

Topics in Language Disorders
October-December 2021 issue

Author Disclosures

TLD4211

Article Title: “Early Literacy Strategies for Parents of Young Dual Language Learners: A Descriptive Study and Integrative Review”

Author Disclosures:

This study was funded by the National Institute of General Medical Sciences of the National Institutes of Health: #1U54GM104944. Graduate assistant support was also through the Institutional Development Award (IDeA) from the National Institute of General Medical Sciences of the National Institutes of Health under Grant # 2P20GM103432.

Financial: Mark Guiberson, Ph.D., CCC-SLP, received funding from the National Institutes of Health (NIH). The data from the study was part of the following multi-site grant: National Institute of General Medical Sciences of the National Institutes of Health: #: 1U54GM104944. He was also awarded graduate assistant support through the following: Institutional Development Award (IDeA) from the National Institute of General Medical Sciences of the National Institutes of Health under Grant # 2P20GM103432.

Nonfinancial: Mark Guiberson, Ph.D., CCC-SLP, is a professor at the University of Wyoming. He researches early language interventions for culturally and linguistically diverse children. His recent research includes scoping and systematic reviews that evaluated the evidence base for interventions with young dual language learners and multilingual learners with hearing loss. He also conducts research in the areas of cultural competence in graduate programs and practitioners.

TLD4212

Article Title: “Spanish Language and Literacy Intervention for Bilingual Children at Risk for Developmental Language Disorder: A Pilot Study”

Course Content Disclosure:

Course offerings will cover information that pertains to the effective and safe use of specific forms/tools from the book, Bilingual English-Spanish Assessment (BESA), and the Bilingual English Spanish Oral Screener (BESOS). This presentation will focus on forms/tools authored by Dr. Peña and will not include information on other similar or related forms/tools.

Author Disclosures:

Funding for this article was provided by the National Institutes of Health (NIH), National Institute on Deafness and Other Communication Disorders (NIDCD) Grant.

Christine E. Fiestas, Ph.D.

Financial: Christine E. Fiestas, Ph.D. received a grant from the National Institutes of Health (NIH), from the National Institute on Deafness and Other Communication Disorders.

Nonfinancial: Christine E. Fiestas Ph.D. is an associate professor in the graduate Speech-Pathology program at St. Augustine University for Health Sciences-Austin campus. She is a bilingual speech-language pathologist and her clinical specialty areas are in the assessment and treatment of developmental language disorders from birth through school ages as well as the assessment of reading and fluency disorders. Her lines of research include the assessment and treatment of language and literacy disorders for individuals who are bilingual, multilingual and speakers of dialects which are not mainstream English. These lines of inquiry include development of language assessment instruments for diagnosis, screening and progress monitoring measures for diverse children including children who are bilingual as well as intervention research to support both languages of bilingual children with language and literacy disorders.

Mirza J. Lugo-Neris, Ph.D.

Financial: Mirza Lugo-Neris, Ph.D. has no financial relationships to disclose.

Nonfinancial: Mirza Lugo-Neris, Ph.D. is a bilingual speech-language pathologist and Clinical Assistant Professor at The University of Texas at Austin. Her research focuses on assessment and treatment of Spanish-English bilingual children with language impairment, literacy-based interventions, and the scholarship of teaching and learning in communication sciences and disorders.

Amy S. Pratt, Ph.D.

Financial: Amy Pratt, Ph.D. has no financial relationships to disclose.

Nonfinancial: Amy Pratt, Ph.D. is a post-doctoral scholar from the University of Texas, Austin, working at University of California, Irvine as a visiting specialist on the Language Evaluation and Development in Education Research (LEADER) project. Amy's research investigates the typical and atypical language development of children who speak Spanish. She is particularly interested in how young children's language ability serves as a foundation for later literacy development, and how children's language and literacy growth can be supported via evidence-based, culturally appropriate intervention. Amy received her Ph.D. in Speech and Hearing Science from The Ohio State University in 2017. Her dissertation, titled "The oral language and emergent literacy development of Spanish-speaking children with and without Specific Language Impairment," was awarded a Presidential Dissertation Fellowship. She has a master's degree in Foreign and Second Language Education and a bachelor's degree in Hispanic Linguistics. Dr. Pratt's research explores the co-occurrence of language disorders and reading disorders in children who speak Spanish. Before receiving her PhD in Speech & Hearing Science from the Ohio State University in 2017, she was a teacher in a dual-language school. She

currently works as a postdoctoral scholar in the HABLA Lab at University of California, Irvine, where she is involved in the critical work of improving bilingual assessment and intervention.

Elizabeth D. Peña, Ph.D.

Financial: Elizabeth D. Peña, Ph.D. is the author of the BESA and receives royalties from its sales. While the authors did not use the BESA in the current study, they did use two forms from it, which included the BIOS and ITALK to describe participant characteristics.

Nonfinancial: Elizabeth Peña, Ph.D. is a professor in the School of Education at UCI. She is a certified Speech-Language Pathologist and is a Fellow of the American Speech Language Hearing Association. Her research focuses on two lines of inquiry that address the goal of differentiating language impairment from language difference. These two interrelated areas include dynamic assessment and semantic development in bilinguals leading to test development. Dynamic assessment tests ability to learn new language skills. In contrast, standardized tests assess what children already know. The advantage of focusing on learning is that it greatly reduces bias by not assuming lack of knowledge is lack of ability. She further focuses on language impairment in children from diverse linguistic backgrounds. Specifically, she is interested in how children from diverse linguistic backgrounds learn new language skills and how they lexicalize their conceptual knowledge across two languages. Through careful qualitative and description of bilingual children's performance, she is currently focusing on potential similarities among typical monolingual and bilingual children as well as differences between typical and impaired bilingual or monolingual children. Her work on test development for bilinguals has focused on assessment of semantic skills using a battery of related tasks. Because typical vocabulary tests rely on knowledge of specific vocabulary items children from diverse cultural and linguistic backgrounds often perform below age expectations, possibly leading to misdiagnosis. The bilingual semantics test tasks are designed to allow responses that reflect cultural knowledge and allow children to respond in Spanish, English, or both.

Lisa M. Bedore, Ph.D.

Financial: Lisa M. Bedore, Ph.D., received funding from the National Institute on Deafness and Other Communication Disorders Grant 1R21DC011126-01.

Nonfinancial: Lisa M. Bedore, Ph.D., is Professor and Chair of Communication Sciences and Disorders at Temple University. The primary goal of her research is to understand how children integrate information across linguistic domains to support language learning. Two windows into this question are bilingualism and developmental language disorders. Bilingual language learners are challenged because they have divided language experiences and they must integrate information across domains. One of Dr. Bedore's key contributions in this area has been her work on tools supporting our understanding of children's language experience and the relationship between patterns of language experience and language outcomes. Dr. Bedore's interest in intervention ties to these questions. Through the study of intervention we can better understand how to leverage children's experience using ecologically valid tasks that are closely aligned to the curriculum and thus reduce academic and literacy risk associated with developmental language disorders. Dr. Bedore's research has been funded through the National

Institutes of Health for over 20 years and she is a Fellow of the American Speech Language and Hearing Association.

TLD4213

Article Title: “Intervention for English Learners with Developmental Language Disorder: Connecting to Classroom English Language Arts Curriculum Through Increasing Academic Vocabulary Skills”

Author Disclosures:

Celeste Roseberry-Mckibbin, Ph.D.

Financial: Celeste Roseberry-Mckibbin, Ph.D. has no financial relationships to disclose.

Nonfinancial: Celeste Roseberry-Mckibbin, Ph.D. is employed as a Professor and faculty member at California State University, Sacramento. She is the recipient of ASHA's Honors of the Association. She is also an Amazon bestselling author for the book, *Love Talk Read to Help Your Child Succeed*. Dr. Roseberry-Mckibbin is an ASHA Board Certified Language Specialist.

TLD4214

Article Title: “In this Together: Monolingual and Bilingual Educators Facilitating Vocabulary Learning with English Learners”

Author Disclosures:

Course Content Disclosure:

Student Success Initiatives holds the copyright for the Vocabulary Scenario Technique (VST), although it is not a product for sale. Dr. Ehren has received speaking fees for workshops during which VST has been presented.

Barbara J. Ehren, Ed.D, CCC-SLP, ASHA Fellow and Honoree

Financial: Barbara J. Ehren, Ed.D, CCC-SLP, ASHA Fellow and Honoree is the President of Student Success Initiatives, Inc. In this context she has received fees for presenting on the Vocabulary Scenario Technique (VST).

Nonfinancial: Barbara J. Ehren, Ed.D, CCC-SLP, ASHA Fellow and Honoree is President of Student Success Initiatives, Inc. As President, she holds the copyright for the Vocabulary Scenario Technique (VST) which is not a product for sale.

Linda I. Rosa-Lugo, Ed.D, CCC-SLP, ASHA Fellow

Financial: Linda I. Rosa-Lugo, Ed.D, CCC-SLP, ASHA Fellow is an employee of the University of Central Florida (UCF) and Director of the UCF Listening Center.

Nonfinancial: Linda I. Rosa-Lugo, Ed.D, CCC-SLP, ASHA Fellow is the Vice President of Speech-Language Pathology Practice of the American Speech-Language-Hearing Association.

Audrey D. Petersen-Hagan, M.A., CCC-SLP

Financial: Audrey D. Petersen-Hagan, M.A., CCC-SLP is a speech-language pathologist employed by Great Strides Rehabilitation in Jacksonville, Florida.

Non-financial: Audrey D. Petersen-Hagan, M.A., CCC-SLP has no non-financial disclosures.

TLD4215

Article Title: “Speech-Language Pathology Graduate Students’ Questioning Strategies for English Learners in a Simulation Environment”

Course Content Disclosure:

This research uses simulation, specifically, TeachLivE which is a trademarked product of the University of Central Florida (UCF). No other simulation software will be described or discussed.

Author Disclosures:

Funding was received from the United States Department of Education, Office of Special Education Programs (OSEP) for research on which the article was based.

Hilal Peker, Ph.D

Financial: Dr. Hilal Peker is the Federal Projects Coordinator at the Bureau of Federal Educational Programs at Florida Department of Education. She is also a faculty member at the College of Education at Florida State University.

Nonfinancial: Dr. Peker is a member of Teaching English to Speakers of Other Languages (TESOL) International Association’s Conferences Professional Council. She is the co-editor of the Journal of Narrative and Language Studies (NALANS).

Linda I. Rosa-Lugo, Ed.D.

Financial: Dr. Linda I. Rosa-Lugo is an employee of the University of Central Florida (UCF). Funding was received from the United States Department of Education, Office of Special Education Programs (OSEP) for research on which the article was based.

Nonfinancial: Dr. Rosa-Lugo is the Associate Dean in the College of Health Professions and Sciences, Associate Professor in the School of Communication Sciences and Disorders, and Director of the UCF Listening Center at the University of Central Florida. She is the VP of Speech-Language Pathology Practice of the American Speech-Language-Hearing Association.