

17th International Clinical Phonetics and Linguistics Association Conference

Corinthia Hotel, St. George's Bay, St Julians. Malta

Monday 22 October 2018					
17:00 – 19:00		Registration			
Day 1: Tuesday 23 October 2018					
08:00 – 08:30		Registration			
08:30 – 09:00		<p>Opening</p> <p>Professor Alfred Vella, Rector, University of Malta Professor Hanne Gram Simonsen, President, ICPLA Dr Roberta Sammut, Dean, Faculty Health Sciences Professor Helen Grech, Convener, Department of Communication Therapy The Hon. Mr Chris Fearne, Deputy Prime Minister, Minister for Health</p>			
09:00 – 10:00		<p>Plenary 1</p> <p>Professor Pamela Enderby</p> <p>The Challenges and Opportunities When Treating Acquired Dysarthria</p>			
10:00 – 11:00		1A	1B	1C	1D
		81. Garmann, N.G. et al. Consonant clusters in Norwegian CDS: are they produced differently from clusters in ADS?	8. Perkins, M. A Case Study on a Spontaneously Occurring Sign Language of Borneo	3. Chacon, A. et al. Speech Outcomes in Australian Children with Cleft Palate	27. Fabiano-Smith, L. & Privette, C. Diagnostic accuracy of traditional measures of phonological ability in bilingual Spanish-English speaking children with suspected
		60. Weinberger, S.H.	12. Crowe, K. & Marschark, M. Are	36. Cleland, J. et	

	<p>Crowdsourcing for Phonetic Transcription</p> <p>62. Clausen, M.C. & Fox-Boyer, A.V. The acquisition of initial consonant clusters in Danish-speaking children</p>	<p>French Fries a Vegetable? Lexical Typicality Judgements of Deaf and Hearing Learners</p> <p>16. Dammeyer, J. Communication and language support for children with congenital deaf-blindness</p>	<p>al. Visualising Speech: Identification of Atypical Tongue-Shapes in Cleft Lip and Palate Using Ultrasound</p> <p>37. Larsson, A.K. et al. Consonant proficiency and Velopharyngeal Function in Internationally Adopted Children with UCLP</p>	<p>phonological impairment</p> <p>30. Blake, H.L. & McLeod, S. Intelligibility Enhancement in English in a multilingual university student</p> <p>38. Müller, N. et al. Clinical linguistics in the context of rapid language change and universal bilingualism: The case of Irish</p>
<p>11:00 – 12:00</p>	<p style="text-align: center;"><i>Poster Session 1 & Coffee Break</i></p> <ol style="list-style-type: none"> 1. Alme, C. & Fox-Boyer, A. Phonetic and phonological acquisition in Norwegian-speaking children aged 2;6-2;11 2. Balzan, P. & Vella A. & Tattersall, C. Assessment of Intelligibility in Dysarthria: Development of a Maltese Word and Sentence List 3. Barlow, J.A. & Combiths, P.N. Effects of Pretreatment Accuracy and Error Consistency on Treatment Outcomes for Children with Speech Sound Disorders 			

4. Ben-David, A. Validity and reliability of the Hebrew Intelligibility in Context Scale
5. Brady, M. The Collaboration of Aphasia Trialists
6. Cheung, C.C.H. et al. Comprehension of presupposition triggers in Cantonese-speaking children with and without autism spectrum disorders
7. Cheung, C.C.H. et al. Understanding of mental terms in Cantonese-speaking children with and without autism spectrum disorders: The role of Theory of Mind and language ability
8. Combiths, P.N. Quantifying Phonemic Inventories in Children with Phonological Disorder
9. Cséfalvay, Z. et al. Picture Naming in Non-demented Slovak Patients with Parkinson's disease
10. Dauvister E. & Maillart, C. Word learning and statistical inference in Children with Developmental Language Disorder
11. Freese, W. et al. Interaction between babbling and later phonological development in German-speaking children
12. Gondo, K. & Oi, M. How "awkwardness" occurs during conversations with children with Autism Spectrum Disorder
13. Gósy, M. et al. Age-specific integration of acoustic-phonetic processing to access morpho-phonological representations of words
14. Grácsi, T.E. et al. Voicing opposition related temporal changes in primary

	<p>progressive aphasia. Case study</p> <p>15. Hybbinette, H. et al. Apraxia of Speech after stroke: Diagnosis and Longitudinal outcome in relation to Altered resting state network connectivity (research in progress)</p> <p>16. Jaber, N. et al. Analysis and description of a group-based intervention for adolescents with communication difficulties</p> <p>17. Johansson, C. et al. Changes in writing ability over a two year period</p> <p>18. Johansson, I.L. & Müller, N. Hypokinetic dysarthria in Swedish speakers: Acoustic features and intelligibility</p> <p>19. Krzemien, M. & Levaux, E. How children with Developmental Language Disorders learn lexical categories? The impact of within-category comparison on new words generalization</p> <p>20. Kuecker, K. et al. Triangulation of narrowly transcribed data sets of a highly unintelligible speaker with CHARGE Syndrome: A Case Study</p> <p>21. Kuschmann, A. Acoustic realisation of the question-statement contrast in children with dysarthria and cerebral palsy</p> <p>22. Lau, D.K.Y. & Yuen, T.C. Storage of logographeme graphic motor patterns in the Chinese lexicon: evidence from a patient who performed mirror-writing after stroke</p> <p>23. Lee, A. et al. Receptive and expressive prosodic skills in children with spina bifida</p>			
12:00 – 13:00	2A	2B	2C	2D

	<p>75. Scarpino, S.E. et al. English Fricative and Affricate Production in Spanish-English Speaking Children: Accuracy and Substitution Patterns</p> <p>91. Scobbie, J.M. & Cleland, J. A single-case study of the emergence and generalisation of velar stops during and post-therapy</p> <p>56. Mahura, O. The acquisition of Setswana phonology in children aged 2;0 - 6;0 years</p>	<p>17. Hrastinski, I. et al. Relationship between auditory processing difficulties and academic achievement in Croatian children</p> <p>87. Persson, A. et al. Validation of a questionnaire for early auditory development</p> <p>104. Yuen, K. et al. Development of The Cantonese Pediatric Lexical Tone Dichotic Listening Test (CaPeLeToDLT) based on the Item Response Theory Model – a step towards identifying preschoolers with central auditory</p>	<p>85. Dipper, L. et al. How do speakers, with and without aphasia, use verbs in different genres of discourse</p> <p>94. Newton, C. et al. The impact of background noise on speech output in people with aphasia</p>	<p>65. Antonijevic-Elliot, S. et al. Language Assessment of Monolingual and Multilingual Children Using Non-Word and Sentence Repetition Tasks</p> <p>84. Fyndanis, V. et al. The impact of successive bilingualism on the cognitive abilities of healthy older speakers: Evidence from non-immigrant academics</p> <p>99. Thordardottir, E. No advantage for bilingual children on two measures of executive control : a study of monolinguals and simultaneous and sequential bilinguals in two school-age groups</p>
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		processing disorders (CAPD)		
13:00 – 14:15	<i>Lunch</i>			
14:15 – 15:15	3A	3B	3C	3D
	<p>50. Delage, H. et al. Working memory training to improve syntax: A training study in children with specific language impairment</p> <p>57. Garman, N.G. et al. Screening for language delay using Norwegian CDI III</p> <p>68. Kazemi, Y. & Maleki, T. Grammaticality and Mean Sentence Length (MSL) from shortened language samples can diagnose Persian-speaking children with specific language impairment (SLI)</p>	<p>24. Paesen, L. & Leijten, M. Written discourse analyses to detect early signs of Alzheimer’s disease</p> <p>31. Jones, D. & Penn, C. Some factors influencing listener comprehension of dysarthric speech in a multicultural environment</p>	<p>4. Aguilar-Mediavilla et al. Speech profiles in Spanish-Catalan children with developmental language disorder (DLD)</p> <p>21. Frank, A.M. et al. Developing a phonological assessment tool and first normative data Norwegian-speaking children</p> <p>25. Albrech, K.M. & Fox-Boyer A.</p>	<p>66. Zhang, C. et al. The Perceptive and Productive Development of Cantonese Syllable-Final Consonants -- A Clinical Application of Optimality Theory</p> <p>73. Keffala, B. et al. Spanish phonotactic constraints affect bilingual children's English coda productions</p> <p>74. Scarpino, S.E. et al. Predictors of Phonological Accuracy in Spanish-English Speaking Children</p>

			Administering a speech assessment in the non-native language: Comparing computer- and parent-assisted versions to the pen & paper format	
15:15 – 15:30	<i>Tea Break</i>			
15:30 – 17:00	<p style="text-align: center;">4A Panel 1</p> <p>Organiser: Bernhardt, B.M. University of British Columbia, Canada "Grand Rounds" in protracted phonological development: Contributions of case-based analysis</p>	<p style="text-align: center;">4B Panel 2</p> <p>Organiser: McLeod, S. Charles Sturt University, Australia The right to communicate: Celebrating the 70th anniversary of the Universal Declaration of Human Rights</p>	<p style="text-align: center;">4C Panel 3</p> <p>Organiser: Wren, Y. University of Bristol Innovations in research with children born with cleft palate</p>	<p style="text-align: center;">4D Panel 4</p> <p>Organiser: Zwitserslood, R. Utrecht University of Applied Sciences Grammar intervention in Developmental Language Disorders: active ingredients and future research</p>
17:00 – 18:00	5A	5B	5C	5D
	52. Fox-Boyer, A.V. et al. Impact of type and	103. Bessell, N. Grammatical	9. McLeod, S. & Crowe, K. A	79. Petinou, K. & Theodorou, E. The

	<p>token of phonological processes on intelligibility in context in children with speech- sound disorders (SSD)</p> <p>53. Rex, S. et al. Differential diagnosis in Childhood Apraxia of Speech - Speech characteristics, patterns and subgroups</p> <p>54. Van Doornik, A. et al. Self-evaluation of the communicative attitude of children with speech sound disorders</p>	<p>anomalies in a case of FAS</p> <p>55. Søggaard, H. & Boers, M. A single case study on phonological speech intervention for a child with severe speech sound disorder born with cleft palate</p>	<p>cross-linguistic review of children's consonant acquisition in 27 languages</p> <p>14. Washington, K. et al. Using Index of Productive Syntax to Characterize Bilingual Children's Spontaneous Productions Across Languages: An Investigation of Jamaican Creole and English</p> <p>23. Simon-Cereijido, G/ & Mendez, L.I. An examination of lexical-grammatical</p>	<p>implementation of phonologically dense word stimuli in intensive phonological intervention</p> <p>1. Agius, J. Clinical application and Insertion of /ha-ha/ and /ah-ha/ in fluency intervention.</p> <p>88. Pap, J. Characteristics of disfluencies in cluttered speech</p>
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			links in young dual language learners with and without primary language impairment using language-specific and bilingual measures	
18:00 – 19:00	ICPLA Board Meeting			
19:00 onwards	Marina Hotel Reception (<i>time to be confirmed</i>)			

Day 2: Wednesday 24 October 2018				
08:00 – 08:45	Registration			
08:45 – 09:00	Housekeeping Announcements			
09:00 – 10:00	<p style="text-align: center;">Plenary 2 Professor Marian Brady Optimising clinical rehabilitation for people with aphasia – co-ordination and application of shared knowledge and the exploration of new, unknown challenges and opportunities</p>			
10:00 – 11:00	6A	6B	6C	6D
	42. Baque, L. How do persons with	19. Gong, H. et al. The Effect of	86. Kaniamattam, M. & Oxley, J. I am Sidhu	90. Klopfenstein, M. et al. The Study of

	<p>apraxia of speech deal with morphological stress in Spanish? A preliminary study</p> <p>44. Meulemans, C. et al. Inter- and intra-word measures of sentence production for describing language capacity in Alzheimer's disease</p> <p>46. Ciaurelli, L. & Beltrami, D. Pausing Behaviour in Spontaneous Speech of Mild Cognitive Impairment Patients</p>	<p>Speech Training Experience on Speechreading Skills of Chinese Children with Hearing Impairment</p> <p>33. Crowe, K. et al. More Than a Matter of Skill: Exploring the Concept of Intelligibility in Sign Language</p> <p>58. D'Ortenzio, S. & Volpato, F. The production of Wh-questions in Italian: A comparison between cochlear-implanted and normal hearing children</p>	<p>and I have something to say</p> <p>41. Carlsson, E. Narrative ability in children with autism spectrum disorders at early school age – the relation to language and other cognitive abilities</p> <p>76. Fage, C. et al. Supporting Generalisation when Training Requesting Skills of Children with Autism Spectrum Disorders</p>	<p>Speech Naturalness in Communication Science and Disorders</p> <p>92. Meloni, G. et al. Integrating production and perception tasks in a psycholinguistic approach to assessment of Speech Sound Disorder in French: a case study</p> <p>45. Hegarty, N. et al. The research-practice gap when working with children with phonological impairment</p>
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11:00 – 12:00

Poster Session 2 & Coffee Break

24. Bernhardt, B.M. & Ullrich, A. Protracted phonological development across languages: Contributions of a case-based analysis in German
25. Ayyad, H. et al. "Grand Rounds" in Protracted Phonological Development including in Down Syndrome: Panel Extension -- Kuwaiti Arabic, European Portuguese, Slovenian
26. Bernhardt B.M. et al. "Grand Rounds" in Protracted Phonological Development: Extension of Panel -- Icelandic, Swedish
27. Bérubé, D. et al. Protracted phonological development (PPD) in Quebec French: Contributions of a case-based analysis
28. Ignatova, D. et al. Protracted phonological development (PPD) in Bulgarian: Contributions of a case-based analysis
29. Klassen, J. Protracted phonological development (PPD) in Granada Spanish: A case-based analysis concerning the impact of word structure constraints for long-term normalization
30. Shooshtaryzadeh, F. et al. Protracted phonological development (PPD) across languages: Contributions of a case-based analysis in Farsi
31. Ueda, O. & Idemaru, K. Development of the Japanese liquid: An acoustic analysis
32. Leung, M.H. et al. Radical frequency and Regularity effects in Chinese character handwriting – A developmental study

33. Li, H. & Leung, M.H. The relation between verb factivity and false belief understandings in Mandarin-speaking children with and without autism spectrum disorder
34. Krepesz, V. & Gósy, M. Children's use of primary spectral acoustic cues in phonetic identification
35. Liker, M. Tongue-to-palate contact patterns and variability of Croatian vowels
36. Lundeborg Hammarström, I. The effect of an intense intervention based on a nonlinear phonological analysis. A single case study of a child with severely protracted phonological development
37. Maillart, C. et al. What are the specific effects of shared reading activities to support emergent literacy skills? A randomized control study on French-speaking preschool children
38. McAlister, S. & Yanushevskaya, I. Voice assessment techniques used by practicing Speech and Language Therapists in Ireland
39. Medina, A. Strategies Used by Monolinguals and Bilinguals to Cope with Stuttering: A Comparison of Themes
40. Mildner, V. & Ptičar, L. Auditory processing of emotions by children who are deaf and using cochlear implants
41. Mirchandani, B. et al. Study of Tongue/Palate Contact of Edentulous Patients with Complete Denture during the Articulation of French Consonants

	<p>42. Miyakoda, H. Visual approach to enhancing phonological awareness</p> <p>43. Munivrana, B. et al. N400 And Short Speech Stimulus In Children With Cochlear Implants</p> <p>44. N.G. H-Y.S. et al. A Database of Radicals in Written Chinese with Reliable Logographeme Boundaries – Validation using handwriting data</p> <p>45. Oxley, J. & Ma, Y. Considerations for Efficacy of Character-based Chinese Input System in Speech-generating Devices Design</p> <p>46. Grácz, T.E. et al. Medicational effect on acoustic and articulatory vowel and voice parameters in Young Onset Parkinson’s Disease. Case study</p>			
12:00 – 13:00	7A	7B	7C	7D
	<p>28. Damico, H. et al. The Forest for the Trees: Learning to Implement Effective Psycholinguistic Interactional Reading Instruction</p> <p>48. Hodges, R. et al. The emergent literacy skills of preschool children</p>	<p>7. Knoph, M. & Goral, M. Language mixing in multilingual aphasia – strength or weakness?</p> <p>59. Kristensson, J & Saldret, C. Improvements in naming of objects and actions after treatment with</p>	<p>98. Beck, J & Schaeffler, F. Does acoustic voice analysis reflect what we hear? Correlations between acoustic parameters and Vocal Profile Analysis.</p> <p>101. Tomic, D. Developmental interaction between speech sound</p>	<p>71. Hanley, L. et al. Does intervention for speech and resonance difficulties using principles of motor learning improve speech and resonance outcomes in children with cleft palate?</p> <p>89. Lohmander, A. et al. Longitudinal development of</p>

	with and without a history of late talking 70. Standford, E. & Delage, H. The role of working memory in the comprehension of phrasal movement in children with specific learning difficulties	phonological components analysis in aphasia 64. Myrberg, K. et al. Differences between test and everyday conversations involving persons with aphasia and persons with dementia	perception and production in Croatian – the case of /r/ 102. Woods, S.E. & Timmins, C. The Hidden Truth: identifying change in speech production not captured through categorical judgments	consonant production and expressive vocabulary from 10 to 36 month of age in children with cleft palate or otitis media with effusion 100. Sell, D. et al. Parent reported Challenges and Benefits of The Parent Led, therapist supervised, Articulation Therapy (PLAT) programme for cleft articulation therapy intervention
13:00 – 14:15	<i>Lunch</i>			
14:15 – 15:15	8A	8B	8C	8D
	97. Nyman, A. et al. Speech and language development in 5-year old children with neurodevelopmental disabilities: the	61. Sugden, E. et al. Interactions between phonological and motor learning: Insights from an intervention study	26. Lang, S. et al. Prelexical and early lexical development: relationships and contributing factors	95. Thordardottir, E. Are adolescents in Iceland more motivated to learn English than Icelandic? Results from questionnaires and qualitative interviews

	<p>longitudinal relationship between babbling and language ability</p> <p>80. Hesketh, A. et al. Shared book-reading as a language-boosting activity for children with language delay</p> <p>40. Durreleman, S. & Delage, H. Enhancing Theory of Mind with Complementation Training</p>	<p>63. Mogren, A. et al. Voice and resonance deviances in a group of children and adolescents with Speech Sound Disorders</p> <p>77. Malmenholt, A. et al. Speech in Swedish preschoolers with suspected Childhood Apraxia of Speech (sCAS)</p>	<p>82. Lieberman, M. et al. Responsive utterances by parents in communication with their children with typical or delayed babbling development</p>	<p>105. Levey, S. & Chengm L.R.L. et al. Universal Design for Learning (UDL): Removing the Barriers for Diverse Learners</p> <p>93. Topbas, S. et al. Current Language intervention services for bilingual and multilingual children in European countries – A survey by COST Action IS 1406</p>
15:15 – 15:30	<i>Tea Break</i>			
15:45 – 17:00	<p>9A Panel 5</p> <p>Organiser: Timmins, C. University of Strathclyde Current issues in the teaching of Clinical Phonetics</p>	<p>9B Panel 6</p> <p>Organiser: Iliadou, V., Aristotle, University of Thessaloniki Hearing Evaluation beyond the audiogram and its association with language</p>	<p>9C Panel 7</p> <p>Organiser: Dipper, L., City University of London, UK Assessment and therapy of narrative discourse in populations with language difficulties</p>	<p>9D Panel 8</p> <p>Organiser: Wren, Y. University of Bristol Developing a minimal dataset in clinical practice for research with children with speech sound disorder</p>

17:00 – 17:45	ICPLA Business Meeting
18:00 onwards	Optional Tour & Conference Dinner in Mdina (<i>time to be confirmed</i>)

Day 3: Thursday 25 October 2018				
08:00 – 08:45	Registration			
08:45 – 09:45	<p align="center">Plenary 3 Professor James Law Bridging the gap between external evidence and service delivery for children with speech and language disorders</p>			
09:45 – 10:45	10A	10B	10C	10D
	6. Franklin, A.D. & Gilbert, K. Beyond Functional Load. An Investigation of Vowel Substitution Directionality in /hVt/ context 10. McLeod, S. et al. Southern Vietnamese children’s speech accuracy and intelligibility 15. Babatsouli, E. Added syllable	67. Werner, S. Multi-parameter statistical analysis of acoustic pathology features 69. Van de Wijer, J. et al. Self-efficacy beliefs and writing intervention in normal-hearing and hearing-impaired pupils 78. Sundstrom, S. et al. Prosodic/phonological	5. Clark, H. et al. Syntactic Comprehension Errors made by Speakers with and without Expressive Agrammatism 18. Chen, L. & Chen, W. The use of evaluative expressions in the narratives of adolescents with and without SLI 20. Law, J. et al. The	106. Kambanaros, M. Interpretation of compound words by patients with Alzheimer’s Dementia 96. Ribu, I.S. et al. The role of age, language proficiency and cognitive decline on free word associations 83. Hansen, P. et

	complexity in adult speech: Greek vs. English	and grammatical production in children with developmental language disorder and children with hearing impairment	theory and practice of managing the child with developmental language disorder: findings from an international survey	al. Code-switching in multilinguals with dementia: Individual patterns across speech contexts
10:45 – 11:45	<i>Poster Session 3 & Coffee Break</i>			
	<p>47. Pace, M. & Rosen, S. Construction of the Maltese Speech-in-Noise Test (M-SINT)</p> <p>48. Pell, M.D. & Jiang, X. Effects of trait anxiety on vocal communication</p> <p>49. Potapova, I. & Pruitt-Lord, S. Tense and agreement morpheme emergence in developing bilinguals with varying language skills</p> <p>50. Prizl Jakovac, T. & Mederal, D. Learning new words in aphasia using semantic keys: Two case studies</p> <p>51. Romo, N. & Cardoso, N. Plosive Production by Speakers with Neurogenic vs Functional Foreign Accent Syndrome</p> <p>52. Satoer, D. et al. Underlying mechanisms of impaired verbal fluency in glioma patients: language or executive functioning?</p> <p>53. Sawyer, B. et al. Parents Plus: An Intervention for Parents of Young Children with Language Impairment</p> <p>54. Chi-Hang Cheung, C. et al Understanding of literal and figurative language in Cantonese-speaking children with and without autism spectrum disorders</p>			

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| | <p>55. Schalling, E. et al. Self-reported speech and communication changes in MS</p> <p>56. Scheffner Hammer, C. et al. Test Design and Initial Findings of the Bilingual Assessment of Phonological Sensitivity</p> <p>57. Simonsen, H.G. Cognates in English and Norwegian: evidence from multilinguals with dementia</p> <p>58. Strömbergsson, S. et al. Dealing with the unknown – addressing challenges in evaluating unintelligible speech</p> <p>59. Sugden, E. et al. Ultrasound visual biofeedback in intervention for speech sound disorders: A systematic review of the evidence</p> <p>60. Tam, M.H.C. et al. Semantic feature analysis to improve cross-modality lexical retrieval in Chinese</p> <p>61. Tam, C.W.S. et al. Handwriting Chinese characters: Data from Normal Children and Children with Developmental Dyslexia</p> <p>62. Titterton, J. & Bates, S. Is ‘independent’ a misnomer when considering online independent learning resources for phonetic transcription?</p> <p>63. van den Heuvel, H. et al. Update to the DELAD project</p> <p>64. Vuković, M. & Vuković, I. Executive Functions In Patients With Transcortical Motor Aphasia</p> <p>65. Waine, H. et al. Proposed study into current clinical expressive language assessment practices by UK & international Speech and Language Therapists</p> |
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66. Wong, K.S. et al. Developmental dysgraphia without dyslexia in Chinese – Two case reports
67. Wong, M.N. et al. Effect of age on tongue kinematics: A preliminary study
68. Zajdo, K. & Zorko, E. Decreasing language disadvantage among socially disadvantaged Roma children in Hungary
69. Zammit, C. & Agius, R. The spelling performance of Maltese children
70. Zeyen, M. Fox-Boyer, A. The development of a speech assessment for Luxembourgish- speaking children
71. Sekulić Sović, M. et al. Does Animacy Feature Facilitate Lexical-Semantic Processing in First-Episode Psychosis?
72. Chi-Hang Cheung, C. et al Comprehension of figurative language in Cantonese-speaking children with and without autism spectrum disorders: The role of Theory of Mind and language ability.
73. Leysen, H. et a. Identifying multilingual language impaired children with the aid of a parental questionnaire
74. Mostaert, C. et al Language analysts enhance identification of language impairment in multilingual children
75. O’Leary et al Perceptual and acoustic evaluation of speech production in Down syndrome: A case series

	<p>76. Hoffmann, I. et al. Suprasegmental features in spontaneous speech in acute and remission phase of patients with Schizophrenia, Bipolar and Schizoaffective Disorders</p> <p>77. Svindt, V. et al. Changes of temporal features of speech and disorders in spatial language in MS – A case study</p>			
11:45 – 12:45	11A	11B	11C	11D
	<p>2. Ball, M.J. et al. Challenging Sonority Theory: Evidence from neurogenic disorders of communication</p> <p>13. Smith, C-H. et al. Rating the intelligibility of dysarthric speech amongst people with Parkinsons: a comparison of trained and untrained listeners</p> <p>22. Heikkola, L.M. et al. What can oral stories tell about cognitive fatigue and</p>	<p>29. Stojanovik, V. et al. Maternal interactive style and language outcomes in children with Down syndrome and in typically developing children</p> <p>34. Denman, D. et al. Child language assessment and intervention: Development of a taxonomy to describe what we do</p> <p>43. Ebbels, S. et al. Evidence based pathways to</p>	<p>35. Wrench, A. A revised 3D map of tongue musculature and its implications for clinical phonetics</p> <p>47. Pham, B. & McLeod, S. Northern Vietnamese children's acquisition of consonants, semivowels, vowels and tones</p>	<p>11. Micallef, R. ASD and Literacy: How ASD makes it different</p> <p>107. Evra Günhan, N. & Damico, J.S. Same Condition, different pictures: How is autism perceived by experts and parents in the Turkish context?</p>

	language in MS?	intervention for children with Language Disorders		
12:45 – 13:00	<i>Closing</i>			

19 September 2018