

## **ABSTRACTS**

### **Data from the Early Language in Victoria Stuttering Study - Implications for education**

Elaina Kefalianos

The Early Language in Victoria Stuttering Study (ELVS Stuttering) is a prospective, longitudinal study based on a community-ascertained cohort of Australian children. ELVS Stuttering commenced in 2005 and is ongoing. At 11 years of age, all participating children and their school teachers were sent a questionnaire to complete. The child version of the questionnaire contained questions regarding their attitudes and experiences toward school. The teacher version of the questionnaire contained items from the Strengths and Difficulties Questionnaire, the Children's Communication Checklist, questions about the child's interactions with their peers and communication skills and truancy. This presentation will report on both the experience of children who stutter at school as well as the perceptions of school teachers towards children who stutter. Educational outcomes will be compared between children who have persisted with stuttering at 11 years, children who have recovered from stuttering and children with no history of stuttering. These findings will be discussed in terms of possible implications for future research and management of this population in the school setting.

### **Sensorimotor and language matters in speech: The Born in Bradford longitudinal cohort perspective**

Mark Mon-Williams, Ekaterini Klepousniotou, Amanda Waterman

The Born in Bradford longitudinal cohort study is following over 13,500 children and their families to learn how we can improve health and educational outcomes. The BiB cohort is particularly interesting as half of the population are South Asian in origin, with half of the South Asian mothers being born in Pakistan. This ethnic diversity provides an unprecedented opportunity to understand how cultural practices impact on the developing child. Previously, we have studied the impact of culture on the developing sensorimotor system in children and explored how the sensorimotor system impacts on educational attainment as well as social and emotional wellbeing. We now intend to explore how differing cultural practices (e.g. writing direction and language used at home) before and during the primary school years impact on a child's speech and writing skills. We are particularly interested in the interaction between sensorimotor processes and language acquisition (and where these processes meet in speech) and we will outline our plans for a nested study on speech and language abilities in the BiB cohort (with feedback welcomed!).

### **Analyzing early child development, influential conditions, and future impacts: Prospects of a German newborn cohort study**

Sabine Weinert

In the first part of the presentation the general research questions, the overall framework and interdisciplinary research perspectives as well as the longitudinal multi-cohort sequence design of the German National Educational Panel Study (NEPS) are briefly outlined. The second part focuses on the infant cohort study of the NEPS, which started in 2012. In this study a representative sample of about 3,500 infants (and their mothers) is investigated longitudinally. Research questions address, for example, the development of early competencies and skills which are relevant for education, the impact of learning environments, and the emergence of social disparities. After a brief overview of the general design and assessments, the goals, challenges, and solutions concerning the assessment of early child competencies as well as of measuring learning environments are discussed and some preliminary results will be presented.