

Assigned Number	Name	Title	Learner Outcome
ISO1	John Heilmann	Language Sample Analysis: Innovative Applications and Interesting Extensions	<p>Upon completing this tutorial, learners will be able to:</p> <p>Contrast contexts used for eliciting spoken language samples</p> <p>Apply principles of language sample analysis to the assessment of diverse populations</p> <p>Recognize innovative applications using language sample analysis to test hypotheses surrounding language development and disorders</p> <p>Formulate novel applications of language sample analysis to study children with language disorders</p>
ISO2	Nicole Landi	Imaging Genetics Studies of Reading and Language: Promises and Perils?	As a result of this session the learner will have a better understanding of the missing heritability problem and the promise of imaging genetics approaches for elucidating causal mechanisms by which genes relate to reading outcomes.
ISO3	Kate Nation	Charting the Development of Lexical Quality in Children’s Reading and Language Development	As a result of the session, the learner will understand how a child’s spoken language contributes to the development of their written language system and how they move from novice to expert during the course of reading acquisition.
ISO4	Panel: Mabel Rice, Rhea Paul,	Child Language Disorder: An Open Conversation About Identification and Terminology	Learners will be exposed to pro and con arguments regarding DLD/SLI terminology

	Susan Ellis – Weismer		<p>and criteria, focusing primarily on research issues.</p> <p>Learners will understand the recommendations from the CATALISE consortium and recognize implications for research on child language disorders.</p> <p>Learners will be able to articulate arguments for maintaining SLI terminology and current nonverbal cognitive cutoffs for research purposes.</p>
SOP1-1	Heather Fielding-Gebhardt	Maternal Responsivity is Associated with Development of Communication Repairs in Children with Fragile X Syndrome	As a result of this session, the learner will be able to identify communication breakdowns and repairs and describe their importance to conversation.
SOP1-2	Gal Kaldes	The Dimensionality of Language in Toddlers with Severe Communication and Developmental Delays	As a result of the session, the learner will be able to distinguish between two proposed theories of language measurement and understand their implications when conducting research with children who have severe language and developmental delays.
SOP1-3	Caroling Greiner de Magalhaes	Phonological Processing Profiles of 9-year-old Children with Williams Syndrome and Relations to Word Reading Ability	As a result of this session, the learner will be able to identify major characteristics associated with the word reading ability of 9-year-old children with Williams syndrome, including patterns of strength and weakness in phonological processing abilities and the importance of deletion (elision) skills for proficient word reading.
SOP2-1	Michelle St Clair	Do you like me? Differences in learning social cues in adolescents with Developmental Language Disorder (DLD)	The learner will understand adolescents with DLD are good at detecting cues they are liked in a social situation, but are poorer

			than adolescents with TLD at picking up on cues that they are disliked.
SOP2-2	Laiah Factor	Novel Gesture Production and Longitudinal Language Outcomes in Children with Developmental Language Disorder	As a result of this session, the learner will describe the phonological and semantic aspects of gesture production as they relate to language outcomes in children with Developmental Language Disorder.
SOP2-3	Katherine Gordon	Word Learning in Children with and without Developmental Language Disorder: Learning Rates and Long-Term Retention Abilities	After listening to this session, the learner will understand how much experience preschool-age children need to learn new words (based on individual characteristics such as DLD status) as well as how that experience relates to their ability to retrieve the words after a one-month delay.
SOP3-1	Lynn Perry	The Role of Peer Input on Language Development in an Inclusive Oral Language Classroom	As a result of this session, the learner will better understand dyadic peer vocal interactions in an inclusion classroom for children with hearing loss.
SOP3-2	Mary Wofford	¡Cuanto más, mejor!: A Technology-Based Intervention for Families with Young Dual Language Learners in Low-Income Homes	Participants attending this session will be able to describe a quantity-focused synchronous language-input intervention and discuss the impact of the intervention on the adult word count in interactions between Spanish-English speaking caregivers and their young children.
SOP3-3	Stephanie Custode	Bursting into Tears: Differences in the Temporal Structure of Infants' Cry and Speech-like Vocalizations in an Early Intervention Classroom	As a result of the session, the attendees will learn about the temporal structure of speech-like and crying vocalizations of children in an intervention classroom and how the temporal structure of children's vocalizations relates to their language development.