

## MSc dissertation research in the Department of Human Communication Sciences:

### Selected publications

Andreou, G., & Trott, K. (2013). Verbal abilities in adults diagnosed with ADHD in childhood. *Attention Deficit and Hyperactivity Disorders*. Springer Link. DOI 10.1007/s12402-013-0112-z. Published online 8 June 2013

Anstey, J & Wells, B. (2013) The uses of overlap: carer-child interaction involving a nine year old boy with auditory neuropathy. *Clinical Linguistics and Phonetics*. Vol.27 (10-11), pp.746-69

Crosskey L & Vance M (2011). Training teachers to support pupils' listening in class: an evaluation using pupil questionnaires. *Child Language Teaching & Therapy*, 27, 2, 165-182.

Emms, L. & Gardner, H (2010) A study of two graphic symbol teaching methods for individuals with physical disabilities and additional learning difficulties, *Child Language Teaching and Therapy*. Vol.26(1), pp.5-22

Fricke, S., Stackhouse, J., & Wells, B. (2007). Phonologische Bewusstheitsfähigkeiten deutschsprachiger Vorschulkinder – eine Pilotstudie. [Phonological awareness skills in German-speaking children – test development and first comparative data]. *Forum Logopädie*, 21(3), 14-19.

Fricke, S. (2007). *Phonological Awareness Skills in German-speaking Preschool Children*. Idstein: Schulz-Kirchner Verlag.

Howard, S. J. & Jordan, Z. (2010) What ventriloquist speech can tell us about compensatory strategies in impaired speech production. In V. Marrero & I. Pineda, (Eds.) *Linguistics: The challenge of clinical application: Proceedings of the 2009 International Clinical Linguistics Conference, Madrid*: Euphonia Ediciones.

Hutchinson, J., & Clegg, J. (2011). Education practitioner led intervention to facilitate language learning in young children: an effectiveness study. *Child Language Teaching & Therapy*, 27, 2. 151-164

Pinto, M & Gardner H (in press) Communicative Interaction between a nonspeaking child with cerebral palsy and her mother using Ipad. *Child Language Teaching and Therapy*

Purse, K. & Gardner, H. (2013) Does formal assessment of SLT agree with teachers perception of functional comprehension in the classroom. *Child Language Teaching and Therapy* Volume 29 (3) 343-357

Speake, J., Stackhouse, J., Pascoe, M. (2012) Vowel targeted intervention for children with persisting speech difficulties: impact on intelligibility. *Child Language Teaching and Therapy* 28 (3) 277-296.

St John P & Vance M (in press) Evaluation of a principled approach to vocabulary learning in mainstream classes. *Child Language Teaching & Therapy*

Tempest, A & Wells, B (2012). Alliances and arguments: A case study of a child with persisting speech difficulties in peer play. *Child Language Teaching and Therapy*. 28 , **57-72**

Wellington, W. & Stackhouse, J. (2011) A training programme for teachers and teaching assistants using visual support to scaffold the language for learning of children with SLCN. *Child Language Teaching and Therapy*. 27, 2. 203-222