

JO SAUL

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EDUCATION

Institution	Degree	Completion Date	Field of Study
PALS, UCL	PhD	04/2020	Expressive language development in minimally verbal autistic children: exploring the role of speech production
PALS, UCL	MSc (First Class)	07/2016	Language Sciences
School of Languages, University of Sheffield	BA Hons (First Class)	07/2001	Modern Languages (French, German & Spanish)

EMPLOYMENT HISTORY

Time	Role	Institution
2020 - current	Lecturer (Teaching) <ul style="list-style-type: none">co-led curriculum development for Intermediate Statistical Research Methodsled curriculum development for Advanced Statistical Research Methods, giving lectures and leading practicalslead a seminar on Single Case Experimental Designs for trainee speech-language therapistsprovided pastoral support as a personal tutor/seminar leadersupported undergraduate projectsRecruiting, training and supporting demonstrators and teaching assistantsCo-led switch to a virtual learning environment during covid-19	PALS, UCL
2019 - 2020	Teaching assistant on BSc PALS Research Methods Year 1 <ul style="list-style-type: none">Led small group seminars and drop-in sessions using RMarking R script homework, coursework and examsCreating and delivering teaching materials	PALS, UCL
2015	Research Assistant – Nuffield Early Language Intervention project <ul style="list-style-type: none">Gathering post-intervention motor, language and cognitive assessment data from 5-6 year old children and their parents at a range of locations	PALS, UCL

GRANTS/ AWARDS

- 2022: DHF\R1\221217 Dorothy Hodgkin Fellowship. Elucidating mechanisms of language growth in minimally verbal autistic individuals: £914,308.03
- 2021: BA Leverhulme Small Research Grant SRG21\210410 (PI). Investigating middle childhood outcomes in minimally verbal autistic preschoolers: a four-year follow up study: £2,867.69.
- 2019: Guarantors of Brain: Travel Grant awarded 05/08/19 to facilitate travel to Autism Europe conference in Nice, France: £600.
- 2016 - 2019: ESRC Doctoral Training scholarship
- 2016: MSc Language Sciences Student Achievement Prize

PUBLICATIONS

Saul, J. & Norbury, C. F. (2020a). Does phonetic repertoire in minimally verbal autistic preschoolers predict the severity of later expressive language impairment? *Autism (2020)*24, 5, 1217-1231.
<https://doi.org/10.1177/1362361319898560>

Saul, J. & Norbury, C. F. (2020b) Feasibility of an app-based parent-mediated speech production intervention for minimally verbal autistic children: development and pilot testing of a new intervention. *Pilot and Feasibility Studies*, 6(185). <https://doi.org/10.1186/s40814-020-00726-7>

Saul, J. & Norbury, C. F. (2021) A randomized case series approach to testing efficacy of a speech production intervention for minimally verbal autistic children *Frontiers In Psychology*(12)
<https://doi.org/10.3389/fpsyg.2021.621920>

Saul, J., Griffiths, S., & Norbury, C. F. (2022). Prevalence and functional impact of social (pragmatic) communication disorders. *Journal of Child Psychology and Psychiatry*, 0(0): 1–12
<https://doi.org/10.1111/jcpp.13705>

Jelen, M., Griffiths, S., Lucas, L., Saul, J. & Norbury, C. (2023). The role of language in mental health during the transition from primary to secondary education. *Quarterly Journal of Experimental Psychology* (in press)

INVITED TALKS / PODCASTS

ACAMH Podcast (2022). Prevalence and Impact of Social (Pragmatic) Communication Disorders.
<https://www.acamh.org/podcasts/social-pragmatic-communication-disorders/>

Invited to present PhD findings 'Expressive language development in minimally verbal autistic children: exploring the role of speech production' at three meetings:

- South Yorkshire ASD Clinical Excellence Network (CEN) May 2022
- London ASD Clinical Excellence Network (CEN) November 2021
- Centre for Research in Autism Education (CRAE) webinar May 2021.
<https://www.youtube.com/watch?v=HaKoSGEm54g>

POSTERS / TALKS

LiLac researcher-practitioner workshop: Evaluating interventions using single case studies (June 2022)

International Association for the Study of Child Language 2021. Social (Pragmatic) Communication Disorder. <https://iascl2021proceedings.weebly.com/>

Poster presentation at Autism Europe Conference in Nice (2019). Does phonemic repertoire in minimally verbal pre-schoolers with autism predict the severity of later expressive language impairment?

Oral presentation at Child Language Symposium in Sheffield (2019). Expressive language and speech production in autism: My Research Journey

Oral presentation at Autistica's Discover Conference in London in (2018). Is speech production a limiting factor for expressive language in minimally verbal autistic preschoolers?

Saul, Samara & Wonnacott (2017) Poster presentation at Interdisciplinary Advances in Statistical Learning. Bilbao, Spain: The role of memory constraints in regularization of unpredictable variation

SUPERVISION

Second supervisor: 2 students on MSc Speech and Language Sciences in 2018/19

First supervisor: 8 students from BSc Psychology & BSc PALS 2021-present

Thesis Committee: 1 PhD student 2022

PROFESSIONAL DEVELOPMENT

November 2022: Developing as a Doctoral Supervisor, UCL

November 2021: Arena for Probationary Lecturers, UCL

ENGAGEMENT / SERVICE

Member of Language & Communication Autistica Study Group (2019-2022)

CRAE's PLASN-R special schools research network group member (since 2019)

National Autistic Society Lambeth Branch committee member (2012-2022)

Peer review for multiple journals (Autism, Research in Autism Spectrum Disorders, Language, Speech and Hearing Services in Schools, Developmental Science, Journal of Child Psychology and Psychiatry)

Grant review (British Academy, Health Research Board Ireland)

PERSONAL STATEMENT

I graduated from Sheffield University with a BA in Modern Languages in 2001. I joined Barclays Capital graduate training scheme in 2002 and worked for 6 years originating and structuring corporate financings. I acquired many transferable skills applicable to academic research and teaching (project management, data analysis, synthesis and presentation of information).

In 2014 I embarked on a new career in language research and completed a part time MSc in Language Sciences. My ESRC-funded PhD involved a 12-month longitudinal study of minimally verbal autistic pre-schoolers, followed by a pilot study for a parent-mediated app-based speech production intervention. Having completed my PhD, my goal is to become a research leader specialising in atypical language development in autism, a subject I am passionate about due to having an autistic and language impaired son.

I spent ten years as a committee member for my local National Autistic Society branch, where I successfully applied for charitable grants, organised regular support group meetings, planned seminars and family activities.