

TIME ZONE: CEST (GMT+2) (please check the local time with this link)

8:30-9:00	ZOOM CHECK-IN		
9:00-9:15	OPENING		
	<ul style="list-style-type: none"> • Sharon Armon-Lotem (<i>Bar-Ilan University, Israel</i>) • Natalia Gagarina (<i>Leibniz-Centre General Linguistics (ZAS), Germany</i>) • AWESOME Team (<i>Leibniz-Centre General Linguistics (ZAS), Germany</i>) 		
9:15-10:15	KEYNOTE SPEAKER: Stanislava Antonijevic-Elliott (<i>National University of Ireland Galway, Ireland</i>)		
	The use of LITMUS tools for language assessment in educational and clinical settings		
10:15-11:45	SESSION I		
10:15-10:45	How to discriminate bilingual children with and without DLD in 3 steps? Charlotte Mostaert & Heleen Leysen (<i>Thomas More University of Applied Sciences, Belgium</i>)		
10:45-11:15	Bilingual children with DLD have a foreign language learning advantage Elena Tribushinina, Betül Boz & Megan Mackaaij (<i>Utrecht University, Netherlands</i>)		
11:15-11:45	The use of the LITMUS quasi-universal nonword repetition task to identify DLD in monolingual and early second language learners age 8 to 10 Angela Grimm & Jan Volker Schallenberg (<i>University of Frankfurt, Germany</i>)		
11:45-12:45	LUNCH BREAK		
12:45-13:15	POSTER SESSION I		
	ROOM I	ROOM II	ROOM III
	Narrative production in diglossic Arabic: A comparison between kindergarten children with and without Developmental Language Disorder Bahaa Mahamid & Elinor Saiegh-Haddad (<i>Bar-Ilan University, Israel</i>)	Translanguaging design in narrative assessments: Gaining an accurate picture of bilingual children's linguistic abilities for clinical decision making in speech-language pathology Carla Kekejian (<i>University of Utah, USA</i>)	Applying Rasch analysis to validate the Chinese Grammar Assessment (CGA) and to identify children with Developmental Language Disorder Qun Li ¹ , Gladys Tang ² , Haolun Luo ¹ , David Lam ² & Chris You ² (¹ West China Hospital of Sichuan University, Centre for Sign Linguistics and Deaf Studies, ² The Chinese University of Hong Kong, China)
	The narrative thread: How home learning environment influences early childhood development and story comprehension Annelien Smith & Daleen Klop (<i>University of Stellenbosch, South Africa</i>)	Children with developmental language disorder and language mixing: Developmental, psycholinguistic, and sociolinguistic aspects Merel van Witteloostuijn, Elise de Bree & Elma Blom (<i>Utrecht University, Netherlands</i>)	Accuracy is in the eye of the beholder: Assessing Polish-English bilingual children's performance on sentence repetition tasks - error analysis and the role of the rater Saoirse Lally ¹ , Natalia Banasik-Jemielniak ² , Ewa Haman ³ & Stanislava Antonijevic-Elliott ¹ (¹ National University of Ireland Galway, Ireland; ² The Maria Grzegorzewska University, ³ University of Warsaw, Poland)
	The use of referring expressions in monolingual and bilingual children with and without Developmental Language Disorder: Evidence from the Multilingual Assessment Instrument for Narratives (MAIN) Marie Schnieders ¹ & Cornelia Hamann ² (¹ University of Flensburg, ² University of Oldenburg, Germany)	Development and pilot testing of a novel task to examine bilingual codeswitching in children using augmentative and alternative communication Marika King ¹ , Dana Gaigulo ² & Michelle Weller ¹ (¹ Utah State University, USA; ² Ludwig Maximilian University, Germany)	Majority and minority language elementary school children with/out dyslexia in a regular foreign language and in a bilingual program Anja Steinlen & Thorsten Piske (<i>University of Erlangen-Nuremberg, Germany</i>)

13:15-14:45	SESSION II	
13:15-13:45	<p>Is the crosslinguistic nonword repetition test valid crosslinguistically? Evidence from performance in different language groups and countries Kamila Polišenská¹, Shula Chiat², Jakub Szewczyk^{3,18}, Stanislava Antonijević-Elliott⁴, Elma Blom⁵, Tessel Boerma⁵, Ute Bohnacker⁶, Morna Butcher⁷, Angel Chan⁹, Solveig Chilla¹¹, Vicky Chondrogiani⁷, Yvonne Fitzmaurice⁴, Nga Ching Fu⁹, Daniela Gatt⁸, Helen Grech⁸, Rima Haddad⁶, Cornelia Hamann¹⁰, Juliane Hinnerichs¹¹, Daniel Holzinger^{12,13}, Magdalena Jezek^{12,13}, Florence Judge-Clayden⁷, Svetlana Kapalková¹⁴, Sari Kunnari¹⁵, Chantal Mayer-Crittenden¹⁶, Mary Pat O'Malley⁴, Linnéa Öberg⁶, Ora Oudgenoeg-Paz⁵, Alexandra Polatidou², Salomé Schwob¹⁷, Mao Shiyun², Katrin Skoruppa¹⁷, Nadine Tabone⁸, Rianne van den Berghe¹⁹, Josje Verhagen²⁰ & ²¹Michelle White (¹The University of Manchester, United Kingdom; ²City, University of London, United Kingdom; ³Donders Institute for Brain, Cognition and Behaviour, Radboud University, Netherlands; ⁴National University of Ireland Galway, Ireland; ⁵Utrecht University, Netherlands; ⁶Uppsala University, Sweden; ⁷The University of Edinburgh, United Kingdom; ⁸University of Malta, Malta; ⁹The Hong Kong Polytechnic University, China; ¹⁰University of Oldenburg, Germany; ¹¹University of Flensburg, Germany; ¹²Research Institute for Developmental Medicine, Johannes Kepler University Linz, Austria; ¹³Institute of Neurology of Senses and Language, Hospital of St. John of God, Linz, Austria; ¹⁴Comenius University in Bratislava, Slovakia; ¹⁵University of Oulu, Finland; ¹⁶Laurentian University, Canada; ¹⁷University of Neuchâtel, Switzerland; ¹⁸Max Planck Institute for Psycholinguistics, Netherlands; ¹⁹Windesheim University of Applied Sciences, ²⁰University of Amsterdam, Netherlands; ²¹University of Oslo, Norway)</p>	
13:45-14:15	<p>Nonverbal switching ability of monolingual and bilingual children with and without Developmental Language Disorder Tessel Boerma, Merel van Witteloostuijn & Elma Blom (<i>Utrecht University, Netherlands</i>)</p>	
14:15-14:45	<p>The executive control capacity of monolingual and bilingual individuals with Prader-Willi syndrome versus the typically-developing population: Similar trends despite the differences Estela Garcia Alcaraz¹ & Juana Munoz-Liceras^{2,3} (¹University of the Balearic Islands, Spain; ²University of Ottawa, Canada, ³Universidad Nebrija, Spain)</p>	
14:45-15:00	BREAK	
15:00-16:00	SESSION III	
15:00-15:30	<p>Special needs assessment in bilingual school-age children in Germany: Word reading abilities as a potential clinical marker Irina Hertel, Solveig Chilla & Lina Abed Ibrahim (<i>University of Flensburg, Germany</i>)</p>	
15:30-16:00	<p>The identification of multilingual children with reading difficulties through linguistic and non-linguistic measures Juhayna Taha¹, Desire Carioti¹, Natale Stucchi¹, Elisa Granocchio Granocchio², Daniela Sarti², Marinella De Salvatore² & Mariateresa Guasti¹ (¹Università degli Studi di Milano-Bicocca, ²Fondazione I.R.C.C.S. Istituto Neurologico Carlo Besta; Italy)</p>	
16:00-16:15	BREAK	
16:15-17:15	<p style="text-align: center;">KEYNOTE SPEAKER: Johanne Paradis (<i>University of Alberta, Canada</i>)</p> <p style="text-align: center;">The bilingual development of Syrian refugee children in Canada: Individual differences, L1/L2 trajectories and clinical implications</p>	
17:20-...	BUSINESS MEETING	
END OF DAY I		

TIME ZONE: CEST (GMT+2) (please check the local time with this link)			
9:15-9:35	ZOOM CHECK-IN		
9:35-9:45	GREETING: Manfred Krifka (<i>Director of Leibniz-Centre General Linguistics (ZAS), Germany</i>)		
9:45-10:45	KEYNOTE SPEAKER: Anne Wienholz (<i>University of Hamburg, Germany</i>) The impact of sign bilingualism on deaf children's language development		
10:45-11:00	BREAK		
11:00-12:30	SESSION IV		
11:00-11:30	Dynamic assessment of flexional morphology in bilingual children with TD and DLD Olivia Hadjadj, Margaret Kehoe & H�el�ene Delage (<i>University of Geneva, Switzerland</i>)		
11:30-12:00	Word reading in monolingual and bilingual children with Developmental Language Disorder Elise de Bree ¹ , Tessel Boerma ¹ , Britt Hakvoort ² , Elma Blom ¹ & Madelon van den Boer ³ (¹ <i>Utrecht University</i> , ² <i>Royal Auris</i> , ³ <i>University of Amsterdam, Netherlands</i>)		
12:00-12:30	Spontaneous and unexpected acquisition of English among children with Autism Spectrum Disorder (ASD) Iris Hindi & Natalia Meir (<i>Bar-Ilan University, Israel</i>)		
12:30-13:30	LUNCH BREAK		
13:30-14:00	POSTER SESSION II		
	ROOM I	ROOM II	ROOM III
	Executive functioning and speech in L1 and L2 as precursors of L2 vocabulary in bilingual children at risk of DLD Lisa Verbeek ¹ , Constance Vissers ^{1,2} , Mirjam Blumenthal ² , Tijs Kleemans ¹ , Eliane Segers ¹ & Ludo Verhoeven ^{1,2} (¹ <i>Behavioural Science Institute, Radboud University</i> , ² <i>Royal Dutch Kentalis, Netherlands</i>)	Dynamic assessment of receptive vocabulary and phonology of preschool children with German as a second language Ilektra Maragkaki ¹ , Marco Hessels ¹ & Erich Hartmann ² (¹ <i>University of Geneva</i> , ² <i>University of Fribourg, Switzerland</i>)	Teachers' identification and referral of bilingual children with language disorders: Do attitudes make a difference? Felicity Parry & Eirini Sanoudaki (<i>Bangor University, United Kingdom</i>)
	Reference production in Mandarin-English bilingual preschoolers: Linguistic, input, and cognitive factors Jiangling Zhou ¹ , Ziyin Mai ² , Qiuyun Cai ² , Yuqing Liang ² & Virginia Yip ¹ (¹ <i>The Chinese University of Hong Kong</i> , ² <i>City University of Hong Kong, China</i>)	Bilingual narrative-based intervention for primary-school pupils with DLD Elena Tribushinina ¹ , Megan Mackaaij ¹ & Joyce Meuwissen ² (¹ <i>Utrecht University</i> , ² <i>Royal Kentalis, Netherlands</i>)	The production of focus by Cantonese-English bilingual children with and without Autism Spectrum Disorder Haoyan Ge ¹ , Albert Lee ² & Hoi Kwan Yuen ¹ (¹ <i>Hong Kong Metropolitan University</i> , ² <i>The Education University of Hong Kong, China</i>)
	Nonword repetition in children with Developmental Language Disorder: Revisiting the case of Cantonese Nga Ching Fu ¹ , Si Chen ¹ , Kamila Poliřensk�a ² , Angel Chan ¹ , Rachel Kan ¹ & Shula Chiat ³ (¹ <i>The Hong Kong Polytechnic University, China</i> ; ² <i>The University of Manchester</i> , ³ <i>City University of London, United Kingdom</i>)	Analysis of the comprehension skills of Kurmanji-Turkish bilingual and Turkish monolingual children: Do they differ by means of the goal, internal state terms, and reasoning? Seda Esersin ¹ , Nevin Yılmaz �ifteli ¹ & Aylin M�uge Tun�er ² (¹ <i>Anadolu University</i> , ² <i>Muğla Sirtk�ı Ko�man University, Turkey</i>)	Tracking biliteracy skills in children with poor language input: Data from the North Maria Garraffa ¹ & Stanislava Antonijevic-Elliott ² (¹ <i>University of East Anglia, United Kingdom</i> ; ² <i>University of Galway, Ireland</i>)

DAY II. 10th MAY, 2022

14:00-15:30	SESSION V	
14:00-14:30	Implementing LITMUS-NL in clinical practice: A usability and feasibility study Linda Wouda ¹ , Tessel Boerma ¹ , Ellen Gerrits ^{1,2} & Elma Blom ¹ (¹ Utrecht University, ² HU University of Applied Sciences Utrecht, Netherlands)	
14:30-15:00	Atypical heritage language development in bilingual children Sveta Fichman ¹ , Natalia Meir ² , Carmit Altman ² , Sharon Armon-Lotem ² , Joel Walters ¹ & Natalia Gagarina ³ (¹ Talpiot College of Education, ² Bar-Ilan University, Israel; ³ Leibniz-Centre General Linguistics (ZAS), Germany)	
15:00-15:30	The effect of a narrative intervention on the general and narrative language abilities of typically developing bilingual children Julie Daelman, Kristiane Van Lierde & Evelien D'Haeseleer (Ghent University, Belgium)	
15:30-15:45	BREAK	
15:45-16:45	SESSION VI	
15:45-16:15	The use of vocalized pauses as a window to pragmatic abilities in bilingual children with Autism Spectrum Disorder (ASD) Marianna Beradze & Natalia Meir (Bar-Ilan University, Israel)	
16:15-16:45	HIGA, a tool to assess (a-)typical oral language development in Basque Marie Pourquoié ¹ & Maria-Jose Ezeizabarrena ² (¹ IKER UMR 5478 – CNRS, France; ² UPV/EHU, Spain)	
16:45-17:00	BREAK	
17:00-18:00	KEYNOTE SPEAKER: Elizabeth D. Peña (University of California, Irvine, USA) Rethinking bilingual development and disorder	
18:00-...	BUSINESS MEETING	
END OF DAY II		

DAY III. 11th MAY, 2022

TIME ZONE: CEST (GMT+2) (please check the local time with this link)	
09:45-10:00	ZOOM CHECK-IN
10:00-12:15	SESSION VII NEW DEVELOPMENT IN LITMUS TOOLS (https://www.bi-sli.org/litmus-tools)
10:00-10:05	OPENING Sharon Armon-Lotem (<i>Bar-Ilan University, Israel</i>)
10:05-10:30	The LITMUS Sentence Repetition task - new developments Theo Marinis (<i>University of Konstanz, Germany</i>)
10:30-10:55	LITMUS-QU-NWR: A tool assessing phonology Christophe de Santos ¹ & Angela Grimm ² (¹ <i>Université de Tours, France</i> ; ² <i>Goethe University Frankfurt, Germany</i>)
10:55-11:20	A way towards norming of the LITMUS Cross-Linguistic Lexical Tasks and other CLT developments Ewa Haman ¹ , et al. (¹ <i>University of Warsaw, Poland</i>)
11:20-11:45	Assessing grammatical abilities in both languages of bilinguals with typical and atypical development using LITMUS MAIN Jan de Jong ¹ , Elma Blom ² , Tessel Boerma ² , Figen Karaca ³ & Aylin Küntay ⁴ (¹ <i>University of Bergen, Norway</i> ; ² <i>Utrecht University, Netherlands</i> ; ³ <i>Radboud University, Netherlands</i> ; ⁴ <i>Koç University, Turkey</i>)
11:45-12:10	LITMUS MAIN - where are we up to? Natalia Gagarina (<i>Leibniz-Centre General Linguistics (ZAS), Germany</i>)
12:10-13:30	LUNCH BREAK
13:30-15:15	SESSION VIII DISSEMINATION EVENT (GERMAN)
13:30-14:00	Sprachdiagnostik multilingual aufwachsender Kinder in Deutschland: Zum Einsatz von Satz wiederholungstests (GERMAN) Lina Abed Ibrahim (<i>Europa-Universität Flensburg, Germany</i>)
14:00-14:30	Nachsprechen von Nichtwörtern: Zum Einsatz von sprachübergreifenden Items (GERMAN) Juliane Hinnerichs (<i>Universität Heidelberg, Germany</i>)
14:30-14:45	BREAK
14:45-15:15	Cross-Linguistic Lexical Task im Einsatz (GERMAN) Annegret Klassert (<i>Fachhochschule Clara Hoffbauer Potsdam, Germany</i>)
15:15-15:45	KEYNOTE SPEAKER (ENGLISH): Daleen Klop & Annelien Smith (<i>Stellenbosch University, South Africa</i>) SLT practice in a multicultural and multilingual society. Complexities of assessment and intervention for children from diverse background – challenges and solutions
15:45-16:00	BREAK

Bi-SLI

Bi/multilingualism and Specific Language Impairment
(Developmental Language Disorder)

9-11 MAY 2022 | HYBRID FORMAT (BERLIN & ZOOM)



DAY III. 11th MAY, 2022

16:00-16:45	PRACTITIONERS EXCHANGE (GERMAN)		
	ROOM I <i>Satzwiederholungstest</i> Lina Abed Ibrahim (<i>Europa-Universität Flensburg, Germany</i>)	ROOM II <i>Nachsprechen von Nichtwörtern</i> Juliane Hinnerichs (<i>Universität Heidelberg, Germany</i>)	ROOM III <i>Cross-Linguistic Lexical Task</i> Annegret Klassert (<i>Fachhochschule Clara Hoffbauer Potsdam, Germany</i>)
16:45-17:00	PARALLEL SESSIONS SUMMARY (GERMAN & ENGLISH)		
17:00-...	CLOSING CEREMONY		