Dr Josie Briscoe
B.Sc.(Dund.), Ph.D.(Bristol)

Senior Lecturer

Area of research

Developmental disorders of memory and language

Office 3D18
The Priory Road Complex,
Priory Road, Clifton BS8 1TU
(See a map)

+44 (0) 117 928 8458
j.briscoe@bristol.ac.uk

Summary

My research goals seek to understand the interface between memory and language skills within children's cognitive development, particularly for children with atypical development in language, memory and communication, and from a neurobiological perspective.

One ongoing line of research (with David Skuse) grasps the challenge of identifying a heritable phenotype within semantic cognition, within a single multi-generational family – the JR family. By using molecular genetics methods (with Katerina Kucera and Simon Fisher), we seek to identify genomic variants that potentially co-segregate with this novel and interesting phenotype. Further to this, I am interested in the regulation of semantic cognition in children.

A second line of research probes lexico-semantic influences on immediate memory recall. For example, I have probed list composition effects on children's short-term memory (with Clive Frankish), dual-task effects on immediate story memory (with Anna Kapikian) and the learning and retention of 'proto-words' extracted through children's exposure to statistical regularities in speech (with Sven Mattys). An exciting new prospect is to understand how people retain meaning from stories, particularly when misinformed, by looking for neural signatures of recall in functional MRI (with Steve Lewandowsky, Ulli Ecker, Jade Thai and Jon Brooks).

A third line of research probes cognitive and perceptual elements of self and identity associated with language and communication disorders. For example, I am interested face-voice associations (with Mallika Sen) and whether other-identity extracted from everyday percepts (faces and voices) conveys a symbolic benefit to children's language? Or whether children's construct of self (self-recognition) varies systematically with self-referential language in children with Autistic Spectrum Disorders?

Biography

I received my first degree from University of Dundee (1992) before moving to the University of Bristol for research experience in the Department of Child Health. I completed my PhD at the Department of Experimental Psychology, University of Bristol in 1998. Several years of post-doctoral experience followed at the University of Oxford (with Prof. D. Bishop) and at the University of Bristol (with joint collaboration with Prof. S. Gathercole and Prof. F. Khadem) before moving to a lectureship at Cardiff University (2002). I have recently been appointed as a new lecturer at University of Bristol (2005).

Teaching

PHD students supervised

- 2003 – L. Grayson; 1+3 ESRC funding, with A. Holcombe, Cardiff University
- 2003 – R. Chilvers; CHRAT funding (joint supervisor with D. Skuse & T. Baldeweg, ICH, UCL)
- 2010 - Mallika Sen

- 2010 - Anna Weaver

Keywords

- Cognitive development
- Working memory

Expertise

One line of research addresses the locus and range of memory-related deficits observed in children at risk of developmental disorders of memory and language. In collaboration with F. Khadem, P. Rankin and S. Gathercole, we have been exploring the behavioural and neural correlates of memory and language impairments in children via the Routes Through Memory Project (Funded by The Wellcome Trust). A second line of research is concerned with communication deficits in children i.e. whether perceptual or cognitive impairments impede multi-sensory integration in children with communication deficits. The extent to which auditory perception impinges on working memory, language and literacy skills comprise my third line of research. Children with hearing impairments display relative integrity of reading and linguistic abilities, despite weak phonological skills (Briscoe, Bishop & Norbury, 2001).

- developmental disorders
- language impairment
- working memory
- episodic memory
- event memory
- memory
- children with communication deficits

Memberships

Organisations

School of Experimental Psychology

Other sites

- Neuroscience

Psychological Science staff

- Psychological Science academic staff

Research themes

- Cognitive science

Research groups

- Cognitive science > Developmental group
- Cognitive science > Memory group

Recent publications

- Smith, AD, Kenny, L, Rudnicka, A, Briscoe, J & Pellicano, L, 2016, 'Drawing Firmer Conclusions: Autistic Children Show No Evidence of a Local Processing Bias in a Controlled Copying Task'. *Journal of Autism and Developmental Disorders*, vol 46., pp. 3481-3492
- Sen, M & Briscoe, J, 2014, 'Children's use of multimodal identity concepts to facilitate speech recognition.'.
- Laws, GJ, Briscoe, J, Ang, SYY, Brown, H, Hermena, E & Kapikian, AK, 2014, 'Receptive Vocabulary and Semantic Knowledge in Children with SLI and Children with Down Syndrome'. *Child Neuropsychology*, vol 21., pp. 490-508
- Briscoe, JM, Flett, I, Daisley-Devoy, T & Frankish, CR, 2013, 'Lexical composition effects in children's serial recall of words and nonwords'.
- Briscoe, JM, Laws, GJ, Kapikian, AK & Ang, S, 2013, 'Dissociations Within Semantic Processing in Young People with Down Syndrome: A Comparison with Children with Specific Language Impairment and Typically Developing Children'.
- Sen, M & Briscoe, JM, 2013, 'Uni-modal and Cross-modal Priming of Familiar Faces and Voices in Children'.
- Kapikian, AK & Briscoe, J, 2012, 'Semantic binding, not attentional control, generates coherent global structure in children's narrative memory'. *European Journal of Cognitive Psychology*, vol 24., pp. 751-764
- Briscoe, J, Chilvers, R, Baldeweg, T & Skuse, D, 2012, 'A specific cognitive deficit within semantic cognition across a multi-generational family'. *Proceedings of the Royal Society B: Biological Sciences*, vol 279., pp. 3652-61
- Pellicano, E, Smith, A, Cristino, F, Hood, B, Briscoe, J & Gilchrist, I, 2011, 'Children with autism are neither systematic nor optimal foragers'. *Proceedings of the National Academy of Sciences of the United States of America*, vol 108., pp. 421 - 426
- Pellicano, E, Smith, A, Cristino, F, Hood, B, Briscoe, J & Gilchrist, I, 2011, 'Reply to Nemeth and Janacsek: Children with autism learn to search differently in a large-scale context'. *Proceedings of the National Academy of Sciences of the United States of America*, vol 108., pp. 421 - 426