

Child Language Symposium 2025 programme

	Day 1: 8/9/2025 (Monday)		
Time	Session 1 (Room G.10))	Session 2 (Room 1.02)	Session 3 (Room 1.03)
8:30 - 9:20	Registration (Palmer Building Foyer)		
9:20-9:30	Opening of CLS2025		
9:30 - 10:30	Plenary: Cristina McKean (G.10) - Chair: Debra Page		
10:30 - 11:30	Oral presentations Bilingualism & Heritage Language 1 Chair: Ian Cummings	Oral presentations Down Syndrome Chair: Vesna Stojanovik	Oral presentations Language Environment Chair: Victoria Joffe
11:30 - 11:45	<i>Break</i>		
11:45 - 1:00	Symposium The role of iconicity in language development Chair: Symposium lead	Symposium The acquisition of Celtic Languages: A study of phonology, vocabulary and morphosyntax Chair: Symposium lead	Symposium Enabling parents/families to deliver speech/language/communication intervention programmes Chair: Symposium lead
1:00 - 2:30	Lunch (G01-G05)/Poster presentations (Room 1.04)		
2:30 - 3:30	Oral presentations Bilingualism & Heritage Language 2 Chair: Ludovica Serratrice	Oral presentations Language and Cognition Chair: Kelly Burgoyne	Oral presentations Literacy Chair: Laura Shapiro
3:30 - 3:55	<i>Break</i>		
4:00 –4:40	Lightning talks Language Acquisition & Development Chair: Ciara O'Toole	Lightning talks Bilingualism, Language Disorder Chair: Debra Page	Lightning talks Syntactic and Semantic Processing Chair: Pauline Frizelle
4:45 - 5:45	Plenary: Cat Davies (G.10) Chair: Vesna Stojanovik		
6:30 PM		Conference Dinner: Meadow Suite (University of Reading)	

	Day 2: 9/9/2025 (Tuesday)		
Time	Session 1 (Room G.10)	Session 2 (Room 1.02)	Session 3 (Room 1.03)
8:30-9:00	Registration (Palmer Building Foyer)		
9:00 - 10:00	Plenary: Jacopo Torregrossa (G.10) Chair: Ludovica Serratrice		
10:00 - 11:00	Oral presentations Lexical development and interventions Chair: Pauline Frizelle	Oral presentations Interventions 1 Chair: Victoria Joffe	Oral presentations Narrative development Chair: Ian Cummings
11:00 - 11:15	<i>Break</i>		
11:15 - 1:00	Oral presentations Language Development 1 Chair: Carmel Houston-Price	Oral presentations Language Disorders 1 Chair: Vesna Stojanovik	Oral presentations Word Learning & Processing Chair: Holly Joseph
1:00 - 2:30	Lunch (G01-05)/ Poster presentations (Room 1.04)		
2:30 - 3:45	Symposium Enhancing deaf children's language in bilingual settings Chair: Symposium Lead	Symposium The interaction of perception and production in early vocal development Chair: Symposium Lead	Symposium Words in the mind: a workshop on word processing Chair: Symposium Lead
3:45 - 4:00	<i>Break</i>		
4:00 - 5:00	Oral presentations Cross-Linguistic Perspective Chair: Carmel Houston-Price	Oral presentations Interventions 2 Chair: Nikki Botting	Oral presentations Shared Reading Chair: Laura Shapiro
5:00 - 6:00	Plenary: Rowena Garcia (G.10) Chair: Fraibet Avelado		

	Day 3: 10/9/2025 (Wednesday)		
Time	Session 1 (Room G.10)	Session 2 (Room 1.02)	Session 3 (Room 1.03)
9:00 - 10:40	Oral presentations Language Development 2 Chair: Ludovica Serratrice	Oral presentations Language Disorders 2 Chair: Vesna Stojanovik	Oral presentations Grammar Learning & Processing Chair: George Pontikas
10:40 - 10:55	<i>Break</i>		
10:55 - 11:55	Oral presentations Phonology Chair: Elefteria Geronikou	Oral presentations Social Communication and Pragmatic Language Skills Chair: Nikki Botting	
11:55 - 12:55	Plenary: Chloe Marshall (Room G.10): Chair Holly Joseph		
12:55 - 1:00	Closing Remarks		

Oral Presentations (including symposia and lightening talks)

Day 1: 8/9/2025 (Monday)

Oral Presentations 10:30 – 11:30

Session 1 (Room G.10): Bilingualism & Heritage Language 1

#50 The Impact of Lexical Properties on the Lexical Development of English-Chinese Bilingual Children (Yichun Kuo, Wen-Hsin Yao and Han-Chun Lin)

#159 L1 Metalinguistic Awareness and L2 English Reading in Bilingual Children: A Systematic Review and Meta-analysis (Libo Zhang, YiXun Li, Britta Biedermann, Jun Wang, Tiffany Jones, Hua-Chen Wang)

#73 Family language policy and professional advice on heritage language use in the context of communication disability (Emma Pagnamenta, Tabitha Bukusi, Ugochi Peace Nwosu, Sara Fincham Majumdar, Vishnu Nair, Katherine Pritchard, Ludovica Serratrice and Holly Joseph)

Session 2 (Room 1.02): Down Syndrome

#139 Everyday language environments of young children with Down syndrome (Sofia Hryniv, Elian Fink, Merideth Gattis and Hana D'Souza)

#133 Shared book reading with young pre-school children with Down syndrome: exploring parent-child interactions and language boosting behaviours and comparing with typically developing peers (Mirjana Jeremic, Emma Pagnamenta and Vesna Stojanovik)

#89 A customised, intensive parent-child interaction therapy for children with Down syndrome: Findings from a real-world pilot effectiveness study (Ciara O'Toole, Deirdre Flynn, Susanna Stokes and Pauline Frizelle)

Session 3 (Room 1.03): Language Environment

#124 The Peer Language Environment of Children with Developmental Language Disorder: A Mixed Methods Approach (Imme Lammertink, Elise de Bree and Marie Rickert)

#82 Comparing the Lexical Features of Children's Video Media to Child-Directed Speech (Anna Gowenlock, Jennifer Rodd, Beth Malory and Courtenay Norbury)

Day 1: 8/9/2025 (Monday)

Symposia 11:45-1:00

Session 1 (G.10): #58 The role of iconicity in language development: How sound, gesture, and prosody shape word learning. (Catherine Laing, Suzanne Aussems, Mingtong Li and Kirsty Green)

Session 2 (Room 1.02) : #84 The acquisition of Celtic Languages: A study of phonology, vocabulary and morphosyntax (Ciara O'Toole, Vicky Chondrogianni and Enlli Thomas)

Session 3 (Room 1.03): #113 Enabling parents/families to deliver speech/language/communication intervention programmes (Vesna Stojanovic, Kelly Burgoyne, Emma Pagnamenta, Kirstie Hartwell, Rebecca Baxter, Mirjana Jeremic, Sue Buckley, Jill Titterton, Naomi Leafe, Mark Donnelly, Laurence Taggart and Katherine Pritchard)

Oral Presentations 2:30 – 3:30

Session 1 (Room G.10): Bilingualism & Heritage Language 2

#119 Cross-linguistic influence in the acquisition of verbal aspect by Croatian-German and Croatian-Italian heritage bilingual children (Sara Košutar, Judith Schlenter, Natalia Mitrofanova and Serge Minor)

#153 Differences between the monolingual acquisition of Hausa and its bilingual (Hausa-English) counterpart: the role of sentence structure (Zainab Sani-Danmallam and Javier Aguado-Orea)

#57 How to support clinicians to complete language assessment with children whose heritage languages they do not speak themselves (Saoirse Lally, Stanislava Antonijevic, Natalia Banasik-Jemielniak and Ewa Haman)

Session 2 (Room 1.02): Language and Cognition

#33 Monolingual and bilingual French-speaking toddlers are sensitive to mispronunciations at 21 months (Katrin Skoruppa, Salomé Schwob and Letizia Volpin)

#5 Generating a metaphorical mindset in four-year-olds (Dorota Gaskins, Verinder Poonian and Jill Hohenstein)

#126 “Outside-In”: Acquisition of Emotion Concepts and Its Implications for the Theory of Emotions (Natalia Rakhlin and Nan Li)

Day 1: 8/9/2025 (Monday) Oral Presentations 2:30 – 3:30

Session 3 (Room 1.03): Literacy

#81 Exploring how parents' reading motivation is related to their children's reading in middle childhood (Sanne van der Kleij, Jessie Ricketts and Laura Shapiro)

#40 The Practices, Views, and Needs of Speech and Language Therapists in Supporting Children with Literacy Difficulties: A UK Survey (Meriem Amer-El-Khedoud and Juhayna Taha)

#71 The written language of deaf secondary students (Hannah Dostal, Kimberly Wolbers, Kelsey Spurgin, Leala Holcomb and Elizabeth Martinez)

Lightning Talks 4:00-4:40

Session 1 (Room G.10): Language Acquisition & Development

#27 Evaluating 4.5-month-old infants' preference for self-vocalisations during vocal play (Rajalakshmi Madhavan, Charlotte Blake, Florence Oxley and Catherine Laing)

#94 The acquisition of intrinsic vowel pitch from babbling to first words: a large-scale longitudinal study (Jérémy Genette, Steven Gillis and Jo Verhoeven)

#99 Maltese First Language Acquisition of Morphosyntax: Nominal Inflection & Agreement (Michela Vella)

#49 Bilingual First Language Acquisition in Context: A Czech-Spanish Case Study on Linguistic Environment and Bilingual Development (Alžběta Bohme Ryšková)

Session 2 (Room 1.02): Bilingualism, Language Disorder

#45 Classification accuracy of language measures in the identification of DLD in mono- and bilingual children: a HelSLI substudy (Sini Smolander, Rosa González Hautamäki, Jade Plym, Pekka Lahti-Nuuttila, Eva Arkkila, Sari Kunnari and Marja Laasonen)

#135 The Experiences of Speech and Language Therapists (SLTs) Working with Bilingual/Multilingual Children with Developmental Language Disorder (DLD) (Maryam Awawdeh, Eirini Sanoudaki and Athanasia Papastergiou)

#86 Measuring child and parent characteristics in parent-mediated intervention for preschool autistic children: a mixed methods feasibility study (Sara Fincham-Majumdar, Emma Pagnamenta and Tom Loucas)

#154 Linking Parental Beliefs to Children's Language Outcomes in Multilingual Contexts (Agnieszka Dynak, Katarzyna Bajkowska, Michalina Szczęśna, Joanna Kołak, Grzegorz Krajewski, Magdalena Krysztofiak, Magdalena Łuniewska and Ewa Haman)

Day 1: 8/9/2025 (Monday) -lightening talks 4:00-4:40

Session 3 (Room 1.03): Syntactic and Semantic Processing

#38 Do children have different verb representations than adults? Investigating event culmination in typically developing monolingual Italian children. (Silvia Curti, Desiré Carioti and Maria Teresa Guasti)

#91 Ambiguous paths to meaning: A developmental gap in production (Chiara Saponaro, Desiré Carioti and Maria Teresa Guasti)

#108 The processing, production and interpretation of grammatical gender in child heritage speakers of Spanish (Brechtje van Osch, Jason Rothman and Terje Lohndal)

#51 Structural Complexity and Featural Intervention: Extending the Growing Trees Hypothesis Beyond Infancy (Tommaso Sgrizzi, Giacomo Presotto and Jacopo Torregrossa)

#54 Crosslinguistic Variation in Root Infinitives: A Unified Analysis of Feature Inheritance and Labeling Theory (Tommaso Sgrizzi)

Day 2: 9/9/2025 (Tuesday) – oral presentations (including symposia)

Oral Presentations 10:00 – 11:00

Session 1 (Room G.10): Lexical development and interventions

#96 Measuring Conceptual Vocabulary in a Group of Arabic-Speaking Bilingual Children With and Without DLD (Rama Kanj, Ludovica Serratrice, Sherine Bou Dargham and Vesna Stojanovik)

#64 Outcomes from a Feasibility Randomized Controlled Trial of Parent-Delivered Early Language Intervention for Children with Down syndrome (Kelly Burgoyne, Kirstie Hartwell, Rebecca Baxter, Emma Pagnamenta and Vesna Stojanovik)

#34 Speech processing in Greek-speaking individuals with hearing loss: Evidence from lexical errors (Evangelia Kyritsi)

Session 2 (Room 1.02): Interventions 1

#20 “Why aren’t we fighting our case?”: speech and language therapists’ perspectives on intervention for preschool children with oral comprehension difficulties (Katherine Shobbrook, Rosie Miller, Shybah Yunis, Suzanne Beeke and Wendy Best)

#21 Preliminary Evidence of 3-Year-Old Preschool's Impact on Child Language Outcomes: Insights from the Educational and Developmental Gains in Early Childhood (EDGE) Study (Penny Levickis, Hannah Bryson, Patricia Eadie and Jon Quach)

Session 3 (Room 1.03): Narrative Development

#140 Comparing Narrative Development Across Sign Languages: British Sign Language (BSL), American Sign Language (ASL) and Deutsche Gebärdensprache (DGS) (Rosalind Herman, Charlotte Enns and Vera Kolbe)

#148 Development of the encoding of conceptual information in speech-gesture relation. Evidence from Bulgarian oral multimodal narratives (Yanka Bezinska)

#155 The Development of Narrative Retelling in Greek-Speaking Preschoolers: Relationships with Language Skills and Short-Term Memory (Eleftheria Geronikou)

Day 2: 9/9/2025 (Tuesday)

Oral Presentations 11:15 – 1:00

Session 1 (Room G.10): Language Development 1

#85 Developing Minority Language Immersion Education Modules for Early Years Educators: A Model from the Irish Language Context (Ciara O'Toole, Máire Mhic Mhathúna, Deirdre Horgan and Jennifer Uí Dhuibhir)

#144 Capturing and coding adaptive language-supporting practice in early years settings (Sandra Mathers, Keeley Dobinson, Elizabeth Hewitt, Wendy Lee and Julie Dockrell)

#25 Using the WellComm Early Years Tool kit to Assess the language and communication skills of two to three year old children as part of the evaluation of Early Years Conversation Project (Laura Chambers, Qi Xiaofei, Victoria Menzies, Nadia Siddiqui, Dandan Chen and Rowan Van Muysen)

#22 Educational Outcomes and Post-School Aspirations in the Early Language in Victoria Study Cohort (Patricia Eadie and Penny Levickis)

#93 Language and executive functioning in 4-year-old children who were born-in-lockdown: Preliminary data from the BICYCLE study (Nicola Botting, Chelo Del Rosario, Jane Flynn, Catherine Davies, Nayeli Gonzalez-Gomez, Alexandra Hendry, Elisabeth Hill, Michelle McGillion, Rebecca Moss, Reimers Stian, Laura Shapiro and Lucy Henry)

Session 2 (Room 1.02): Language Disorders 1

#117 Communication Skills of Children at Increased Likelihood of Language Impairment in Infancy and at School Age (Helen Spicer-Cain, Nicola Botting and Abigail Moran)

#12 Is a drama-based oral language intervention successful and effective? A pilot study (Faidra Faitaki, Sophie Liggins and Victoria Murphy)

#69 Can children with DLD count on their linguistics abilities? The relation between numeral acquisition and morphosyntactic cues in DLD. (Helena de Vries, Caitlin Meyer, Alla Peeters-Podgaevskaja and Judith Rispens)

#111 Linguistic simplification strategies for maths word problem solving in children and adolescents with developmental language disorder (DLD) (Nicola Dawson, Hilary Nicoll, Helena Osana, Anne Lafay, Mélanie Barilaro and Susan Ebbels)

Day 2: 9/9/2025 (Tuesday) Oral Presentations 11:15 – 1:00

Session 3 (Room 1.03): Word Learning & Processing

#9 The influence of a sensorineural hearing impairment on the acquisition of verbal agreement inflection in German-speaking children (Berit Sander and Martina Penke)

#37 Morphological Knowledge in Lexical Access in School-Age Children: Evidence from a Word Association Test and a Lexical Decision Task (Alina Villalva and Carina Pinto)

#48 Developing a new Expressive vocabulary measure for Early Years: the Informal Definitions task (Julia Carroll, Tanvir Ahmed and Sian Alsop)

#61 The Developmental Trajectory of Polysemy And Its Impacts On Children's Linguistic Development: A Systematic Review (Ivan Au, Elizabeth Wonnacott and Victoria Murphy)

#87 A meta-analysis of word learning in autistic and neurotypical children: Distinguishing noun-referent mapping, retention, and generalisation (Sophie Lund, Charlotte Rothwell, Padraic Monaghan and Calum Hartley)

Symposia 2:30-3:45

Session 1 (Room G.10): #98 Enhancing deaf children's language in bilingual settings: contributions from Education, Speech-Language Therapy and Linguistics (Felipe Venâncio Barbosa and Maria Mertzani)

Session 2 (Room 1.02): #77 The interaction of perception and production in early vocal development (Catherine Laing, Irene Lorenzini, Luis Muñoz, Khalid Hudhayri and Tamar Keren-Portnoy)

Session 3 (Room 1.03): #142 Words in the mind: a workshop on word processing (Alina Villalva and Carina Pinto)

Oral Presentations 4:00 – 5:00pm

Session 1 (Room G.10): Cross-Linguistic Perspective

#43 Longitudinal Dynamics of Adjective Acquisition in Hebrew: A Child-Directed and Child Speech perspective (Elitzur Dattner, Giuli Levin, Orit Ashkenazi and Dorit Ravid)

#16 Mandarin-speaking preschool children's language development during COVID-19 school closures: Urban–rural differences (Wen Hui Sah and Pao Chuan Torng)

#80 Longitudinal associations between production and comprehension of nouns and verbs in Kiswahili (Katie Alcock, Penny Holding, Khadja Nanga and Chris King)

Session 2 (Room 1.02) Interventions 2

#127 What outcomes are measured in intervention for children with DLD? A systematic review of intervention studies (Carol-Anne Murphy, Tom Braddon, Christopher Fitzgerald, Clare Donnellan, Norma O'Leary, Doris Murphy, Leonard Fletcher, Patricia Eadie, Susan Ebbels, Melanie Ferk-Dornstauber, Silke Fricke, Maja Kelic, Sari Kunnari, Suze Leitao, Karla McGregor, Cristina McKean, Natalie Munro, Sini Smolander, Amanda Owen Van Horne and Pauline Frizelle)

#70 A combined working memory and lexical intervention for word learning in DLD (Paola Calabrese, Vesna Stojanovik and Emma Pagnamenta)

#29 Understanding Language Development in Refugee Children: Insights from Parental Interviews (Hind Dawi, Victoria Joffe, Claire Delle Luche, Sevil Savi-Karayol and Carmit Altman)

Session 3 (Room 1.03): Shared Reading

#78 Parents' Goals for Shared Reading among Malaysian Malay and Chinese Parents: A Comparative Study (Affizal Ahmad and David Eu Han Kung)

#134 Fostering a love of reading in young children through community-led initiatives: evidence from a participatory research project (Daisy Powell and Holly Joseph)

#116 What Strategies are most effective in Increasing Engagement in Shared Book Reading for Bilingual Parents and their pre-school children? A Mixed Methods Systematic Review (Ayse Cakan, Laura Shapiro and Gemma Heath)

Day 3: 10/9/2025 (Wednesday)

Oral Presentations 9:00 – 10:40

Session 1 (Room G.10): Language Development 2

#18 The relationship between Speech, Language, and Communication Needs and School Exclusions in Children and Young People in Care (Sevil Savi-Karayol, Victoria Joffe and Katherine Farrow)

#72 From silence to speech: the role of brief observations in encouraging young children's speaking opportunities, participation and language proficiency (Sara Verbrugge)

#15 The nature and profile of speech, language and communication abilities in children and young people in Elective Home Education in the UK (Victoria Joffe, Katherine Farrow and Sevil Savi-Karayol)

#14 Exploring the Strengths, Needs and Support Networks of Adults with (Developmental) Language Disorder (Victoria Joffe, Katherine Farrow and Sevil Savi-Karayol)

#46 Development of abstraction and flexibility in the acquisition of the German ditransitive construction (Laura Patrizzi)

Session 2 (Room 1.02): Language Disorders 2

#107 Defining and classifying the active ingredients in oral language interventions for children with or at risk of Developmental Language Disorder: A systematic review and qualitative synthesis (Pauline Frizelle, Doris Murphy, Norma O'Leary, Len Fletcher, Imogen Lyons, Cristina McKean, Carol-Anne Murphy, Melanie Ferk-Dornstauder, Maja Kelic, Sari Kunnari, Silke Fricke, Susan Ebbels, Nat Munro, Suze Leitao, Karla McGregor, Amanda Owen Van Horne and Tricia Eadie)

#67 The effectiveness of individualized morphosyntactic target identification and explicit intervention using the SHAPE CODING system for children with Developmental Language Disorder (DLD) and the impact of within-session dosage. (Susan Ebbels, Mollie Gadd, Hilary Nicoll, Lucy Hughes, Nicola Dawson, Caroline Burke, Samuel Calder and Pauline Frizelle)

#79 Co-producing research questions for Developmental Language Disorder: process and outcomes from Phase 2 of an adapted Priority Setting Partnership. (Lucy Hughes, Amit Kulkarni, Susan Ebbels, Sophie Franks, Rachel Sievers, Claire Hoyle and Courtenay Norbury)

#146 Phonological Processing, Language, and Cognitive Abilities in School-Aged Greek-Speaking Children with Learning Difficulties: A Comparison with Typically Developing Peers (Eleftheria Geronikou)

#56 Code-switching by individuals with neurodevelopmental conditions: Findings from a scoping review (Draško Kaščelan and María del Carmen Parafita Couto)

Day 3: 10/9/2025 (Wednesday)

Session 3 (Room 1.03): Grammar Learning & Processing

#47 Pronoun Development as a Process of Input, Syntactic and Discourse Integration: Evidence from Hebrew (Elitzur Dattner, Florit Korobochko, Orit Ashkenazi and Dorit Ravid)

#149 The use of differential object marking in the interpretation of which-questions in Spanish-speaking children (Pablo Requena and Carla Contemori)

#60 Only adults interpret focus particles, or do children also? An eye-tracking study (Andrea Nardon, Denis Delfitto, Chiara Melloni, Ilaria Venagli and Maria Vender)

#103 Emerging Grammatical Prediction: Gender Cues in Early Language Processing (Alejandra Mitzi Castellón-Flores, Armando Quetzalcóatl Angulo-Chavira, Natalia Arias-Trejo and Elsa Viviana Oropeza Gracia)

#83 Swedish-speaking children with DLD in comparison with typical language learners: A new look at grammatical challenges (Christina Reuterskiöld, Kristina Hansson and Marcus Nyström)

Oral Presentations 10:55 – 11:55

Session 1 (Room G.10): Phonology

#10 The development of accent biases (Sergio Rojo, Kathleen McCarthy, Anna Caunt, Caroline Floccia, Joost van de Weijer and Carita Paradis)

#31 Babble and the Brain: Babble becomes more left lateralised as babies gain articulatory experience (Florence Oxley, Tamar Keren-Portnoy and Eytan Zweig)

#35 Is early perception of intonation a strength in infants with Down Syndrome? (Catia Severino, Marina Vigarío and Sónia Frota)

Day 3: 10/9/2025 (Wednesday)

Session 2 (Room 1.02): Social Communication and pragmatic language skills

#8 The role of functional-pragmatic constraints on 6- to 7-year-olds' and adults' use of reflexive and non-reflexive object pronouns. (Liam Blything, Anna Theakston, Silke Brandt and Ben Ambridge)

#44 Enhancing Pragmatic Language skills for Young children with Social communication difficulties (E-PLAYS-2) trial: a computer intervention to promote communication and collaborative skills in young children (Suzanne Murphy, Kerry Bell, Erica Cook, Sarah Crafter, Rosemary Davidson, Caroline Fairhurst, Kate Hicks, Victoria Joffe, David Messer, Lyn Robinson-Smith, Luke Strachan, David Torgerson, Han-I Wang, Charlie Welch and Justin Fenty)

#151 Micro-creativity in interaction: evidence from play encounters (Lena Sakure)

Poster presentations

Day 1: 8/9/2025 (Monday)

Poster Presentations 1:00-2:30 (room 1.04)

#24 Promoting early interaction and communication through interactive play in the museum context (Victoria Hulks, Amy Hoose, Caitlin Croke and Alexandra Hendry)

#30 Baby vs. Machine: Do infants prefer listening to natural or synthesised infant vocalisations? (Florence Oxley, Charlotte Blake, Rajalakshmi Madhavan and Catherine Laing)

#66 Comparing the morphological complexity of ADS and CDS in a polysynthetic language (Sara Carter and Amalia Skilton)

#95 Acquisition of English phonetic contrasts among children from Somali-dominant homes in East London (Madlen Jones, Gwen Brekelmans and Kathleen McCarthy)

#100 Exploring limitations and challenges of the deaf autism assessment process: Insights from parents and professionals (Laura Vaccari, Helen Spicer-Cain and Ros Herman)

#114 Ethnolect expressions in written text (Kateřina Šormová)

#115 Individual differences in heritage language learning: A meta-analysis of influences on sentence repetition (Sophie Bennett, Cristina Flores, Padraic Monaghan and Patrick Rebuschat)

#122 Between-subject heterogeneity suggests stepwise acquisition of grammatical aspect in L1 Russian (Serge Minor, Natalia Mitrofanova and Gillian Ramchand)

#123 Different Approaches to Assess Bilingual Language Development Using MacArthur-Bates Communicative Development Inventories: Findings from Polish-Norwegian Children (Grzegorz Krajewski, Magdalena Krysztofiak, Karolina Muszyńska, Michelle White, Katarzyna Bajkowska, Pernille Hansen, Ewa Komorowska, Eirik Tengesdal, Ewa Haman and Nina Gram Garmann)

#128 Validation of Computerised Adaptive Versions of the Polish CDIs (Karolina Muszyńska, Grzegorz Krajewski and Magdalena Krysztofiak)

#129 Verbo: An online platform to support of Tier 1 and 2 SLT intervention within schools - A preliminary evaluation plan (Nelly Joye, Caroline McCallum, Holly Strickland and Christine Mitchell-InWang)

#130 The role of teachers' metacognitive talk in young children's language development: a pilot study (Nora Chrifi, Marie Geurten and Christelle Maillart)

#131 The acquisition of urban language varieties: a longitudinal study of London English speech development in an East London primary school (Kathleen McCarthy and Elisa Passoni)

#132 (In)consistencies in parental reports in language diary vs. CDI (Karolina Muszyńska, Grzegorz Krajewski, Magdalena Krysztofiak, Agnieszka Dynak, Magdalena Łuniewska and Ewa Haman)

#136 The impact of heritage language exposure on development of the societal language for children with Down Syndrome (Yuko Matsuoka)

#138 Negative and Infinitival Imperatives in Italian: A Rare Phenomenon in Early Child Speech (Sarah Rossi)

#141 Bilinguals are more sensitive to word characteristics only in their L1 (Magdalena Łuniewska, Weronika Araszkiewicz, Nina Gram Garmann, Pernille Bonnevie Hansen, Alicja Jeleń, Magdalena Krysztofiak, Zofia Kordas, Anna Sara Hexeberg Romøren and Ewa Haman)

#147 Learning to negotiate: the emergence of speech acts in two- and three-year-olds (Tamara Schmidt, Stephan Sallat and Ludovica Serratrice)

#152 Comprehension and Production of Prosodic and Case-Marking Cues in Turkish Heritage and Monolingual Speakers (Selim Tiryakiol, Fatih Bayram and Leyla Zidani-Eroglu)

#157 Does cross-linguistic influence affect comprehension of wh-questions in heritage Romanian? (Anamaria Bentea and Theodoros Marinis)

#158 Speech Production and Developmental Language Disorder (Lyla Parvez, , Mahmoud Keshavarzi, Susan Richards, Giovanni M. Di Liberto, Usha Goswami)

#137 Comparing Macrostructure in the Narratives Across Heritage and Dominant Societal Language of Indonesian Bilingual Children (Pradina Ziani Ardia Hanum)

Day 2: 9/9/2025 (Tuesday)

Poster Presentations 1:00-2:30 (Room 1.04)

#4 Normal Speech and Articulation Rates in Egyptian Arabic Speaking Children (Alaa Elsehrawy, Wafaa Ammar and Mena Moataz)

#7 Factors Affecting Text Comprehension in Monolingual and Bilingual Primary School Children With and Without Reading Difficulties: A Systematic Review (Léa Leuthold and Katrin Skoruppa)

#11 The Effect of Prosodic Training on Emergent Literacy Skills in Preschoolers (Marisa Filipe, Tânia Carneiro and Sónia Frota)

#23 The comprehension of temporal adverbial clauses in children with and without developmental language disorder (Shijie Zhang, Emily Warren, Silke Brandt and Anna Theakston)

#26 The awareness, knowledge and experiences of speech and language therapists of Lego therapy with children and young people with speech, language and communication needs (Hafsa Shams, Anna Cauté and Victoria Joffe)

#36 Word learning from reading and bimodal conditions in Bulgarian-speaking adolescents (Alessandra Valentini and Elena Ivanova Minerva)

#42 Anaphora resolution in Mandarin-speaking child heritage speakers (Shuya Chen and Vasiliki Chondrogianni)

#53 Rapid automatized naming and oral reading fluency in typical readers and readers with dyslexia in the period of reading automatization (Nikolina Runje and Mirjana Lenček)

#55 Beyond Code-Switching: Lexical Processing in Patois-English Bilingual Children (Tonia Williams)

#68 Social Communication Skills of Preschool and School-Age Children: A Look at Linguistic-Pragmatics and Social Pragmatics (Gabrielle Morin and Ana Maria Gonzalez-Barrero)

#74 Sound shapes first, meaning next: The time course of word processing in typically developing 19-month-olds (Susana Silva, Marina Vigario, Catia Severino and Sónia Frota)

#88 Exploring the Interplay Between Executive Functioning, Language Skills, and Theory of Mind in Preschoolers: Implications for Emergent Literacy and School Readiness (Raffaele Dicataldo, Laura Franzoi, Emanuele Di Maria, Irene Leo and Maja Roch)

#92 How does extraneous perceptual information influence neurotypical and autistic children's word learning? (Sophie Lund, Padraic Monaghan and Calum Hartley)

#97 How Do Word Characteristics Affect Retrieval in Arabic Speaking Bilingual Children With and without DLD? (Rama Kanj, Ludovica Serratrice, Sherine Bou Dargham and Vesna Stojanovik)

#104 Multimodal input in Mexican Spanish speaking interactions between infants and primary caregivers (Elsa Viviana Oropeza-Gracia, Mary Rosa Espinosa-Ochoa, Alma Luz Rodríguez Lázaro and Natalia Arias-Trejo)

#105 Exploring Sources of Language Input in Early Childhood: The Role of Everyday Activities Among Mexican Spanish-Speaking Children (Elsa Viviana Oropeza-Gracia, Alma Luz Rodríguez Lázaro and Natalia Arias-Trejo)

#112 The effect of grammatical complexity and verb frequency in the acquisition of English using an online version of the Sentence Repetition Test - with DLD Children (Mya Taylor, Javier Aguado-Orea and Hannah Witherstone)

#118 The role of heritage and societal languages in L3 aspect processing: Evidence from eye-tracking (Natalia Mitrofanova, Serge Minor, Christina Athanasiadi, Nadine Kolb and Marit Westergaard)

#120 The development of receptive and expressive language skills in second language learners of Dutch (Liza van den Bosch)

#121 Grammatical Aspect Processing in Spanish and Russian: Bidirectional Crosslinguistic Influence in Bilingual Child Language Acquisition (Serge Minor, Sílvia Perpiñán and Natalia Mitrofanova)