

## Review of Grant Board Members

### Elena Plante – U of Arizona

- Language disorders
- Developmental language disorders in children and adults
- Processing language

### Bradley Schlagger – School of Medicine – Washington University

- Child Neurology
- “Best Doctor in America” list since 2005
- Cognitive neuroscience
- Brain activation studies – human cognition and language – fMRI

### Daniel Swingley – U Penn

- Infant language Center
- Lexical phonological categorization
- Word recognition and lexical representation in infants and young children

### Matthew Traxler – U of California Davis

- Unconscious processes that underlie language comprehension
- Link btw working memory capacity and cognitive processes involved in syntactic processing

### Colin Phillips – UMD [More about syntax grammar](#)

- Linguistics/language science
- Language processing acquisition
- Neurolinguistics

### Elissa Newport- U of Rochester

- Acquisition of language
- Relationship btw language acquisition and language structure
- From linguistic input to knowledge of grammar

### Benjamin Munson – U of Minn.

- Speech sound dev in children
- Childhood speech sound disorders
- Speech production in phonological impairment
- Cognitive/linguistic basis of phonological dev and disorders in children

### Ken McRae – U of Western Ontario [Mostly verb arguments, semantics, sentence comprehension](#)

- Cognitive Science lab
- Discovering how people understand language
- Individuals w brain injuries

### Laurence Baker Leonard – Purdue [Studies a lot of SLI kids...grammar, morphology, syntax, sentence repetition, inflectional processing](#)

- Language development
- Language disorders in children
- Normal and disordered child language

✓ Maria-Luisa Gorno-Tempini - U of California San Francisco Neuroimaging, adults, aphasia

- Medical degree from Italy
- Behavioral neurology, neural basis of higher cognitive functions such as language, memory
- Memory and Aging Center

✓ Mira Goral – Lehman College

- Aphasia and related disorders
- Clinical practicum
- Bilingualism

✓ Julius Fridriksson – U of South Carolina, Columbia

- Neurogenic communication disorders
- Neuroimaging in aphasia
- Treatment of aphasia

Record: 1

Title: Predicting Dyslexia at Age 11 from a Risk Index Questionnaire at Age 5.

Authors: Helland, Turid<sup>1</sup>

Plante, Elena<sup>2</sup>

Hugdahl, Kenneth<sup>1,3</sup>

Source: Dyslexia (10769242); Aug2011, Vol. 17 Issue 3, p207-226, 20p

Document Type: Article

Subject Terms: \*DYSLEXIA

\*READING disability

\*LANGUAGE disorders in children

\*QUESTIONNAIRES

\*SPECIAL education

Abstract: This study focused on predicting dyslexia in children ahead of formal literacy training. Because dyslexia is a constitutional impairment, risk factors should be seen in preschool. It was hypothesized that data gathered at age 5 using questions targeting the dyslexia endophenotype should be reliable and valid predictors of dyslexia at age 11. A questionnaire was given to caretakers of 120 5-year-old children, and a risk index score was calculated based on questions regarding health, laterality, motor skills, language, special needs education and heredity. An at-risk group ( n = 25) and matched controls ( n = 24) were followed until age 11, when a similar questionnaire and literacy tests were administered to the children who participated in the follow-up study (22 at risk and 20 control). Half of the at-risk children and two of the control children at age 5 were identified as having dyslexia at age 11 (8 girls and 5 boys). It is concluded that it is possible to identify children at the age of 5 who will have dyslexia at the age of 11 through a questionnaire approach. Copyright © 2011 John Wiley & Sons, Ltd.

[ABSTRACT FROM AUTHOR]

B.Munson-

The effect of phonological neighborhood density on vowel production: Munson, Benjamin, Solomon, N., Journal of Speech, Language, and Hearing Research, 2004.

Variability in /s/ production in children and adults: evidence from dynamic measures of spectral mean: Munson, Benjamin, Journal of Speech, Language, and Hearing Research, 2004.

Phonological pattern frequency and speech production in children and adults: Munson, Benjamin, Journal of Speech, Language, and Hearing Research, 44 778-792, 2001.

Research activities-

Modeling the Interplay between production dynamics and perception dynamics during phonological acquisition across languages: NSF-Funded research project, 1/1/2008 - 12/31/2010

[https://ww2.psy.cuhk.edu.hk/en/people/cmcbride/Journal\\_PDF/022.Speech%20perception%20in%20reading%20disabled%20and%20non-reading%20disabled%20children.pdf](https://ww2.psy.cuhk.edu.hk/en/people/cmcbride/Journal_PDF/022.Speech%20perception%20in%20reading%20disabled%20and%20non-reading%20disabled%20children.pdf)

Are speech perception deficits related to developmental dyslexia

Record: 1

Title: Are speech perception deficits associated with developmental dyslexia?

Authors: Manis, Franklin R.

McBride-Chang, Catherine

Seidenberg, Mark S.

Source: Journal of Experimental Child Psychology; August 1997, Vol. 66, p211-235, 25p

Physical Description: Bibliography

Document Type: Article

Subjects: Speech perception; Dyslexia; Learning disabled children; Learning disabled children -- Psychology; Psychology

Abstract: A study was conducted to determine whether dyslexic children exhibit speech perception deficits. Phonological awareness and phoneme identification tasks were completed by dyslexic children and chronological age (CA) or reading-level (RL) comparison children. Results revealed that dyslexic children demonstrated less sharply defined categorical perceptions of a bath-path continuum varying voice onset time than did the CA, but not the RL, group. Compared to dyslexics with normal phonemic awareness, dyslexics with low phonemic awareness made poorer /b/-/p/ distinctions than did both CA and RL groups. An examination of individual profiles indicated that the majority of subjects in each group had normal categorical perception, but 7 of the 25 dyslexic children had abnormal identification functions compared to 1 child and 3 children in the CA and RL groups, respectively. The results suggest that some dyslexic children have a perceptual deficit that might interfere with processing phonological information, and speech perception difficulties might, in part, be related to reading experience.

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