Welcome to the third edition of the official LAB Lab Newsletter! We would like to start by thanking all of the families who have participated in our studies and continuously supported us. Continue reading to find out what we have been up to!

WHAT’S IN THIS ISSUE:

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- LAB Lab in the Community
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- Student Spotlight
- Conferences
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- Thank you!
In April, Dave, who is our lab manager and bilingual SLP, had the opportunity to talk to families of the Madison community at the Catholic Multicultural Center for a program called FUNNE or Familias Unidas con Niños con Necesidades Especiales (United Families with Children with Special Needs). Dave’s presentation focused on communication, speech and language, bilingual language development, etc. Families had the opportunity to ask questions and learn about myths and benefits of bilingualism.
Every spring, LAB Lab members come together to celebrate our work throughout the semester with an Ice Cream Social! During the social, we are able to congratulate the graduating seniors and wish them good luck with their graduate school journeys.

This semester, 8 LAB Lab members graduated and will be attending Graduate School for their Masters in Speech-Language Pathology in the fall of this year. They will be attending various schools in the Midwest and East Coast.
Elizabeth Hayes

Major | Communication Sciences and Disorders  
Future Plans | UW-Stevens Point, M.S. in Speech-Language Pathology  
Favorite thing about the lab | My favorite thing about the LAB Lab is how welcoming and supportive everyone is. I've built so many great relationships in the last year and a half in the lab.  
Advice for students interested in CSD/Graduate School | My biggest piece of advice is to get involved in anything related to CSD. These experiences help you make great connections while also learning a lot about the field!

Libby Cohen

Major | Communication Sciences and Disorders; Certificate in Religious Studies  
Future Plans | Rush University, M.S. in Speech-Language Pathology  
Favorite memory with the lab | Painting Social  
Advice for students interested in CSD/Graduate School | My biggest piece of advice is to get involved in anything related to CSD. These experiences help you make great connections while also learning a lot about the field!

Paige Kermendy

Major | Communication Sciences and Disorders  
Future Plans | UW-Stevens Point, M.S. in Speech-Language Pathology  
Favorite thing about the lab | My favorite thing about LAB Lab is all the friends I've made and the great conversations we have in lab :)

Advice for students interested in CSD/Graduate School | One piece of advice for students is to immerse yourself in a variety of experiences. Not only will it build your resume, you’ll learn a lot about what you’re interested within the CS&D field!
Alejandra Aponte

**Major |** Communication Sciences and Disorders; Certificate in Chican@ & Latin@ Studies  
**Future Plans |** Marquette University, M.S. in Speech-Language Pathology (BIES)  
**Favorite thing about the lab |** My favorite thing about the lab is the environment that we all collectively create. There is always someone to talk to! The people in lab are a great support system and everyone pushes you to try new things and achieve your goals.  
**Advice for students interested in CSD/Graduate School |** One piece of advice I have is to meet people within the field. When I first started out in CSD, I did not know anyone in the field, but making connections has helped so much and given me new insights into what you can achieve as an SLP!

Halle Timm

**Major |** Communication Sciences and Disorders with Honors; Certificate in Leadership  
**Future Plans |** New York University, M.S. in Communicative Sciences and Disorders  
**Favorite thing about the lab |** This lab gave me an insight into the SLP field and an interest in research, learning about all the work that goes into these projects. I’ve loved my time with the LAB lab and getting to know everybody involved.  
**Advice for students interested in CSD/Graduate School |** Do your research and find schools that have programs specific to your interests and goals. Believe in yourself and don’t be afraid to reach out to other students or faculty members for insights and advice on the process.
Maddie Crist

Major | Communication Sciences and Disorders with Honors, and Spanish; Certificate in Disability Rights and Services
Future Plans | UW-Madison, M.S. in Speech-Language Pathology
Favorite thing about the lab | My favorite thing about the LAB lab is how supportive and welcoming everyone is. Whether it be answering questions I have, providing feedback on my honors project, or supporting me at my presentations, I've always felt extremely supported by the amazing people in the LAB lab.
Advice for students interested in CSD/Graduate School | One piece of advice I have is to stay open-minded and be open to new opportunities. The CSD field covers such a broad range of areas, and you never know when an experience in the field might introduce you a new area of interest.

Sandra Sobus

Major | Communication Sciences and Disorders with Honors; Certificate in Promoting Activity for Diverse Abilities
Future Plans | Rush University, M.S. in Speech-Language Pathology
Favorite thing about the lab | I love everyone’s energy whenever we come together. LAB Lab is so special because it’s an inviting environment for all levels. Whether you’re a freshman CS&D undergrad, or THE Rita, we all appreciate each other :)
Advice for students interested in CSD/Graduate School | Lead with passion! Your experiences are only as valuable to graduate school as they are to you. Explore opportunities on our amazing campus - there’s so many! Even if it may not be directly related to the CS&D field, discover life lessons and applications in everything you do.
This summer, César Rodarte, a second year SLP graduate student from the University of Texas-El Paso, spent 3 weeks here at the LAB Lab at UW-Madison for an Intensive Research Experience. César, along with 4 other graduate students in his cohort, spent their time at UW-Madison working with various labs at the Waisman Center, engaging in hands-on research, and attending professional development seminars. While in Madison, César attended SRCLD, lead a journal club meeting, and learned more about our current research studies among many other experiences.

César is currently considering a PhD in the future, with a hope to focus on voice disorders, accent, or the social aspects of speech. He has previously completed a thesis in which he sought to find the differences, if any, in how transgender individuals' speech in English and Spanish is perceived by Spanish-English bilinguals.

**Most valuable experience?**

Everything - SRCLD, the professional development workshops, being able to talk to students and faculty, as well as working in a new research lab. Everyone is so passionate about their research. It’s cool to see that a PhD is not unattainable.

**Favorite location/experience?**

- Camp Trippalindee
- Farmer’s Market
- Humphrey Hall
- Lakeshore path
- Learning how to ride a bike
In March, Emily Bagan, a third year PhD Student, attended the Cognitive Development Society’s meeting in Pasadena, California. She presented research on a study titled *Codeswitching Dynamics: Exploring Contextual Influences on Spanish-English Parent-Child Interactions*. The results of the study indicate that context does influence codeswitching - children and parents were more likely to codeswitch during free play than during word learning. The results demonstrate that an increase in self-reported codeswitching was associated with a x1.34 greater likelihood of codeswitching!

**Fun Facts!**

- The Cognitive Development Society was incorporated in September of 1999.
- The meeting occurs every 2 years in a different location.
- CDS focuses on various intellectual processes that support mental life.
In May, lab members attended the 44th Symposium on Research in Child Language Disorders.

Three of our lab members had the opportunity to present their posters during the Symposium.

Emily Bagan, third year PhD student, presented research on Bilingual parent-child dyads’ novel word and gesture use. The results indicate that Spanish-dominant parents pointed more when they used more English.

Dani Hu, second year MS/PhD student, presented research on the Feasibility of Varying Objects to Teach Toddlers Colors. The results of the study revealed that there is potential to use object variability as a teaching strategy for adjectives.

Maddie Crist, who completed her Senior Honors Thesis, presented on Cognate Effects in Novel Morpheme Learning in Bilingual Children. The results suggest that the use of cognates may not make morphemes easier to learn, but they do not appear to pose difficulty.

Fun Facts!

- The first SRCLD meeting was in June of 1980.
- More than 200 researchers and students from the US and multiple other countries attend.
Within the United States, many African Americans (AAs) switch between African American English (AAE) and Standard American English (SAE) depending on context. However, we wanted to know how switching between dialects is processed.

One hundred adults identifying as Black or African American (M=32 years; 40 males), and characterized by variable levels of exposure to AAE, were recruited through the online experimental platform Prolific. Participants completed an auditory moving window task to investigate how they processed sentences broken into 3 separate auditory segments produced in a AAE condition, SAE condition, and a mixed condition of both dialects. From this, we measured their reaction time to listen to the sentences.

The results indicated that increased AAE exposure was associated with more efficient processing of both AAE and SES. While switches between AAE and SAE carried costs, participants were equally efficient at processing both dialects.

This suggests that bidialectal adult speakers process both of their dialects equally efficiently, and that greater degree of bidialectal exposure may facilitate processing of both dialects. Together, these findings provide an important balancing evidence to studies that examine how speaking a minority dialect (AAE) shapes language and literacy outcomes in children.

Contributed by Chenelle Walker
CURRENT STUDIES

*WE ARE RECRUITING!*

LEARNING IN TWO LANGUAGES

- We are recruiting 4 and 5 year old children who speak English and Spanish
- 4 VIRTUAL ZOOM sessions, 60-90 minutes each, games and testing
- Free language report
- Compensation for participation ($15-30 gift card for each session)
- Scheduling is flexible
- Call, email, or complete an interest form by scanning the QR code to get in touch with the lab and see if your child qualifies, or for more information

LANGUAGE DELAY STUDY

- Our lab is recruiting children with typical development or language delay ages 2 (24-35 months) and 4 years exposed to English and Spanish
- Compensation for your participation is a $45 gift card.
- Participation consists of 2-4 session, 60-90 minutes each, in-person OR virtual over Zoom, with word games and questionnaires for parents
- Flexible scheduling; When you and your child are available
- Contact us to see if your child qualifies or for more information

DUAL LANGUAGE LEARNING IN YOUNG CHILDREN WITH ASD

- We are recruiting Autistic (24-36 months of age) and Typically Developing children (18-36 months of age) exposed to Spanish in the home
- Participation consists of 4-6 sessions at the Waisman Center, 60-120 minutes/session, for 3-6 total hours of participation, with word games and questionnaires for parents
- If your child has an autism diagnosis or suspected autism, participation in this study includes a diagnostic evaluation for autism.
- Compensation for participation
- Flexible scheduling; When you and your child are available
- Contact us to see if your child qualifies or for more information

Scan here to contact us and find resources!
THANK YOU

If you have any questions or concerns, feel free to contact:

uwbilingualismlab@waisman.wisc.edu

WE APPRECIATE YOUR CONTINUED SUPPORT! PLEASE STAY TUNED FOR UPCOMING ISSUES OF OUR NEWSLETTER. WE ARE SO EXCITED TO SHARE WHAT WE ARE UP TO!