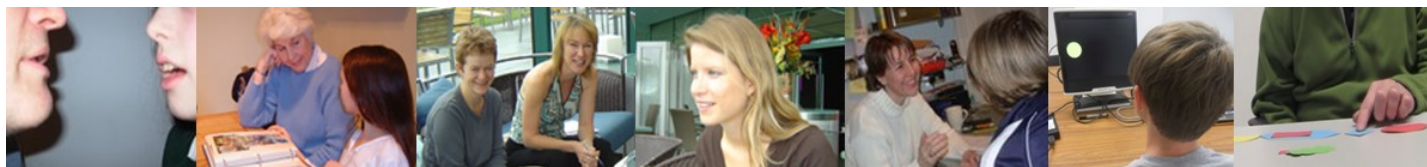


FACILITATING LINKS BETWEEN RESEARCH AND CLINICAL PRACTICE



Welcome to the CSLIR newsletter; providing updates of the Centre's activities and events.

Our website has recently been updated, making it more user-friendly and accessible via mobile phones and tablets. Our new website can be found at:

<https://www.ucl.ac.uk/speech-language-intervention-research>

If you would like to receive future copies of this newsletter and/or find out more about the Centre then please visit our new website.

Full references for papers cited in this newsletter, and previous copies of the newsletter can also be found on our website.

To read more about the Centre's activities and events, follow CSLIR on Twitter at @CSLIR_UCL



In this issue:

- Upcoming CSLIR ARG Research Group dates

- UCL researchers at the Bloomsbury festival

- Research opportunities at UCL

- Aphasia-friendly articles on research conducted by the UCL Communication Clinic

UCL CSLIR APHASIA RESEARCH GROUP

Sharing new advances in aphasia research & clinical practice



In 2017, our meetings will focus on topics including:

- stroke-related aphasia,
- primary progressive aphasia,
- dysarthria, and
- capacity.

Our 2017 meeting dates are:

- 14 June 2017, 3-5pm
- 20 September 2017, 3-5pm
- 06 December 2017, 3-5pm

All meetings will be held at
Chandler House,
2 Wakefield Street,
London WC1N 1PF.

Check out our blog for updates and information about previous meetings:
aphasiaresearch.wordpress.com



Follow us on twitter:
[@arg_ucl](https://twitter.com/arg_ucl)

Bloomsbury Festival 2016

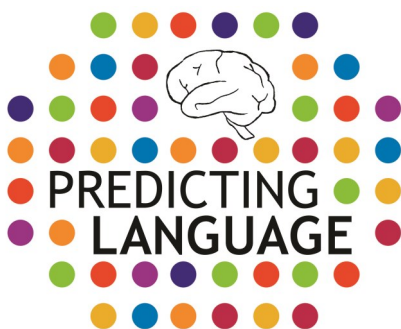
The Bloomsbury Festival is an annual event which exhibits works of art, culture and science.

The festival, which took place in London in October 2016, was inspired by the theme of ‘Language’.

The five day festivities included a vast array of events such as musical and theatrical performances, interactive games and activities as well as immersive installations.

The theme of ‘Language’ motivated many scientists working within this field to showcase their research.

We are profiling two installations from the festival which were designed and created by researchers from UCL.



Predicting Language

Dr. Vitor Zimmerer

The processes that allow us to speak and to understand language are so complex, fast and automatic that most of us have no insight into them. At the Bloomsbury Festival members of UCL’s Language and Cognition

department presented a new interactive psycholinguistic experiment that sheds light on language processing. The “Predicting Language” booth was based on the idea that as we listen to language, we make constant predictions about incoming lexical and grammatical information. If expectations are not met, it takes more effort to integrate what we hear. This ‘effort’ can be measured in reaction times when processing others’ spoken language. For example, if you are asked to press a button when you hear the word “city” in a sentence, you will press it faster in a sentence like “You can reach the city in little time” rather than when it occurs in an ungrammatical sentence like “You can arrive the city in little time.” Researchers use these types of experiments to learn about different aspects of language processing.

We constructed a booth in which visitors of the festival could take part in a three-minute computerized reaction time experiment. Anonymized results from the experiment were updated and displayed in real time for all to see. On a different screen we displayed a presentation about

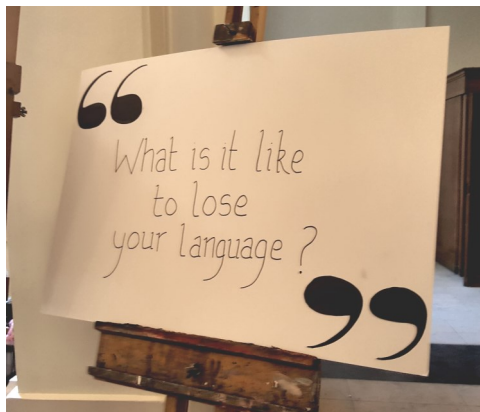
language processing. Visitors could also speak with researchers directly.



150 visitors took part in the experiment, and we spoke with dozens more. Feedback from visitors was very positive. They enjoyed the experiment and we were delighted to see how many wanted to learn about language.

Visitors could be very competitive with regards to their own reaction time, which was displayed at the end of the experiment and written on a badge for them to keep. One group had a bet going: The slowest would buy the others lunch.





Lost and Found: the challenges of living with aphasia

Dr. Carolyn Bruce & Dr. Caroline Newton

CSLIR researchers, students and members of UCL Communication Clinic contributed an exhibit to the festival through which we aimed to increase awareness and understanding of aphasia and of the impact of aphasia on people's lives.

Over 150 people visited the exhibit which involved four parts.

Lost words: this was an interactive installation in which visitors were invited to contribute their favourite word to a mosaic relating to the theme 'Lost and Found'. As they contributed to the mosaic, individuals were encouraged to think about what it might be like to be unable to use those words.

Writing allowed: this provided visitors with the opportunity to use voice-recognition software to reconstruct some written text and to reflect on the frustration when what was displayed was not what they had said.

Missing details: Before the exhibit we showed four people with different types of aphasia a picture of a street scene and asked them to describe it. We then produced four pictures showing only the detail of the original that had been described. The exhibit presented the four pictures along with the original. Visitors were also able to listen to an audio recording of the descriptions by the people with aphasia.

Finding a voice: here we presented a collection of artwork created by people with aphasia. This included line drawings based on a famous portraits, political cartoons, illustrations, and commentary on the effects of stroke and its accompanying aphasia.

For most visitors, this was their first experience of the impact of aphasia, and they were curious and were keen to know more. Many wanted to know the difference between aphasia and dementia.

Whilst the 'Lost words' installation proved popular with children, most adult visitors devoted a long time to listening to the audio descriptions in the 'Missing details' piece.



Thanks to members of UCL Communication Clinic and UCLU Giving Voice, and to David Eccles for the provision of the mosaic image. The image used in the picture description was taken from Alba et al (2002) Inside Out Elementary Resource Pack, published by Macmillan Education.



Research and education opportunities at UCL

Postgraduate Certificate / Masters Degree in Applied Research in Human Communication Disorders

<http://tinyurl.com/UCL-ARHCD>

closing date 28th July 2017

This programme is designed for professionals working in the field of communication impairment and intervention who have an interest in developing research expertise and a motivation to carry out research in their workplace. Typical students include, but are not limited to, Speech and Language Therapists, Audiologists, Specialist Teachers, Psychologists and Occupational Therapists.

The programme provides full-time or part-time / flexible study. Specially designed modules will guide students through the research process to enable them to carry out independent research with support from their project supervisors.

For further details about the programmes please contact:

Kea Young
kea.young@ucl.ac.uk

020 7679 4275

The Division of Psychology & Language Sciences undertakes world-leading research and teaching. Academic staff in the division have a wide range of knowledge and skills in research and clinical practice. Particular areas of expertise include:

- Acquired apraxia of speech
- Aphasia
- Augmentative and alternative communication
- Autism spectrum disorder (ASD)
- Children with complex special needs
- Deafness / cochlear implant
- Dysphagia
- Dyslexia
- Language disorders
- Progressive conditions
- Developmental Language Disorder
- Speech disorders in children
- Written language difficulties
- Stammering

Current projects can be found on the website for the Centre for Speech and Language Intervention Research (CSLIR): <http://tinyurl.com/doctoral-projects>

Doctoral and Postdoctoral Study at UCL: Information Session

Wed 24th May 6pm — 8pm

This information session is designed for SLTs and AHPs who are committed to clinical research as part of their career and are considering further study at doctoral level (PhD), or who already have/are completing a PhD and are considering postdoctoral research opportunities.

What will I get out of attending?

- Insider information on the NIHR schemes and other funding sources.
- Hints, tips and the realities of applying for funding
- An opportunity to network with SLTs who have been funded by the NIHR to complete a PhD, and with SLTs who have other PhD funding.

Research surgery (optional): Chat with a UCL staff member with research expertise in SLT and related fields to work out the best way to progress your plans for a PhD/postdoc.

Sign up on Eventbrite:

<https://tinyurl.com/loxk8pd>

For more information about MPhil/PhD study at UCL please see: <https://tinyurl.com/LC-GradProg>

Aphasia-friendly section

This section features two aphasia friendly articles by UCL MSc students conducting research at the UCL Communication Clinic. The articles were originally published in the UCL Communication Clinic 'Research Update' February Issue 2017, which can be accessed by clicking on the following link:

https://www.ucl.ac.uk/pals/research/langcog/commclinic/documents/Research_Update_Feb2017.pdf

Communication partner training in total communication for people with aphasia



Amanda
Archer

Why important?

People with aphasia often use **total communication** when they find it **hard to talk**

Total communication is using **range of ways to communicate**, like writing, drawing and gesture



We wanted to find out whether **training partners** in total communication **helps** people with aphasia to **get messages across**

What participants did

- 1) A person with aphasia **described cartoon clips** to a **partner**
- 2) The **partner received training** on how to support total communication use
- 3) The person with aphasia **described more cartoon clips** to the partner

Findings

Specific communication partner training can **help partners to:**

- get messages across **more quickly**
- get across **more information**



Aphasia-friendly section

Inference in stroke-related aphasia



Maggie
Houlgate

Why important?

Inference means understanding **hidden meaning** in a text

It is **important** to know if **people with aphasia** can make inferences

This will help us **understand** the **nature of aphasia**

This may lead to **new therapies** for **people with aphasia**



What participants did

Participants did some **language tests**

Participants did a **test of emotions**

Participants did a test of **inference** on a **computer**.

Participants **read stories** and answered questions

happy



Findings

People with aphasia **can** make **inferences about facts**



It is **hard** for people with aphasia to make **inferences about emotions**

