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LANGUAGE IN MOTION NEWSLETTER

DLD CORNER

Developmental Language Disorder in Schools: *Did you know...*

- Children with DLD have trouble talking and listening, which may be **misinterpreted** as an attention issue, a social issue, or even laziness.
- DLD is a common problem, but often goes unrecognized. About **1 in 14 people have DLD**, making it 50x more common than a hearing impairment, and 5x more common than autism (McGregor, 2020).
- DLD can **affect performance in school in many ways**. Children with DLD are **more likely to have reading issues** and **struggle with math** (Young et al., 2002). They may also have **behavioral challenges**, making it difficult to follow through with classroom expectations.
- DLD may also be called *Specific Language Impairment*, *Speech or Language Impairment*, or *Developmental Language Delay*, among others!
- **Identifying DLD** can be the **key** to getting the help needed to be successful at school.
- **October 14 is DLD Awareness Day (#DLDDAY)**! Visit [Raising Awareness of Developmental Language Disorder](#).

If you would like your child to be evaluated for DLD, contact the school's speech-language pathologist (SLP)!

If you're not sure how to get in touch with the SLP, ask your child's teacher!



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Lab Update

- **Congratulations to Dr. Lisa Goffman**, our Principal Investigator, on her receipt of [ASHA Honors of the Association!](#) This distinguished award recognizes individuals whose contributions have advanced or altered the course of speech-language pathology, and is the highest honor that ASHA awards! Each of us in the Language in Motion lab is so grateful to work with and learn from Dr. Goffman, as she continuously strives to discover the best ways to serve children with speech and language difficulties.
- We have been so excited to **bring children back into the lab** after a shutdown due to the pandemic! It has been wonderful to continue working with families to collect the information we need to advance treatment for children with DLD!
- We are **currently recruiting children 4-7 years old** to participate in studies. This includes children who are typically developing, as well as children who have speech and/or language disorders. **If you are interested or want to learn more, email the lab!**
- We have lab space at both the Callier Center in Dallas and in Richardson!

Research Update

- *This summer, we were busy presenting at many research conferences! These conferences provide such a fun opportunity for colleagues from around the globe to come together and share their work -- work that all of you who have come into our lab have contributed to so generously; thank you to our "junior scientists" and their families! **Highlights from our lab's posters and presentations can be found on [page 3](#). Take a look!***
- *Leah Sack--a PhD student in our lab--chatted with Shaun Ziegenfusz of [The DLD Project](#) about the findings of her research [article](#), 'Contributions of Early Motor Deficits in Predicting Language Outcomes among Preschoolers with DLD.' You can listen to their conversation [here!](#)*

Language in Everyday Routines



You don't need to plan a special activity to help your child build on their language skills-our daily routines are full of opportunities! Try these activities:

Driving Around Town

Preschoolers:

- **Imitate sounds and noises** your children hear (cars, sirens, horns) so they can enjoy practicing repeating these fun sounds with you.
- **Name the things** you see on the roads and sidewalks.
- If your child says a word or is interested in something they see, **provide simple descriptors** for them so they can hear you building on their language (red car, big truck, furry dog).

School-age:

- Talk about places you've been when you see them, and **let them practice telling you** what they remember about those places.
- **Come up with and remember** a list together of what you're going to get at the store, or the errands you are running.
- Play an "I Spy" game as you drive along, **describing things you see** so they can guess, and letting them do the same while you guess.

Household Chores

Preschoolers:

- **Talk about** whose clothing you are folding when doing laundry, allowing them to **practice possessive words or pronouns** (e.g., Daddy's shirt, your hat, brother's socks).
- Help them **categorize** dishes when putting them away, and **add language** by counting the items and **using singular and plural nouns** (e.g. one salad bowl, seven forks, one small plate, two big plates)

School-age:

- Help your child **organize a plan** by writing down steps to clean their room, **itemizing** each task (put away clothes, make bed, throw away trash).
- Let your child **help you cook** by reading and following a simple recipe; they can **practice comprehension** of each step, or **explaining steps** to you as you perform them.

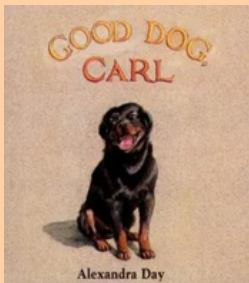
Bedtime

Preschoolers:

- Your child can **practice making a choice and communicating** to you which PJs they want to wear, or toothpaste they want to use. **Give them time** to tell you what they want, and **model it for them if needed** –resist the urge to just give them what you know they want without letting them tell you first!
- **Read with your child before bed.** You can read any book they like, even if it is the 100th time you've read it! Remember that you **do not have to read every word** on the page. **Simplify the wording** in books as needed to help your child understand, and **make sure to pause** to allow the child to **make comments or fill in words** that they might know!

School-age:

- **Keep up the tradition of reading with your child**, even when they can read on their own! Book sharing is one of the best ways we can support language comprehension and new vocabulary learning.
- Try a book with no words, and support your child as they tell you the story that the pictures represent!



Book Recommendations

[Good Dog, Carl by Alexandra Day](#)
[How to Catch a Monster by Adam Wallace and Andy Elkerton](#)
[I Wish that I had Duck Feet by Theo LeSieg](#)
[How do Dinosaurs go to School by Jane Yolen](#)
[The Wonky Donkey by Craig Smith](#)

To check availability of these and other books at the Dallas Public Library, click [here!](#)



Posters & Presentations

Here we list the posters and talks that the student and faculty members of our lab presented in June of 2022. What an exciting month! The infants and children who participated in our studies have taught us so much about language, motor, and gesture pattern learning. We have found that children with DLD have difficulty learning sequenced patterns in language and, surprisingly, also in gesture and hand motion.

McKenzie (Scoppa) Cullinan, LouAnn Gerken, Samantha Glickman, Sara Benham, & Lisa Goffman. The acquisition of a rule-based sound sequence in typically developing 4- to 6-year-old children.

Laiah Factor, Grace McBride, Kathryn Kreidler, Isabelle Berry, Natalia Savkovic, & Lisa Goffman. Phonological complexity in novel gesture learning: Implications for domain-general mechanisms of language development.

LouAnn Gerken, Megan Figueroa, & Lisa Goffman. 11-month-olds can learn a phonological pattern that adults cannot.

Lisa Goffman. Motor contributions to understanding language production in typical and atypical child talkers.

Kathryn Kreidler & Lisa Goffman. Movement implementation of weak syllables in iambic words in children with developmental language disorder.

Kathryn Kreidler & Lisa Goffman. Sustained deficits in prosodic organization in children with developmental language disorder.

Leah Sack, Sébastien Hélie, McKenzie (Scoppa) Cullinan, Natalia Savkovic, Sonia Singh, & Lisa Goffman. Does sequential pattern learning on a serial reaction time task relate to language, motor, and cognitive skills in preschool-aged children?



pssst... if you're interested in learning more, click any title to see a copy of that poster!