# A Resource and Informational Toolkit for Speech-Language Pathologists Working with Bilingual Children

by Michelle Mercier

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# Introduction

## What is Bilingualism?

"Bilingualism is the ability to communicate in more than one language and can be thought of as a continuum of language skills in which proficiency in any of the languages used may fluctuate over time and across social settings, conversational partners, and topics, among other variables" (Grosjean,1989; Bialystok, 2001; on ASHA.org).

## Why is it Important to SLPs?

The number of bilingual children is continuing to grow. As a result, the caseloads of SLPs are likely to contain a greater number of bilinguals (Hoff, 2015). Bilingual children present with unique challenges for both monolingual and bilingual clinicians alike, as it will be likely that the clinician may not have the client's L1 or dominant language in common. It will also be a challenge for the SLP because it is their duty to differentiate between a language disorder and perceived difficulties as a result of a language difference (De Lamo White & Jin, 2011).

INTRODUCTION VIDEO: Bilingualism and Speech Language Pathology

An interview with Dr. Kathryn Kohnert where she discusses the importance of bilingualism in the field of Speech-Language Pathology.

https://www.youtube.com/watch?v=KxnN6Ig4bqc

# Language Disorder vs. Language Difference

Information obtained from: (Prezas & Jo, 2016; Fairchild, 2017; Schmiesing Christians, et al., 2012)

To prevent over- or under-identification of Developmental Language Disorders (DLD) in bilingual children, first and foremost, we must understand the distinction between them:

## Language Disorder:

Characterized by atypical receptive and/or expressive language skills, compared to same aged peers.

## Language Difference:

Due to distinct or different variations of a language, a language difference is the result of the normal process of the acquisition of another language. It may appear as a delay (not disorder) in the second language however their skills in their first language are considered typically developing.

English Language Learners (bilingual children)

Children with DLD
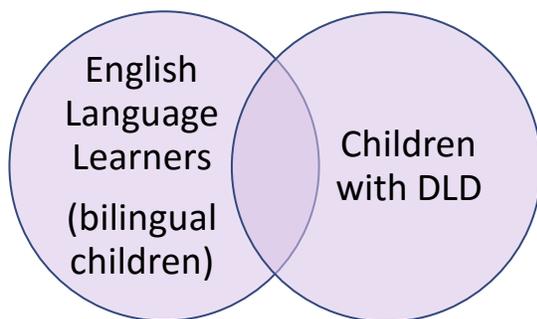
VIDEO: Bilingualism & DLD
https://www.youtube.com/watch?v=g7Sj_uRV7S4

**IMPORTANT:**

- This does not mean that a bilingual child cannot have DLD.
- The signs of DLD will look the same in a bilingual child.
- Except, for bilingual children the difficulties will be present in ALL of the child's languages.
- Learning the second language is not the cause of the disorder.
- The SLP should be sure to get an accurate picture in their first and second language.
- You may also want to consult the child's parents and teacher to see if there are concerns at home and/or in the classroom.

TEXTBOOK:

Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students

https://bilinguistics.com/catalog/products/difference-vs-disorder-understanding-speech-and-language-patterns/

# Query a Developmental Language Disorder in a Bilingual Child?

## Consider if you may be **Over-** or **Under-**identifying the child:

### Over-identification often occurs when:

- A bilingual child scores below the average range on a standardized test
- This often occurs on a test normed for monolingual children
- The SLP will interpret the scores without considering that they represent the child's knowledge in ONE language and therefore it does not account for the sum of their profile and knowledge of BOTH languages

### Under-identification often occurs when:

- A bilingual child scores below average in comparison to their monolingual peers
- The SLP will over compensate for their dual language knowledge
- Therefore the SLP fails to identify a child who does in fact have a language disorder and not just a language difference

Hoff, E. & Core, C. (2015). What clinicians need to know about bilingual development. *Seminars in Speech Language Pathology, 36(2),* 89-99.

# Bilingual Development

Information obtained from: (Paradis, 2010; Paul, Norbury & Gosse, 2017)

All bilingual children learn 2 different languages however, there are differences in their:

-**exposure patterns** to both languages and

-the **social contexts** in which they are learning the languages

WHICH affects their development
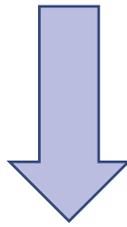
**Simultaneous Bilinguals**: Children who acquire both languages at the same time, typically before the age of 3, often from birth.

**Sequential Bilinguals:** Children who learn a second language after the first language has already been fairly established, it is often introduced after the age of 3.

Other common terms in the literature:

- **Dual Language Learner**: individuals who are learning two languages concurrently from infancy OR are learning a second language after their first language

- **English Language Learner**: language minority students who are learning English because it is the majority language in the country they reside, for social integration and educational purposes

VIDEO: Bilingual Language Development

Watch Dr. Kathryn Kohnert's video on bilingual development

https://www.youtube.com/watch?v=SNRqJo9niFY

# Common Circumstances During Second-Language Acquisition

## Interference/Transfer

- This occurs when errors made in the child's L2 are due to the influence (interference/transfer) of a structure that occurs in the child's L1.
- For ELLs, structures in their L1 may interfere or transfer during their acquisition of L2.
- For children who are simultaneous bilinguals, there may be evidence of transfer between their two languages.
- *These situations do not indicate a disorder.*

## Silent Period

- A silent period may occur when a child is in the beginning stages of acquiring a second language. This may occur because the child is concentrating on being an active listener.
- A common feature: is after some exposure to the L2 the child may initially have better receptive than expressive language skills in this language.
- The younger the child, the longer this period tends to last.

## Codeswitching

- Codeswitching refers to when bilingual individuals change languages throughout phrases or sentences.
- This is a typical occurrence in many fluent bilingual speakers.

## Language Loss/Attrition

- As children begin to learn a second language, if their L1 is not reinforced, it is possible that they will begin to lose some of their skills and proficiency in their L1- also known as subtractive bilingualism.

Information was obtained from:

ASHA (2012) https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225&section=Key_Issues

Roseberry McKibbin & Brice (2005)
https://www.asha.org/public/speech/development/easl.htm

Visit these links for more information

# TIPS: How to Assess Bilingual Children & Advise Parents

According to [Hoff & Core (2015),](#) evidence-based literature supports the following conclusions to help clinicians assess bilingual children and offer suggestions to their parents:

## 1: Learning two languages at home does NOT create confusion nor does it cause a language disorder in the child

- Children are able to learn two languages at once
- Infants are able to distinguish one language from another
- When exposed to two languages, they are able to develop two separate phonological, lexical and grammatical systems
- Codeswitching is common, it does not mean the child cannot distinguish between the two languages
- The total vocabulary growth for bilingual children is either similar or exceeds that of monolingual children

## 2: The two languages of bilingual children do not need to be kept separate

- The "one-parent, one-language" is NOT the best principle, it lacks evidence
- However, some evidence suggests that within utterance mixing for infants may result in smaller vocabularies

## 3: Learning two languages takes longer than learning one

- It is normal for children learning two languages to be slower in their development of each language compared to monolinguals in their development of one language
- They are often slightly behind in each language in terms of their vocabulary and grammatical development but are similar to their peers in their phonological and narrative skills
- Note: although acquiring two languages does take longer than one language, it does not take double the amount of time
- It also takes a while to be able to catch up to their single language peers

## 4: A dominant language in bilingual children is not the same as only learning one language

- Many bilingual children are often more proficient in one of their two languages
- Those who have a dominant language will often score within the normal range of their monolingual peers in that language
- HOWEVER, they are still not performing precisely as they would if they were only exposed to and acquiring one language
  - Therefore, as an SLP, remember that assessing that child in their dominant language is NOT the same as assessing a monolingual child in their only language

## 5: A measure of total vocabulary is the best indicator of young bilingual children's language learning capacity

- Bilingual children's learning abilities are best assessed by taking into account their knowledge in both of their languages
- Two dual language-based indicators have been suggested (both based on MacArthur-Bates Inventory):
  - Conceptual Vocabulary: yields a measure of the number of concepts for which the child has in either language, by adding the individual language scores together and then subtracting the items the child has words for in both languages
  - **Total Vocabulary**: appears to be the stronger measure; it indicates what children have learned in both languages, therefore the proportional input in each language is not important and it allows for monolingual norms to be used

## 6: Bilingual children may have differing strengths in each language

- Bilingual children can have different experiences in their two languages which may produce varying patterns of proficiency in each language
- During the development of assessment and treatment goals, SLPs should consider that bilingual children may have knowledge of words associated with school items in one language (most likely English) and then home items in their native/home language

## 7: Quantity and quality of the input in each language will impact the child's rate of development in each language

- Children's rate of development is quicker in the language they hear more often
- BUT, the quality of the input is equally as important. For example: diverse vocabulary, complex and different syntax and decontextualized speech are all important predictors of language growth
- Input from native speakers is more supportive of language development than input from nonnative speakers

## 8: Parents should NOT be discouraged from speaking their native language to their children

- If parents have acquired English later in life, speaking in English to their child may have less benefit to the child's English skills than anticipated
- Also by speaking strictly in English to their children, they are depriving their children from learning the language of their cultural background
- Therefore, rather than encouraging parents to speak only in English to their children as they learn their second language, SLPs should encourage that they also speak their native language and advocate for the importance and benefits of bilingualism
- The optimal environment for English language development = exposure that includes rich and highly variable grammatical structures provided by native English speakers

## 9: There is a lot of variation in bilingual homes/environments, they all provide varying levels of support for each language

- Bilingual children are immensely varied in the nature of their dual language skills
- This is in part due to the nature of the diversity in which children experience both languages
  - Homes will differ in the balance of the exposure to each language, which speakers use a particular language and how often. Family structure variables may also have an impact
  - SLPs will want to gather information through a thorough case-history to discover the proportion and support for each language in the home

Hoff, E. & Core, C. (2015). What clinicians need to know about bilingual development. *Seminars in Speech Language Pathology,* 36*(2)*, 89-99.

# Resources with Bilingual Myths versus Facts:

# MYTH vs. FACT
## Bilingual Language Development

## MYTH

## FACT

**Speaking 2 or more languages to a child can "confuse" them, so it is better to only speak 1 language.**

**All children are capable of learning multiple languages, including children with developmental delays and learning disabilities.**

**It is better for families to only speak the language taught in school to their children, even if they do not speak the language well.**

**Families should speak the language they are most comfortable speaking, so children are given rich linguistic models and can interact best with other members of their community.**

**Young bilingual children are delayed in learning language compared to peers who only speak 1 language.**

**Bilingualism does NOT cause language delays, and has been shown to improve children's ability to learn new words, identify sounds, and problem-solve.**

**Bilingual children should not mix parts of the languages they speak.**

**"Translanguaging" occurs when individuals grammatically mix aspects of the languages they speak. It fosters cultural and metalinguistic awareness.**

**Children become bilingual just by listening to people around them speaking the second language.**

**Learning language is an active process that requires many opportunities for children to practice communicating in context with others. Listening and responding are both crucial for developing competence.**

**If you are concerned about the language, speech, or communication development of someone you know, contact a speech-language pathologist for a comprehensive assessment.**

Citations:

1. Bird, E. K. R., Cleave, P., Trudeau, N., Thordardottir, E., Sutton, A., & Thorpe, A. (2005). The language abilities of bilingual children with Down syndrome. *American Journal of Speech-Language Pathology*, 14(3), 187-199.
2. Celic, C., & Seltzer, K. (2011). Translanguaging: A CUNY-NYSIEB guide for educators. *New York, NY: The Graduate Center*.
3. Ellis, R. (1994). *The study of second language acquisition*. Oxford University.
4. Roseberry-McKibbin, C. (2014). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (4th ed.).Oceanside, CA: Academic Communication Associates.

Created by: Kelly Ibanez, M.S., RPE/CF-SLP, Bilingual Speech-Language Pathologist      www.TheHOLABlog.com

# More Resources: Myths about Bilingualism

WEBSITE: To see other myths about bilingualism visit: http://www.hanen.org/Helpful-Info/Articles/Bilingualism-in-Young-Children--Separating-Fact-fr.aspx

VIDEO: Myths About Bilingual Children

Brenda Gorman discusses the myths of bilingualism in children.

https://www.youtube.com/watch?v=LVYhpCprtzQ

JOURNAL ARTICLE:

Genesee, F. (2015). Myths about early childhood bilingualism. *Canadian Psychology/Psychologie canadienne, 56(1)*, 6-15.

Click Here

# Assessment of Bilingual Children

The main assessment challenge, as discussed earlier is:

- **Distinguishing language disorder versus language difference**

**BE SURE TO**: have an understanding of bilingual development, review the student's OSR, conduct a case-history, perform a classroom observation, speak with the family and teacher to determine language exposure and usage, consult bilingual SLPs and consider both languages during AX

Click Here for: Language History Questionnaires in different languages

Click Here for: The Alberta Language Development Questionnaire (they are intended to be given to parents as an interview to ensure they understand the questions)

Click Here for: The Intelligibility in Context Scale (a quick parent report regarding the parent's perception of the child's intelligibility)

Click Here for: The Language Experience and Proficiency Questionnaire (LEAP-Q), it is available in many languages

An important part of the assessment is to have knowledge of the family's culture and language use, this includes the dialectal variation they use

- Without this consideration, the clinician risks conducting an assessment that is biased towards the child's linguistic and cultural background and it may not paint a true picture of their communicative abilities

- The **socio-cultural approach** should be used- it provides a holistic view of the child's speech and language skills within their social and cultural environment

- **Note:** The child should be assessed in ALL/BOTH languages they speak, if necessary the SLP can use an interpreter or translator. *(See pages 20-21).*

# WHICH ASSESSMENT PROCEDURES SHOULD WE USE FOR BILINGUAL CHILDREN?

## Norm-Referenced Standardized Measures

**USE WITH CAUTION**

- Considered the gold standard to be able to identify a language disorder

- BUT they are often inadequate for bilingual children due to:
  - Content bias
  - Linguistic bias
  - Small sample of bilingual children in norms

- Should not be formally scored and compared to monolingual norms, but can still provide useful information

- Note: Even when English tests are adapted to other languages, they often do not consider DLD markers for the target language and they will often not be accurate for identification purposes

- Paul and Norbury (2012), p. 154 Box 5-9, suggests ways to modify standardized tests for the assessment of children with linguistic and cultural differences (CLD)

*TIP!*
*Chapter 5 in Paul & Norbury (2012)'s textbook contains excellent information AND Appendix 5-2 contains samples of AX materials*

## Criterion-Referenced (CR) Measures

✓

- This method allows for measurement of a child's knowledge and level of performance in a particular domain

- CR measures are usually informal, they often include language sampling and probing

- They allow the SLP to use materials which are familiar to the child, thus they are able to reduce some of the linguistic and cultural bias

- These measures can be used when standardized tests are unavailable or if they are considered inappropriate, which often holds true for bilingual children

- To use these measures be sure to supplement with background information from the family (aka. use the sociocultural approach!)

- Use in combination with other measures such as LP and DA

## Language-Processing Measures ✓

- These tasks are independent of the child's knowledge and are believed to be less biased because they do not depend on linguistically or culturally determined information (e.g. vocabulary)
- These tasks utilize the processes that are involved in language learning. They are also quick to administer
  - They include tasks such as:

  - Digit span                -Competing language processing tasks

  -Working memory         -Perceptual tasks (such as Revised Token Test)

  -Non-word repetition

- These are good measures BUT should not be used alone for identification of DLD

## Dynamic Assessment ⭐

- The goal of this measure is to determine the potential for learning
- Test, teach, retest
  - This method provides information about current levels of performance, the potential effects of intervention and gives insight as to which strategies are most helpful to support further learning
  - It examines modifiability which is how much effort is required by the clinician for the child to be successful and how much the child will transfer the learning
  - Children with DLD will most likely show lower modifiability and little transfer of the learning
- Therefore, children who are able to make changes between the test and retest periods are likely to have language differences and not disorders
- Note: it can be time consuming and this may pose difficulties in the school board setting, therefore this method should be discussed to determine how it is possible with the resources available

Table 5-4 Taken from <u>Paul and Norbury (2012)</u>'s Textbook Page 152:

**"A Model for Comprehensive Assessment of English Language Learners"**

| Type of Assessment | Information Provided | Source |
|---|---|---|
| Developmental History | History of language acquisition<br><br>Medical history that could affect speech and language | Parents |
| School History | History of schooling<br><br>History of supports for 2nd language acquisition | Parents, teachers, school records |
| Language Use History | Use of primary and secondary language at home with parents, siblings, extended family and friends<br><br>Language preferences in different settings or for different activities | Parents, students |
| Dynamic Assessment | Ability of the child to learn new tasks in a structured teaching environment | Test, teach, test procedures with student |
| Language Sampling | Child's connected speech in less structured tasks such as:<br><br>MLU<br>Narrative Structure<br>Pragmatic Language Skills | Story telling or retelling<br><br>Conversation |
| Behavioural Observation | Connected speech in social vs academic settings<br>Pragmatic language patterns<br>Language preferences | Classroom conversations and cooperative learning with peers |
| Norm Referenced Assessment | Quantitative comparison of the child's language skills to TD peers | Individually administered test |

Useful Resource:

ASHA's Multimedia tutorial on the use of dynamic assessments for children with linguistically diverse backgrounds

http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment/

Article about DA:

Kapantzoglou, M., Restrepo, M. A., & Thompson, M. S. (2012). Dynamic Assessment of Word Learning: Identifying Language Impairment in Bilingual Children. *Language, Speech and Hearing Services in Schools,* 43, 81-96.

VIDEO: Dynamic Assessment

This video displays how in 4 steps DA can help determine the amount of support a child needs for therapy.

https://www.youtube.com/watch?v=YKHQTrd-5FE&feature=youtu.be

VIDEO: Key Components of Bilingual Language Assessment

Brenda Gorman discusses the 4 components of a bilingual assessment, and recommends the Ronald B. Gilliam's Language Assessment Model.

https://www.youtube.com/watch?v=Ssz_cutETTE

Information for this section was obtained from the following articles:

De Lamo White, C., & Jin, L. (2011). Evaluation of speech and language assessment approaches with bilingual children. *International Journal of Language & Communication Disorders, 46(6),* 613-627.

Arias, G. & Friberg, G. (2017). Bilingual Language Assessment: Contemporary Versus Recommended Practice in American Schools. *Language, Speech, and Hearing Services in Schools,* 48, 1-15.

Goldstein, B. & Kohnert, K. (2005). Speech, Language, and Hearing in Developing Bilingual Children: Current Findings and Future Directions. *Language, Speech & Hearing Services in Schools,* 36, 264-267.

Paradis, J., Schneider, P. & Sorenson Duncan, T. (2013). Discriminating children with language impairment among English-language learners from diverse first-language back grounds. *Journal of Speech, Language, and Hearing Research, 56(3)*, 971-982.

Assessment Considerations of English Language Learners:
*As per Lisa Archibald's DLD 2 Quick Guide Reference*

-understand exposure & use of the child's both languages
-consider the cultural differences involved in test taking and social interactions
-compare processing tasks to knowledge tasks
-consider the sum of knowledge across both/all languages (ex. total vocab)
-dynamic assessment may reveal learning potential
-be cautious with the use of interpreter/ translators: translated English tests are not the same as tests devised for the target language and you may not be aware of cues being provided by the interpreter/translator

# More Resources…

You May Also Want to Explore:

https://blog.asha.org/2013/11/26/leisha-vogle-assessing-bilingual-children-as-a-monolingual-slp/

- Article: Tips for Assessing Bilingual Children as a Monolingual SLP

https://www.mwuclinics.com/arizona/services/multispecialty/speech-language/bilingualism

- A brief explanation of bilingualism and assessment

http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225&section=Overview

- "Bilingual Service Delivery" on ASHA's special topics

http://www.csu.edu.au/research/multilingual-speech/speech-assessments

- Contains a list of various assessment test batteries available in other languages

Bedore, L. M. & Pena, E. D. (2008). Assessment of bilingual children for identification of language impairment: current findings and implications for practice. *International Journal of Bilingual Education and Bilingualism*, 11*(1)*, 1-29.

# Interpreters and Translators:

The child should be assessed in BOTH languages, therefore when a bilingual speech-language pathologist (SLP) is not available, using an interpreter/translator is an option but they should be **used with caution**:

## Why might we need interpreters and translators?

- Legal and ethical standards require that:
  - services to individuals who use a language other than English must be **delivered in the language most appropriate** for the client/patient
- Often the number of languages used and the number of individuals who require services in a language other than spoken English IS MORE THAN bilingual service providers can provide
- Therefore, it may be necessary for the clinician to collaborate with an **interpreter or translator** to ensure appropriate services

## When to use interpreters/translators?

- Interpreters are often required when the client/patient and the members are unable to communicate using the same language
- Translators function similarly however they are interpreters for written language

## What are they used for?

- A professional interpreter may be used to observe the patient, to understand the content of what is being expressed and then paraphrase the message provided by the client/patient using the target language
- They are independent, aware of confidentiality and can aid with culturally-specific topics and questions

## Who can be used as an interpreter?

- When members communicate in a different language from the patient, members are responsible for using the most appropriate methods of interpretation to provide service
- For the purpose of ensuring objectivity, members **should** use **professional interpreters**

- The use of **family members or friends** to interpret is not optimal, but at times **might be the only option** for the member to overcome the communication barrier
- The member should train the family to interpret only what the member and the patient say

- The member should always remain alert to the patient's **verbal and non-verbal communication** to help determine their understanding as information is being interpreted
- The member should also **be aware of the cultural differences** in non-verbal communication

## How to choose an interpreter?

Someone who has:

- A level of proficiency in spoken English and in the language/dialect used by the client/patient/family,
- prior experience,
- educational background and/or professional training,
- certification

Visit the links below for more information:

ASHA's Collaborating with Interpreters:
https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935334&section=Overview

CASLPO's Service Delivery to Culturally Diverse Population:
http://caslpo.com/sites/default/uploads/files/GU_EN_Service_Delivery_to%20Culturally_Diverse_Populations_OCT_2015.pdf

# Useful Blogs and Websites:

https://www.ualberta.ca/linguistics/cheslcentre

- This website contains resources from the Child English as a Second Language Resource Centre which is the outcome of a research program that has compiled many resources to aid SLPs in assessing language development in children learning English as L2

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225&section=Key_Issues

- Professional Issues on ASHA's website regarding Bilingual Service Delivery

https://heatherspeechtherapy.com/2012/12/bilingualism-speech-language-assessment-and-intervention/

- This specific blog entry is regarding Speech and Language Assessment and Intervention for Bilingual students

https://www.beststart.org/resources/hlthy_chld_dev/BSRC_When_Families_Speak_fnl.pdf

- When Children Speak More than One Language: A resource about bilinguals and language development, developed by a variety of professionals, including two SLPs for the Best Start Resource Centre

http://psychologia.pl/clts/#about

- This website has been developed by a group that is designing cross-linguistic lexical tasks in many languages

https://bilinguistics.com/bilingual-slp/

- Linked is a post about the monolingual bilingual SLP

http://speechisbeautiful.com

- A blog ran by a bilingual SLP in the US, she includes English, Bilingual and Spanish resources. She has many good articles about bilingual therapy and assessment

[http://www.elltoolbox.com](http://www.elltoolbox.com)

- A website designed primarily for teachers of ELL students, however there are many great APPS, checklists, and literacy programs that would be useful for an SLP

[http://cred.pubs.asha.org/article.aspx?articleid=2442989](http://cred.pubs.asha.org/article.aspx?articleid=2442989)

- Video and Transcript: Joanne Paradis (2014)- Discriminating Children with DLD (SLI) Among English Language Learners

[https://2languages2worlds.wordpress.com](https://2languages2worlds.wordpress.com)

- The authors of this blog are either researchers studying bilingualism, bilingual SLPs or studying education. There are a variety of articles that span bilingualism across the lifespan (school-aged issues are addressed)

[http://www.botte-boot.com/](http://www.botte-boot.com/)

- 'Bilingualism in Ontario' – this is a website that is maintained by a Speech-Language Pathology faculty member at Laurentian. It contains handouts and printable materials for parents or SLPs. It also contains some presentations and poster slides for different aspects of bilingualism

[https://www.pediastaff.com/blog/focus-on-bilingualism-language-screening-and-assessment-in-bilingual-children-16524](https://www.pediastaff.com/blog/focus-on-bilingualism-language-screening-and-assessment-in-bilingual-children-16524)

- A blog entry written by an SLP with the focus being on Screening and Assessment of Language in bilingual children. It includes a list of standardized tests for Spanish speaking children

[https://blog.asha.org/2013/11/26/leisha-vogle-assessing-bilingual-children-as-a-monolingual-slp/](https://blog.asha.org/2013/11/26/leisha-vogle-assessing-bilingual-children-as-a-monolingual-slp/)

- Tips for Assessing Bilingual Children as a Monolingual SLP written by an SLP

[https://bilinguistics.com/cultural-influences-in-childrens-narratives/](https://bilinguistics.com/cultural-influences-in-childrens-narratives/)

- This blog explains the "Cultural Influences in Children's Narratives", it provides a comparison between narratives in English and Spanish

[https://www.speechbuddy.com/blog/speech-therapy-techniques/5-apps-for-bilingual-children-to-use-in-speech-therapy/](https://www.speechbuddy.com/blog/speech-therapy-techniques/5-apps-for-bilingual-children-to-use-in-speech-therapy/)

- A link with 5 Apps for Bilingual Children to use in Speech Therapy

If you are a member of ASHA, here are some useful articles surrounding ASSESSMENT of bilingual children that you can access:

http://lshss.pubs.asha.org/article.aspx?articleid=2578724

- Article: Bilingual Language Assessment: Contemporary Versus Recommended Practice in American Schools

http://lshss.pubs.asha.org/article.aspx?articleid=2597276

- Article: Synthesizing Information from Language Samples and Standardized Tests in School-Age Bilingual Assessment

http://lshss.pubs.asha.org/article.aspx?articleid=1785529

- Article: Dynamic Assessment of Word Learning Skills: Identifying Language Impairment in Bilingual Children

# Bilingual French-English Resources

https://parlonsapprentissage.com/author/pascall/

- Pascal Lefebvre – a Speech Language Pathology Professor at Laurentian University, posts articles on this website. He is conducting research on language and literacy for children and on the prevention of reading and writing difficulties. Professor Lefebvre is also involved in the implementation of preventative practices in elementary schools and early education facilities. He is a good name to know for the F-E bilingual research.

https://sites.ualberta.ca/~jparadis/Johanne_Paradis_Homepage/Publications.html

- Dr. Johanne Paradis is a Professor in the Department of Linguistics at the University of Alberta. She does research on the francophone population development in terms of bilingual development. The link above is a link to all of her publications.

French Website for SLPs:

https://cuitdanslebec.wordpress.com

- This French website aims to disseminate and summarize the most recent evidence based literature in the field of SLP to make it widely understandable. The summarized research is primarily focused on studies conducted in Quebec or that relate primarily to French information, however the search bar allows to search specific topics such as "bilingualism".

French Forum for SLPs and students:

https://forumorthophoniequebec.ca/index.php/en/

- This is a closed website for SLPs practicing in French. Once you subscribe to this forum, you are able to access assessment, research and other materials in French.

http://www.botte-boot.com/uploads/4/8/2/6/48260095/présentation_cls.pdf

- Presentation slides titled "Minority Language Learners with Language Impairments: The Case of French and English in Ontario, Canada".

# Assessment and Intervention Tools in French:

https://www.pearsonclinical.ca/fr/evaluation-orthophonique/langage.html

- If you are French and are administering standardized tests to Francophones or French-English bilingual children, the following tests are one's we are familiar with that have French versions:
  - Évaluation Clinique des notions langagières fondamentales- version pour francophones du Canada (CELF-CDN F)
  - Échelle de langage préscolaire- cinquième édition- version française (PLS-5)
  - Explore the link to find others!

http://cjslpa.ca/detail.php?ID=1220&lang=en#.Wi1ZPyVaFLM.twitter

- Link above contains a journal article for a new literacy screening tool. The article is titled: *Development of a tool to screen risk of literacy delays in French-Speaking Children: PHOPHLO*

http://www.csu.edu.au/research/multilingual-speech/speech-assessments

- A list of published tests in other languages, just scroll down to French to find a list of French assessments

http://www.csu.edu.au/__data/assets/pdf_file/0011/399971/ICS-French-English-2014.pdf

- The Intelligibility Context Scale in both French and English

https://www.mot-a-mot.com

- A wonderful website filled with assessment and treatment resources in French. There are assessments, books, and software available for purchase. There is even a tab that divides all the information by disorder type!

Authors of French books to be used for literacy or other language intervention:

- Richard Byrne
  - Ce livre n'est pas the bon!
  - Ce livre a mangé mon chien!
  - Ce livre ne fonctionne pas!
- Robert Munsch
  - On partage tout!
  - Ma dent ne veut pas tomber!
  - Mmm des biscuits!
  - Tes chaussettes sentent la mouffette!

# Resources for Parents:

http://www.theholablog.com/speech-and-language-therapy-home-practice-tips-for-bilingual-families/

- Speech and language therapy home practice tips for bilingual families

http://www.psych.mcgill.ca/perpg/fac/genesee/A%20Short%20Guide%20to%20Raising%20Children%20Bilingually.pdf

- A short Guide to Raising Children Bilingually- by Fred Genesee a professor of psychology at McGill University who specializes in Second Language Acquisition and bilingualism research

https://bilingualkidsrock.com

- Practical advice for parents on how to raise bilingual children

http://www.hanen.org/Helpful-Info/Articles/Bilingualism-in-Young-Children--Separating-Fact-fr.aspx

- Article: Bilingualism in Children: Separating Facts from Fiction

http://www.hanen.org/helpful-info/articles/can-children-with-language-impairments-learn-two-l.aspx

- Article: Can children with language impairments learn two languages?

http://bilingualmonkeys.com/my-materials/

- A resource that includes ideas for raising bilingual children

http://developpement-langagier.fpfcb.bc.ca/en/bilingualism

- This website has different links to articles about bilingualism

Baker, C. (2007) *A Parents' and Teachers' Guide to Bilingualism (3rd Edition)*. Buffalo, NY: Multilingual Matters.

This book is written in question/answer format, providing parents and educators with readable answers to a comprehensive collection of frequently asked questions about bilingualism and bilingual education.

http://www.botte-boot.com/uploads/4/8/2/6/48260095/30-actionable-tips-to-create-bilingual-environment.pdf
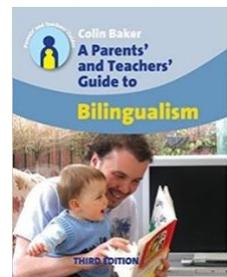
- An article about "Actionable Tips to Create a Bilingual Environment"

http://www.botte-boot.com/uploads/4/8/2/6/48260095/what_does_it_mean_to_be_bilingual.pdf

- A handout titled "Bilingualism". Some questions addressed include: What does it mean to be bilingual? How do people become bilingual? Is it harder for a child to acquire two languages at once?

# Textbooks for Your Professional Library

Paradis, J., Genesee, F., & Crago, M. B. (2009). *Dual Language Development & Disorders: A handbook on Bilingualism & Second Language Learning (2nd Edition)*. Towson, MD: Brookes Publishing.
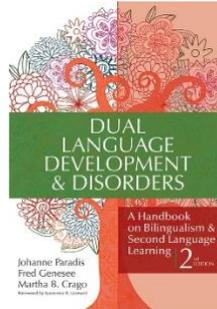


Kester, E. S. (2014). *Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students*. Austin, TX: Bilinguistics.
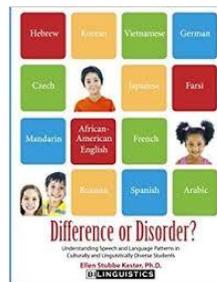


Kohnert, K. (2007). *Language disorders in bilingual children and adults (2nd Edition)*. San Diego, CA: Plural Publishing.
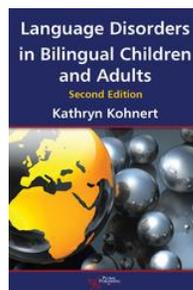
Langdon, H. W. (2007). *Assessment and Intervention for Communication Disorders in Culturally and Linguistically Diverse Populations.* Clifton Park, NY: Cengage Learning.
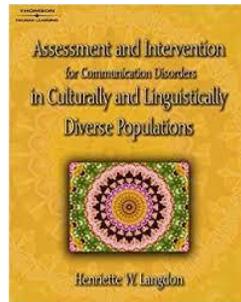


Paul, R. and Norbury, C. (2012*). Language disorders from infancy through adolescence.* St. Louis, MY: Elsevier.
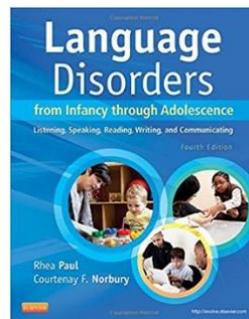


Armon-Lotem, S., de Jong, J., & Meir, N. (2015). *Assessing Multilingual Children: Disentangling Bilingualism from Language Impairment.* Bristol: Multilingual Matters.
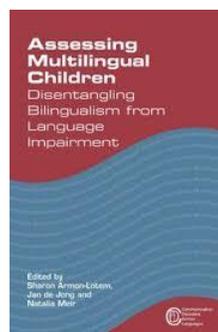
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De Lamo White, C., & Jin, L. (2011). Evaluation of speech and language assessment approaches with bilingual children. *International Journal of Language & Communication Disorders,* 46*(6),* 613-627.

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Roseberry-McKibbin C. & Brice, A. (2005). Acquiring English as a second language: what's "normal", what's not. Retrieved from: https://www.asha.org/public/speech/development/easl.htm

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