

## **Biography**

Amélie Albert is a fourth-year undergraduate student in the speech-language pathology program at Laurentian University. She is originally from Verner, a small French-speaking community in Northeastern Ontario and her research interests include developmental disorders, bilingualism and language in a minority context.

### **The Comorbidity of ADHD and DLD in School-aged Children, the Acquisition of an L2 and the types of errors they produce**

This study focuses on the comorbidity of ADHD (attention deficit disorder with or without hyperactivity) and DLD (developmental language disorder) in bilingual school-aged children from Northeastern Ontario. In the general population, 5% of children have ADHD (American Psychiatric Association, 2013), 7% of children suffer from DLD (Bishop et al. 2016) and 35 to 50% of children with ADHD are also diagnosed with a concomitant DLD (Tannock & Schachar, 1996). Since there is little research to date that focuses on the effects of the cooccurrence of DLD and ADHD on language development and second language (L2) acquisition, this study will focus on that subject. The data for this research were taken from a longitudinal study and the subjects were categorized into different groups: a control group of typically developing children, a group of children with only ADHD, a group of children with only DLD and a group of children with ADHD and DLD. We want to compare the results from different standardized tests to analyze the types of errors produced by the different groups. The different aspects of language that will be analyzed are verbal working memory, expressive vocabulary, receptive vocabulary and narrative abilities.