

**Gary Morgan
Curriculum Vitae**

1. Vision

Aims

In my research and teaching I ask questions about how children develop language, social and cognitive abilities, how these abilities are related and why in some cases this natural development can be disrupted or impaired.

For all my work please see <http://www.staff.city.ac.uk/g.morgan/>

Click [here](#) for an interview by the International Association for the Study of Child Language (IASCL)

And [here](#) for work on deafness and cognition in Spanish

Language acquisition by Eye

My first experience of research was on Catalan language acquisition with [Elena Lieven](#) in Manchester. I was interested in differences and similarities between children learning language in different cultures (Catalan and English). My PhD looked at signing and speaking families with [Bencie Woll](#) in Bristol and London. I carried out longitudinal studies with Isabelle Barriere and Ros Herman on a group of children who were native signers and documented how they follow normal milestones in language development. I was interested in how in many ways their development mirrored children's progress in learning spoken languages at the phonological, morpho-syntactic and pragmatic levels. These findings emphasize the amazing robustness of child language acquisition and the plasticity of the human system for communication. At the same time language acquisition in the visual modality has some impact on the ways children develop signing and how adults interact with signing children. Not everything is the same between modalities. The TiLAR edited volume on sign acquisition came out in 2002.

In other work I started to incorporate more experimental methods. The aim was to test out proposed 'universal' mechanisms of language development and processing with sign language. With [James McQueen](#) I began exploring the phonotactic regularities of signed languages and how this aids comprehension. This work was at the level of adult signers segmenting real signs from non-sign sequences. Most of the following studies followed this experimental method and explored the role of iconicity in early sign acquisition with [Gabriella Vigliocco](#), how sign development overlaps with early co-speech gesture and action with Chloe Marshall and Wolfgang Mann. [Click here for an interview by IASCL](#) on language development

Deafness, Cognition and Language

From 1995 onwards I carried out field work and education projects with the deaf community of Nicaragua with [Judy Kegl](#). Here I witnessed an extreme example of the language making capacity of young deaf children. At that time I started my work on Theory of Mind which was greatly influenced by Michael Siegal who convinced me early interaction was an interesting topic. The role of early interaction became a major focus as we searched for reasons why language and cognitive delays were pervasive in deaf children's development.

In 2005 we received 10 years funding from the ESRC to set up a research centre which we named Deafness Cognition and Language (DCAL). I started larger work in social-cognition in deaf children and in particular Theory of Mind (ToM). Following Siegal's framework I was interested in how ToM emerges through early communication and is triggered by language experience with [Michael Siegal](#) and [Marek Meristo](#). In the context of 95% of deaf children experiencing late and impoverished access to language the question of how ToM develops with or without links to language was intriguing. In the first study of British and Swedish 2-4 year old deaf children from deaf and hearing parents we evaluated parent-child communication and its influence on implicit (using an eye tracker) and explicit ToM reasoning. See <http://www.ucl.ac.uk/dcal/dcal-news/story12>

This work now includes emotional development, deception and pragmatics with [Danielle Mathews and Fes Sidera](#). The findings of this research link to theories of ToM development and deaf

children's educational and social development. The second major study carried out during the main DCAL years looked at the interaction between language and the development of executive functions in deaf children with [Chloe Marshall](#), [Anna Jones](#), [Joanne Atkinson](#) and [Nikki Botting](#). See <http://www.ucl.ac.uk/dcal/research/themes-11-15/exe-func>
From this work we pushed the role of early interaction and how this foundation provides a mechanism for linked developments. I wrote up a chapter on this approach with Matt Dye. The current research questions revolve around why there is so much variability in spoken language outcomes in children born deaf and who have a cochlear implant. Work with Fiona Kyle and SLT Gemma Knight.

Disruption to development or processing of language

My other main interest is what happens when the language-cognition link is disrupted. With [Ros Herman](#), Bencie Woll, Kate Rowley and Katie Mason and [Chloe Marshall](#), I led a study of a large group of deaf children who have specific language impairments (SLI). Despite normal intelligence, social and linguistic stimulation they are not picking up the rules of language. This is the first study in the world to look at this population. The results will lead to a greater understanding of what the core SLI deficit might be (if there is a single one) as well as more effective language intervention for deaf children. In other projects I worked with the linguistic savant Christopher's development of sign language with [Neil Smith](#), Bencie Woll and Ianthi Tsimpli, hearing children and adults' use of gesture with developmental and acquired language impairments with [Naomi Cocks](#), [Lucy Dipper](#) and [Sotaro Kita](#) and the effects of visual impairments in Ushers on sign language structure. The goal of this line of research is to understand more about the language and cognitive architecture of the typical individual by investigating disruptions and dissociations. The latest work is starting to explore how SLI can be diagnosed in children who are born deaf but have an early Cochlear Implant.

Gesture to Sign

One other area of research involves comparing sign languages with co-speech gesture. This question is largely a theoretical one and involves the debate about how language is separate or linked to other communicative abilities (the gesture-sign continuum/break). I have been looking at this with [Asli Ozyurek](#), [Gerardo Ortega](#) and [Pamela Perniss](#). The studies have been looking at typically developing adults and children as well as cases of language disruption. The two questions that guide this area of work are: how is language and gesture combined and how do gestures become conventionalized into sign languages? Recently with [Chloe Marshall](#), [Gerardo Ortega](#) and [Sana Gulamani](#) we have been looking at how gestures get transformed by hearing adult learners of sign language.

[For a general overview of my work click here](#)

2. Biography and Enabling activity

Work title: Professor of Psychology

D.O.B: 15.3.1968

Work Address:

Department of Language and Communication Science
City University, Northampton Square
London EC1V 0HB
Tel: 020 7040 8291
Fax: 020 7040 8577
E: g.morgan@city.ac.uk

Education:

1991 BA Honours Psychology. University of Manchester, UK
(1990 ERASMUS scholarship to University of Barcelona, Spain)
1998 PhD. University of Bristol, UK. E.S.R.C. Studentship
Thesis 'The development of discourse cohesion in BSL narratives'.

Employment:

2019- City University Internal Coach
2017 - PhD programme director – School of Health Sciences, CUL
2012-13 – Assistant Associate Dean (Research). CUL.
2010 – Visiting professor: Structures Formelles du Langage
UMR 7023 (CNRS - Université Paris 8).
2005 – Deputy Director ESRC research centre DCAL, UCL, UK,
2001 - Lecturer, Senior Lecturer (2003), Reader (2006), Professor (2008) City University
London (CUL)
1998-2001 Research fellow, Linguistics UCL, UK.
1997-1998 Lecturer, Deaf Studies University of Bristol, UK

Professional Memberships and Activities:

Marie Curie Postdoctoral selection committee University of Salamanca, Spain.
Selection Committees Serra Húnter Programme
Research degree programme evaluator. Croatian Science Foundation.
Member of European COST program Bi-SLI: Language Impairment in a Multilingual Society:
<http://www.bi-sli.org/>
Mentor for Early Career PIs (City University London, 2013-, Faculty of Life Sciences, UCL,
9.12.09).
Interview panel CASS business school 11.2.16.
Executive Board International Association for Child Language Executive (IASCL) (2005-2011)
(2021-). Treasurer.
ESRC Peer Review College (2010-)
Society for Research in Child Development (SRCD) (2008-)
Fellow of the Higher Education Academy (2002-)
Science and innovation network (China) at UCL
Editorial Board: Journal of Gesture studies ~ Journal of Child Language ~ Journal of
Deaf Studies and Education ~ Language Interaction and Acquisition ~ Frontiers in
Language Sciences

Grant reviewer for: Hong Kong Early Career Scheme ~ Medical Research Council (UK) ~ UK
Research and Innovation fellowships ~ National Institute for Health Research (UK) ~ British
Academy ~ Economic and Social Research Council (ESRC) ~ The Leverhulme Trust ~ The
Royal Society ~ Arts and Humanities Research Council (AHRC) ~ Royal National Institute of
the Deaf (RNID)

Gary Morgan. Mar. 2022

~Polish National Science Centre ~ Flanders Science Foundation (FWO) ~ Dutch Science
foundation (NWO) ~ European Science Foundation (ESF) ~ National Science Foundation

(NSF) USA ~ Priority Research Grants Program for Gallaudet University Research Institute (GRI), USA ~ Research Grants Council Hong Kong ~ Qatar National Research Fund (QNRF) ~ Agence Nationale Recherche (ANR), France ~ L'Agència de Gestió d'Ajuts Universitaris i de Recerca (AGAUR) ~ Swedish Science Foundation ~ Hong Kong research council ~ The MacArthur Fellows Program (USA) ~ Fulbright grants ~ National Institute of Health (NIH) USA ~ Danish Agency for Science, Technology and Innovation ~ Romanian Science Foundation ~ Social Sciences and Humanities Research Council of Canada (SSHRC) ~ Czechoslovakian Science Foundation ~ Canon Foundation for research in Europe ~ Hungarian Scientific Research Fund ~ Israel Science Foundation ~ Research Council KULeuven ~ Recercaixa (Catalonia)

Journal Reviewer for: Journal of Clinical Medicine ~ PLOS ONE ~ Developmental Psychology ~ Child Development ~ Brain ~ Experimental Child Psychology ~ Human Development ~ Language Learning & Development ~ Behavioral and Brain Functions ~ Autism ~ Brain and Language ~ Mind and Language ~ First Language ~ Journal of Child Language ~ Cognition ~ Journal of Language and Cognitive Processes ~ International Journal of Bilingual Education & Bilingualism ~ Research in Developmental Disabilities ~ Bilingualism, Language & Cognition ~ European Journal of Developmental Psychology ~ Journal of Child Psychology & Psychiatry ~ Journal of Memory & Language ~ International Journal of Language & Communication Disorders ~ European Journal of Psychology ~ Acta Psychiatrica Scandinavica ~ International Journal of Psychology ~ Learning & Individual Differences ~ Applied Psycholinguistics ~ Journal of Deaf Studies and Deaf Education ~ British Journal of Developmental Psychology ~ Journal of Sign language & Linguistics ~ Clinical Linguistics & Phonetics ~ Cambridge University Press ~ Infancia y Aprendizaje ~ Language Acquisition ~ Ear and Hearing.

Scientific committee conference reviewer for: Child Language Symposium ~ Society for Research in Child Development (SRCD) ~ 1-3rd International Conference on Sign Language Acquisition (2015-) ~ Laboratory Phonetics (LabPhon) ~ Association for the Study of Language Acquisition ~ Meetings of the Society for Research in Child Development ~ Cognitive Science Society ~ Theoretical Issues in Sign Language Research (2003-) ~ International Association for the Study of Child Language (2002-) ~ Boston University Child Language Development Conference (2005-) The Association for the Study of Language Acquisition AEAL ~ (Asociación para el Estudio de la Adquisición del Lenguaje) (2010-) ~ EAPCogSci2015 ~ International Society for Gesture Studies

Organisation of scholarly events: International Network on Sign language as Second Language Learning funded by Leverhulme (Barcelona, Lund, Utrecht, Berlin) 2016-18). Symposium organiser with N. Botting. The relationship between EF and language; with F. Genesee Early experiences and phonological Working Memory, with M. Coene, CI and language development IASCL (Lyon) 17.7.17. Symposium organiser. Narrative development across languages and modalities. AEAL 7.9.16 (Palma Mallorca). Symposium organiser with A. Morgernstern. The developmental interactions between gestures, words and signs. IASCL (Amsterdam). 6.7.14. ~ Symposium organiser: L2 acquisition of sign languages. EUROSLA University of Amsterdam. 29.8.13 ~ Summer school teacher. Language acquisition, change and evolution. Humbolt University, Berlin 8-18.8.13 ~ Symposium organiser: Symposium organiser: Symposium organiser: The spontaneous representational gestures of pre-schoolers: Comparison across culture and language. ISGS conference. Univ. Lund. 16.7.12 ~ Symposium organiser Links Between Language And Social-Cognitive Development: Insights From Deafness. IASCL conference, University of Quebec 20.7.2011 Symposium organiser: Links Between Language And Social-Cognitive Development: Insights From Deafness. IASCL conference, University of Quebec 20.7.2011 ~ Symposium organiser: Roots of sign language and gesture development 26.7.2010, Conventionalisation of space in gesture and signed languages

25.7.2010 International Society for Gesture Studies conference, Frankfurt (Oder) Germany ~ Coordinator Sign Language development special symposium. TISLR. University of Purdue, USA. 30.10.2009 ~ Lead researcher on the unsuccessful ESF application EuroBabel comprising 15 European and N. American Universities, 1.5.2008 ~ Coordinator ESF exploratory workshop: Gesture and sign language: where do you draw the line? Rome CNR, 6-7.12.2007 ~ Coordinator BPS (developmental section) symposium: Deafness, cognition and language: developmental perspectives. Dept. Psychology. University of Plymouth. 31.8.2007 ~ Coordinator Social Science week Baby signing debate UCL 17.3.2007 ~ Coordinator Euro frog. Workshop on the analysis of Frog Story in different sign languages. DCAL, UCL funded by the ESRC festival of social science. 16.3.2007 ~ Coordinator ESRC seminar series. Sign language and gesture. City University London, 3-4.1.07; 5-6.4.2007; 7.6.08 ~ Coordinator Theory of Mind workshop in atypical populations. City University. 29.3.2006 ~ Scientific and Organising committee Child Language Seminar (CLS) 1999 and 2010. City University London ~ Coordinator workshop entitled Sign language narrative development: cross-linguistic comparisons' at the 7th Theoretical Issues in Signed Language Research (TISLR) conference, Amsterdam, July 2000 with Isabel Hub Faria (Lisbon), Jill Morford (New Mexico) and Dan Slobin (Berkeley) ~ Member of Sign on Europe project. University of Bristol (1997).

Fellowships, travel grants and awards: [DCAL most significant research contribution to Deaf studies award at RAD's 175th Birthday Honours Awards Ceremony](#) (2016) ~ Vice President nomination for the International Association for the Study of Child Language (2010) ~ Shortlist Organisational Achievement of the Year (DCAL) Signature (CACDP) Annual Awards 12.11.09 and 3.11.12 ~ British Council/Dutch Science foundation academic exchange award (2005), European Bureau of Lesser used languages consultant – Catalan speakers in Alghero (1999) Visiting fellowship to University of Lisbon and Deaf residential school Portugal through EU Alpha project (1997), PhD summer school in Language Acquisition. Denmark. 13.8.1997, Fellowship through EU to CNR Rome (1997), PhD ESRC studentship ESRC (1994-1998), Nicaragua fieldwork visit ESRC scholarship (1994), ERASMUS scholarship University of Barcelona (1991-1992)

3. Research questions

Research interests:

- Language acquisition in deaf and hearing children
- Psycholinguistic studies of sign language and gesture
- Developmental disorders of language
- Typical and atypical development of language mediated cognition
- Co-speech gesture in adults and children

Language acquisition in deaf and hearing children

What explains the variability in spoken language development of children with a Cochlear Implant?

How are developing ideas mapped onto developing linguistic structures in young signing children?

How does early exposure to signed languages impact on language and cognition in typical and atypical contexts?

Psycholinguistic studies of sign language

How is sign language grammar mapped onto physical space?

How are signed languages comprehended?

How is meaning derived during on-line signed language viewing?

How do hearing adults learn a sign language as a L2?

Developmental disorders of language

How do impairments in language and cognition affect language development?

What explains the patterns of spoken language errors in deaf children's language development?

What are the profiles of language impairment in deaf signing children?

Typical and atypical development of Theory of Mind and Executive Functions (EF)

What is the contribution of language/environment to the development of ToM and EF?

Co-speech gesture in adults and children

How do gesture and language co-exist in the cognitive system?

How robust is gesture in cases of language breakdown and impairment?

What are the roots of co-speech gesture in sign language?

Publications:

Books

- Morgan, G. (ed.). (2020). *Language and Cognitive development of deaf children*. Amsterdam: John Benjamins
- Orfanidou, E., Woll, B. & Morgan, G. (2015). *Research Methods in Sign Language Studies: A Practical Guide*. Wiley-Blackwell.
- Smith, N., Tsimpli, I.M. Morgan, G. & Woll, B. (2010). *Signs of the Savant*. Cambridge University Press.
- Morgan, G. & Woll, B. (2002). (eds) *Directions in sign language acquisition*. Amsterdam: John Benjamins

Peer reviewed journal papers:

- Mason, K., Botting, N. & Morgan, G. (2022). Executive Function training for deaf children: impact of a music intervention. *Journal of Deaf Studies and Deaf Education*.
- Camus, A., Aparici, M. & Morgan, G. (2022). Evaluación y descripción del desarrollo narrativo en español. *Revista de Logopedia, Foniatría y Audiología*.
- Curtin, M. Herman., R., Cruice, M. & Morgan, G. (2021). Assessing parent–child interaction in infant deafness. *Curr Opin Otolaryngol Head Neck Surg*, 29:200–203
DOI:10.1097/MOO.0000000000000710
- Morgan, G., Curtin, M., & Botting, N. (2021). The interplay between early social interaction, language and executive function development in deaf and hearing infants. *Infant behavior & development*, 64, 101591. Advance online publication.
<https://doi.org/10.1016/j.infbeh.2021.101591>
- Caballero, M., Aparici, M., Sanz-Torrent, M., Herman, R., Jones, A., & Morgan, G. (2020). "El nen s'ha menjat una aranya": The development of narratives in Catalan speaking children. *Journal of Child Language*, 47(5), 1030–1051.
<https://doi.org/10.1017/S0305000920000057>
- Gulamani, S., Marshall, C., & Morgan, G. (2020). The challenges of viewpoint-taking when learning a sign language: Data from the 'frog story' in British Sign Language. *Second Language Research*. <https://doi.org/10.1177/0267658320906855>
- Kelly, C., Morgan, G., Bannard, C. & Matthews, D. (2020). Early pragmatics in deaf or hard-of-hearing infants. *Pediatrics*, 146(53), S262-S269
- Kelly, C., Freeth, M., Morgan, G. & Mathews, D. (2019). The Understanding of Communicative Intentions in Children with Severe-to-Profound Hearing Loss. *Journal of Deaf Studies and Deaf Education*, (3):1-10
- Martínez López, V. & Morgan, G. (2019). Phonological development in Spanish deaf children/ Desarrollo fonológico tardío en niños españoles con pérdidas auditivas bilaterales. *Journal for the Study of Education and Development/Infancia y Aprendizaje*
- Jones, A., Marshall, C., Botting, N. St Clair, M., Atkinson, J. and Morgan, G. (2019). Expressive vocabulary predicts non-verbal executive function: a 2-year longitudinal study of deaf and hearing children. *Child Development*,
- Sidera, F.; Serrat, E. & Morgan, G (2019). Understanding of Pretend Emotions in children who are deaf and hard of hearing. *Journal of Deaf Studies and Deaf Education*.
- Cocks, N., Byrne, S., Pritchard, M., Morgan, G. and Dipper, L. (2018), Integration of speech and gesture in aphasia. *International Journal of Language & Communication Disorders* 53(3), pp. 584–591. doi:10.1111/1460-6984.12372.

- Marshall, C., Fastelli A., Jones, A., Botting, N., Atkinson-Hearn, J. & Morgan, G. (2018). Semantic fluency in deaf children who use spoken and signed language, in comparison to hearing peers. International Journal of Language & Communication Disorders, 53, 157-170.
- Thompson, R., England, R., Woll, B., Lu, J. Mumford, K. & Morgan, G. (2017). Deaf and hearing children's picture naming: Impact of age of acquisition and language modality on representational gesture. The gesture–sign interface in language acquisition / L'interface geste–signe dans l'acquisition du langage. Special issue of Language, Interaction and Acquisition 8:1 (2017)
- Perniss, P., Lu, J., Morgan, G. & Vigliocco, G. (2017). Mapping language to the world: The role of iconicity in the sign language input. Developmental Science, 10.1111/desc.12551

- Morgan, G. (2017). Trying to make sense of language synthesis. Commentary on Lillo-Martin et al. The development of bimodal bilingualism Linguistic Approaches to Bilingualism 6:6, 799-801
- Garraffa, M., Guasti, M.T., Marinis, T. & Morgan, G. (2017). Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances. Frontiers in Psychology Research Topic received over 141,000 views and over 17,000 article downloads
- Pierce, L., Genesee, F., Delcenserie, A., & Morgan, G. (2017). Variations in phonological working memory: Linking early language experiences and language learning outcomes. Applied Psycholinguistics, 38(6), 1265-1300.
- Botting, N., Jones, A., Marshall, C., Denmark, T., Atkinson, J. and Morgan, G. (2017), Nonverbal Executive Function is Mediated by Language: A Study of Deaf and Hearing Children. Child Development, 88: 1689–1700
- Jones, A., Marshall, C., Botting, N., Atkinson, J., Toscana, E., Denmark, T., Herman, R. & Morgan, G. (2016). Narrative skills in deaf children who use spoken English: dissociations between macro and microstructural devices. Research in Developmental Disabilities
- Pritchard, M., Dipper, L., Morgan, G. & Cocks, N. (2016). The language-gesture connection: evidence from aphasia. Clinical Linguistics & Phonetics
- Mann, W., Roy, P. & Morgan, G. (2016). Adaptation of a Vocabulary Test from British Sign Language to American Sign Language. Language Testing
- Mann, W., Peña, E., & Morgan, G. (2016). Child Modifiability as Predictor of Language Abilities in Deaf Children who use American Sign Language. American Journal of Speech-Language Pathology
- Mann, W., Sheng, L. & Morgan, G. (2016). Lexical-Semantic Organization in Bilingually Developing Deaf Children with ASL Dominant Language Exposure: Evidence From a Repeated Meaning Association Task. Language Learning
- Lu, J., Jones, A. & Morgan, G. (2016). The impact of input quality on early sign development in native and non-native language learners. Journal of Child Language, Special Issue on critical periods
- Marshall, C., Jones, A., Denmark, T., Mason, K., Atkinson, J., Botting, N. and Morgan, G. (2015). Deaf children's non-verbal working memory is impacted by their language experience. Frontiers in psychology, 6, 527
- Ortega, G., & Morgan, G. (2015). Input processing at first exposure to a sign language. Second language research.
- Pritchard, M., Dipper, L., Morgan, G. & Cocks, N. (2015). Impaired integration of gesture and speech in aphasia. International Journal of Language & Communication Disorders.
- Morgan, G (2015). On language acquisition in speech and sign: development of combinatorial structure in both modalities. Frontiers in Psychology: Language Sciences. 5:1217

- Orfanidou, E., Adam, R., McQueen, S. & Morgan, G. (2015). Segmentation of British Sign Language (BSL): Mind the gap! Quarterly Journal of Experimental Psychology. 68(4), 641-663
- Ortega, G. & Morgan, G. (2015). Phonological development in hearing learners of a sign language: The role of sign complexity and iconicity. Language Learning.
- Pritchard, M., Dipper, L., Morgan, G. & Cocks, N. (2015). Language and Iconic Gesture Use in Procedural Discourse by Speakers with Aphasia. Aphasiology 29(7), 826-844.
- Ortega, G. & Morgan, G. (2015). The effect of iconicity in the mental lexicon of hearing non-signers and proficient signers: Evidence of cross-modal priming. Language, Cognition and Neuroscience, 30(5), 574-585
- Marshall, C. & Morgan, G. (2015). From gesture to sign language: Conventionalisation of classifier constructions by adult hearing learners of British Sign Language. Topics in Cognitive Science. 7(1), 61-80
- Perniss, P., Özyürek, A., & Morgan, G. (2015). The influence of the visual modality on language structure and language conventionalization: Insights from sign language and gesture. Topics in Cognitive Science. 7(1), 2-11.
- Marshall, C., JA, KM, K.R, B.W, & Morgan, G. (2015). Sentence repetition in deaf children with specific language impairment in British Sign Language. Language Learning and Development, 11, 237-251
- Mann, W., Peña, E. & Morgan, G. (2014). Exploring the Use of Dynamic Language Assessment with Deaf Children who use American Sign Language: Two Case Studies. Journal of Communication Disorders, 52, 16-30.
- Bel, A., Ortells, M. & Morgan, G. (2014). Reference control in the narratives of adult sign language learners. International Journal of Bilingualism. International Journal of Bilingualism.
- Herman, R., Rowley, K., Mason, K. & Morgan, G. (2014). Deficits in narrative abilities in child British Sign Language users with specific language impairment. International Journal of Language and Communication Disorders, 49, 343-353
- Morgan, G., Meristo, M. Mann, W., Hjelmquist, E., Surian, L., & Siegal, M. (2014). Mental state language and quality of conversational experience in deaf and hearing children. Cognitive development. 29, 41-49
- Cocks, N., Dipper, L., Pritchard, M. & Morgan, G. (2013). The impact of impaired semantic knowledge on spontaneous iconic gesture production. Aphasiology
- Meristo, M., Morgan, G., Geraci, A., Iozzi, L., Hjelmquist, E., Surian, L., & Siegal, M. (2012). Belief attribution in deaf and hearing infants. Developmental Science.
- Marshall, C., Rowley, K., Mason, K., Herman, R. & Morgan, G. (2012). Lexical organization in deaf children who use British Sign Language: Evidence from a semantic fluency task. Journal of Child Language.

- Woll, B. & Morgan, G. (2012). Language impairments in the development of sign: Do they reside in a specific modality or are they modality-independent deficits? Bilingualism, Language & Cognition, 15, 75-87.
- Cocks, N., Morgan, G., & Kita, S. (2011). Iconic gesture and speech integration in younger and older adults. Gesture, 11(1), 24-39.
- Cocks, N., Dipper, L., Middleton, R. & Morgan, G. (2011) What can iconic gestures tell us about the language system? A case of conduction aphasia. International Journal of Language & Communication Disorders
- Marshall, C., Mann, W. & Morgan, G. (2011). Short-term memory in signed languages: Not just a disadvantage for serial recall. Front. Psychology 2:102
- Ortega, G. & Morgan, G. (2010). Comparing child and adult development of a visual phonological system. Language Interaction and Acquisition.
- Orfanidou, E., Adam, R., Morgan, G. & McQueen, J. (2010). Recognition of signed and spoken language: Different sensory inputs, the same segmentation procedure. Journal of Memory and Language. 62, 272-283.
- Botting, N., Riches, N., Gaynor, M. & Morgan, G. (2010). Gesture production and comprehension in children with SLI. British Journal of Developmental Psychology 28(1), 51-69.
- Mann, W., Marshall, C., Mason, K., & Morgan, G. (2010). The acquisition of sign language: the impact of phonetic complexity on phonology. Language Learning and Development 6, 60-86
- Mason, K., Rowley, K., Marshall, C., Atkinson, J., Herman, R., Woll, B. & Morgan, G. (2010). Identifying Specific Language Impairments in Deaf children acquiring British Sign Language: implications for theory and practice. British Journal of Developmental Psychology 28, 33-49.
- Cocks, N., Sautin, L., Kita, S., Morgan, G. & Zlotowitz, S. (2009). Gesture and speech integration: An exploratory study of a case of a man with aphasia. International Journal of Language and Communication Disorders 44, 795-804
- Orfanidou, E., Adam, R. McQueen, J. & Morgan, G. (2009). Making sense of nonsense in British Sign Language (BSL): The contribution of different phonological parameters to sign recognition. Memory and Cognition 37, 302-315.
- Morgan, G., Herman, R., Barriere, I. & Woll, B. (2008). The onset and mastery of spatial language in children acquiring British Sign Language. Cognitive Development, 23, 1-9.
- Morgan, G. & Woll, B. (2007). (editors Special Issue). Understanding signed language classifiers a polycomponential approach. Lingua. 117, 7 1159-1168.
- Morgan, G., Barrett-Jones, S. & Stoneham, H. (2007) The first signs of language: phonological development in British Sign Language. Applied Psycholinguistics, 28, 3-22
- Marshall, C. R. Denmark, T. & Morgan, G. (2007) Investigating the underlying causes of SLI: a non-sign repetition test in British Sign Language. Advances in Speech-Language Pathology. 8(4): 347 – 355.

- Morgan, G. & Woll, B. (eds). (2007). The linguistics of sign language classifiers: phonology, morpho-syntax, semantics and discourse. Lingua, 117, 7, 1159-1168
- Rathmann, C., Mann, W. and Morgan, G. (2007). Narrative structure and narrative development in deaf children. Deafness & Education International. 9, 187-196.
- Morgan, G., Smith, N., Tsimpli, I.M. & Woll, B. (2007). Learning to talk about space in BSL: dissociations in the language space interface. Lingua 117, 7, 1339-1353
- Morgan, G., Herman. & Woll B (2006). Language impairments in sign language: breakthroughs and puzzles. International Journal of Language and Communication Disorders Volume 42, 97 – 105
- Morgan, G. & Kegl, J. (2006). Nicaraguan Sign Language and Theory of Mind: The issue of Critical Periods and Abilities. Journal of Child Psychology and Psychiatry. 47, 811-819
- Morgan, G. (2006). Children are just lingual: The development of phonology in BSL. Lingua 116, 1507-1523
- Morgan, G., Barriere, I. & Woll, B. (2006) The influence of typology and modality in the acquisition of verb agreement in British Sign Language. First Language. 26: 19-43
- Morgan, G. (2003). Transcription of child sign language. Journal of Deafness and Education International, 5: 3, 157-166.
- Morgan, G., Herman, R. & Woll, B. (2002). The development of complex verb constructions in BSL. Journal of Child Language, 29, 23 -66.
- Morgan, G., Smith, N., Tsimpli, I.M. & Woll, B. (2002). Language against the odds: the learning of BSL by a polyglot savant. Journal of Linguistics, 38, 1-41
- Morgan, G. (2002). The encoding of simultaneity in children s BSL narratives. Journal of Sign Language and Linguistics 5:2, 127-161.
- Morgan, G. (2000). Discourse Cohesion in Sign and Speech. International Journal of Bilingualism, 4, 279-300.
- Peer reviewed chapters:**
- Morgan, G. (2022). Working memory and childhood deafness. The Cambridge Handbook of Working Memory and Language
- Herman, R., Shield, A. & Morgan, G (2019). Sign language development in deaf children with language impairments and autism spectrum disorders. In Manual Sign Acquisition in Children with Developmental Disabilities (N. Grove & K. Launonen, Eds). Pp 133-151
- Sidera, F.; Serrat, E.; Amadó, A. & Morgan, G (2018). Emotion recognition skills in children with hearing loss. What is the role of language? In Atypical Language Development in Romance Languages (2018) edited by Eva Aguilar-Mediavilla, Lucía Buil-Legaz, Raül López-Penadés, Víctor Sánchez-Azanza & Daniel Adrover-Roig (eds).
- Marshall, C. & Morgan, G. (2015). Investigating sign language development, delay and disorder in deaf children. In M. Marschark & P. Spencer. The Oxford Handbook of Deaf Studies in Language: Research, Policy, and Practice.

- Singleton, J., Martin, A. & Morgan, G. (2015). Ethics, Deaf-Friendly Research, and Good Practice When Studying Sign Languages. In E. Orfanidou, B. Woll, & G. Morgan. *Research Methods in Sign Language Studies: A Practical Guide*. Wiley-Blackwell.
- Morgan, G., Meristo, M. & Hjelmquist, E. (2014). Conversational experience, language and the development of Theory of Mind. In V. Slaughter (ed). *Environmental Influences on Theory of Mind Development: Festschrift for Candi Peterson*. Psychology Press.
- Morgan, G. (2015). Social-cognition for learning as a deaf student. In H. Knoors & M. Marschark. *Educating Deaf Students: Creating a Global Evidence Base*. Oxford University Press.
- Perez, M., Valsameda, M. & Morgan, G. (2014). Bilingual sign education in Madrid, Spain. In G. Tang, H. Knoors & M. Marschark. *Bilingualism and Bilingual Deaf Education* (Oxford University Press).
- Morgan, G. (2014). Critical period in language development. In *The Encyclopedia of Language Development*.(eds)P.Brooks & V Kempe. SAGE Reference
- Herman, R., JA, KM, K.R, B.W, & Morgan, G. (2014). Profiling and profiling SLI in Deaf children who are sign language users. In D. Quinto-Pozos (ed). *Multilingual Aspects of Signed Language Communication and Disorder*. *Multilingual Matters*. pp45-69
- Adam, R., Orfanidou, E., McQueen, J & Morgan, G. (2012). Sign language comprehension: Insights from misperceptions of different phonological parameters. In R. Channon & H. Van der Hulst. *Formational Units in the Analysis of Signs*. Ishara Press. (pp 87-106).
- Meristo, M., Hjelmquist, E., & Morgan, G. (2012). How access to language affects theory of mind in deaf children. In M. Siegal & L. Surian (Eds.). *Access to language and cognitive development*. New York: Oxford University Press. (pp. 44–61)
- Herman, R. & Morgan, G. (2011). Deafness, Language and Communication in The Impact of Communication Disability Across the Lifespan. K. Hilari and N. Botting. J&R Press Ltd, Guildford, UK. (pp 101-113).
- Morgan, G. & Woll, B. (2009). Applied linguistic studies of sign language. In *Contemporary Applied Linguistics*. Vol. 1 Language Teaching and Learning. Vol. 2 Linguistics for the Real World. Li Wei and Vivian Cook (eds) London: Continuum.
- Morgan, G. (2005). Biology and Behaviour: Insights from the acquisition of sign language. In A. Cutler (ed). *Twenty-First Century Psycholinguistics: Four Cornerstones*. Lawrence Erlbaum Press.
- Morgan, G. (2005). The development of narrative in British Sign Language. In , B. Schick; M. Marschark & P. Spencer (eds). *Advances in Sign Language Development in Deaf Children*. Oxford University Press
- Morgan, G. & Woll, B. (2003). The development of reference switching encoded through body classifiers in BSL. In K. Emmorey (ed), *Perspectives on classifier constructions in sign languages*. Mahwah, NJ : Lawrence Erlbaum Press pp 297-310

- Morgan, G., Woll, B., Smith, N, & Tsimpli, I.M. (2002). The effects of modality on BSL development in an exceptional learner. In R. Meier, Cormier, K. A. & Quinto, D.G. (eds), *Modality and structure in signed and spoken language*. Cambridge University Press. pp 422 -441
- Morgan, G. & Woll, B. (2002). Conclusions and directions for further research. in Morgan,G.D., Woll,B. (ed.) *Directions in sign language acquisition research*. Amsterdam: John Benjamins, 291-299
- Morgan,G. & Woll,B. (2002). The development of complex sentences in British Sign Language. in Morgan,G.D., Woll,B. (ed.) *Directions in sign language acquisition research*. Amsterdam: John Benjamins, 259-280
- Morgan, G. (1999). Event packaging in British Sign Language discourse. In E. Winston (ed), *Story Telling & Conversation: Discourse in Deaf Communities*, pp 27-58. Washington D.C: Galluadet University press.
- Other:**
- Marshall, C. & Morgan, G. (2008). Review of Variation in sign language structure. P. Pernis et al. *Journal of Linguistics*.
- Morgan, G. (2005). What is Homesign? Review of S. Goldin-Meadow (2003). *The resilience of Language*. Psychology press. *Journal of Child Language*. 32, 925-928
- Morgan, G., Barriere, I. & Woll, B. (2003). First verbs in British Sign Language development. *Working Papers in Language and Communication Science*, vol. 2 pp 57-66
- Morgan, G. (2001). Review of *The linguistics of British sign language: an introduction*. R Sutton-Spence and B Woll, Cambridge University Press: London, 1999. *Deafness & Education International*, 3,137-138
- Morgan,G., Herman,R., Woll,B. (2001). The development of perspective shifting in British Sign Language. 8th Conference of the International Association for the Study of Child Language, Almgren,M., Barreña,A., Ezeizabarrena,M., Idiazabal,I., MacWhinney,B. (ed.) *Research on Child language acquisition series*. Somerville,MA.:Cascadilla Press, 11, 1421-1428
- Morgan, G. et al (2000). *Proceedings of the Child Language Seminar 1999*.
- Morgan, G. & Barret Jones (2003). *Working papers in Language and Communication Science*. City University.

4. Research funding

2022-2024. Senior Mentor Margarita Salas international post-doctoral training award Mario Figueroa González (UAB).
2020-2023. P.I. National Institute of Health Research. Developing and testing the EPID Tool: Early Parent Interaction in Deafness. Applicants: Curtin, Herman & Morgan £250,995
(2018). Collaborator. Communication interventions for families with deaf children communication. University of Sheffield Alumni fund with Dr. Danielle Mathews. £50,000.
(2016-2019). PI. Sign language learning in hearing adults. Leverhulme, £120,000
(2017). Collaborator. Play based learning for deaf children. Erasmus plus. €126,000
(2017). Collaborator. Early communication interventions with pre-term infants. With Ramiro Joly-Mascheroni. Research & Enterprise Impact prize. £15,000.
(2015-2016). PI. ESRC Follow on grant. Assessment portal. £100,000.

(2011-2015). Co-PI ESRC DCAL. £4.5 million. Mid-term review.

(2014-2015). Senior Mentor Fulbright fellowship Jenny Lu (Wellesley College, Boston, US). \$50,000
(2014). Collaborator. Audiovisual) integration. With Dr. Eliot Freeman. Research & Enterprise Impact prize. £10,000.
(2012). Senior advisor UCL Bogue fellowship Dr. Tanya Denmark. £5000
(2012). Mentor. Newton Fellowship to US young scientist. Young scientist did not take up placement. £100,000
(2012). Organiser. Festival of Science debate: Executive Functions – ESRC. £2000
(2011). Organiser. Festival of Science debate and workshops: Bilingualism – ESRC. £2000
(2011-2014). Senior Scientist advisor. Marie Curie post-doctoral fellowship. For Dr. W. Mann. €245,000
(2011-2012). Co-PI. Dunhill Medical Trust. Gesture use in people with aphasia. £70,000.
(2008-2011). Mentor. City University London post-doctoral fellowship. For Dr. W. Mann. £200,000
(2008-2011). Mentor. Leverhulme post-doctoral Early career fellowship. For Dr. C. Marshall. £250,000

(2005-2010). Co-PI ESRC DCAL. £3.4 million. Research Centres are major investments in one or more of the ESRC's priority themes. They are funded for an initial period of ten years, subject to a satisfactory mid-term review.

(2007). Host for the ESRC – SSRC Collaborative Visiting Fellows (Gaurav Mathur). £2000
(2006-2009). PI. ESRC Sign Segmentation. £330,000
(2007-2008). – PI. ESF exploratory workshop €14,000
(2007-2008). – PI. ESRC research seminar series: sign language and gestures overlaps £15,000
(2002-2003). PI. ESRC Sign language acquisition £45,000
(2008). Organiser. Festival of Science debate and workshops – ESRC. £2000
(2007). Organiser. Festival of Science debate and workshops – ESRC. £2000
(2007). Co-PI. Aphasia and gesture: methods. With Lucy Dipper & Naomi Cocks. CUL pump priming £4800
(2007). Co-PI. SLI and gesture. With Nicola Botting & Sotaro Kita. CUL pump priming. £5000
(2006). Organiser. Research feedback workshop. City University KT. £1500
(2006). Co-PI. Aphasia and gesture. With Naomi Cocks. CUL pump priming. £5000
(2005). PI. Nonsense sign repetition. With Chloe Marshall. CUL pump priming. £5000
(2002). PI. Sign language development. With Bencie Woll and Isabelle. Barriere. CUL pump priming. £5000.

5. Teaching

Teaching and effective learning for students are central in all of my work. I am committed to making the learning experience optimal. I have a wide range of teaching experiences, curriculum development and management of undergraduate and postgraduate courses.

Teaching roles:

Quality control: PhD graduate programme evaluator. Zagreb University. 2019, Professorship panel member. University of Barcelona Psychology 2019, Sara Hunter selection panel. University of Girona, Autonomous University of Barcelona 2019

Visiting professor delivering courses on language and cognitive development: Universidad Autónoma de Madrid, University of Edinburgh, Humboldt University Berlin, University of Paris 8, University of Barcelona, Pompeu Fabra University Barcelona, Autònoma University Barcelona, Trinity College Dublin, New York University in London, University of Amsterdam, University of Salamanca, University of Seville, University of Jyväskylä, Finland, University of Bergen, Norway, University of Oviedo, Spain; University of Hong Kong, University of Colorado.

PhD program director School of Health Sciences, CUL. 2017-

MSc program director Speech, Language and Communication Special Needs

Post-doctoral research coaching City University London 2015-

Development of Joint professional practice MSc Unit for SLTs and Teachers. Course materials and curriculum for Language Learning and Development module. City University and Institute of Education, London 2002-

Chair Language and Communication Science Ethics board

Module Leader Psychology and Language Sciences (Undergraduate and Postgraduate Speech and Language Therapists)

Module leader Final year dissertation and Evidence Based Practice (4th year SLT undergraduate)

Member of Department's Professional Studies and Programme Management Committees.

Member of Department's Strategy & Policy group,

Undergraduate admissions tutor and member of School's admissions policy group 2002-2005;

Chair of Departmental Sign Language and Deaf Studies research group;

PhD student supervisor and mentor for The Health Foundation Nursing and Allied Health Professionals,

Honorary Senior researcher Centre for Human Communication (UCL) 2006- and Dept of Phonetics and Linguistics (UCL) 1998-

External examiner: University of Manchester Psychology and Speech and Language Therapy (2005-2009); National University of Ireland Galway Speech and Language Therapy (2010-2014); Strathclyde University Speech and Language Therapy (2010-2014), Leeds Beckett (2016-), Trinity University Dublin (2018-). Speech and Language Therapy and Special CPD courses Plymouth Marjon University (2022-)

Lectures to MSc Neuroscience language and Communication 'deafness option' UCL.

Visiting lecturer – sign language linguistics. University of Reading. 2003-2005

Lecturer Sign language Sociolinguistics. Preston polytechnic. 1997.

Contribute distance learning module on sign Language Acquisition. University of Manchester, Deaf Education MSc programme. 1997

Research students Supervision:

MSc/MRes (from 2003-) Courtney Wilson – Parent child Interaction in children with Cochlear Implants (2019) ~ Lova Green – ToM and deaf narratives (2018) ~ Gemma Knight - CI and language (MRes 2018) ~ Martina Curtin - Early communication and deafness (MRes 2017) ~ Janet Bilborough, Emanuela Breglia - Gestures and sign (2017) ~ Nika Yarahmadi –Autism and SES (2015) ~ Ahlem Birem – EF and language (2014) ~ Katie Wyatt, Debbie Houston – Early sign language development in deaf children of hearing parents (2014, 2013) ~ Sabrina Anderson – Ushers signing (UCL, 2012) ~ Prya Shah – Bilingualism and ToM (2011) ~ Diana Grajevskyte – Theory of Mind development (2010) ~ Georgia Orfanidou - Working Memory Assessment of Greek children with dyslexia (2009-) ~ Sarah Peaford - Cornelia de Lang syndrome (2007-) ~ Francesca Pinto – Cochlear implant use in deaf adults (2006) ~ Vikki Lambadi – Psycholinguistic profiling of Greek deaf children (2005) ~ Elisabeth Roche – language therapy with deaf children (2004) ~ Daniella Bakker – early signing in deaf children (2003) ~ Helen Stoneham – early signing case study (2003) ~ Pamela Dennis – (2002) – Early sign language development

PhD students

Gabrielle Sharpe (start 2021). Emotion regulation and deafness

Martina Curtin (start 2020). Deaf child-parent interaction. NIHR CDRF

Sevil Savi-Karayol (start 2019). Looked after children and language development

Kathryn Mason (with Chloe Marshall IoE). Deaf children's EF development: impact of training Completed 2017

Ciara Kelly (with Danielle Mathews, Univ. Sheffield). Deaf children's cognitive development. 2011-2018. Completed.

Gerardo Ortega. Psycholinguistic studies of signed languages. Completed 2013. Now MPI, Nijmegen.

Shyamani Hettiarachchi. Language impairment in Tamil speakers. Completed June 2009. Now

SLT in Sri Lanka.

Isabel de Los Reyes. Sign language comprehension. Supervision during her Marie Curie visit to City University. Completed 2005. Now teaches university of Seville.

PhDs examined

University of Cambridge (2022), University of Queensland, AUS (2022), Barcelona Autonomous University (UAB) (2021); University of Antwerp (2018); University of Salamanca, Spain (2018); University of Leiden, Netherlands (2018), Copenhagen University (2014), Malta University (2014), Cuenca University, Spain (2014), University of Northumbria (2012), University of Barcelona (2011;2015), University of Paris 8 (2011), UCL (2011), Sheffield University (2009), Cambridge University (2008), University of Gothenburg (2007), City University London (2003, 2005, 2018), University of Seville (2005; 2013), University of Vigo, Spain (2003).

6. Research Talks: Conference and Invited

2022

- Keynote. Early communication and Theory of Mind. AG Bell Global Symposium Theory of Mind, 1000 people online in 47 countries. 30.6.22
- Keynote. Neuro-cognitive development of deaf children. International Workshop on Advances in Audiology, University of Salamanca. 19.5.22
- Invited speaker. Variability on Language development. E-health seminar UOC. 11.5.22

2021

- Conference talk. The communication of deaf infants with hearing parents (IASCL symposium). 20.7.21.
- Invited speaker. Theory of Mind and deafness. AG Bell. Madrid. 7.5.21
- Invited speaker. Executive Functions and DLD. Creda Jordi Perello, Barcelona. (In Catalan) 12.2.21

2020

- Invited speaker UAM workshop DLD in deaf children. (in Spanish) 4.5.20
- Keynote. Jornadas audiológica Salamanca. Univ. Salamanca. 28.5.20

2019

- Keynote. Access to language and cognitive development. Teaching Deaf Learners (TDL2019). Haarlem, Netherlands 7.11.19
- Invited Speaker. Early communication and cochlear implant. University College London. 18.7.19
- Invited Speaker. Early communication and cognitive development. University of Stockholm, Sweden. 17.5.19
- Invited Speaker. Executive Functions in the classroom. BATOD Conference. Nottingham. 22.3.19

2018

- Invited speaker. Language, interaction and deafness (in Spanish). Jornada Discapacidad Auditiva UCLM, Spain. 10.12.18
- Invited speaker. Language, interaction and deafness (in Catalan). University of Balearic Islands, Mallorca. Spain. 1.11.18
- Invited speaker. Inter-subjectivity as an explanation for EF and ToM delays in deaf children. University of Leiden. 31.10.18
- Invited speaker. Linking early language experiences and language learning outcomes. University of Edinburgh. 21.10.18.
- Invited speaker, with F. Genesee. Linking early language experiences and language learning outcomes: evidence from deaf and adopted children. UCL Institute of Cognitive Neuroscience. 26.3.18

2017

- Invited speaker. Comunicación en el niño sordo y Teoría de la Mente. (in Spanish). XXIII Congreso Sociedad Médica Española de Foniología. La Laboral, Gijón. 5.10.17.
- Conference talks. Symposiums Organiser. The relationship between EF and language, with N. Botting. Early experiences and phonological Working Memory, with F. Genesee. CI and language development with M. Coene. IASCL (Lyon) 17.7.17.

- Invited speaker. Tuning in to other people: connectedness, conversation and context. (in Spanish). 11th International Workshop on Advances in Audiology, Salamanca, 8.6.17
- Invited speaker. Tuning in to other people: connectedness, conversation and context. British Association of Audiovestibular Physicians Annual Conference. Latimer Place, UK. 16.3.17
- Invited speaker. Theory of Mind: connectedness, conversation and context. Astangu Vocational Rehabilitation Centre. Tallinn, Estonia. 14.3.17

2016

- Invited speaker. Tuning in to other people: connectedness, conversation and context. Ear Foundation. Virtual Conference. 9.12.16
- Invited speaker. The importance of language for executive functions development. (in Spanish). International University Catalunya (UIC). 19.12.16

- Conference talk. Symposium Organiser. English narrative development in deaf children (in Spanish). Spanish Association for Language Acquisition Research. University of Palma Mallorca (UIB). 8.9.16
- Keynote. Two talks on Theory of Mind and EF development. 12th APCD/28th ANZCED Conference 2016. Christchurch New Zealand. 7.7.16
- Invited speaker. Language and Cognitive development. University of Bergen (Statped), Norway. 2.5.16
- Invited speaker. EF en niños sordos (in Spanish). Autonomous University Madrid, 19.4.16
- Keynote. EF and deaf children. Amsterdam Free University. Hearing and Language centre. 3.3.16
- Invited speaker. EF and deaf children. Lucid ESRC centre, Univ. Manchester. 1.3.16.
- Invited speaker. EF and deaf children. Online talk to VL2 centre. 29.1.16 <http://vl2students.weebly.com/vl2-meeting-and-events.html>

2015

- Invited speaker. Porque los niños necesitan lenguaje? (in Spanish). University of Vigo, Spain. 9.10.15
- Keynote. Investigating sign language development, delay and disorder in deaf children. 22nd International Congress on the Education of the Deaf (ICED 2015). 6.7.15 <http://www.iced2015.com/en/content.php?MG=3&Mid=76&sub1=1>
- Invited speaker. Theory of mind in deaf pre-schoolers. Ear Foundation. Nottingham. 12.6.15 <http://www.earfoundation.org.uk/education/articles/772>
- Invited speaker. EF and deaf children. University Roehampton. 18.3.15
- Invited speaker. Signs and gestures. Pompeu Fabra University (Barcelona). 14.3.15
- Invited speaker (plenary) SLI in sign Language. Utrecht University. 6.2.15. http://www.nsdsk.nl/over_nsdsk/afdelingen/onderzoek_ontwikkeling/taalstaal_congress_6_februari_2015/

2014

- Invited speaker (plenary). Signs and gestures. Leuvan University Mamud. 21.11.14. <https://www.arts.kuleuven.be/midi/events/mamud>
- Invited speaker. Trastornos del lenguaje y FE (In Spanish). UOC Madrid. 27.9.14.
- Conference talk. Age of Acquisition and Phonological development. IASCL (Amsterdam). 8.7.14.
- Symposium organiser with A.Morgernstern. The developmental interactions between gestures, words and signs. IASCL (Amsterdam). 6.7.14.

2014

- Invited speaker. Comparing co-speech gestures and sign languages in children and adults. International Workshop gesture-sign interface. Sorbonne University Paris. 4.4.2014. <http://www.ru.nl/gsl/@931674/pagina/>

- Invited speaker (plenary). Social cognition for deaf learners. 1st International Conference on Teaching Deaf Learners, 19.3.14. <http://www.kentalis.nl/Teaching-Deaf-Learners/> Amsterdam
- Invited speaker. Signed language acquisition as a second language. Radboud University Nijmegen. 31.1.2014. <http://www.ru.nl/sign-lang/events/slc/>

2013

- Invited speaker. Social cognition and communication. 11.11.14. UCL.
- Invited speaker. Els trastorns del llenguatge: què podem aprendre de les llengües de signes (in Catalan). 1 jornada sobre dificultats d'aprenentatge. Universitat Oberta de Catalunya http://www.uoc.edu/portal/ca/symposia/dificultats_aprenentatge2013/index.html Barcelona 5.10.13
- Invited speaker. Arriving at conventions in language acquisition: perspectives from child signers. From Hand to Mouth A dialogue between signed and spoken languages. University of Zurich. 7.9.13. <http://www.hand-tomouth.uzh.ch/social/flyerconferencedinnerde.pdf>
- Conference Symposium. Second language learning in the visual modality: from phonology to narratives. EuroSLA23, Amsterdam, 28.8.13
- Conference talk. Picture naming in deaf children from deaf and hearing families compared with spontaneous gestures produced by hearing children: The influence of iconicity. Child Language Seminar. University of Manchester. 25.5.13
- Invited speaker (plenary). The special nature of sign language acquisition. Empirical approaches to multi-modality and to language variation (aflico 5). University of Lille 15.5.13
- Invited speaker. ¿El bilingüismo es bueno para los niños pero no si eres sordo? (in Spanish). University Autonoma Madrid. 24.4.13
- Invited speaker. Les conseqüències de la sordesa en el llenguatge i la comunicació dels infants. In Catalan. (Consequences for language and communication of deafness). University of Girona. 5.4.13. <http://diobma.udg.edu/handle/10256.1/2990>
- Invited speaker (Keynote). What do sign language developmental disorders look like? 1st Symposium on Sign Language Acquisition Catholic University of Lisbon. 23.3.13. http://www.ics.lisboa.ucp.pt/site/custom/template/ucptpl_fac.asp?SSPAGEID=934&lang=1&artigo=365&artigoID=368
- Round table discussant (Jam Session 1: Cognitive and language development in deaf children. 1st Symposium on Sign Language Acquisition Catholic University of Lisbon. 21.3.13.
- Invited speaker (plenary). Cognition and language influences on deaf children's learning. 3rd International Conference on Sign Linguistics and Deaf Education in Asia. Chinese University of Hong Kong. 30.1.13

2012

- Invited speaker. Language delay – does it matter? Symposium. 37th Boston University Conference on language development 2.11.12
- Invited speaker (plenary). Language and cognition in deaf children. Nordic conference on bilingual issues concerning deaf children. University of Jyväskylä, Finland. 5.9.12

- Conference talk (symposium organiser). The spontaneous representational gestures of pre-schoolers: Comparison across culture and language. ISGS conference. Univ. Lund. 16.7.12
- Invited speaker. Discussant for Multimodality and Language Learning Workshop MPI, Nijmegen. 14.6.12.
- Invited speaker. Language & Theory of Mind reasoning: seminar in honour of Michael Siegal. University of Sheffield. 18.5.12.
<http://shef.ac.uk/psychology/staff/academic/michael-siegal>
- Invited speaker. El futur de les llengües de signes es a mans dels nadons (In the hands of babes: the future of sign languages). In Catalan. l'Institut d'Estudis Catalans, Barcelona. 21.3.12
- Invited speaker. Iconicity and Language Development. Birkbeck college. 27.3.2012.
- Conference talk. Iconicity and Language Development. Psycholinguistics in the SouthEast (PsyLingSE). UCL. 7.3.12
- Invited speaker. The origins of Theory of Mind reasoning. University of Lancaster. 15.2.12.
- Invited speaker. Language delay affects Theory of Mind reasoning in non-verbal tasks. University of Athens. 27.1.12. Video:
<http://www.blod.gr/lectures/Pages/viewlecture.aspx?LectureID=370>

2011

- Invited speaker. How deaf children learn to understand other's minds. (in French/English). Hommage à Cyril Courtin. University of Paris 8. 9.12.11
<http://cis.gouv.fr/spip.php?article4184>.
- Invited speaker. Language delay affects Theory of Mind reasoning in non-verbal tasks. University of East London. 21.11.2011.
- Invited speaker. Bilingualism in deaf children. Universidad de Valladolid, Spain. 21.11.2011.
- Invited discussant. Working Together to Support Families of Young Children with Cochlear Implants Symposium UCL. 9.11.11.
http://www.ucl.ac.uk/cslir/events/CI_Symposium2012
- Invited speaker. Theory of Mind and language. University of Westminster. 18.10.2011.
- Conference talk (symposium organiser). The Importance of Access to Language: Evidence from Intention Attribution and ToM Reasoning in Deaf Infants. IASCL conference, University of Quebec, Montreal 20.7.2011.
- Conference talk (symposium organiser). Deaf children with Impairments in Sign Language Acquisition: New Research Findings. Conference on Speech, Language and Communication Needs in older children and young people. City University London. 16.6.2011.
- Invited speaker. Early communication in families with deaf children. Trinity College Dublin. 30.5.2011.
- Invited speaker (in Spanish). Psycholinguistic processes in using sign language. Pompeu Fabra University (Barcelona). 17.5.2011.
- Invited speaker. In the hands of babes: the future of sign languages. SOAS festival on minority and endangered languages. SOAS. 9.5.2011.
- Invited speaker. New Findings on Specific Language Impairment in Deaf Children Acquiring British Sign Language. British Association of Clinical Linguistics. Leeds Metropolitan University. 11.3.2011
- Invited speaker (plenary). Talking about boys, dogs and frogs in the visual modality: using narrative to study Deaf people's extended sign language. German Linguistics Society. University of Gottingen. 23.2.11

- Invited speaker. On the origins of theory of mind: Conversational input and belief attribution in deaf and hearing infants. UCL. 17.1.2011.

2010

- Invited speaker (in Spanish). Origins of Theory of Mind. University of Seville. Spanish Science Foundation network on Sign Language Studies. 5.11.2010
- Invited speaker. Origins of Theory of Mind. Goldsmiths, University of London. 21.10.2010
- Conference talk. An evaluation of a parent led language intervention programme for deaf children. BPS developmental section. Goldsmiths, University of London. 14.9.10
- Invited speaker (plenary). Contributions of sign language research to language acquisition. Spanish Association for Language Acquisition Research. University of Barcelona. 9.9.2010
- Conference talk. Types and forms of gestures produced by English speaking children on a naming task. International Society for Gesture Studies conference Frankfurt (Oder), Germany 26.7.2010
- Conference talk. Breaking into sign language: The gestural and visuo-spatial properties of classifier constructions in BSL aid their acquisition by adult hearing learners International Society for Gesture Studies conference Frankfurt (Oder), Germany 25.7.2010
- Invited speaker. Four lecture seminar series. Sign Language acquisition. University of Salamanca, Spain. (In Spanish). 30.6-2.7.2010.
- Invited speaker. Deafness and child development. The Institute for young deaf children. Paris, France 1.7.2010 (In French)
- Invited speaker. The relationship between gestures, signs and words. Université Sorbonne Nouvelle - Paris 3, France. 15.4.2010
- Invited speaker. Tom reasoning in typical and atypical development. Université Toulouse II, France. 24.3.10
- Invited speaker. Deafness, language and cognitive development. Amsterdam Center for Language and Communication (ACLIC). University of Amsterdam. 12.3.2010
- Invited speaker. Workshop on psycholinguistic factors involved in understanding sign language. Linguistics department. University of Amsterdam. 12.3.2010
- Invited speaker. Seeing language development. Basque center on Cognition, Brain and Language. San Sebastian, Spain. 27.2.2010
- Invited speaker. Contribution of language to development of Theory of Mind in deaf children. University Pompeu Fabra, Barcelona, Spain. (In Spanish). 26.2.2010.
- Invited speaker. Four lecture seminar series. Sign Language acquisition. University Pompeu Fabra, Barcelona, Spain. (In Spanish). 23-26.2.2010.
- Invited speaker. Workshop on psycholinguistic factors involved in understanding sign language. Structures Formelles du Langage UMR 7023 (CNRS - Université Paris 8). 19.1.2010.
- Conference talk. Identifying Specific Language Impairments in Deaf children acquiring British Sign Language. UCL. COST conference "Let the children speak". 22.1.2010.

2009

- Invited speaker. Language development and Theory of Mind. University of Edinburgh. 18.11.2009
- Invited speaker. Access to language and the development of Theory of Mind. University of Trieste. 31.10.2009

- Conference talk. Types and forms of gestures in hearing children on a naming task. Multimodality and development conference. University of Toulouse, France. 10.7.2009.
- Invited speaker (in Spanish). Language development of deaf children. Summer school in Speech and Language Therapy. University of Oviedo, Spain. 29.6.09-3.7.09
- Invited Speaker. Theory of Mind and Deaf children. York Hospital Learning and Research centre. 3.6.2009.
- Invited speaker. Electronic databases and child sign language: phonology. UCL workshop on database research. 30.4.2009.
- Conference talk and symposium organiser. Sign language developmental impairments. Society for Research in Child Development. Denver, USA. 3.4.2009.
- Invited speaker. Introduction to theory of mind research. ESRC. Festival of Social Science. City University London. 27.2.2009.
- Invited speaker. Sign language development: universals. University of the Sorbonne. Paris. 12.1.09

2008

- Invited speaker. Sign language development: early interaction. University of Plymouth. 3.12.08
- Invited speaker. Deaf children's acquisition of sign language. University of Oxford Brookes. 26.11.08
- Invited speaker. Deaf children's Theory of Mind development. San Paulo Brazil. 21.8.08
- Invited plenary speaker. Sign language grammatical development in deaf children. Rotary club Deaf education conference. San Paulo Brazil. 19.8.08
- Conference talk. Non-sign repetition. Cognitive Linguistics conference. University of Brighton 5.8.2008.
- Invited speaker. Deaf children's language development. UCL summer school in Deafness, Cognition and Language. 29.7.2008
- Invited speaker. Transitions as cues for sign language segmentation. University of Connecticut, USA. SignTyp conference. 26.6.2008.
- Conference talk. Similarities and differences between spoken and signed language phonology. Manchester phonology meeting. University of Manchester. 22.5.2008.
- Invited speaker (in BSL). Theory of mind in deaf children of hearing parents. University of Limerick. 2.4.2008
- Invited speaker. Sign language acquisition. Centre for Deaf Studies. University College Dublin. 3.4.2008
- Invited speaker. Mentalising abilities in deaf children: parental strategies. Chinese University of Hong Kong, Dept. sign language and linguistics. 28.1.2008

2007

- Workshop introduction as convenor. Gesture and sign interface. ESF workshop. CNR Rome. 6.12.2007
- Invited speaker. Sign language acquisition: experience and modality. UCL. 1.11.2007.
- Invited speaker (in Spanish). Current research into sign language acquisition workshop. University of Barcelona. 22.9.2007.
- Invited speaker. Sign Segmentation in BSL. University of Bristol. 1.9.2007.
- Symposium introduction as convenor. Deafness, cognition and language: developmental perspectives. BPS (Developmental Section). Dept. Psychology. University of Plymouth. 31.8.2007

- Invited talk. Possible sign constraint and sign segmentation. MPI Nijmegen. 1.8.2007.
- Conference talk. Transition from gesture to sign. International Society for Gesture Studies Conference. Chicago. 17.7.2007
- Sign language comprehension. World Federation of the Deaf Congress. Madrid. 16.7.2007
- Conference talk. Transition from gesture to sign. Amsterdam JPS conference 31.5.2007
- Gesture and language impairment. ESRC workshop sign, gesture and space. 17.5.2007
- Conference talk. Segmentation of sign languages. Workshop on Visual Prosody in Language Communication Max Planck Institute for Psycholinguistics, Nijmegen. 10.5.2007
- Sign segmentation. CUNY 2007. The Psycholinguistics of Signed and Spoken Languages special session. 29.3.2007
- Workshop introduction (in BSL). Euro frog. UCL. 16.3.2007
- Invited speaker (in Spanish). University of Seville. Spanish Science Foundation network on Sign Language Studies. New research on sign language comprehension. 8.2.2007.
- Invited speaker. University of Manchester, BPS. Gesture workshop. The impact of aphasia on gesture comprehension: A pilot study. 19.1.2007.

2006

- Invited speaker. ESF workshop on Abstract language. UCL, Psychology dept. Abstract language and atypical populations. 28.11.2006.
- Invited speaker. Univ Manchester Psychology dept. How do deaf children talk about motion events? 4.10.2006
- Invited speaker. ESF workshop on Sign Language Development and Assessment. University of Zurich, Switzerland. Talking about space in a visual-spatial language: does exposure to Sign Language offer Deaf Children a special developmental path? 15.9.2006
- Invited speaker. Univ Herts BPS workshop on Gesture. How do sign languages use gestures? 31.8.2006
- Invited speaker. Birmingham University Psychology dept. Talking about space in a visuo-spatial language: does exposure to sign language offer deaf children a special developmental path? 13.8.2006
- Conference talk. Non-sign repetition skills in deaf children. Child Language Seminar University of Newcastle. 20.7.2007
- Invited speaker. Opening introduction SLI workshop City University, Language and Communication Science. 17.7.2006
- Invited speaker (in Spanish). University of Barcelona, Dept of Psychology. Sign language acquisition. 2.7.2006
- Invited speaker (in Spanish). University of Barcelona, Psychology Dept. Theory of Mind and deafness. 1.7.2006
- Conference talk. Is SLI a domain-general or a language-specific deficit? A non-sign repetition test in British Sign Language may reveal the answer. Geneva LATSIS conference 23.1.2006

2005

- Invited speaker. UCL, Human Communication Science. Early sign language development: critical periods and abilities. 1.12.2005

- Invited speaker. St. Michielsgestel, The Netherlands. The early stage of sign language development: critical periods and abilities. 7.10.2005
- Invited speaker. Verb agreement workshop, LSA Institute, Harvard University, USA. The Development of Verb Agreement in British Sign Language: The Influence of Typology, Rules and Input. 6.8.2005.
- Conference talk - symposium. IASCL, University of Berlin. How universal is early phonological development: a comparison of sign language and speech. 26.7.2005.
- Conference talk - symposium. IASCL, University of Berlin. Perception, comprehension and production: critical abilities and periods. 26.7.2005.
- Invited speaker (in BSL). Early signing workshop. City University, London. Early sign language development: what does that mistake mean? 28.6.2005.
- Invited speaker. University of Bangor, Psychology dept. Language development and developmental impairments: insights from British Sign Language. 14.4.2005
- Organiser and speaker. Theory of Mind workshop. City University. Late exposure to sign language and non-fluent Theory of Mind abilities. 29.3.2005

2004

- Invited speaker. Homesign workshop. MPI, Nijmegen. Homesigns to sign in Nicaraguan Sign Language. 15.12.2004.
- Invited speaker. Narrative in BSL. University of York, Language & Linguistics dept. 19.10.2004
- Invited speaker. University of Oxford, Experimental Psychology. Sign language acquisition and sign language impairment. 14.7.06.
- Conference talk. Phonology conference, University of Manchester. Phonological processes in the early acquisition of British Sign Language. 23.6.2004.
- Invited speaker. University of Manchester, Speech Sciences and Audiology. The creation of Nicaraguan Sign Language. 24.3.2004

2003

- Invited speaker. University of Colorado at Boulder, Speech Sciences. Clarifying the issues in classifier (and sign language) development. 7.11.2003.
- Conference talk. BUCLD. Boston University, USA. Independent acquisition of classifiers and verb agreement in BSL. 31.10.2003.
- Invited speaker. University of Southern Maine. Linguistics Dept. Early (but not really) development of BSL grammar. 22.10.2003.
- Invited speaker. City University, London. Language and Communication Science. Early (but not really) development of BSL grammar. 8.10.2003.
- Invited speaker. City University, London. Language and Communication Science. No Language then no Theory of Mind? Late sign learning deaf children. 2.10.2003.
- Invited speaker. Four corners of Psycholinguistics workshop. MPI Nijmegen. Biology and behaviour: What do sign languages reveal? 1.9.2003.
- Invited speaker. City University London, Psychology dept. seminar. The learning of British Sign Language by a Polyglot savant: iconicity. 6.8.2003.
- Invited speaker. University of Reading, Linguistics and Clinical Science. The encoding of simultaneity in British Sign Language narratives. 4.6.2003.
- Invited speaker. Verb workshop. UCL, Human Communication Science. Grammatical relations in the acquisition of British Sign Language. 30.5.2003.
- Invited speaker. Sign language acquisition. University of Odense, Denmark. 17.1.2003

- Workshop Organiser and speaker. City University London. Sign phonology and Phonetics. 15.1.2003

2002

- Conference talk. BUCLD, University of Boston, USA. Grammatical relations in the acquisition of BSL. 2.11.2002
- Invited speaker (in Spanish). Theory of Mind in Deaf children. University of Seville. 21.10.2002
- Conference talk- symposium. IASCL and SRCLD. University of Madison, Wisconsin, USA. Specific Sign Language Impairment: Deprivation or Disorder. 17.7.2002
- Conference talk. IASCL and SRCLD. University of Madison, Wisconsin, USA. Verbs & first argument structures in British Sign Language development. 19.7.2002
- Invited speaker. University of Hertfordshire. Applied Linguistics. Language against the odds: the learning of British Sign Language by a Polyglot savant. 29.6.2002
- Conference talk. Transcribing sign languages. LAGB special symposium on sign linguistics. 9.4.2002
- Conference talk. Sign language acquisition. LAGB special symposium on sign linguistics. 10.4.2002
- Invited speaker. City University Psychology department seminars. The learning of British Sign Language by a Polyglot savant: iconicity. 8.5.2002
- Workshop organizer. Using Signstream with BSL. University of Bristol. 22.2.2002

2001

- Workshop organizer (in International Sign). Using SignStream to analyze sign language. University of Jyväskylä, Finland 13-14.12.2001
- Conference talk. Child Language seminar, University of Hertfordshire. The emergence of lexical categories in British Sign Language (BSL). 6.7.2001.

2000

- Invited speaker. Sign language learning in a polyglot savant. University of Hertfordshire. 7.12.2000
- Symposium organiser. Sign language frog stories. TISLR 7, University of Amsterdam. San Sebastian, Spain, 26.7.2000
- Invited speaker. City University, London, Clinical Communications Dept. The effects of modality on British Sign Language development in an exceptional learner. 14.7.2000
- Invited speaker. University of Southern Maine, Linguistics Colloquium. The effects of modality on British Sign Language development in an exceptional learner. 27.4.2000
- Invited speaker. Body classifiers in BSL. Classifier workshop, San Diego Salk institute. 15.4.2000
- Conference talk. Organiser of Symposium on Atypical sign language. University of Amsterdam. TISLR 7. 1.7.2000

Before 2000

- Invited talk. Transcription issues in child sign language acquisition research. European Intersign meeting. City University London. 6.9.1999.
- Conference talk. The development of verb agreement in BSL. Part of symposium on sign language acquisition. IASCL congress. University of San Sebastian. 12.7.1999

- Conference poster. TISLR 6. The Sixth International Conference on Theoretical Issues in Sign Language Research. Gallaudet University. Washington, DC, USA Language learning and modality in a polyglot savant. 12.11.1998
- Conference talk. Linguistic constraints in Hometowns. BUCLD. 6.10.1998.
- Conference talk. Narrative development in British Sign Language. Child Language Seminar. University of Sheffield. 4.9.1998
- Conference talk. Bilingual narratives of hearing children of deaf adults. Bilingualism congress. University of Newcastle. 15.4.1998
- Conference talk. Translation of BSL to English. BAAL conference. University of Birmingham. 18.10.1997
- Invited speaker. Nicaraguan Sign Language research (in BSL). Manchester Polytechnic. 21.4.1997
- Invited speaker. Discourse cohesion in BSL. ESRC seminar series. University of Plymouth. 17.4.1997
- Conference talk. Learning to use referential space in sign language discourse. Univ. of Manchester. 1997
- Conference talk. Development of anaphoric mechanisms in British Sign Language. Child Language Seminar. University of Reading 1996
- Conference talk. Spatial anaphoric mechanisms in British Sign Language. University of Lancaster 1996
- Conference talk. Discourse organisation in a British Sign Language Narrative. University of Lisbon. 1996

7. Outreach and Knowledge Exchange

I enjoy communicating research findings to users of research outside of the University. I do this directly through talks, consultancy, media and interaction with people who work with children. I do regular workshops and teaching activities, as well as write papers for non academic users of research (teachers, Speech & Language Therapists, parents and professionals and informal groups in the community). I have also helped developed several assessment tests and sets of educational materials for users of research. Some of this work was included in an impact case study for the UK Research Evaluation Framework [here](#). Or [here](http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=44341) <http://impact.ref.ac.uk/CaseStudies/CaseStudy.aspx?Id=44341>. I have also enjoyed doing this in various second languages (Spanish, French and Catalan).

Consultancy and interaction with stakeholders:

- Talk to sixth form pupils. Psychology and Speech and Language Therapy. Cophthall Six form Barnett. 3.2.20
- Talk to parents of children with CIs. University of Cardiff Hospital. ESRC festival of social science. 5.11.18
- Script advisor for BBC series involving deaf children. 1.5.18
- Consultancy with ToDs in Turkey as part of Erasmus plus project. 16.2.18
- Channel 4 News interview on importance of early language development. 21.4.16
- Theory of mind development in pre-school deaf children. Deaf Education 2015: Theory of mind and pragmatic language. Ear Foundation. Nottingham. 12.6.15 [skillshttp://www.earfoundation.org.uk/education/articles/772](http://www.earfoundation.org.uk/education/articles/772)
- Executive function and deafness class for ToDs at Manchester University. 22.11.14.
- Executive function and deafness workshop for National Clinical Psychologists Network. DCAL. 16.5.14
- Language development in deaf children. Mary Hare Grammar School teachers of the deaf course. 9.5.14, 31.10.14, 2.2.16; theory of Mind workshop 26.10.18
- Developing research links. Organiser of talks to NDCS staff. 24.4.14
- Executive function and learning. Birmingham University teachers of the deaf course. 6.1.14; ToM development 8.1.16.
- Co-organiser Deaf Children Development Conference. City University London. 11.9.12 <http://blogs.city.ac.uk/deafchildsdevelopment/>
- Expert reviewer for Project: Communication Interventions with Pre-school Deaf Children (coordinator Rachel Rees). UCL.
- Lead at DCAL on government commissioned Green paper 'Consultation of the future of Special Educational Needs' 1.10.10
- Consultancy. Sign Language animations Deadcreative.
- Contributor BBC Horizon Documentary *Why do we Talk?* 20.10.2009. <http://www.youtube.com/watch?v=UTbl-G42JoY&feature=related>
- Consultancy. National Deaf Children Society Family sign language curriculum project.
- Consultancy. Deaf Parents UK Child development projects.
- Partner in UCL-China research festival with Chinese University of Honk Kong project on sign bilingualism. 13.6.2008
- Nominated for Communication of Science to the Public award. Royal Society (2008).
- Invited member to discuss the promotion and protection of BSL. All-party Parliamentary Group on Deafness. Portcullis House, Westminster. 22.1.2008.
- Lead on DCAL's response to the John Bercow review of Speech and Language therapy services for children. 17.1.2008
- DfES Early Support Monitoring Protocol for Deaf Babies and Children, <http://www.earlysupport.org.uk/modResourcesLibrary/HtmlRenderer/welcomeview.html>
- Member of the expert steering group for the London Regional Partnership for Deaf education initiatives 2007-

- Expert consultant for the Deaf education in Hong Kong project funded by the Hong Kong Jockey club. With Professor Gladys Tang. Chinese University of Hong Kong. 2007-2013
- Board member the 'SignTypology' project. Funded by the National Science Foundation (NSF) 2006-2008 with Harry van der Hulst and Rachel Channon University of Connecticut.
- Board member Nicaraguan Sign language projects (1994-)
- Organiser Research feedback meeting between researchers and teachers at Deaf Schools – University Knowledge transfer seminar with grant from Knowledge Transfer City University (£2000). 17.3.2006
- Set up a Good Practice in Research with Deaf children document (GPA) which includes 20 universities and 15 schools.
- Co-convenor All-Parliamentary Group on Deafness meeting at DCAL 1.6.2006
- Governor Frank Barnes school for Deaf children, London (2005-)
- Linguistic consultant for *See Hear* and *Horizon* (BBC). Nicaraguan Sign Language documentaries 1997

Talks and activities specifically directed at users of research outside the academic community

- Class for SLTPs. Theory of Mind. University of Kentucky visiting students. London. 14.5.19
- On-line talk on Theory of Mind for teachers of the Deaf. Victorian Deaf Education Institute. Melbourne, Australia. 1.3.19
- Co-investigator. Play based activities in education. Erasmus plus project with schools for deaf children Spain, Turkey, Italy and UK. 2018. Meeting in Turkey 16.4.18
- Language and Cognitive development for consultant DCAMHS clinical psychologists. Wesley Chapel, London. 30.9.16
- Theory of Mind talk and workshop. BATOD (Scotland). Glasgow. 14.5.16
- 3 day Master classes for professionals working with Deaf children (Language, ToM and EF development). UCL Sept-Nov, 2015, Manchester Children's Hospital (Jan-April, 2016).
- Organizer. One day conference Education for deaf children. City University London. 11.6.15 <http://www.eventbrite.com/e/current-dcal-research-into-the-education-of-deaf-children-tickets-16280705027>
- Talk to invited House of Lords deafness experts. DCAL. 2.4.14
- Invited speaker. Linguistic needs of Deaf Learners Education (in BSL). Deaf Learners 2013 Conference. University of Westminster. 28.5.13
- <http://deafunity.org/2013/04/gary-morgan-deaf-learners-national-conference-workshop-facilitator/>
- Invited speaker. The Welfare and Education of Deaf Children. Tyneside Deaf Children's Society. Northumbria University. 9.3.13. http://www.ndcs.org.uk/family_support/support_in_your_area/local_groups/find_a_local_group/north_east/tyneside_dcs.html
- Master class for professionals working with Deaf children. Northumbria University. 25.2.2013.
- Invited speaker. Deaf education conference. University of Westminster. 11.2.2013.
- Organiser of ESRC Festival of Social Science event. 2.11.11 *2 languages = 2 brains, 2 minds and 2 cultures?* <http://www.politics.co.uk/opinion-formers/economic-social-research-council-esrc/article/festival-of-social-sciences-2-languages-2-brains-2-minds-2-c>
- Series of workshops on deaf children's language development aimed at deaf trainers of the NDCS Family signed language curriculum. London, 19.10.11, Leeds, 25.10.11. Belfast, 8.9.15, London, 14.5.16

- Deafness, Cognition and Language road show. Talk to members of Manchester Deaf Community. Manchester Deaf Centre. 28.5.2011 <http://www.ucl.ac.uk/dcal/public-engagement/roadshow>
- Co-organiser and panel member for debate 'Narrowing the gap between deaf and hearing children's educational achievement'. UCL, 10.5.2011. http://blogs.ucl.ac.uk/events/2011/05/17/dcal-debate/?dm_i=MZB,FJCG,3QM9N7,196XA,1
- 'On the origins of theory of mind: Conversational input and belief attribution in deaf and hearing infants'. Invited speaker for the Supporting Deaf People online conference. 9.2.11. <http://www.online-conference.net/sdp2011/introduction.htm>
- Deaf children and language and cognitive development. Research up-date organiser for UK deaf schools. Frank Barnes school. 26.10.09
- Contributor Baby-signing debate. Five Live Radio. 24.10.09.
- Deaf children's development of Theory of Mind. Invited speaker for the SW and South Wales SIG on deafness (Speech and Language therapists). 12.10.09
- Language Development (in BSL). Talk at the annual Deaf Parents UK conference. London Assembly House. 11.6.2009.
- Social development of Deaf children. Talk to parents of deaf children. Christopher place, London. 5.6.2009.
- Mental health and Deaf children. Talk to professionals related to deafness and mental health. York Hospital. 3.6.2009.
- Introduction to Social Cognition and Theory of Mind. ESRC Social Science festival. 6.3.2009.
- Deaf children's sign language development. BSL production test training day for deaf professionals. City University London. 22.4.2009
- Early communication and access to talk about mental states. Talk to Yorkshire Deaf children's services. 30.1.2009
- Co-convenor *Being Deaf in 2018*. Essay competition for Deaf children. Funded by the ESRC Festival of Social Science Week 2008 grant. March. 2008
- Early communication and access to talk about mental states. Talk to Bristol Family Centre for Hearing families with Deaf children. 19.1.2008
- Convenor DCAL Research feedback reception to teachers and SLTs who work with Deaf children. 17.1.2008.
- RCSLT SIG in deafness. Royal National Ear Nose and Throat Hospital (RNTNE), Sign language development. 16.5.2007
- Frank Barnes School for Deaf Children, London. Talk on Narrative development. 18.5.2007
- Convenor and Invited speaker, UCL. ESRC Social Science Festival. Baby signing: a critical viewpoint. 17.3.2007.
- Knowledge transfer training ESRC. 22.2.2007
- Talks and training for specialist therapists and teachers in order to use the BSL sign language production test. 2005-
- National Deaf Children's Society. Talk on Deaf children and language acquisition. 16.10.2006.
- Frank Barnes School for Deaf Children, London. Talk on Sign Language development. 1.2.2005
- Springfield hospital Mental Health Services for Deaf adult and children, London. Specific Sign Language Impairment: Deprivation or Disorder? 31.5.2002.

Research reports specifically directed at users of research outside the academic community

- Report on theory of Mind development in BSL. (thanks to Robert Adam). <http://www.ucl.ac.uk/dcal/dcal-news/story12>
- Morgan, G., Rowley, K. & Herman, R. (2013). How we achieve impact in the research process. E-Newsletter DCAL.
- Morgan, G. (2009). Assessment of deaf children. Target article Special Education Times.
- Marshall, C. & Morgan, G. (2009). Sign language development and memory abilities. British Deaf News
- Haws, Z. & Morgan, G. (2009). Social development of deaf children. British Deaf News (January 2009 issue).
- Mann, W., Marshall, C. R. & Morgan, G. (2007). How do deaf children make signs? The nonsense-sign repetition project. Sign Matters (September 2007 issue), 16-17.
- Rathmann, C., Mann, W. and Morgan, G. (2007). Narrative structure and narrative development in deaf children. Deafness & Education International. (Journal of the British Association for Teachers of the Deaf).
- Adam, R., Orfanidou, E., Morgan, G., and McQueen, J. (2007). The Sign Segmentation Project at City University. Sign Matters. November. 16-17
- Doherty-Sneddon, G. & Morgan, G. (2007). Babysigning debate report from the ESRC festival of Science debate. Article invited for The Psychologist
- Grove N, Herman R, Marshall J, Morgan G & Woll B (2006) Compass Centre Sign Assessment Clinic: A Specialist Resource for Families and Profession. Bulletin of the Royal College of Speech & Language Therapists, April, Issue 648, 16-17.
- Morgan, G. (2006). Early signing: what does that mistake mean? Sign Matters.
- Grove N, Herman R, Morgan G & Woll B (2004) Baby signing: the view from the sceptics. Bulletin of the Royal College of Speech & Language Therapists, November, 12-13.
- Morgan, G. (2003). Transcription of child sign language. Journal of Deafness and Education International, 5: 3, 157-166.

Resources for users of research outside the academic community:

- Report on recent research on deaf children's development for NDCS. http://www.ndcs.org.uk/professional_support/news/recent_research_on.html
- The DCAL Assessment Portal <https://dcal.azurewebsites.net/>
- Report by Marshall & Morgan: Specific Language Impairment in Deaf & Hard-of-Hearing Children Who Use a Sign Language <http://raisingandeducatingdeafchildren.org/node/231>
- Consultant on the Dept of Education funded project I-sign. <http://www.familysignlanguage.org.uk/>
- [Fact sheet on sign SLI](#). Written for the BDA deaf community magazine
- Mann, W., Marshall, C. & Morgan, G. (2008). The non-sign repetition test.
- BSL Communicative Development Inventory <http://www.ucl.ac.uk/HCS/research/EBSLD/>
- 'Signing family' Language development information DVD project for Deaf parents. BDA Northern Ireland.
- Herman, R., Grove, N., Holmes, S. Morgan, G., Sutherland, H. & Woll, B. (2004). Assessing British Sign Language Development: Production Test (Narrative skills). London: City University. Now also for spoken English.
- Herman, R. Morgan, G. et al (2004). Early Support Monitoring Protocol for Deaf Babies and Children. DfES. <http://www.earlysupport.org.uk/Default.aspx?tabid=68>