Speech Language Intervention Approaches for Bilingual Children

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Learner Objectives

• This material describes research driven evidence based practices in treatment of bilingual children with confirmed speech-language disorders. It is part of several comprehensive SST products including:

• Multicultural Assessment and Treatment Bundle

• Language Difference vs. Language Disorder Packet

• For more information, please visit
  • http://www.smartspeechtherapy.com/shop/
Intended Audience

• Parents
• Caregivers
• Speech Language Pathologists
  • Graduate Students
  • New Graduates
  • Clinical Fellows
  • Change of Career Professionals
• Related Professionals
  • Psychologists
  • Social Workers
  • Special Education Teachers
A word of warning!

- Advising parents of language disordered children to stop speaking birth language and focus on English only is NOT supported by evidence based practice!
What happens when birth language (L1) is eliminated?

- Kouritzin, 1999; Tseng & Fuligni, 2000; Wharton et al 2000 found
  - Elimination of L1 with the child at home causes an emotional disconnect between family and child

- Ijalba, 2010 found
  - Not using the native language limits language and early literacy practices at home during sensitive periods of language acquisition

- Wharton et al, 2000 found
  - Immigrant parents were more affective and engaging with their autistic children when they used their native language

- Kremer-Sadlik, 2005 found
  - Parents are less likely to engage their children in conversation when they cannot use their native language
  - Further isolates a child who needs help with interactive skills
Positive effects of dual language intervention

- Genesee & Nicoladis., 2006 found
  - Gains transfer from L1 to L2 for vocabulary
- Goswami, 1998; Branum-Martin, 2006 found
  - Gains transfer from L1 to L2 for phonological awareness and print concepts
- Perozzi and Sanchez, 1992 found
  - Gains transfer from L1 to L2 for receptive grammar
    - Prepositions and pronouns
Dual language intervention (Perozzi & Sanchez, 1992)

- Study had 38 language delayed 1st grade bilingual children
- Compared the rate of receptive acquisition of English prepositions and pronouns for two groups
  - Group A received instruction in Spanish before providing English instruction
  - Group B received instruction in English only
- Results
  - Subjects in Group A acquired English prepositions and pronouns 2x as rapidly as the subjects in Group B
Specific Language Impairment (SLI) (Paradis, Crago, Genesee, & Rice, 2003)

- Study focused on differences in grammar acquisition between monolingual and bilingual children with SLI

- Results:
  - **Similar error patterns** for both monolingual and bilingual children
    - Both groups SLI showed greater accuracy with non-tense than with tense morphemes
  - Bilingual and monolingual children with SLI
    - Similar mean accuracy scores for tense morphemes
    - Bilingual children did not exhibit more profound deficits in the use of these grammatical morphemes than their monolingual peers
  - **SLI was not an impediment to learning the morphology of 2 languages**
Bilingual Approach to Speech Remediation (Yavas & Goldstein, 1998)

- "When do I treat in each of the two languages?" (Goldstein, 2006)
- When you want to increase language skills common to both languages
  - Begin intervention with constructs common to both languages
    - Common phonemes
    - CV syllables
    - Initial consonant clusters
    - Error patterns displayed with similar frequency in both languages
      - Target weak syllable deletion
Cross-Linguistic Approach (Goldstein et al., 2005)

- Focus on the linguistic skills unique to each language
- Focus on errors which occur in only one language
  - Final consonant deletion is more common in the English of Spanish-English bilingual children than in Spanish speaking children
    - Intervention would be in English only
- As per Goldstein, 2010
- Focus on patterns that contribute greatly to unintelligibility
  - Initial Consonant Deletion before Palatal Fronting
- Focus on patterns which are eliminated early in normal acquisition
  - Reduplication
- Focus on establishing sounds in a variety of sound classes and word structures
- Focus on the language in which the child is exhibiting
  - More errors
  - Lower accuracy
  - Greater phonological patterns
Approaches to Bilingual Speech Remediation (cont)

- **Vertical approach** (Fey, 1986)
  - Target one goal until specific accuracy reached
- **Horizontal approach** (Fey, 1986)
  - Target several goals per session
- **Cycles Approach** (Hodson, 1988)
  - Rotate targets and languages in cycles
- **Goal monitoring** (Grunwell, 1992)
  - Within and across languages
- **Goal order selection**
  - which goals are most appropriate given differences between languages
    - Multisyllable words in English vs. Russian
    - Final Consonant Deletion in English vs. Spanish
- **Focused practice**
  - 80-100 targets per 30 min session
- **Generalization** (Holm, Dodd, and Ozanne, 1997)
  - Treatment of /s/ in English transferred to Cantonese
### Choosing Phonological Targets
#### Goldstein, 2010

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllable final consonants</td>
<td>Syllable inclusion</td>
</tr>
<tr>
<td>Syllable initial consonants</td>
<td>Syllable initial consonants</td>
</tr>
<tr>
<td>Syllable inclusion</td>
<td>Clusters</td>
</tr>
<tr>
<td>Clusters</td>
<td>Syllable final consonants</td>
</tr>
<tr>
<td>Vowels</td>
<td>Liquids/flap/trill</td>
</tr>
<tr>
<td>Liquids</td>
<td>Vowels</td>
</tr>
</tbody>
</table>
Bilingual Intervention: Fluency

• Preschool Age
  • Palin PCI (2-6 years old)
    • Can be adapted
  • Lidcombe Program (2-6 years old)
    • Limited studies but used with Baluchi-Persian and French-English bilingual children

• School Age
  • Focus on stuttering management of (Reardon-Reeves & Yaruss, 2004)
    • Reduce frequency and severity of disfluencies
    • Successful management of stuttering moments
    • Emotional Acceptance and Well Being
  • Approaches
    • Fluency Shaping
    • Stuttering Modification
  • Use of children support groups for stuttering (http://www.friendswhostutter.org/)
Bilingual Intervention: Fluency Shaping

- Slowed rate
  - Prolonged speech w/t continuous phonation
  - Easy onsets
  - Light articulatory contacts
  - Easy prolongations or repetitions to begin utterances
- Can be used in any language
  - Must be practiced in both languages
  - Can sound unnatural
  - Hard to use in conversations so children need to figure out in which moments to use the technique
Bilingual Intervention: Stuttering Modification

- Use w/t severely stuttering children
- Very useful for all stutterers
  - Especially w/t children who evidence increased avoidance
- Provide desensitization
- Reduce severity
- Increase control of stuttering situations
- Teach cancellations/pull-outs to continue speaking
- Use easy onset to resume speech
- Address attitudes and emotions for both languages
- Consider differences in cultural attitudes
Literacy and Phonological Awareness (PA) Interventions

- Begin Early
  - Preschool and early school age

- Target PA and emergent reading ability
  - Hierarchy of PA tasks [http://phonologicalawareness.org/]

- Make it fun
  - www.starfall.com
  - www.plattscsd.org/oak/smartboard/phonemic.htm

- Curley & Gorman, 2008 found
  - PA instruction in the stronger language yields greater gains in both the treated and untreated language

- As per Stewart, 2004 found
  - “Teaching of phonological awareness skills in both the home language and school language of preschoolers is the preferred intervention”
Language Service Delivery Considerations

- School age children
  - Treatment needs to be meaningful to the child and the family
- School
  - Academic language functions
  - Reading comprehension
  - Narrative abilities
- Home
  - Answer ‘wh’ questions
  - Retell basic narratives
  - Thematic vocabulary knowledge to complete functional tasks
    - Follow directions
    - Do chores
    - Speak to family members
Language Service Delivery Considerations (cont)

- Terrell & Hale, 1992
  - Treatment should be sensitive to children’s cultural characteristics and learning styles

- Esquivel & Yoshida, 1985
  - Language treatment in L1 for children whose L2 skills are weaker will create **quicker results** than beginning treatment in L2

- Thematic instruction
  - Incorporate vocabulary, grammar, listening comprehension tasks into themes such as
    - Seasons, Holidays, Notable Events

- Multiple opportunities to practice listening and speaking
## Bilingual Interventions: Academic Language Functions

<table>
<thead>
<tr>
<th><strong>Infer</strong></th>
<th>Make inferences; predict implications, hypothesize</th>
<th>Describe reasoning process (inductive or deductive) or generate hypothesis to generate causes or outcomes</th>
<th>Multi-flow Map</th>
<th>T-Chart</th>
<th>Future tense, use of will, if...not, if...then (conditional connectors), descriptive verbs, adjectives</th>
<th>Predict, extrapolate, restate, represent, rewrite, summarize, give examples, evidence, supporting details, reconstruct, synthesize, derive, deduce, explain, create, construct</th>
<th>Why? Why did that happen? How did that happen? Why do you think ____? What makes you think ____? What tells you ____? How do you know that?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Justify and persuade</strong></td>
<td>Give reasons for an action, decision, point of view; be convincing</td>
<td>Tell why A is important and give evidence in support of a position</td>
<td>Circle Map Tree Map</td>
<td>Opposing forces chart Prediction Tree</td>
<td>I think, according to, for example, in fact, most important if...not, if...then, I believe, because, since, based upon, you should, understand, on the contrary, you need to, therefore, from my point of view</td>
<td>Justify, argue, persuade, make a case for or against, compare, contrast, distinguish, discriminate, illustrate, recognize, point out, relate, deduce, categorize, combine, document, support, test, validate, verify, criteria, refer, relationship, irrelevant, preclude, include, give/support your point of view, tone, thesis, evidence, debate, crucial, critical</td>
<td>Why do you think this is important? What evidence do you have to support your point of view? How can you convince someone of your ideas? What reasons will you give to justify your point of view? How did you arrive at your decision?</td>
</tr>
<tr>
<td><strong>Solve Problems</strong></td>
<td>Define and represent a problem; determine solution</td>
<td>Describe problem-solving procedure; apply to real life problems</td>
<td>Multi-flow Map Problem-Solution boxes Cause-effect Chain Opposing forces chart</td>
<td>Because, since, therefore, so that, consequently, as a result, this led</td>
<td>Solve, deduce, hypothesize, causes, effects, support, test, validate, verify, summarize, rate, rank, measure, relate, recommend, justify, judge, interpret, determine, discriminate, decide, criteria, table, refer, relationship, diagram, consequence</td>
<td>What is the process to solve this problem? What is required to solve this problem? Why? What is the criteria? What is your hypothesis? What evidence do you have to support your hypothesis? What is the relationship between ____ and ____?</td>
<td></td>
</tr>
</tbody>
</table>

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Bilingual Intervention: Sample Language Activities

- Bilingual books/Apps

- Ned’s Head
  - 5 part attributes
  - Multiple meaning cards

- Memory Games
  - Match words with pictures/definitions

- Vocabulary Bingo
  - [http://www.makingfriends.com](http://www.makingfriends.com) (key word: bingo)
  - [http://bogglesworldesl.com/bingocards.htm](http://bogglesworldesl.com/bingocards.htm)

- Simon Says

- Ad interpretation
  - Perspective taking
  - Social skills
  - Narratives

- Create your own comic books
Complimentary Language Intervention Approaches

- **Bilingual Approach** (Kohnert & Derr, 2004; Kohnert, 2010)
  - Increase language skills common to both languages by increasing cognitive skills common to both languages
  - Train aspects of language content/form/use shared by both languages
  - Use activities that compare and contrast two languages

- **Cross-Linguistic Approach** (Kohnert, 2010)
  - Focus on the errors unique to each language or
  - Focus on both languages concurrently in separate treatment sessions or
  - Focus on both languages sequentially
    - Systematically treat target structures/concepts in L1 immediately followed by training in L2
Recommendations for monolingual clinicians

• Can still attempt to support L1
  • By supporting continued use of L1, you are indicating that L1 language and culture have VALUE for the child

• Encourage parents to use L1 at home w/t child as well as to discuss L1 language and culture with the child

• Sibling mediated learning (Kohnert, & Derr, 2004)

• Show interest in the child's language and culture
  • Support at school
    • http://www.smartspeechtherapy.com/in-case-you-missed-it-integrating-aspects-of-multiculturalism-into-group-language-therapy-sessions/

• Incorporate L1 in therapy by asking the child to translate words/sentences from L1
Recommendations for monolingual clinicians (cont)

- If possible include a parent, relative, or a native-speaking assistant within the therapy session
  - Early intervention
  - Private practice
  - 1:1 School aid
  - Interpreter
- Mattes and Omark, 1991
  - You may use carefully trained paraprofessionals to implement but not to develop L1 goals
- Encourage parents to work with the child at home by reading books to their child
  - Ask bilingual colleagues to help you locate worksheets/website/apps in L1 to recommend to the parents
Recommendations for monolingual clinicians (cont)

- The goal for a bilingual child at home is not to gain academic language mastery but to gain communicative competency of L1
  - Kohnert, 2010; Pham, Kohnert, & Mann 2011
    - Use of software to promote efficiency in general information processing
  - Kohnert, 2010
    - Use structured translation activities
      - Apps
      - On line dictionaries
  - Kohnert, 2008; Kohnert et al., 2005; Kohnert, 2010
    - If possible consider mediated interactions with parents as partners in an SLP-directed language group
Recommendations for monolingual clinicians (cont)

- Home/School Communication Book
  - At school glue English vocabulary words with pictures
  - At home glue L1 vocabulary words with pictures
  - Practice vocabulary words at home in 2 languages (Cordero & Kohnert, 2006)

- Home/School Translation Activity
  - Use action pictures from “No Glamour Sentence Structure” and digital recorder
  - Family member records in L1 → child translates to SLP in L2 while practicing correct structure

- Use of siblings to support narrative activities at home

- Saenz, Fuchs, & Fuchs, D. 2005
  - Peer mediated learning
  - Partner reading w/t story retell

- Use educational computer games/iPad apps in L1 and L2 at home
Final Recommendations Summary:

- Provide interventions relevant to the children and sensitive to their cultural background.
- When providing intervention follow a hierarchy of skill attainment and attempt to incorporate multicultural and/or multilingual practices.
Helpful Smart Speech Therapy Resources:

- Multicultural Assessment and Treatment Bundle

- Language Difference vs. Language Disorder Packet

- Impact of Cultural and Linguistic Variables On Speech-Language Services

- Dynamic Assessment of Grammar

- Understanding Complex Sentences

- Vocabulary Development
Select Helpful Resource Bundles

- **General Assessment and Treatment Start-Up Bundle**

- **The Checklists Bundle**

- **Narrative Assessment Bundle**

- **Social Pragmatic Assessment and Treatment Bundle**
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