POSTER SESSION THREE

PS3S01

Written Language in School-Aged Children

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Many children in the United States do not exhibit proficient writing skills. Few studies investigate strengths and areas that would benefit from support in multilingual writers or writers with language disorder. The current investigation compared narrative, expository, and persuasive writing of kindergarteners through twelfth graders who are typically-developing monolingual English-speakers, monolingual English-speakers with language disorder, and typically-developing multilinguals. Multilinguals demonstrated strengths in clausal density in narration, spelling in exposition, and capitalization in persuasion. They may benefit from support for lexical diversity and productivity, spelling, and punctuation in narration. Aspects of macrostructure in narrative writing and overall effectiveness in persuasive writing may benefit from support; however, cultural differences in storytelling and persuasive discourse should be identified and respected. Learners with language disorder may need support for macrostructure in narrative and expository writing and expanding persuasive writing. These findings can help clinicians identify children with language disorder and design appropriate supports for improving the writing of school-aged children with a variety of linguistic profiles.

Funding: Grand Valley State University Graduate School; Grand Valley State University Center for Scholarly and Creative Excellence

PS3S02

Complex Syntax in Parents' Extratextual Book Talk

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Mothers and fathers (16 mother-child dyads, 16 father-child dyads) read one of three books (Bear's Bargain, Mooncake, Bear's Shadow, by Frank Asch) to their typically-developing preschooler (Briet-Smith et al., 2017). We coded extant samples for complex syntax (i.e., dependent clauses) to understand the amount and types of complex syntax parents used. There was wide individual variation across parents. Parents reading one of the three books produced less complex syntax. Analyses compare mothers and fathers on complex syntax variables, including proportion, frequency, density and frequency of complex types.

PS3S03

What Prevalence Figures did Authors Report from 2017-2025 for Developmental Language Disorder?

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Developmental language disorder was suggested for adoption in 2017 and adopted inclusion criteria subsumes the full range of nonverbal IQ within the normal range (i.e., 70 and above). Thus, DLD is a broader phenotype than specific language impairment. We explored the reported prevalence for DLD in articles published in LSHSS, JSLHR, and AJSLP between 2017 and 2025. We found that overwhelmingly the prevalence of SLI is used when reporting DLD prevalence. We discuss the challenges of underreporting prevalence of DLD.

PS3S04

Experience Counts: How Bilingual Exposure and Language Ability Differentially Shape Word Learning

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Anna Duncan; Boston University
Haley Weaver; Boston University
Malvika Khandelwal; Boston University
Kimberly Crespo; Boston University
Word learning requires children to learn the meaning of a word, and to correctly produce its form. Prior work suggests that bilingual experience and language ability separately contribute to children's acquisition of word-referent mappings. However, the extent to which these factors jointly support the learning of word-referent mappings and correct word-form productions remains unclear. We examined these questions in a cross-situational word learning (CSWL) task with 44 Spanish–English bilingual children ages 5–9. Participants were exposed to English-like novel word–object mappings. A two-alternative forced choice task measured receptive word-learning and a picture naming task measured expressive word-learning. Receptive and expressive performance significantly improved as length of bilingual experience increased. Language ability uniquely predicted receptive but not expressive performance. Taken together, findings suggest that receptive word-learning draws on both bilingual experience and language ability, whereas the encoding and production of newly learned word forms may place greater demands on language-specific experience than on language ability. This research was supported by NIDCD K23DC022006 funds awarded to Kimberly Crespo and T32DC013017 fellowship awarded to Kaityn Contino, Anna V. Duncan, Malvika Khandewal.

PS3S05

Translanguaging Profiles in Majority-Minority Contexts: Spanish-English Narratives in the Early Elementary Years

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Monolingual norms in clinical assessment can pathologize translanguaging, or the fluid use of a complete bilingual repertoire, as linguistic deficit. This deficit view creates diagnostic inequity in majority-minority communities, where rigid English-only schooling contrasts with bilingual community practices. This study adopts a critical lens to characterize translanguaging in narrative retells, establishing a normative baseline for typical cross-linguistic flexibility in bilingual communities. Participants were 90 Spanish–English bilingual children (Grades 1–3, 30

per grade) attending English-only schools in Southern Arizona. Using Systematic Analysis of Language Transcripts (SALT) administration protocols, children retold Frog, Where Are You? in English and Spanish. Transcripts were coded for frequency, grammatical integration, and discourse function. We report developmental profiles regarding the frequency and structural integration of translanguaging. Analyses examine whether translanguaging function evolves from lexical retrieval mechanisms to communicative cohesion strategies and how these trajectories interact with home language exposure. By establishing base rates for typical development, this work supports speech-language pathologists in adopting culturally responsive, asset-based diagnostic practices. Funding: Council of Academic Programs in Communication Sciences and Disorders PhD Scholarship

PS3S06

The Flynn Effect in Nonverbal Intelligence Tests for Children with Developmental Language Disorder: A Meta-Analytic Study

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The Flynn Effect, defined as systematic increases in scores on norm-referenced intelligence tests over time, has been widely documented in the general population. However, it remains unknown whether this effect is present in children with developmental language disorder (DLD), for whom nonverbal intelligence (NVIQ) tests are routinely administered. The present study examined whether a Flynn Effect exists in DLD and whether its expression is comparable to that observed in typically developing (TD) peers. A meta-analysis was conducted of studies published between 1994 and 2024 that included children with DLD and age-matched TD controls. Across 231 paired samples, mean NVIQ scores were modeled as a function of "datedness," defined as the number of years between norming and data collection. Tests were, on average, 16.2 years old at administration and varied across studies. TD children demonstrated a clear Flynn Effect across measures, whereas children with DLD did not show a consistent overall effect. Test-specific analyses revealed variability, indicating that the presence, direction, and magnitude of the Flynn Effect depend largely on the specific test used, with implications for score validity.

PS3S07

Teacher-Parent Discrepancies in Bilingual Language Ratings and Their Associations with Language Use Profiles

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Bilingual children's language use varies across home and school contexts, which may lead to parents and teachers to observe different aspects of their abilities. Discrepancies between parent and teacher ratings of language could be treated as inconsistencies; however, they may reflect variation shaped by bilingual experience. We examined teacher-parent ratings discrepancies across language domains and their association to children's language environments and objective language measures. We collected data from 57 triads including a kindergartener, parent, and teacher, with the children coming from homes where they use languages other than English.

Parents and teachers rated children's English and home language abilities, parents reported home language environment, and children completed English narrative retell and standardized measures of speech production and comprehension. Analyses examined teacher-parent discrepancy patterns across domains, their association with language environment, and relationships between each reporter's ratings and objective English measure outcomes. The teacher-parent discrepancies were significantly different for vocabulary and sentence domains in English, and vocabulary, speech, grammar, and comprehension in the home language. Findings will inform the interpretation of multi-informant screening data in bilingual assessment.
Funding Source: NIDCD R01DC019895

PS3S08

Expressive Language Sampling as a Source for Outcome Measures for Autism Treatment Studies: Feasibility, Practice Effects, and Test-Retest Reliability

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In response to increasing rates of autism diagnoses among children in the United States, researchers have increasingly focused on developing and evaluating both behavioral and pharmaceutical interventions to support the language development of autistic individuals. However, the rigor of studies on treatment efficacy is limited due to a lack of psychometrically sound outcome measures appropriate for autistic individuals. Traditional standardized, norm-referenced assessments are inadequate due to behavioral-level heterogeneity within the population and the tendency of such assessments to overestimate language ability relative to language use in real world contexts. One potential solution is the use of expressive language samples. In the current study, we examined the psychometric properties of measures derived from two language sampling contexts: narration and conversation with 79, 6- to 23-year-olds on the autism spectrum. Results indicated a high level of feasibility and strong test-retest reliability. Further examination of validity and sensitivity of the measures to change over time is warranted before recommendations for research and clinical use can be made.
Funding: NICHDR01HD074346.

PS3S09

Production of Spanish determiners over time in bilingual preschoolers with and without DLD

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Research on Spanish-speaking children shows TD versus DLD group differences in accuracy of determiners (e.g., articles), but at least two gaps remain. First, existing evidence comes from monolinguals and school-aged bilinguals. Second, overlap in accuracy between groups in

bilinguals is common, making diagnosis using this quantitative measure difficult in "borderline" cases. Qualitative analysis of grammatical error patterns may further elucidate group differences. We analyzed (1) determiner accuracy and (2) error patterns in language samples from 32 Spanish/English bilingual preschoolers with TD and DLD at the beginning and end of a preschool year. Preliminary results revealed that children with TD: (1) had significantly higher accuracy and (2) made significantly more substitution (cf., omission) errors than their peers with DLD. The clinical utility of determiner accuracy and error analysis in bilingual preschoolers will be discussed.
Funding: Local philanthropy, OSEP H325D230037

PS3S10

Validating a Shortened BIOS: Congruence of Exposure Classifications

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Elizabeth Peña; University of California, Irvine

The assessment of bilingual populations is challenging and current best practice is to assess both languages. Although best recommended practice by ASHA is to assess both languages, SLPs face high caseloads and limited time. Bilinguals also demonstrate variability in language exposure and proficiency, and some may not have sufficient exposure in one language to justify assessment. Accurately identifying language exposure profiles is critical to make appropriate individualized assessment decisions. This study examined whether a shortened version of the Bilingual Input Output Survey-Home (BIOS-Home) classifies bilingual children similarly to the original hour-by-hour format. Cut-offs for determining language(s) of assessment were also explored using data from the Bilingual English-Spanish Oral Screener (BESOS). Participants were 1,337 Spanish-English bilingual preschool and kindergarten children from two large-scale studies in Texas and Utah. Preliminary discriminant analyses revealed strong alignment between shortened and original BIOS-Home profiles (84%-85%) across exposure categories. Findings support the use of an efficient exposure measure to guide language of assessment decisions for bilingual children in clinical practice.
Funding sources: H325D220045, R01DC007439 and R01DC010366 (PI: Elizabeth Peña)

PS3S11

Exploring Lexical Structure in Autistic Children who Exist in Different Regions of the Language Endowment Spectrum: A Network Modeling Approach

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The wide variation in spoken language abilities in autistic children is not well understood. The current study used network modeling techniques to examine the structure of early lexicons in autistic children who are minimally speaking (n = 41) and in autistic children who have mild to moderate vocabulary delays (n = 82). Semantic networks were built based on two semantic databases: child-oriented word associations and semantic feature norms. Though both groups demonstrate learning that reflects both the associative and semantic feature structures in their learning environments, the different sources of information seem to more heavily influence learning for one group over the other. Autistic children with mild-to-moderate spoken vocabulary delays have networks that are more attuned to association structure, while minimally-speaking autistic children are more attuned to semantic feature structure. This pattern may reflect greater learning from more naturalistic (associative word co-occurrences) learning experiences in autistic children with mild-to-moderate spoken language delays and greater learning from structured learning experiences in minimally-speaking children.
Funding sources: R01DC007428, R03DC013638, R01DC018593, and the Research Competitiveness Subprogram – Louisiana Board of Regents

PS3S12

Predicting Late Talkers' Word-Learning Treatment Success: Unlocking the VAULT with CART Analysis

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Rationale: We wanted to be able to predict which late-talking toddlers would and would not respond to a particular intervention treatment early enough to adjust the treatment for potential non-responders.
Methods: We assembled both continuous and categorical data from 74 children who completed the Vocabulary Acquisition and Usage for Late Talkers (VAULT) word-learning protocol. Children were classified as responders or nonresponders. We ran Classification and Regression Tree (CART) analyses to sort children into ‘responders’ and ‘nonresponders’ and compared how well the model matched the treatment data.
Results: Our winning model correctly identified 45/51 responders as responders (88% accuracy) and 20/23 nonresponders as nonresponders (86%) accuracy. The model had 5 decision points, including both continuous and categorical variable, and allowed for classification after no more than 3 treatment sessions.
Conclusion: This decision tree has clinical potential as a data-based way to adjust treatment for potential non-responders before they engage in a full course of what is likely to be ineffective treatment.
This work was supported by the National Institute on Deafness and Other Communication Disorders Grant R01DC015642.

PS3S13

Exploring the Feasibility of Automated Language Sample Analysis for Bilingual Children

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This study examines the efficacy of an automated language sample analysis (LSA) system that integrates automatic speech recognition (ASR) and natural language processing (NLP), when used with bilingual Spanish-English speaking children. Participants came from an existing dataset that included language sample transcripts and audio from 484 Spanish-English bilinguals aged 5 to 7 years. We examined the transcription accuracy of ASR, the concurrent validity, and diagnostic accuracy of automated LSA metrics. Transcription accuracy varied with background noise and participant intelligibility. The fully automated LSA system exhibited comparable performance to metrics derived from manual transcription.

PS3S14

Processing of mixed-language input in bilingual autistic toddlers

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Research suggests that language switching carries costs for bilinguals (e.g., Byers-Heinlein et al., 2017). Given core deficits in social-pragmatic communication and executive functioning for autistic individuals (e.g., Eigsti et al., 2011), bilingual autistic children may find mixed-language input particularly difficult to parse. So far, 13 two- to three-year-old autistic toddlers have been tested. The BOSA with the ADI-R were used to diagnose ASD, and the Vineland-3 Spanish was used to assess communication, socialization, daily living skills, and motor skills. The CARS-2 indexed autism severity. Language-specific vocabulary was measured with the MB-CDIs and language ability with the PLS-5 Spanish. We assessed processing of familiar word-object pairs in real time with a field-of-two looking-while-listening task across three conditions: English, Spanish, and mixed. Preliminary results show that autistic toddlers looked at the target above chance for Spanish and English conditions but were at chance for the mixed language condition. Findings will help improve language exposure strategies for bilingual autistic children. Funding sources: National Institutes of Health Grants F31 DC023102, R01 DC021150, U54 HD090256

PS3S15

Metapragmatics in Adolescence: Exploring the Validity of the Transition Pragmatics Interview

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The ability to reflect on how to adapt language for a specific social situation is metapragmatic ability. Metapragmatic ability emerges in mid-childhood and can be limited in children with developmental communication disorders, such as autism or developmental language disorder. Metapragmatic ability is correlated with conversational skills in childhood, but less is known about the role of metapragmatics in adolescent and young adult social communication. To further

validate a new measure of adolescent social communication, the Transition Pragmatics Interview (TPI), we administered both the TPI and an established measure of metapragmatics to forty-seven individuals (14-21 years) with and without developmental communication disorders. We found that TPI scores correlated with metapragmatics scores (r = .66). Age predicated metapragmatic scores after accounting for disorder status. Metapragmatic ability appears to play an important role in social communication skills in late adolescence and young adulthood.
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PS3S16

Evidence of Inequity on the Arizona English Language Learning Assessment

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In Arizona, English Language Development (ELD) programming is mandated for all public school students who have not passed the Arizona English Language Learning Assessment (AZELLA). Students with Individualized Education Plans are held to the same passing requirements as typically-developing peers. Student performance is scored as: emerging, basic, intermediate, or proficient. To exit from mandated ELD programming, students must score "proficient" in all 4 areas of the assessment: listening, speaking, reading, and writing, without individualized accommodations. Researchers sought to determine whether passing the AZELLA is statistically independent of disability status.

We accessed state-published 2024 AZELLA results for children in grades 1-6 that identified disability status. Using a Chi-Square Test for Independence, we determined whether passing rates were independent of disability status at each grade level. Students with disabilities passed the AZELLA at significantly lower rates than non-disabled peers at each grade level.

These data suggest that multilingual students with disabilities are disproportionately impacted by Arizona ELD policy. Requirements for participation in the ELD program must be adjusted to account for disability status. The first author is supported through OSEP Grant H325D230067.

PS3S17

Semantic networks in the narratives of children with DLD and typical language

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We examined semantic networks in narratives produced by children with Developmental Language Disorder (DLD/SLI) compared to typically developing (TD) peers. Prior research shows that children with language impairments often have weaker vocabulary structures, including fewer semantic associations and less organized lexical networks. Using narratives from 668 children in Gillam's corpus, we constructed semantic networks for each narrative using word embeddings and computing cosine distances between words to estimate similarity. Words with high semantic similarity were connected, and several network measures—clustering coefficient, transitivity, mean degree, and path length—were analyzed through regression models controlling for MLU and token count. Results showed that TD children had lower clustering, lower degree centrality, and higher transitivity than children with DLD. These findings contrast with previous work on general vocabulary structure, where DLD is associated with less interconnected networks. We suggest that narrative production imposes syntactic and discourse constraints that

lead children with DLD to rely on a smaller, more tightly interconnected set of words. The study demonstrates the value of network approaches and vector-based representations for analyzing language production.

PS3S18

Preclinical Evidence for Early Intervention in Rett Syndrome

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Rett syndrome (RTT) is a neurodevelopmental disorder characterized by a severe regression of learned skills, including language, around 6-18 months old. Individuals with RTT are typically diagnosed after the onset of these symptoms and experience lifelong communication impairments. Here we assess if the preserved period prior to regression may be leveraged to support long-term learning. In this study a rodent model of RTT, the Mecp2+/- rat, and typically developing littermates were taught a complex speech sound discrimination task at either a pre- or post-symptomatic timepoint representing an early intervention paradigm and current intervention practices, respectively. Time to learn, task engagement and accuracy was assessed for all groups at a post-regression timepoint. The late-trained Mecp2+/- rats performed significantly worse than age-matched controls on all metrics, demonstrating profound speech sound discrimination impairments. However, early-trained Mecp2+/- rats did not demonstrate these deficits, even when assessed at a post-symptomatic timepoint. This work demonstrates a maintained effect of early training in Mecp2+/- rats, providing support for early intervention in RTT. This work is funded by the Eagles Autism Foundation and the International Rett Syndrome Foundation.

PS3S19

Integrating Social Emotional Learning With Language and Literacy in Early Childhood: A Systematic Review and Multilevel Meta-Analysis

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Jason Chow; Vanderbilt University

Language, literacy, and social emotional development are closely interconnected in early childhood and jointly support school readiness (Chow et al., 2020; Qi et al., 2006; Duncan et al., 2007). Although integrated intervention models are increasingly discussed, quantitative evidence on their effectiveness remains limited. We conducted a systematic review and preliminary multilevel meta-analysis of early childhood interventions that explicitly embedded social emotional learning within language or literacy instruction for children from birth through kindergarten. Our systematic screening began with 5,002 abstracts and resulted with 61 studies for inclusion. We estimated meta-analytic models in R using metafor with robust variance estimation. Results indicate that integrated language and literacy plus SEL interventions was positive and moderate ($g = 0.275$, $SE = 0.141$), suggesting that interventions focused on improving child language and literacy outcomes that integrate SEL components improved outcomes across a range of domains. Overall, our findings suggest (1) the field recognizes the

importance of both developmental domains, (2) intentional and precise measurement of the integration is key, and (3) there is promise for integrated early childhood approaches.

PS3S20

The Effect of Treatment Words' Semantic Properties on Increasing Expressive Vocabulary in Late-Talking Toddlers

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Rationale: We were interested in determining if late-talking toddlers could capitalize on their existing semantic knowledge to assist in increasing their expressive vocabulary.
Methods: We quasi-randomly assigned late talkers enrolled in the Vocabulary Acquisition and Usage for Late Talkers (VAULT) expressive vocabulary intervention protocol to one of two conditions: learning words from dense semantic neighborhoods or learning words from sparse semantic neighborhoods. Neighborhood density was calculated individually for each child.
Results: We compared treatment effect sizes across conditions using Bayesian t-tests. We also measured children's 'learning to learn' through the rate of words learned per week on the MCDI, comparing their rate pre-treatment to during treatment.
Conclusions: In addition to gaining evidence about the overall efficacy of the VAULT treatment protocol, we will be able to determine the role that semantic density plays in treatment, allowing for more informed decisions about treatment targets.
This work was supported by the National Institute on Deafness and Other Communication Disorders Grant R01DC015642.

PS3S21

The difference in strategies speech-language pathologists consider using with elementary vs high-school aged clients who exhibit challenging behavior

Nicole Hoopes; Texas Christian University
Emily Lund; Texas Christian University

Thirty-eight percent of children experience maltreatment by adolescence (Finkelhor et al., 2015), increasing the likelihood of challenging behaviors (Hughes et al., 2017). Hoopes and Lund (2025) found SLPs often use non-trauma-sensitive techniques when addressing behavior. No study, however, has examined the effect of client age on trauma-informed behavior. Nevertheless, exclusionary discipline occurs at higher rates for secondary versus elementary students (Leung-Gagné et al., 2022). The aim of this study was to determine (a) whether there is a difference in SLPs' use of non-trauma-sensitive strategies between elementary students and teens, (b) the types of non-trauma-sensitive strategies used with teens, and (c) whether SLP characteristics predict use of non–trauma-sensitive practices with teens. Participants viewed 10 videos of students exhibiting challenging behavior in therapy and provided written responses describing how they would respond. A codebook was developed to classify responses as regulation, connection, or non–trauma-sensitive. Within-subject analyses provide insight into

age-related differences in SLPs' behavior management approaches. This project is funded by Project INTERSECT, a leadership training grant funded by the Office of Special Education Programs.

PS3S22

Linking Domain General Cognition to Language: Executive Function Predictors of Morphosyntax in Young Children

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A substantial literature links children's executive functions (EFs)—notably working memory and inhibition—to language development, but many studies use broad composites derived from standardized tests which may overlook the nuances in specific EF–language domain relationships. This study focuses on morphosyntax during a key developmental window and uses narrow, theory-driven measures to clarify that link. Participants include 67 monolingual English-speaking children between the ages of 3;0–6;8. EFs were measured with three experimental tasks: Corsi Block (working memory), Flanker (inhibition), and Local-Global (shifting); morphosyntax was indexed by sentence imitation, grammaticality judgment, and tense/agreement productivity from spontaneous samples. Using latent EF and morphosyntax constructs we test a model in which EF statistically predicts morphosyntactic ability, controlling for age. By including multiple, focused measures of morphosyntax, this work aims to produce a clearer understanding of how domain-general cognition supports grammar, specifically. Insights from the proposed study have the potential to refine theory and guide more targeted assessment and intervention for children with language difficulties. This research is funded by NIH R01 DC019092 awarded to MPIs Jill Hoover and Audra Sterling.

PS3S23

Differences in Lexical Structure Underlie Language Delay in Children

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Early language delays are associated with academic and social difficulties, yet persistent language delay is not typically identified until ages 4–5, after a critical window for early intervention has passed. Between ages 2–3, many children with limited vocabularies spontaneously catch up to peers (late bloomers), while others show persistent delays (persistent late talkers). This study examines whether early lexical structure can distinguish these trajectories. Using longitudinal CDI data from 122 children assessed monthly between 18 and 30 months, we constructed semantic networks for each child's productive vocabulary at each month. Children were classified as persistent late talkers if they remained below the 20th percentile across sessions and as late bloomers if they began below but later exceeded it. We analyzed network connectivity metrics of each child's lexicon at session 1, when all children showed delays. Critically, early vocabulary size does not distinguish groups, but persistent late talkers

exhibited significantly weaker small-world structure than late bloomers. These findings suggest that early vocabulary structure may serve as an early indicator of persistent language delay.
Funding: University of Colorado Boulder

PS3S24

School Speech-Language Pathologists' Perspectives on Collaboration and Interprofessional Practice

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School speech-language pathologists (SLPs) encounter child challenging behaviors that impact intervention. However, behavior management training is limited in SLP graduate programs. Minimal training leaves school SLPs underprepared to support challenging behaviors which can influence their ability to provide intervention as designed. Research highlights collaboration and interprofessional practice (IPP) among school SLPs and other school professionals as one potential solution to increasing preparedness. This study explored practicing school SLPs' perspectives on collaboration and IPP. We conducted virtual semi-structured interviews with 19 practicing school SLPs and used an inductive analytic approach to identify and refine themes based on emerging data. Findings revealed themes encompassing practicing school SLPs' perceptions of, training on, and barriers and facilitators to collaboration and IPP. The study highlights suggestions at multiple levels for increased collaboration and IPP, including continued training and school-wide support for educational professionals. Future research should examine the quantity and quality of collaboration and IPP to expand on these findings.
This work was supported, in part, by the Office of Special Education Programs (H325D2300371; H325D220055) and the National Institute of Mental Health (T32-MH18921).

PS3S25

Nonlinguistic cognitive processing profiles and language ability in bilingual and monolingual children

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Rationale: Developmental language disorder (DLD) has been associated with cognitive processing deficits and is increasingly viewed through multidimensional accounts rather than single-core deficits. This study examined multidimensional nonlinguistic cognitive processing profiles and whether they relate to language ability across diverse linguistic backgrounds.
Method: Participants included 257 children (ages 5–7; 161 bilingual, 96 monolingual) with varying language abilities. Children completed six computerized nonlinguistic tasks crossing three cognitive domains (Processing speed, sustained selective attention, working memory) and two modalities (auditory, visual). Latent profile analysis was used to identify cognitive profiles, with bilingual status and sentence repetition (SR) scores as covariates.

Results: A two-profile solution emerged, characterized by "low" and "high" performance across all tasks. Membership in higher-performing profiles was significantly associated with stronger SR scores but bilingual status did not predict profile membership.
Conclusions: Nonlinguistic cognitive processing ability may be a continuous variable rather than manifesting in discrete processing profiles. This ability is associated with language ability but not bilingual status. Future studies will examine whether this variable can assist with identifying DLD in diverse populations. Funded by NIDCD R01DC019613.

PS3S26

Working Memory Predictors of Receptive and Expressive Vocabulary in Children Who Are Deaf or Hard of Hearing

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Children who are deaf and hard of hearing (DHH) demonstrate substantial variability in spoken vocabulary outcomes. Evidence suggests that cognitive–linguistic abilities may contribute to this variability. This study examined the extent to which phonological working memory and lexical retrieval predicted receptive/ expressive vocabulary outcomes in second grade among DHH and typically hearing (TH) children. Participants included 57 DHH children and 41 TH peers who completed measures of working memory, lexical retrieval, receptive vocabulary, and expressive vocabulary. Multiple linear regression analyses indicated that nonword repetition significantly predicted both receptive and expressive vocabulary among DHH children. In combined-group analyses, digit span predicted expressive vocabulary, whereas nonword repetition predicted receptive vocabulary. Group-specific analyses revealed distinct patterns of association by hearing status. Findings highlight the central role of phonological working memory in spoken vocabulary development for DHH children and underscore the importance of considering cognitive–linguistic factors as influences on language development.

PS3S27

Measuring Growth in Teacher Language Support: Comparing Quality Ratings and Frequency Counts

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Early language support in toddler classrooms is critical for preventing and addressing language delays, yet studies examining observational measures of specific teacher language support strategies remain limited. This exploratory study compared the sensitivity of rating-based versus count-based observational metrics for detecting change in teachers' language support strategies. Data were collected pre- and post-intervention from four toddler classroom teachers participating in a professional development trial. Teacher practices were assessed using the Language and Behavior Observation Record (LABOR), which captures both quality ratings (0-2 scale) and

frequency counts (proportion of utterances) for language support strategies. Results revealed marked divergence between metrics. One intervention teacher showed zero change on all rating measures yet demonstrated substantial frequency increases. Both intervention teachers showed consistent gains in language modeling and semantic contingency despite minimal rating changes. Findings demonstrate that rating scales exhibit ceiling effects that systematically underestimate professional development effects among high-performing teachers. Results have critical implications for evaluating interventions aimed at improving classroom language environments for children at risk for language disorders.
This project was supported in part by the Institute of Education Sciences (R324A200193).

PS3S28

Opening the Door to Literacy: SLP Confidence and Phonological Awareness Instruction for Children Who Use AAC

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Phonological awareness (PA) is foundational to literacy development, yet children who use augmentative and alternative communication (AAC) have inconsistent access to PA instruction. This study examined whether graduate training and clinician confidence predict speech-language pathologists' (SLPs') provision of PA instruction with AAC users. A total of 162 SLP responses were analyzed from a national survey. Chi-square analyses and binary logistic regressions were conducted. Confidence in AAC treatment knowledge and completion of graduate AAC coursework significantly predicted whether clinicians taught PA skills. Clinicians who self-reported AAC confidence were four times as likely to provide PA instruction (OR = 4.14, 95% CI [1.85, 10.10]), and those who completed AAC coursework were more than three times as likely to do so (OR = 3.23, 95% CI [1.18, 10.46]). AAC clinical experience and larger AAC caseloads significantly predicted clinician confidence. Findings suggest that while coursework provides foundational knowledge, confidence plays a critical role in translating training into practice. Strengthening AAC preparation and confidence may improve children's access to foundational literacy instruction.
Funding: U.S. DOE, Office of Special Education Programs (OSEP), grant H325D230072.

PS3S29

English Morphosyntactic Accuracy and Difficulty Structure in Discourse-Matched Spanish–English and Vietnamese–English Bilingual Children

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English morphosyntax is a core marker used in the assessment of developmental language disorder, yet bilingual children's performance varies as a function of cross-linguistic influence and typological differences. Prior cloze-based studies of Spanish–English and Vietnamese–English bilinguals demonstrate shared developmental difficulty gradients alongside language-specific vulnerabilities, but group comparisons have not controlled for discourse-level language

ability. In this study, we examined English morphosyntactic accuracy and difficulty structure in Spanish–English and Vietnamese–English bilingual children matched on discourse-level narrative ability, language exposure, and demographics. Participants were selected using 1:1 propensity-score matching and completed an English morphosyntax cloze task targeting multiple grammatical forms. Group differences in overall accuracy were evaluated, and performance was examined across derived difficulty clusters. By holding discourse-level language ability constant, this study tests whether shared and language-specific difficulty patterns persist across typologically distinct bilingual groups. Findings showed that a four-cluster structure in terms of difficulty could be applied to both groups. Convergence was noted for the difficulty of various English morphosyntax structures, but not in terms of cluster boundaries. This suggests a shared developmental order of English morphosyntax across bilingual populations with home-language-specific modulation on difficulty thresholds.
Funding: R01DC018329 (Peña)

PS3S30

Exploring the Potential for the CCC-2 Pragmatic Subscales to Differentiate ADHD from DLD in Boys and Girls.

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Pragmatic deficits have been implicated in multiple neurodevelopmental disorders, including developmental language disorder (DLD) and attention-deficit/hyperactivity disorder (ADHD) (Geurts & Embrechts, 2008; Carruthers et al., 2022). Direct comparisons of pragmatic profiles between these groups remain scarce, limiting the utility of pragmatic measures for differential diagnosis. This study leveraged archival data (Ash et al. 2017; Redmond et al., 2024) to examine potential group and sex differences in parent-reported abilities across the pragmatic subscales on the Children's Communication Checklist-2 (CCC-2: Bishop, 2006) in 265 children with either typical development (TD), DLD, or ADHD (6- to 9-years). Results indicated consistently lower ADHD group means relative to the TD and DLD groups. Areas under the ROC curve ranged from .662 to .856, with higher levels generally associated with TD vs. ADHD discrimination and with boys relative to girls. The Initiation subscale demonstrated the highest values for ADHD vs. DLD discrimination for both sexes (Sensitivity: .75 .77; Specificity: .83 .89). Findings suggest that pragmatic subscale patterns may support differential diagnosis within a broader assessment framework [funding: NIDCD: R01DC017153, R01DC011023].

PS3S31

Overcoming Barriers to Academic Achievement – The Perspectives of Students with DLD

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Students with DLD are less likely to perform well academically than their typically developing peers. The aim of this study was to increase understanding of problems students with DLD can face, as well as solutions they themselves propose. The goal was to increase student-informed awareness of strategies to provide support in school. 13 adolescents with DLD in Swedish compulsory mainstream education (13–16 years) participated in semi-structured interviews. Their experiences of barriers as well as activities and strategies supporting academic achievements were analysed using reflexive thematic analysis. Results show that students found support in school to be sporadically delivered, which affected their learning negatively. Support was, however, described as an important facilitator when provided. Moreover, clearly communicated instructions were reported as a facilitator, reducing inactivity resulting from students' difficulties to understand educational expectations. Finally, challenges related to language-based activities were recurrently reported, but students also shared that their language function varied between activities. Performing in school was perceived to be easier when students could make use of their relative individual linguistic strengths in language-related activities.
Funding: The Swedish Research Council

PS3S32

Facilitating Language Skills of Children with Autism: A Novel Contingent Responses Intervention

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Targeting vocalizations for children with autism spectrum disorder (ASD) who are not yet talking, offers an opportunity to intervene at an earlier development level than spoken words. Such intervention is expected to support spoken language development due to the strong connection between vocalization development and spoken word development. This study evaluates a novel intervention for vocalizations that utilizes contingent responses to child vocalizations with and without vocal enhancement strategies using a single case research design. There are two active conditions including (1) contingent responses and (2) contingent response plus vocal enhancement. We determine whether the contingent nature of the responses influences the quantity and quality of child vocalizations and whether vocal enhancement strategies offer additional value. This intervention supports future investigation into contingent responses using vocalizations for children with ASD.
Project PAL (H325D230037, U.S. Department of Education)

PS3S33

A Pilot Treatment Program Designed to Facilitate Inclusion in Healthcare Decision-Making by Adults with Intellectual Disability

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Jacob Oleson; University of Iowa
Rationale: Healthcare providers must learn to elicit responses from adults with intellectual and/or developmental disability (IDD) effectively. Many adults with IDD have difficulty responding to Likert-type scales accurately and with nuance (selecting responses in the middle of the scale rather than on either extreme). These adults also often demonstrate acquiescent responding: the tendency to respond in the affirmative to please the questioner.
Methods: In Study 1, six adults with IDD learned the specific steps involved in completing Likert-type scales. Three of these participants demonstrated acquiescent responding and continued to Study 2, where they answered questions worded in a neutral way or a way that could "lead the witness." Both studies used a single-subject with multiple baselines design.
Results: In Study 1, no participant responded more accurately or with greater nuance following the intervention. In Study 2, post-intervention performance exceeded baseline performance six times for one participant and one time for another.
Conclusions: We discuss the importance of ensuring that all individuals can express decisions regarding their own healthcare.
Funding source: Midwestern University Speech-Language Pathology Program (Downers Grove, IL) departmental funds.

PS3S34

The role of cognitive control in disentangling bilingualism and developmental language disorder

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This presentation will focus on the relationship between cognitive control and language to reveal how cognitive control assessment may complement standardized language testing to disentangle developmental language disorder (DLD) and emerging bilingualism (e.g., English language learners; ELL).
Cognitive control is a complex psychological construct encompassing the core processes that are essential to achieve goal-directed behavior, particularly when facing conflict, habitual practices, or contextual changes (Botvinick et al., 2001; Cohen, 2017). We examined working memory updating and task switching in monolingual and bilingual children with and without DLD (N=142). We hypothesized that children with better language abilities and higher language proficiencies exhibit better cognitive control skills (Marton, 2024).
The outcomes from 4 different cognitive control tasks showed that bilingual typically developing children perform either similarly or better than their monolingual peers, whereas children with DLD produce more perseverative errors, violate more rules, and perform more slowly than their peers. Thus, cognitive control tasks may efficiently complement standardized language tests during the assessment of children with different language skills (i.e. ELL; DLD), and my help us to reduce the number of misdiagnoses.
Funding: Hungarian Academy of Sciences; PSC-CUNY award

PS3S35

Exploring la Comprensión Bilingüe in Autistic Children: Designing an Eye-Tracking Paradigm

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Maria Alejandra Meneses; UMass Amherst
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Little is known about bilingual language development in autistic children, and even less about those with minimal spoken language, who are often excluded from research. The current project seeks to address this gap by using eye-tracking to examine how Spanish-English bilingual autistic children process input in English, Spanish, and with code-switching. Developing such an eye-tracking paradigm requires integrating considerations from previous eye-tracking research conducted with neurotypical bilingual children and monolingual autistic children. Visual stimuli were carefully selected and paired considering lexical properties of their labels in both languages. Auditory sentence stimuli were recorded by a native bilingual adult. Use of both eyetracking software and manual coding of video-recorded data, as well as frequent engaging breaks, are some strategies used to promote engagement of autistic participants. By refining experimental methods that accommodate the unique needs of participants and their families, we hope to make participation in bilingual autism research more accessible overall. Preliminary data will provide an initial look into bilingual language processing in autistic children, including those who are minimally speaking. [Funding: NIH K23DC020224, Spaulding Smith Fellowship, departmental PhD support]

PS3S36

The MacArthur-Bates Communicative Development Inventory III Revised (CDI-IIIR): A new parent-report measure of language development for English-speaking 2.5- to 4-year-olds

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Alexandra Carstensen; Arizona State University
Sefela Yalala; Northwestern University
Matthew Betashour; Arizona State University
Natalie Rossman; Arizona State University
George Kachergis; Stanford University
Virginia Marchman; Stanford University

This study revised the MacArthur-Bates Communicative Development Inventory-III (CDI-III) for US English. Originally published as an assessment designed for children aged 30-37 months, the previous US English CDI-III is limited in the age range and the aspects of language it assesses (with few items assessing morphological or metalinguistic awareness). Recent adaptations, most notably the Swedish CDI-III, have been shown to have strong psychometric properties for children 2.5 – 4 years old. We sought to learn from successful work in other languages and revise the US English CDI-III in order to: 1) expand the target age range and 2) incorporate more aspects of language (morphology, metalinguistic awareness). A committee developed a revised instrument, which was tested with 227 children aged 29-49 months. Analyses revealed very good to excellent reliability of the scales, strong correlations with age,

and expected intercorrelations between scales. The resulting CDI-IIIR is a promising instrument for language assessment of English-speaking children 30-47 months. The ongoing project aims to develop norms and to study the instrument's utility as a screener in clinical contexts.
Funded by the CDI advisory board.

PS3S37

Relation of Fine Motor Skills and Expressive Verb Vocabulary of 30-Month-Olds

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Joseph Lamberti; Nevada State University
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We examined the relation of verbs to fine motor skills in late-talking and typically developing children. Actions that require a child's use of their hands compose the majority of their early-learned verbs (Maouene et al., 2008). Late-talking children have fewer expressive verbs (Hadley et al., 2006; Horvath et al., 2019) and are statistically more likely to demonstrate poor fine motor skills than their typically developing peers (DeVeney et al., 2024), but it is not known if these deficits are associated. Using a Poisson distribution, we analyzed the fine motor skill scores from the Mullen Early Scales of Learning (Mullen, 1995) and expressive vocabulary inventories (including action words) from the MacArthur Bates Communicative Development Inventory: Word and Sentences (MCDI; Fenson et al. 1993) for twenty-three children (M = 29.77 months; range = 26 - 34 months). We found a statistically significant link between children's action words and fine motor skills, suggesting that fine motor skills should be considered in evaluation of late-talking children when considering their expressive vocabulary growth trajectory for verbs.
Funding: California State University, East Bay Faculty Support Grant.

PS3S38

??? where are you?: Code-switching practices in Ukrainian- and Russian-English speaking children

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Code-switching is a common practice amongst bilingual populations, yet little to no work has been conducted on Russian-English and Ukrainian-English speaking populations. We examined the use of code-switching in bilingual children using language samples. Children listened to and retold three stories: once in English, once in Russian or Ukrainian, and once using both of their languages. These language samples were transcribed and coded for code-switches. By documenting typical code-switching practices in these populations, we provide a baseline to help identify atypical code-switching patterns that may characterize language impairment. We will also be able to examine how code-switching varies with children's language profiles in the full sample. Broadly, this work provides insight into language development within understudied Russian- and Ukrainian-English bilingual populations. This work was supported by NIH R01DC020447, NIH R01 DC016015, and NIH U54 HD090256.

PS3S39

When to worry about late talking: Are parental concerns about language related to late talker status in Spanish-English bilingual toddlers?

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Parental concerns can be an important source of information about developmental delays, but there is little known on whether they provide accurate information about language delays in bilingual toddlers. The current study adapted the Parental Report of Speech and Language Problems (PRSLP) – a validated instrument for capturing parental concerns about language in older children – for use with toddlers, and investigated whether parental concerns are related to late-talker (LT) status in Spanish-English bilingual 2 year-olds. Sixty-seven parents completed the adapted PRSLP (11 questions) as well as an adapted, bilingual version of the MacArthur-Bates CDI II in English and Spanish (used to classify LT status). Analyses revealed that the odds of having a child who was a LT was significantly higher in parents with concerns than in parents without concerns. Sensitivity and specificity analysis revealed that a cut point of =3 parental concerns correctly classified 79% of participants as LTs. These results suggest that parental concerns about language can be a promising measure when screening for language delays in Spanish-English bilingual toddlers. Funded by NIDCD grant R21DC018357.

PS3S40

Regular Past Tense Use in Southern White English Nonfiction Retells

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Identification of Developmental Language Disorder (DLD) for speakers of Southern White English (SWE) is challenged by the difficulty of interpreting modified and unmodified scoring for non-Mainstream American Englishes. Strategic scoring of overt form use may be a promising scoring method, which analyzes dialect-contrastive forms (e.g., for simple past-tense -ed nonmainstream overt: “had bump/ed” and zero-marked: “bumpØ”) and dialect-universal forms (e.g., mainstream overt: “bump/ed”). The current study replicates and extends Oetting et al. (2021) using an informational text retell language sample to examine strategic scoring for the most clinically differentiating feature—regular past tense –ed—for typically developing (TD) and DLD preschoolers who speak SWE. Retells from two intervention studies were transcribed and coded for mainstream overt, nonmainstream overt, and zero-marked forms of past-tense -ed and compared across groups and by form. Results will further the evidence base on strategic scoring use. Funding: Institute of Education Sciences Grant R324A130205; Institute of Education Sciences Grant R305A200271

PS3S41

Comparable Accuracy, Distinct Error Patterns: English Morphosyntax in Spanish-English and Vietnamese-English Bilinguals

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Elizabeth Peña; University of California, Irvine

Accurate identification of developmental language disorder (DLD) in bilingual children is complicated by cross-linguistic influence and variability in language exposure, which may produce error patterns that resemble impairment. This study examined the error patterns in an English morphosyntax cloze task between Spanish–English and Vietnamese–English bilingual children, matched on discourse-level narrative ability, exposure, and demographics. Nearest-neighbor Mahalanobis matching yielded 47 pairs of matched participants. Error coding focused on omission, substitution, and no-response patterns across five morphosyntactic structures. Groups did not differ in overall accuracy for either structure. However, preliminary analysis showed Spanish–English children produced significantly more substitution errors, while Vietnamese–English children produced more no-response errors across grammatical forms. Findings suggest that bilingual groups may show comparable accuracy yet differ in qualitative error profiles. Preliminary findings suggest Spanish-English bilinguals produced significantly more substitution errors while Vietnamese-English bilinguals produced significantly more no-response errors. Together, results underscore the importance of typology-sensitive interpretation when evaluating bilingual children's English morphosyntax and may help prevent overidentification of developmental language disorder.

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PS3S42

Should We Tell Them? Explicit Explanation of Word Meanings on Grammar Treatment

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We tested whether being provided semantic information about words used in Enhanced Conversational Recast therapy targeting grammatical morphemes facilitates or interferes with learning. In our study, 23 preschool-age children with DLD received recast therapy targeting a variety of grammatical morphemes. Some children were given explicit definitions of target vocabulary to be used with those morphemes. Other children were not provided definitions. At the end of the treatment, children who heard definitions demonstrated slightly greater use of their target forms compared to children who did not hear definitions. However, at follow-up testing weeks after treatment ended, children who did not hear definitions showed higher use of target forms compared to children who heard word definitions. This indicates higher retention in children who did not hear definitions compared to children who did. Results suggest that

providing semantic information may interfere with consolidation in this therapy. This project was funded through R01 DC015642.

PS3S43

Identifying Clinically Relevant Language Measures for Developmental Language Disorder Diagnosis in Spanish-English Bilingual Children: A Predictive Modeling Approach

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Diagnosing developmental language disorder (DLD) in Spanish-English bilingual children remains challenging. While the converging evidence approach offers a comprehensive framework, it is time-consuming and resource-intensive. This study employed predictive modeling to identify which language measures best align with expert diagnostic decisions of DLD. Participants included Spanish-English bilingual kindergarteners assessed across multiple assessments: standardized assessments (vocabulary, sentence repetition), SALT-derived LSA microstructure and macrostructure measures, and teacher-report of children's language proficiency. Using elastic net logistic regression with 80/20 train-test split and 5-fold cross-validation, we identified features that aligned more closely with the diagnostic decision while controlling for multicollinearity. The model achieved strong classification performance (AUC, sensitivity, specificity >0.85). Based on feature importance, top predictors include children's standardized assessments (i.e., vocabulary and sentence repetition), and a number of micro- and macrostructure langauge sample measures, such as surbordination index, MLU, conflict and resolution, cohesion, narrative scoring scheme total score, and NDW. Findings provide empirical guidance for streamlining bilingual DLD assessment by prioritizing measures that contribute more diagnostic information, potentially reducing assessment burden while maintaining accuracy.

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PS3S44

The Effect of Language Sample Duration on the Reliability of Mean Length of Utterance in Mandarin-Speaking Children with Autism

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While Language Sample Analysis (LSA) offers high ecological validity for assessing language skills in children with autism, its clinical utility is hindered by time-consuming transcription. This study investigated the minimum language sample length required for reliable MLU assessment in Mandarin-speaking children with autism. Participants were 17 Chinese children with autism receiving language intervention. A dataset of 4 to 6 independent 10-minute language samples was collected per child during unstructured free-play interactions with a parent. Each of these samples was subsequently segmented into 1-, 3-, 5-, 7-, and 10-minute subsamples to calculate MLU using the Child Language Analysis (CLAN) system. Participants were divided into high and low language proficiency groups. Analysis showed that children with different proficiency levels required different minimum sample durations. The low-proficiency group reached clinical-level consistency with the 10-minute sample at 5 minutes (r=0.90), whereas the

high-proficiency group required a minimum of 7 minutes to meet the recommended reliability threshold. These findings provide empirical support for optimizing language sampling analysis procedures and offer stratified reference standards for assessing language performance in children with autism.
The authors declare no competing financial interests.

PS3S45

From Words to Sentences: Cognate Effects in Bilingual Children

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Sentence repetition tasks have clinical utility for assessing expressive language in bilingual children, yet the role of cross-linguistic interactions in shaping performance is not well understood. One such interaction may involve cognates, which are translation equivalents that overlap phonologically and semantically across languages (e.g., English–Spanish telephone–teléfono; English–Hebrew telephone–?????). Cognates reliably facilitate single-word performance, particularly in the language of less bilingual experience. The present study extends prior work on cognate effects to sentence repetition tasks in 4–6-year-old Spanish–English and Hebrew–English bilingual children, and age-matched English monolinguals. Bilingual children completed researcher-derived sentence repetition tasks in English and their additional language, and monolingual children completed versions in English only. Sentences differed only in cognate status, with cognates matched to noncognate items on psycholinguistic variables. Analyses assessed effects of cognate status and task language, with cognate facilitation expected in bilingual (but not monolingual) children, and varying as a function of bilingual language experience. Findings clarify how cross-linguistic lexical overlap may shape sentence-level performance and inform interpretation of sentence repetition in bilingual assessment. This work was supported by UCSD SEED and SDSU CORE Fellowships.

PS3S46

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

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To address the lack of bilingual clinicians, the Bilingual English Assessment of Morphosyntax (BEAM) is being developed to identify developmental language disorder in bilingual children. The BEAM is designed to be administered by monolingual English-speaking clinicians. Items for the BEAM were designed to capture variability in English exposure and different home languages. This study uses item response theory to examine the item-level parameters of 83 BEAM cloze-response items across 1) home language groups (Spanish-English and Vietnamese-

English), 2) age groups, and 3) DLD risk groups. Results suggest that several items may be considered for removal from subsequent iterations of the BEAM. Items generally performed in expected patterns for age, exposure and risk groups, and had similar levels of difficulty and item discrimination across home language groups. There were specific morphosyntactic targets that demonstrated cross-group differences. Implications for the development of the BEAM and bilingual test design and assessment at large will be discussed. Funded by NIH NIDCD 5R01DC018329-05.

PS3S47

Evaluating Aspects of Social Communication as Predictors of Reading Comprehension in School-Age Autistic Children

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Reading comprehension is poor in many autistic individuals. Oral language abilities are well-established to contribute to poor reading comprehension, but less is known about the additional role of social communication. The goal of this study was to examine the role of reading accuracy, language comprehension, and aspects of social communication (e.g., perspective taking, pragmatics, emotion recognition, social attention) in reading comprehension in school-age autistic children. In a preliminary sample of school-age (9- to 12-year-old) autistic children with phrase-level speech and no intellectual disability, emotion recognition in voices and parent-reported social communication significantly correlated with reading comprehension, but only emotion recognition in voices was a significant predictor after accounting for language abilities. Together, our model with language comprehension, emotion recognition in voices, parent-reported social communication abilities, and reading accuracy accounted for 70% of variability in reading comprehension. This suggests that social communication may additionally contribute to reading comprehension challenges in autistic children.
This study was funded by a grant from the NIDCD (R21-DC020786).

PS3S48

A Pilot Study of Production and Comprehension of Mental State Verbs in Narratives by School-Aged Autistic Children

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Abstract (171 out of 180 words)
Mental state verbs (MSVs; e.g., think, remember, decide) are critical for narrative production and comprehension and are closely linked to theory of mind. Autistic children have documented difficulties with narrative skills and internal state language; however, few studies have directly compared MSV use and understanding across narrative generation, retell, and comprehension within the same sample. This pilot study examined MSV production and comprehension across these three narrative modalities in four school-aged autistic children (ages 9–12 years). Participants completed narrative generation, retell, and comprehension tasks using wordless

picture books from the Mercer Mayer Frog series. Outcomes included expected MSVs, total MSVs, and comprehension accuracy. Nonparametric within-group analyses revealed significant differences across modalities. MSV comprehension was stronger than production, and MSV production was greater during narrative retell than generation, though several pairwise comparisons approached significance. These preliminary results suggest that autistic children are stronger at comprehending MSVs than producing MSVs; although, there are weaknesses in MSV use across Narrative Comprehension, Retell, and Generation.
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