



Linköping University
Department of Biomedical and Clinical Sciences
Division of Sensory Organs & Communication

RESEARCH COLLOQUIUM FALL 2022
Unit for Communication Disorders/Logopedics

Meetings are held at 15:30-17:00 Swedish time and 9:30-11:00 New York time and open to everyone. The zoom link can be shared:

<https://liu-se.zoom.us/j/62451180829?pwd=QVJJQ1B0VE1rUzFYb3YyRWFTOHhHUT09>

MeetingID:62451180829

Passcode:873842

September 5 HÖGRE SEMINARIUM/Higher Seminar

Yao Chen, M.S., CCC-SLP

Yao Chen is a doctoral student at the Department of Speech, Language, and Hearing Sciences (SLHS) at the University of Texas at Austin. She earned her Bachelor's degree in English Language and Literature from Tsinghua University, China and her Master's degree in SLHS from UT Austin, United States. Her research interests include speech perception and treatment efficacy of parent training among children with autism, especially in Mandarin-speaking populations. Clinically, she focuses on pediatric populations with developmental communication disorders and offers parent training to improve training effect.

Ying Hao, Ph.D., CCC-SLP, Professor

Ying Hao is a Professor at the Nanjing Normal University, China. She earned her Ph.D. from the University of Texas at Austin. Her research interests are in the areas of child language development and disorders. She studies the usage of telepractice to provide language intervention among families of children with autism. Another line of her research is to explore linguistic manifestations of developmental language disorder in Mandarin-speaking children. Her work has been published in prestigious journals in the fields of speech-language pathology, child language acquisition, public health, and autism. She is a recipient of multiple internal and external research grants and awards.

Title: The Efficacy of International Tele-Practice Parent-training for Chinese Parents of Children with ASD

There is a great service need for Chinese families with children with autism spectrum disorder (ASD), yet available services are limited. To potentially address the need, we implemented an international tele-practice language-facilitating parent training program for seven Chinese families of children with ASD residing in China. We found that both parents and children of the seven families demonstrated gains after the training via live video conferencing sessions. To be more specific, parents showed improvements in techniques implementations, and children demonstrated progress in language, for example, sentence complexity and lexical diversity.

October 3 HÖGRE SEMINARIUM/ Higher Seminar

Dr. Emily Matula holds a Ph.D. in Communicative Sciences and Disorders from New York University (2021). Her research interests include nonlinguistic influences on language comprehension and production in individuals with and without developmental disorders.

Title: How do we interact with visual aids used in narrative language assessment?

Visual aids are often used in narrative language assessment, such as story formulation. How individuals use visual information during narrative production tasks is not yet well known. This talk will examine how individuals who are neurotypical and individuals with autism spectrum disorder engage with picture scenes that vary in terms of visual detail (following Norbury, 2014). Implications for assessment procedures and evaluation methods will be discussed.

October 10 FORSKNINGSSEMINARIUM/ Research seminar

Huanhuan Shi is a doctoral student in the Department of Communicative Sciences and Disorders at New York University. She has a background in linguistics and English education. Her research focuses on language development and word learning in typically and atypically developing children.

Title: Adolescents' Production of Past Tense Counterfactual Sentences: Elicitation Contexts and Response Modalities

Past Tense Counterfactual (PTCF) Sentences (e.g., if you had watered the plant, it would not have died) are complex and challenging for children to use. In this study, we examined adolescents' production of PTCF sentences. We also explore if elicitation tasks and response modalities affect adolescents' production of PTCF sentences.

October 17 FORSKNINGSSEMINARIUM/ Research Seminar

Grace Clark is a doctoral student at NYU in the Department of Communicative Sciences and Disorders under the mentorship of Dr. Reuterskiöld. Her research interests include interventions to improve the functional and spontaneous language in minimally speaking autistic children using augmentative and alternative communication (AAC). Additionally, she is interested in how the communicative functions of communication partners impacts the expressive language of AAC users.

Title: Word Learning with Orthographic Support in Non- and Minimally-Speaking Children with a Diagnosis of Autism

Summary: Twenty-two school-age children with a diagnosis of autism and little to no spoken language learned four novel words in a computer-based mutual exclusivity task. Two novel words were taught with orthographic support present and two were taught without orthographic support. The presence of orthography improved accuracy and allowed a greater number of participants to reach passing criterion compared to the orthography absent condition.

October 24 HÖGRE SEMINARIUM/Higher Seminar

Dr. Susannah Levi is an Associate Professor in the Department of Communicative Sciences and Disorders at New York University. Her research focuses on spoken language processing, including how aspects of a listener (e.g., languages background, reading ability, language ability) and of a spoken utterance (e.g., native versus nonnative speech, talker familiarity, semantic predictability) interact during processing.

Title: Impact of listener adaptation during spoken language processing

To understand speech, listeners must parse the highly variable acoustic space into the appropriate, language-specific phonological categories and generalize these categories to novel stimuli. Given this high degree of variability in the speech signal, an important question is how listeners can become more accurate perceivers. This talk will examine two studies. The first focuses on the extent to which school-age children with a range of language ability integrate speaker-specific knowledge when performing a spoken word recognition task. The second focuses on whether the benefits of speaker familiarity for speech perception extend to higher level processing, such as working memory in adults.



November 14 HÖGRE SEMINARIUM/Higher Seminar

Professor Minna Laakso and Doc student **Sini Peltokorpi** from Helsinki University. Seminar in person at Linköping University but zoom attendance is possible. More information to follow.

November 28 HÖGRE SEMINARIUM/Higher Seminar

Danielle Brates. Dr. Danielle Brates received her doctoral degree from New York University this past December '22. She is currently a postdoctoral fellow in the Swallowing and Salivary Bioscience Lab at the Veterans Hospital in Madison, WI. Under the mentorship of Dr. Nicole Rogus-Pulia, she is building upon her dissertation work examining swallowing- and eating-related fatigue in aging populations.

Title: The Role of Fatigue in the Aging Swallow

Brief description: Fatigue is clinically recognized as relevant to swallowing performance, though its prevalence and significance in dysphagic and nondysphagic adults have not been sufficiently examined. This talk will be a summary of Dr. Brates' dissertation research program, focusing on definitions of and clinical perspectives on swallowing- and eating-related fatigue (SERF), fatigability of the oropharyngeal musculature, and perceptions of fatigue among older adults.

December 5 HÖGRE SEMINARIUM/Higher Seminar

Olof Sandgren is an Associate Professor in the Department of Logopedics, Phoniatrics and Audiology at Lund University, Sweden. In both teaching and research, Olof focuses on language disorder in school-aged children and the effects of language disorder on academic achievements.

Title: Evaluation of the effect of teacher continued professional development on student language abilities

The main results from an on-going practice-embedded educational research project will be presented. We have provided training to teachers on language fostering teaching techniques and evaluated the effect of the training on the language abilities of students. Olof will discuss success factors and pitfalls, and present thoughts on ways forward in creating better educational opportunities for students with and without language disorder.

Questions: christina.reuterskiold@liu.se

Välkomna! Welcome!