored whether measures of subject diversity and functional morpheme productivity (e.g., articles, progressive -ing, auxiliary BE) when applied to a priming task could distinguish young preschoolers with ongoing risk for DLD from those with improved language abilities. Participants included 56, 3;6-year-old children who were identified with risk for DLD at 2;6. At 3;6, they were assigned to severe, moderate, mild, and improved grammatical ability groups based on standardized testing. Subject diversity and primed productivity scores computed from the Sentence Diversity Priming Task resulted in good classification accuracy. We will discuss the value of using a structured elicitation task and primed productivity measures for identifying 3-year-old children at risk for DLD. We will also discuss the importance of exploratory studies for distinguishing children with mild manifestations of DLD from typical peers. Funding: NIDCD U01DC017135

PS2F33

"Tell Me What This Means in Real Words": Caregiver and SLP Perspectives on Supporting Families of Children with DLD

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Parents of children with Developmental Language Disorder (DLD) report stress and uncertainty related to their child's language needs. Simultaneously, speech-language pathologists (SLPs) face barriers to parent collaboration. We used an implementation science framework to understand how SLPs can support parents of children with DLD. We conducted focus groups with parents of children with DLD (n=25) to understand their lived experiences and support needs, and focus groups with SLPs (n=11) to understand perspectives on supporting parents and children with DLD. Using rapid qualitative analysis, we identified preliminary themes across groups. Caregivers and SLPs recognized the emotional toll of parenting a child with DLD, and the need for plain-language information. Although, caregivers prioritized emotional support while SLPs focused on sharing information. These mismatched foci likely hinder collaboration. Participants in both groups also cited low familiarity with "DLD." These data suggest that SLPs must strengthen their capacity in supporting caregivers' emotional needs, as well as their own knowledge of DLD as a diagnostic label. These data also underscore the need for parent-friendly communication around DLD.

Funding source: NIH/NIDCD, 1R21DC022878-01, PI: Owen Van Horne

PS2F34

Investigating Diagnostic Stability from Pre-K to Kindergarten Among Multilingual Students in an Urban School District

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Celeste Domsch; Rutgers University; School of Health Professions

This retrospective chart review study examines stability in speech-language evaluation practices and results for culturally and linguistically diverse (CLD) preschool students in an urban school district. We compare results from T1 (~age 3) and T2 (~age 5) evaluations, including whether students continue to be eligible for speech-language services at T2 and if so, under what IEP classification; how multilingual (ML) status is considered in assessments at T2 vs T1; and whether variables such as race, ethnicity, ML status, language of instruction or intensity of intervention in preschool were predictive of change in test scores and/or continued eligibility at T2. Results will be discussed with a focus on closing the research-to-practice gap in schools and improving equitable speech-language evaluations and access to educational opportunities for CLD students. This study was funded by a Rutgers Equity Alliance for Community Health Community Impact grant.

PS2F35

"I Don't Know Whose Job It Is to Train Anyone in Behavior": A Phenomenological Account of School-Based SLPs' Experiences with Behavior Support

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Students with language disorders who receive school-based intervention often present with challenging behaviors, requiring speech-language pathologists (SLPs) to address both behavioral and communication needs to ensure effective service delivery. Students' challenging behavior is highly prevalent in SLPs' school practice; however, research suggests that most SLPs receive minimal formal training in behavior management in graduate school. This creates a gap between graduate SLP preparation and the realities of clinical practice. Addressing this training-to-practice gap is essential for preparing SLPs to meet both the behavioral and communication needs of their students. The current study explored 20 practicing school SLPs' experiences with challenging child behavior. Through individual, semi-structured interviews on Zoom, participants described how these experiences influence service delivery, revealed limitations in their graduate training, and underscored the need for stronger professional support structures. Key findings highlight the real-world factors that prevent and facilitate effective behavior support within language services. Future research should evaluate what aspects of behavior management should be explicitly taught in SLP graduate programs.
This work was supported, in part, by the Office of Special Education Programs (H325D2300371; H325D220055) and the National Institute of Mental Health (T32-MH18921).

PS2F36

Comparing Book and Video Retell Tasks in Spanish Narrative Language Samples of Bilingual Preschoolers

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Purpose: Language sample analysis (LSA) informs bilingual assessment, including identification of developmental language disorder (DLD), yet elicitation context may influence narrative productivity and microstructure. This preliminary study compared Spanish outcomes from a wordless picture-book retell and a nonverbal video retell in bilingual preschoolers.

Method: Ten Spanish-dominant bilingual preschoolers produced Spanish narratives in both contexts. Samples were transcribed and coded in SALT. Measures included productivity (total utterances, NTW) and microstructure (MLUw, NDW, MATTR). Paired within-child analyses were conducted; NDW was additionally modeled with NTW as an offset to account for sample length.
Results: Video retells elicited longer samples than book retells (+10.3 utterances; +40.9 NTW; p=.05). MLUw did not differ (-0.20; p=.714). NDW was higher in video retells (+21.6; p=.004), but NDW per word did not differ after adjusting for NTW (rate ratio=1.01; p=.92). MATTR differences were not reliable.

Conclusions: Video retells increased Spanish sample length without meaningful changes in microstructure. Video stimuli may enhance feasibility for Spanish LSA; consistent context is recommended for monitoring.

PS2F37

Item Response Theory Analysis of English Sentence Repetition Items for Spanish-English and Vietnamese-English Bilinguals

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The Bilingual English Assessment of Morphosyntax (BEAM) is being developed as a tool to aid in evidence-based assessment for Developmental Language Disorder (DLD) in bilingual children by monolingual clinicians. Items were developed to be sensitive to differences in children's levels of exposure to English and their home language and have been tested with bilingual speakers of Spanish-English and Vietnamese-English. Using item response theory analyses, we examined the item-level parameters of the 24 BEAM sentence repetition items across 1) home language groups, 2) language exposure groups, 3) age groups, and 4) DLD risk groups. Results suggest that one sentence repetition item should be removed from the BEAM due to parameterization issues across multiple grouping variables. Overall, the BEAM sentence repetition items appear to have appropriate difficulty and discrimination for differentiating levels of English morphosyntax ability across the groups tested. There may be differential patterns of item difficulty across home language (Spanish or Vietnamese) and exposure groups. Specific implications for bilingual test design and assessment will be discussed. Funded by NIH NIDCD 5R01DC018329-05.

PS2F38

Revision Strategies During Word Learning in School-Aged Children who are Deaf or Hard of Hearing and Typically Hearing Peers

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Even when word learning outcomes are comparable to typically-hearing (TH) peers, the process of word learning may be more effortful for children who are deaf or hard-of-hearing (DHH) with aided hearing and learning spoken language. Because robust word learning requires revising initial word meanings as additional information becomes available, differences in revision strategies may contribute to this increased effort. This study examined revision behavior in response to additional information during word learning in DHH and TH children, focusing on patterns of switching and maintaining prior responses. Ten children (6-8-year olds; 5 DHH, 5 TH) with typical language and nonverbal cognition completed a novel word learning task in which participants first chose a referent, and then were incrementally given either confirmatory or contradictory information and opportunities to maintain or revise their previous response. We predict no group differences in accuracy but distinct patterns of revision behavior: following additional information, DHH children will revise responses more frequently than TH children.

This increased flexibility during revision may reflect a more effortful learning strategy for DHH children.
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PS2F39

Self-collected parent-child interactions to evaluate the expressive language of children with Down Syndrome: A Cross-context comparison

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Children with Down syndrome (DS) show persistent expressive language delays, requiring early intervention. Progress in intervention research is limited by the lack of feasible, sensitive outcome measures. We evaluated the validity of expressive language measures derived from caregiver-recorded parent–child interactions in two contexts: free play with a standardized toy set and a family-selected activity. Twenty-seven children with DS (M age = 49 months) completed two 15-minute home recordings. Transcripts were analyzed using Systematic Analysis of Language Transcripts to derive number of different words (NDW), mean length of utterance in morphemes (MLUm), and percentage of intelligible utterances. Pearson correlations examined associations with MacArthur–Bates Communicative Development Inventory (MCDI), Preschool Language Scale–Fifth Edition Expressive Communication raw score, and Intelligibility in Context Scale (ICS). NDW was strongly associated with MCDI scores across contexts. MLUm was significantly associated with PLS-5 scores, with stronger relations in free play. Results support caregiver-collected samples as scalable outcome measures.
Funding: National Institute on Deafness and Other Communication Disorders (R21HD111807), Eunice Kennedy Shriver National Institute of Child Health and Human Development (P50HD105353), Institute for Clinical and Translational Research (TL1TR002375).

PS2F40

The Efficacy of Let's Know!2 for Improving Oral Language Outcomes in First-Grade Students with Typical Development or At-Risk for Developmental Language Disorder

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Small-group multicomponent language interventions have shown promise for increasing language and reading comprehension skills in students with developmental language disorder (DLD). This study evaluated the efficacy of Let's Know!2 for improving oral language in first-graders with typical development (TD) and those at risk for DLD. A modified randomized controlled trial compared the efficacy of Let's Know!2 for an at-risk treatment group (n=10), a treatment group with TD (n=4) and an at-risk control group (control; n=7). Participants in the treatment conditions completed 42 20-minute small-group lessons scheduled four days per week. Participants were assessed using curriculum-aligned measures of vocabulary, comprehension

monitoring, inferencing, and text structure knowledge at pre-test, mid-intervention after completing a narrative unit, and post-intervention after completing an expository unit. Significant within-group increases in vocabulary and inferencing scores were observed for the at-risk intervention group from pre- to mid- and post-test. At mid-test, both intervention groups outperformed the at-risk control group in narrative vocabulary. For narrative comprehension monitoring, the TD intervention group outperformed the at-risk intervention group at mid-test and both at-risk groups at post-test. Clinical implications discussed. (Funding: H325D170061)

PS2F41

Mental State Language Use Across Context In Adolescents with Fragile X Syndrome and Down Syndrome

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Mental state language (MSL) use is associated with children's socioemotional and socio-cognitive learning. Children's ability to understand and acknowledge others' mental states during interactions is associated with better social outcomes. In Down syndrome (DS) and fragile X syndrome (FXS), children show delays in using MSL during interactions. Given the importance of language sampling context(narrative and conversation) in language outcomes, it is necessary to assess MSL across contexts, as results may have clinical implications for assessment and intervention. This study evaluates MSL use in adolescents with FXS and DS across narrative and conversational contexts and examines the frequency, type, and diversity of MSL. 20 participants, 10 in each group, aged 9-16 years, completed a 10-minute conversation with an examiner and a narrative task using a wordless picture book. Wilcoxon signed-rank tests and Wilcoxon rank-sum tests will be used to analyze within-group and between-group differences, respectively. We hypothesize that children in both groups will produce more MSL terms in narrative than in conversations, and will differ significantly in the frequency, type, and diversity of MSL use in conversation.
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PS2F42

Identifying the Presence of Shared Characteristics in Participants with Developmental Language Disorders (DLD) among Varying Language Deficit Severity Profiles

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Consistent with decades-long dilemma among clinicians and researchers in the Developmental Language Disorders (DLD) literature, this work was motivated by ongoing challenges in identifying measures that reliably and consistently classify children with DLD. Using repeated elastic net logistic regression on the Montgomery database (223 DLD and typically developing (TD) participants), our earlier analysis identified 9 cognitive and linguistic features as part of the DLD-deficit profile. However, that analysis utilized -1 SD cutoff in composite z-language scores

for DLD classification, a criterion considered too liberal by some researchers. In this study, we tested whether the nine features would remain a DLD-deficit profile when modeling datasets using conservative language-cutoff criteria. We reclassified the Montgomery database at severe cutoff criteria (-1.25 and -1.5) and ran repeated elastic net logistic regression analyses on these datasets to identify the most effective features for DLD classification. Our analysis yielded that 4 of the previous 9 features are part of the DLD-deficit profile, suggesting that all children, whether mild or severe DLD, share unique common cognitive and linguistic constructs. This project was funded by NIDCD K18-DC021149 (Evans).

PS2F43

The impact of context on mother and father verbal responsiveness to their children with Down syndrome

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Individuals with Down syndrome (DS), the most common genetic cause of intellectual disability (ID), struggle to learn and use language above and beyond what is expected for their mental age. Understanding the early language environment of young children with DS is crucial to inform assessment and intervention. Parental responsivity is one of the most powerful predictors of later language outcomes for children with ID; however, research on responsivity has focused primarily on dyadic, mother–child interactions. We sought to investigate the influence of caregiver gender and interaction context (dyadic versus triadic) on the responsivity of caregiver communication. Caregiver communication acts were coded in mother–child, father–child, and triadic interactions across 15 families of 2–5-year-olds with DS. Our logistic mixed model supported a significant three-way interaction between caregiver gender, context, and child expressive language. Limitations, future directions, and clinical implications will be discussed. Funding: Waisman core grant NIDCHD 50HD105353 (Chang); Vilas life cycle award (Sterling); University of Wisconsin–Madison startup funds (Sterling).

PS2F44

Cue-based retrieval and working memory in bilingual children with and without DLD: Contributions of language ability and bilingual experience

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Children with developmental language disorder (DLD) exhibit weaknesses in working memory (WM). External cues support retrieval in adults, yet cue use in WM has not been systematically studied in children with and without DLD. The present study examined whether cueing supports WM performance in bilingual children and whether language ability and bilingual experience differentially relate to performance. English-Spanish school-aged children with and without DLD (BiDLD; BiTLD) completed a recognition and a cue-based retrieval task (data collection is ongoing). Preliminary results indicate higher performance in the cue-based task: the effect is

primarily driven by BiTLD children's performance but a similar, though weaker pattern is seen in children with BiDLD. For BiTLD children, language ability is related to accuracy in the recognition task, while only Spanish exposure is related to accuracy in the cue-based task. For children with BiDLD, both Spanish proficiency and exposure are related to accuracy across tasks. These findings suggest that cue-supported WM performance varies by task demands and individual differences, with different factors contributing to performance in bilingual children with and without DLD.

PS2F45

Features of Book Language and its Relation to Vocabulary Growth in Preschool Age Children

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Shared book reading research is integral to better supporting young children's language. Shared book reading consists of two types of language: 1) the written language of the text, (book language), and 2) the language that the caregiver adds to the shared book reading experience, (extratextual talk; Read et al., 2025). Most research on shared book reading has either studied it as a holistic activity (e.g., Dowdall et al., 2020) or studied the relation between extratextual talk and children's outcomes (e.g., Read et al., 2025) while neglecting the potential of book language. The current study extends both the previous studies of shared book reading and of book language in two ways: 1) examining text and word-level features of book language from shared book reading encounters in the early childhood education classroom, holistically and by genre (i.e., narrative and informational books), and 2) completing exploratory analyses to examine whether the book language children were exposed to in the classroom relates to children's vocabulary growth across the preschool academic year. Funding sources: R305A2204420, Institute of Education Sciences and H325D210062, U.S. Department of Education

PS2F46

Are lexical morphemes more than sound + meaning? A cross-modal fNIRS priming study with English monolinguals, Spanish-English and Chinese-English bilinguals

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Nuo Chen; University of Michigan
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Word reading relies on building strong connections among the sound, meaning, and orthography of words within children's mental representations. Morphological structure has received

substantial attention as a candidate mechanism linking form and meaning during word recognition. Yet the underlying mechanisms by which children leverage morphemic structure, particularly across different language backgrounds, remain unclear. The current project draws on a larger study of literacy in children of varied language (dis)abilities. Young English monolingual and bilingual speakers of structurally-distinct languages (Chinese-English and Spanish-English), N=530, completed a cross-modal audio-visual priming during fNIRS neuroimaging. We hypothesized that the brain bases of morphological processing are distinct from sound-only and meaning-only processing, likely to engage left frontal regions previously found active during morphological processing in monolingual children and adults. We further hypothesized cross-linguistic transfer in bilinguals, with Chinese bilinguals showing stronger meaning-based processing along the ventral neural path and Spanish bilinguals showing stronger sound-based processing along the dorsal neural path. Findings will inform theories of language and literacy development in linguistically diverse learners.
Funding Source: National Institutes of Health (R01HD111637; R01HD109224).

PS2F47

What makes you use that test, and is it working for you and your caseload? Factors that influence speech-language pathologists' perception of standardized norm-referenced assessment quality, policies, and related self-efficacy.

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Speech-language pathologists (SLPs) use standardized, norm-referenced assessments (SNAs) to diagnose communication disorders and determine service eligibility. However, SNAs are sometimes used inappropriately, and concerns remain regarding SLPs' understanding of test quality and psychometrics. There is limited research on the demographic and workplace factors that influence how SLPs perceive, select, and use these diagnostic tools. Prior research has examined factors affecting SLPs' test selection and knowledge, including practice setting and experience working with culturally and linguistically diverse (CLD) populations; however, much of the literature is outdated or not comprehensive. We surveyed 176 U.S.-based SLPs using a web-based questionnaire that included items assessing clinician, client, and workplace factors influencing their perceptions of SNA quality, attitudes toward policy requirements, and self-efficacy. Data were analyzed descriptively and using Mann–Whitney U tests to examine differences between SLPs grouped by clinical setting, U.S. Census Bureau region, and rate of working with CLD populations. Effect sizes were calculated for significant findings. Results may inform training, policy, and advocacy efforts to promote appropriate and psychometrically-sound assessment practices.
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PS2F48

Parental Interactional Features and the Language Development of Children with Developmental Disabilities Using Augmentative and Alternative Communication (AAC)

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This study analyzes the association between parental interactional features and the vocabulary size of children with developmental disabilities (DD) using AAC. Preliminary analysis of 23 parent-child dyads who participated in a 12-week AAC language intervention, found that there was no association between parental interactional features and vocabulary size. Instead, mean length of turn had a strong relationship with vocabulary size. Additionally, strategies parents were coached to employ during these interventions did not alter the turn length or interactional features used by parents throughout the session. These findings bring to light a different association between parental interactional features and vocabulary size for children with DD using AAC compared to their typically developing peers and those with DD who do not use AAC. When coaching parents to use communication supports with their children with DD using AAC, it is recommended that practitioners stress the importance of shortening their turns to allow their children ample opportunity to communicate. The data were sourced from an archival dataset funded by The U.S. Department of Education, Institute of Education Sciences Grant R324A070122.