INTERNATIONAL
Developmental
Language Disorder
RESEARCH CONFERENCE

9 - 11 SEPTEMBER 2024

THE DLD PROJECT

ASSOC. PROF ANITA MEI-YIN WONG

PROFESSOR TRINA D. SPENCER

ASSOC. PROF. RENA LYONS

From EVIDENCE to IMPACT

35+ Research Presentations

Conference Program

Presented by Platinum Sponsor

Fremantle Speech Pathology Services

Version 1

ACKNOWLEDGMENTS

IDLDRC 2024 was created by The DLD Project.

Thank you to the volunteers that contributed their time and expertise to review the abstract submissions for this year's conference.

SUGGESTED CITATION

Ziegenfusz, S. & Turner, N. (Eds.) (2024). The International Developmental Language Disorder Research Conference 2024. The DLD Project. https://thedldproject.com/international-dld-research-conference/

Suggested citation for individual contributions

Author, A. (2024). Title of your paper. In Ziegenfusz, S. & Turner, N. (Eds.) The International Developmental Language Disorder Research Conference 2024. (pp. xx-xxx). The DLD Project. https://thedldproject.com/international-dld-research-conference/

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Thank you for supporting the **International Developmental Language Disorder Research Conference (IDLDRC).**

IDLDRC is an international, virtual event held from 9-11 September 2024 (#IDLDRC), providing a platform to share research about Developmental Language Disorder (DLD) globally. IDLDRC aims to address the roadblocks to sharing the learning and insights that sit in the hands of a few, but could potentially change the lives of people with DLD.

The best part? Profits from the conference go to funding the **2025 DLD RESEARCH GRANT** to further research into DLD. To date, IDLDRC has provided $35,000 AUD in DLD research funding over the past three years.

IDLDRC is organised by The DLD Project providing researchers an opportunity to present work they may have been unable to present in other forums, research they have been working on during the year, and/or work that specifically addresses the needs of the DLD community.

We invited researchers and post-graduate students from across the world to submit abstracts to share their work on DLD. Papers employing qualitative and/or quantitative methods, reviews (e.g., scoping and systematic reviews) and scholarly theoretical papers were welcomed. All abstracts have undergone peer review by researchers and academics.

IDLDRC has three keynote presentations and more than 35 pre-recorded video presentations. The conference is held virtually via asynchronous and synchronous events. All presentations will be pre-recorded so they can be viewed any time (asynchronous). Depending on the access package you choose this may be for 1 month or 12 months access. Additionally, keynote presenters will participate in Q&A panels in real time (synchronous), so delegates can ask questions and discuss the application of their research. We will be hosting exciting panel discussions again in 2024. Read on for more information.

Each day at 9am Australian Eastern Standard Time (AEST), the day's presentations will be released to the IDLDRC online learning platform as follows:

- Day 1 Launch – Monday 9 Sept 2024, 9am AEST
- Day 2 Launch – Tuesday 10 Sept 2024, 9am AEST
- Day 3 Launch – Wednesday 11 Sept 2024, 9am AEST

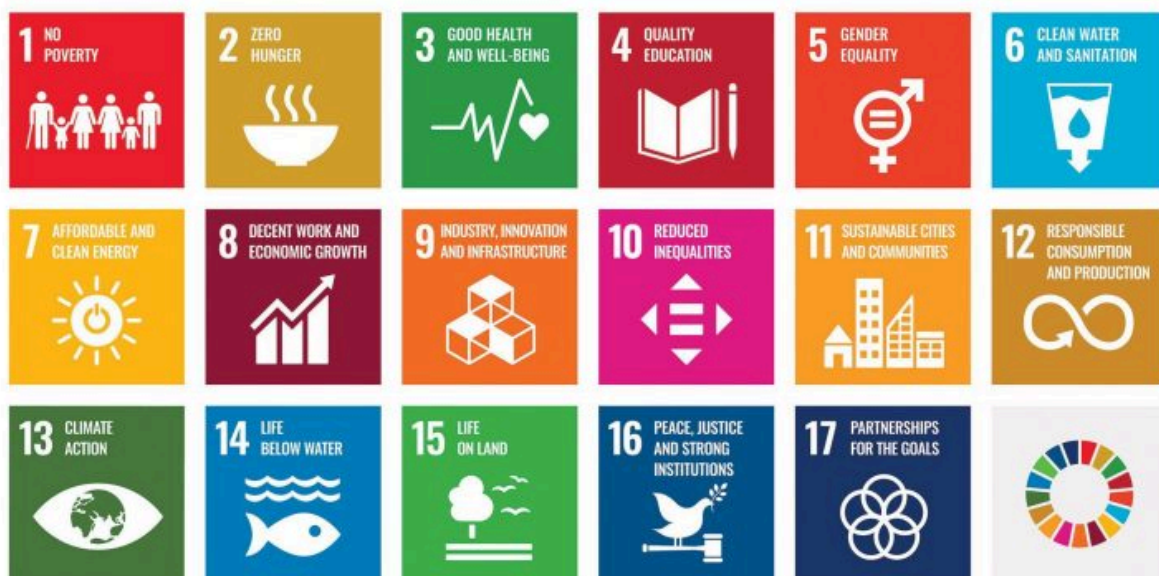To convert the above to your local date and time use this website and enter Brisbane, Australia: https://www.timeanddate.com/

WWW.IDLDRC.COM   **2**

The work of IDLDRC supports the United Nations Sustainable Development Goals 3, 4, 8, 10, 16, 17 (and others).

Our hope is that IDLDRC further unites the global community to go from EVIDENCE to IMPACT. Together, we can create a world where people with DLD are recognised, understood, and empowered to live their best life. Thank you for your participation.

Natalie Turner & Shaun Ziegenfusz
Co-CEO's | The DLD Project

We acknowledge and pay our respects to the traditional custodians of all the lands on which we meet. We also pay respect to Elders both past and present, and extend that respect to other Indigenous people who are present.

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FREMANTLE SPEECH PATHOLOGY SERVICES

Based in Western Australia, Fremantle Speech Pathology Services is a dynamic multidisciplinary clinic with over 30 therapists working across speech, language and literacy areas. The clinic promotes a strong culture of collaboration and support across the speech pathology community; it provides practical clinical experience for final year speech pathology students, which affords enormous satisfaction for all involved.
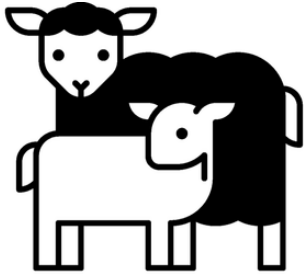
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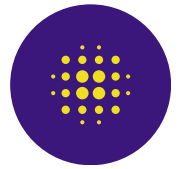
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Ventris Learning's Culturally and Linguistically Responsive Teaching resources help educators more effectively meet the instructional and assessment needs of all students including those who tend to become underserved in language and literacy. They also convey a linguistic consideration of the relationship between spoken and written language, and the knowledge and skills essential to literacy development. Ventris' products include the Assessment of Literacy & Language (ALL) and Diagnostic Evaluation of Language Variation (DELV) tests. Ventris is also the University of Florida Literacy Institute's publishing partner for the UFLI Foundations Explicit and Systematic Phonics Program. To learn more, visit https://www.ventrislearning.com/

Keynote Speakers (Pre-recorded)

DAY 1 - PROFESSOR TRINA D. SPENCER

THE SCIENCE OF ORAL STORYTELLING

Dr. Spencer is a senior scientist and director of the Juniper Gardens Children's Project at University of Kansas and holds faculty appointments in the Departments of Applied Behavioral Sciences, Speech-Language-Hearing Sciences, and Special Education. Drawing from speech-language pathology, applied linguistics, education, and behavior analysis, she concentrates her efforts on the oral academic language that serves as a foundation to the reading and writing of preK to 3rd grade students, with and without disabilities. She maintains a spirited research agenda that has yielded 70 peer review publications and 158 invited presentations,

DAY 2 - ASSOC. PROF ANITA MEI-YIN WONG

TOWARDS AN EQUITABLE SERVICE FOR BILINGUAL CHILDREN WITH DLD IN SCHOOLS: WHERE DO WE GO FROM HERE?

Dr. Anita Mei-Yin Wong is an Associate Professor at the University of Sydney. As an ASHA-certified speech language pathologist, Anita has experience working with children from diverse backgrounds in the US and Canada before her academic career at the University of Hong Kong from 2000 to 2022. Anita's current research interests are language intervention in English speaking children and in Chinese speaking children who learn English as an additional language.
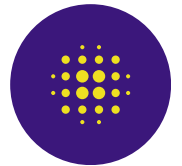
DAY 3 - ASSOC. PROF. RENA LYONS

INTEGRATING THE PERSPECTIVES OF CHILDREN WITH DLD AND THEIR FAMILIES INTO RESEARCH AND PRACTICE

Dr. Rena Lyons is a speech and language therapist and Associate Professor in the Discipline of Speech and Language Therapy at the University of Galway, Ireland. She has over 35 years of clinical, teaching, and research experience. Her research interests include exploring collaborative working with parents, the voice of children with developmental speech and language disorders, narratives, person-centred care and the social model of disability.

Keynote LIVE Q&A Sessions

IDLDRC 2024

Our Keynote LIVE Q&A sessions give you the opportunity to dig deeper into the incredible research presentations. These sessions are hosted on Zoom and are limited to 1,000 delegates on a first in basis. If you miss out on the LIVE event, rest assured we will load the recording into the IDLDRC learning platform ASAP.

PROFESSOR TRINA D. SPENCER

- Tuesday 10th September 2024, 9:00am - 10:00am
- Australian Eastern Standard Time (AEST)
- Delivered via Zoom

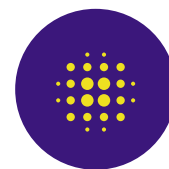### ASSOC. PROF ANITA MEI-YIN WONG

- Tuesday 10th September, 7:00PM-8:00PM
- Australian Eastern Standard Time (AEST)
- Delivered via Zoom

ASSOC. PROF. RENA LYONS

- Wednesday 11th September 2024, 7:00pm - 8:00pm
- Australian Eastern Standard Time (AEST)
- Delivered via Zoom

Pre-recorded Panel Discussions & Invited Presentations

IDLDRC 2024

Across the three days of IDLDRC you can tune into panels and invited presentations.

INVITED PRESENTATION: HOW TO CREATE ACCESSIBLE RESEARCH SUMMARIES FOR THE DLD COMMUNITY

Presented by Loretta Gasparini & Emily Jackson

A lot of research goes to waste. This is partly because researchers rarely share their results with the non-scientific community. People with communication disorders might find it hard to understand research papers. We made guidelines to help researchers explain their research to people with Developmental Language Disorder (DLD). We brought together existing advice on how to explain research in a clear way. We sought advice from people with different experience and perspectives, including an adult with DLD. The guidelines are at https://osf.io/ydkw9/. The guidelines include advice on how to add pictures to research summaries. We also explain how to make a video or podcast summarising research. We encourage researchers to share their research summaries on social media. This means their research can reach more people and can make a difference. It is important that people with DLD understand DLD research. This might help them to understand their diagnosis and take part in future research.

INVITED PRESENTATION: ENGAGE WITH DLD

Presented by Michelle St Clair and team

INVITED PRESENTATION: #DLDDAY 2024 WITH RADLD

Presented by Stephen Parsons

PANEL: THE PERSPECTIVES OF PEOPLE WITH DLD & THEIR FAMILIES

DAY 1

- Advocacy & Awareness
- Identification

DAY 2

- Education
- Adolescents & Adults

DAY 3

- Intervention
- Social Emotional

DAY 1 - ADVOCACY & AWARENESS

TITLE	COUNTRY	PRESENTER
Co-producing research questions for DLD: Phase 2 of a UK-wide priority setting exercise	United Kingdom	Lucy Hughes

DAY 1 - IDENTIFICATION

TITLE	COUNTRY	PRESENTER
Development of a language assessment protocol for bilingual children with DLD	Belgium	Lotte Van den Eynde
Personal Narratives in 10-year-old Children with DLD	Croatia	Mateja Gabaj
Assessing personal narrative in a 5-year-old French-speaking children with and without DLD	Canada	Stefano Rezzonico
Morphosyntactic measures adapted for language difficulties among bilingual preschoolers in Singapore: A Pilot Study	Signapore	Shermin Fong
Semantic measures adapted for language difficulties among bilingual preschoolers in Singapore: A Pilot Study	Singapore	Qiying Tong
Multimodal Responses in Picture Naming Tasks in Typically developing children and children with DLD	Germany	Anastasia Kov
Dynamic assessment of narrative predicts future language skills in monolingual and bilingual children with DLD	Switzerland	Olivia Hadjadj
Language and Communication in Preschool Children with DLD and other Developmental Disorders	Spain	Vincent Torrens
The Impact of Task Characteristics Visual Memory on Performances in Children with DLD	Australia	Tsz Ying Tsui

DAY 2 - EDUCATION

TITLE	COUNTRY	PRESENTER
Hills and Valleys: Advocating Across a School Day with DLD	United States	Juliana Hirn
Developmental Language Disorder in Higher and Further Education	United Kingdom	Hannah Hobson
Overlooked, Underestimated, or Ignored: Teachers Describe the Impact of DLD at School	United States	Brittany Ciullo
Supporting teachers to engage children with language disorders during whole-group reading activities	Canada	Pamela McMahon-Morin
Professional Learning for Teachers on Supporting Students with DLD	Australia	Shaun Ziegenfusz

DAY 2 - ADOLESCENTS & ADULTS

TITLE	COUNTRY	PRESENTER
Adults missing the DLD boat: exploring perceived barriers and facilitators when diagnosing DLD as a Speech and Language Therapist	United Kingdom	Lorraine Bamblett
Lived Experiences of Individuals with DLD	Norway	Tamara Kalandadze
The Engage with DLD project: Evaluation of our Adult cohort	United Kingdom	Michelle St Clair
Self-perception of communication strengths and challenges in French-speaking adolescents with DLD	Canada	Louise Bernatchez
The Perspectives of High School Students with DLD On Their Educational Needs and Supports	Australia	Shaun Ziegenfusz

DAY 3 - INTERVENTION

TITLE	COUNTRY	PRESENTER
Implicit with younger, explicit with older children & the association between method of instruction and the child's age in oral language comprehension interventions.	Finland	Sirpa Tarvainen
Communication-focused Swedish speech-language pathology services for children with DLD	Sweden	Lovisa Elm
'Better Conversations with DLD': development and evaluation of a novel intervention for school-aged children with DLD	United Kingdom	Lucy Hughes
Word definition skills in Swedish children with a history of SLP contact. An exploratory study	Sweden	Ida Rosqvist
Caregiver Perceptions of an Asynchronous, Video-Based Training on Developmental Language Disorder: A Mixed-Methods Study	United States	Katharine Radville
Improving Malay School-age Children Narrative Skill: The Impact of the Supporting Knowledge in Language and Literacy (SKILL) Program on Narrative Proficiency in at-risk DLD Learners	Malaysia	Iffah Mazlan
A Participatory Action Research approach to co-designing grammar intervention priorities and protocols for children with DLD: Preliminary evidence	Australia	Samuel Calder
Effect of language therapy alone for DLD in children: A meta-analysis	Australia	Shengfu Fan

DAY 3 - SOCIAL EMOTIONAL

TITLE	COUNTRY	PRESENTER
Withdrawn	Children with language disorder as friends: Interviews with classroom peers to gather their perspectives	United Kingdon	Lenka Janik Blaskova
Language difficulties and sleep: Testing the role of anxiety in school-aged children with and without DLD	United Kingdom	Vyara Stoyanova
Facial and prosodic emotion recognition in DLD and the association with language abilities: a systematic review and meta-analysis	United Kingdom	Trish Chinzara
Social competence in French-preschoolers with and without DLD	Canada	Marylene Dionne

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