

NEXT

NEXT

IDEA

Practical Strategies for Monolingual SLPs Assessing Bilingual Children Presented Tatyana Elleseff MA CCC-SLP Smart Speech Therapy LLC Rutgers University

Overview

 This presentation reviews how monolingual SLPs can perform effective evidence based practice speechlanguage assessments to differentiate between bilingual English language learners and bilinguals with primary language impairment.



Learning Objectives

- After the completion of this presentation learners will be able to:
- Compare and contrast simultaneous and sequential bilingual language development including important bilingual language milestones
- 2. Describe characteristics of primary language impairment vs. subtractive language acquisition
- 3. Discuss research driven EBP in dynamic assessment of bilingual learners

Simultaneous Bilingualism (De Houwer, 2012)

- Reaching of milestones for bilingual children may be uneven (WNL)
 - One language develops faster for some or all aspects of language use than the other (De Houwer, 2009a) due to quantity of language input
 - Language heard most often develops faster (De Houwer, 2009b)
- Important Universal Developmental Milestones
 - Babbling
 - Early comprehension
 - First words
 - Phrases
 - Sentences
- Reached around same age for both bilingual and monolingual children (Genessee, 2006; Clark, 2009)



Bilingual Milestones and Age of Onset (De Houwer, 2012)

Babbling

- Develops approximately 6 to 7 months of age (Cruz-Ferreira, 2006; Pearson, Navarro, Oller, & Cobo-Lewis, 2010)
- Not clearly linked to a particular language (Pearson et al., 2010)
- Development of early language comprehension
 - Develops approximately from 4+ months (e.g., response to name) (De Houwer, 2009b)
 - By +/- 13 months understand approximately +/-250 different words combined in both languages (De Houwer, 2013)

• First word production

- Develops between 8 and 15 months (De Houwer, 2009b)
- Many bilinguals produce at least one word in at least one language by 12 or 13 months (Águila, Ramon, Pons, & Bosch, 2005; De Houwer, Bornstein, & Putnick, 2013)
- May say early words in one or both languages
- Lack of words in any language by 16 months of age is a cause for concern

Bilingual Milestones and Age of Onset (De Houwer, 2012) (cont.)



Nakamura & Quay, 2012

Bilingual Milestones and Age of Onset (De Houwer, 2012) (cont)

5. Sentence Production

- Begins approximately between 15 and 23 months (De Houwer, 2009b)
- Most bilinguals combine words by 24 months (Hoff et al., 2012; Marchman, Martínez-Sussmann, & Dale, 2004; Patterson, 1998)
- Early word combinations vary (De Houwer, 2012)
 - Two words from the same language
 - One word from each language
 - May combine words in each of their two languages from the beginning, or just in one language
- Implications/causes for concern
 - Limited verbal output and lack of sentence product by 3 years of age is a cause for concern/referrals

Pragmatic Milestones 0-18 months (Peters, Kimberly, 2013)

- Paul, R. (2007). Language
 Disorders from Infancy
 through Adolescence:
 Assessment and Intervention.
 3 rd Ed. St. Louis: Mosby.
- Wellman, H.M., Fang, F., and Peterson, C.C. (2011). Sequential progression in a theory of mind scale: Longitudinal perspectives. Child Development, 82(3), 780-792.

Pragmatic Skills		
Illocutionary—caregiver attributes intent to child actions - smiles/coos in response - attends to eyes and mouth - has preference for faces - exhibits turn-taking	9-12 months	 begins directing others participates in verbal routines repeats actions that are laughed at tries to restart play uses play routines to give & take, build & bash vocalizes with gesture to protest, reject, request objects or action, call express feelings, notice/comment, respond to others, refuse frequency of communicative acts =
 laughs while socializing maintains eye contact appropriately takes turns by vocalizing maintains topic by following gaze copies facial expressions 	12-18 months	2.5/mm of free play - imitate routines - imitates other children - uses words to protest/reject, greet/call, respond to others, label/notice, request objects/action express feelings/wants. - controls behavior of self and others - responds to adult conversational
 calls to get attention demonstrates attachment shows self/acts coy to Peek-a-boo (first true communicative intent) reaches/points to request 		- closer to 18 months, uses words to: request information, initiate pretend play, comment/tell info, acknowledge/answer. *Frequency of communicative acts: 5/min of free play
	Pragmatic Skills Illocutionary—caregiver attributes intent to child actions - smiles/coos in response - attends to eyes and mouth - has preference for faces - exhibits turn-taking - laughs while socializing - maintains eye contact appropriately - takes turns by vocalizing - maintains topic by following gaze - copies facial expressions - calls to get attention - demonstrates attachment - shows self/acts coy to Peek-a-boo (first true communicative intent) - reaches/points to request	Pragmatic Skills 9-12 months Illocutionary—caregiver attributes intent to child actions 9-12 months - smiles/coos in response - attends to eyes and mouth - has preference for faces - exhibits turn-taking - laughs while socializing 12-18 months - maintains eye contact appropriately 12-18 months - takes turns by vocalizing months - maintains topic by following gaze - copies facial expressions - calls to get attention - demonstrates attachment - shows self/acts coy to Peek-a-boo (first true communicative intent) - reaches/points to request

Pragmatic Milestones 18-36 months (Peters, Kimberly, 2013)

Paul, R. (2007). Language ٠ **Disorders from Infancy** through Adolescence: Assessment and Intervention. 3 rd Ed. St. Louis: Mosby.

• Wellman, H.M., Fang, F., and Peterson, C.C. (2011). Sequential progression in a theory of mind scale: Longitudinal perspectives. Child Development, 82(3), 780-792.

18-24 months	 Uses longer utterance (2-3 words) to express intentions: protest/reject, greet/call, respond to others, label/notice, request object/action, express feelings, request information, initiate pretend play, comment/tell info, acknowledge/answer practices familiar conversational frames and schema (book reading routine, go to restaurant schema). * Frequency of communicative acts: 7 S/min 	30-36 months	- converses in sentences - attempts to control situations verbally - uses polite "nice" intonation patterns
24-30 months	 "please" used for polite requests New intents include: symbolic play, talk about absent objects, misrepresenting reality (lies, teases) Narratives are "heap stories", primarily labels and descriptions Uses speech to announce intentions takes two turns in conversation verbally introduces and changes topics uses words to express emotion begins to give descriptions to aid listener clarifies by repeating requests clarification 		 responds to requests to clarify apologizes by saying "I'm sorry" topic continuation near 50% topics are continued by adding new information use of language in play increases narratives are "sequences," with theme, but no plot. ToM: understands that others can want different things (passes a "diverse desires" task at about 3 ½ years of age).

Social Cognitive Milestones (Hutchins & Prelock, 2016)

Social Cognitive Milestones from the Theory of Mind Atlas (Hutchins & Prelock, 2016)	Approximate Age of Acquisition
Joint Attention	~9 mos.
Social Reciprocity	Infancy
Social Referencing	~9 mos.
Early Empathy Stages	12 mos. orients to the distress of others, may with own distress cries
	12+mos. start to show helping behavior; imitate the distress of others
	~18 mos. responds with sympathetic concern rather than distress cries to pain and distress in others
Discrimination of Basic Emotions	~7 mos.
Нарру	~5 mos.
Sad	~7 mos.
Angry	9-12 mos.
Fear	~9-12 mos.
Intentionality	~14 mos.
Emotional Consequences (others get happy when get something; sad when don't)	~24 mos.

Development of Theory of Mind (Westby, 2014)

<u>https://pdfs.semanticscholar.org/bce3/bd9368d</u> <u>17e97f74e704d9405ace12d9dbbcd.pdf</u>

Table 2. Development of Theory of Mind

	Cognitive Theory of Mind		Affective Theory of Mind	
Age	Interpersonal Cognitive	Intrapersonal Cognitive	Interpersonal Affective	Intrapersonal Affective
3.		Primary intersubjecti	vity (emerges birth to 6 months)	
Birth to 6 months	16		-Responds to emotional reactions of others -Contagious empathy	-Imitates expressions
6-8 months	-Responsive joint attention		1972년 - 1982년 - 1985년 - 1985년 - 1987년 - 1987년 - 1987년 - 1987년 - 1987년 -	 Displays joy, sadness, disgust, anger
	62	Secondary intersub	jectivity (emerges 8-12 month)	
8-12 months	-Follows line of regard -Initiates joint attention on objects	-Behavioral regulation; initiates behavior request	 Uses emotional expression of caregivers as social reference for approach-avoidance 	-Displays emotions of bappy, mad, sad, surprised, disgusted, afraid
13-17 months	-Understands physical relation between a person's line of sight and their behavior; one sees what one looks at			 Seeks to change affect of another by direct contact Coordination/coregulation of interactions
18 months-2 years	-Recognizes that different people may like different things or have different desires	-Emergent sense of self -Engages in pretend	-Consciously recognizes distress in others; predicts that receipt of broken toy will make child unhappy	-Emergent altruistic behavior: comforts another; changes another's or doll's affect by bringing suitable toy -Uses words bappy, sad, mad, scared (continues)

Development of Theory of Mind (Westby, 2014) (cont.)

<u>https://pdfs.semanticscholar.org/bce3/bd9368d</u> <u>17e97f74e704d9405ace12d9dbbcd.pdf</u>

Table 2. Development of Theory of Mind (Continued)

	Cognitive Theory of Mind		Affective Theory of Mind	
Age	Interpersonal Cognitive	Intrapersonal Cognitive	Interpersonal Affective	Intrapersonal Affective
3 years	 -Understands that people's actions can be determined by their desires, intentions, and thoughts -Understands that perceptual activity (seeing, being told) is in some way connected to knowing -Understands that different people can see different things 	-Understands that imaginary objects are different from real objects -Words like <i>remember</i> , <i>know</i> , and <i>tbink</i> appear in spontaneous speech	 -Matches emotion words <i>bappy, sad, mad, afraid</i> to photographic faces -Schematic facial recognition -Knows the situations that will provoke primary emotions (can match emotion word to picture) 	 Talks about causes and consequences of emotions (e.g., "Santa will be happy if I pee in the potty.") Uses object and "friend" to change affect Begins to display self-conscious emotions: <i>embarrassment, pride,</i> <i>sbame, guilt</i>

Development of EF Milestones (Adapted from Peters, 2013)

9-12 months

• Can maintain simple, focused attention

12-18 months

- Can inhibit certain behaviors and shift to new response sets
- Some self-monitoring and inconsistent early ability to identify errors
- Impulsive behaviors reflect immature attention

18-24 months

 When comparing designs begins to identify correct vs. incorrect block constructions but can't "fix" wrong version

24-30 months

- Demonstrate knowledge of rules but can't shift or change behaviors
- Get stuck (perseverate) on wants

EF Milestones (Peters, 2013) (cont)

30-36 months

• Unable to delay gratification but can demonstrate knowledge of rules and emerging ability to shift behaviors

36-42 months

- Increased attention, self-control, concentration, and inhibition
- Gradual decline in impulsivity
- Gradual improvements in processing speed and accuracy on impulse control tasks

42-48 months

- Run simple errands ("get your coat from the room")
- Can clean up with assistance and do simple chores with reminders
- Can inhibit behaviors (e.g., don't touch hot stove, don't run out, don't hit, etc.)
- Can slowly shift between two simple tasks

EF Milestones (Peters, 2013) (cont)

4-5 years olds

- Can generate new concepts and ideas
- Can make choices that lead to better rewards
- Better at task completion due to increase in mental flexibility and rapid switching between two simple response sets

5-6 year olds

- Can resist distractions and maintain attention
- Emerging capacity to learn from mistakes and create alternatives (simple strategic planning)
- Can complete a 20 minute homework assignment independently
- Can independently decide how to spend allowance
- Can inhibit behaviors
 - Raise hand in class, keep hands to himself, etc

Learning to Read (Ramírez & Kuhl, 2016)

- Exposure to two languages increases phonological awareness, which is the ability to recognize and manipulate the sound units of language and is one of the best predictors of reading ability (Bilaystok, Luk, & Kwan, 2005; Eviatar & Ibrahim, 2000).
- Bilingual children acquire two phonological systems and thus receive additional "practice" manipulating the sounds of language.
- Studies show that phonological awareness skills in bilingual children easily transfer from one language to another. This has been shown for English-Spanish bilinguals (Lindsey, Manis, & Bailey, 2003), English-French bilinguals (Comeau, Cormier, Grandmaison, & Lacroix, 1999), and English-Chinese bilinguals (Luk & Bialystok, 2008).
 - <u>http://ilabs.washington.edu/sites/default/</u> <u>files/Ramirez_WhiteHouse_Paper.pdf</u>

Development of Phonological Awareness in Bilingual Children (Sakakibara, 2016)

- Children who speak alphabetic languages need phonological awareness abilities to learn how to read (Anthony and Francis, 2013; Kuo and Anderson, 2008).
 - Alphabetic languages are sound-based, possessing phoneme grapheme correspondence (Chikamatsu, 1996).
- Children develop phonological awareness in the same sequence in any alphabetic language (Ziegler & Goswami, 2005)
 - The developmental rate varies according to which language the child speaks because different languages have different phonological characteristics, which make some children develop phonological awareness faster than others

Development of Phonological Awareness Abilities

- Phonological skill develops in a hierarchy from basic to more complex.
- Below two slides list ages at which ~90% of children have achieved specific phonological skills.
 - They are based on a synthesis of several research reviews and summaries (Adams et al., 1998; Gillon, 2004; Goswami, 2000; Paulson, 2004; Rath, 2001) which tie specific ages to PA attainment.
 - Moats, L, & Tolman, C (2009). Excerpted from Language Essentials for Teachers of Reading and Spelling (LETRS): The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (Module 2). Boston: Sopris West.

Phonological Awareness Milestones

Age	Skill Domain	Sample Tasks
4	Rote imitation and enjoyment of rhyme and alliteration	<pre>pool, drool, tool "Seven silly snakes sang songs seriously."</pre>
	Rhyme recognition, odd word out	"Which two words rhyme: stair, steel, chair?"
5	Recognition of phonemic changes in words	"Hickory Dickory Clock. That's not right!"
Clapping, counting syllables		truck (1 syllable) airplane (2 syllables) boat (1 syllable) automobile (4 syllables)
	Distinguishing and remembering separate phonemes in a series	Show sequences of single phonemes with colored blocks: /s/ /s/ /f/; /z/ /sh/ /z/.
5½	Blending onset and rime	"What word?" th-umb qu-een h-ope
	Producing a rhyme	"Tell me a word that rhymes with car ." (star)
	Matching initial sounds; isolating an initial sound	"Say the first sound in ride (/r/); sock (/s/); love (/l/)."

Phonemic Awareness Milestones

	Compound word deletion	"Say cowboy . Say it again, but don't say cow ."
	Syllable deletion	"Say parsnip . Say it again, but don't say par ."
6	Blending of two and three phonemes	/z/ /ū/ (zoo) /sh/ /ŏ/ /p/ (shop) /h/ /ou/ /s/ (house)
	Phoneme segmentation of words that have simple syllables with two or three phonemes (no blends)	"Say the word as you move a chip for each sound." sh-e m-a-n I-e-g
6½	Phoneme segmentation of words that have up to three or four phonemes (include blends)	"Say the word slowly while you tap the sounds." b-a-ck ch-ee-se c-l-ou-d
	Phoneme substitution to build new words that have simple syllables (no blends)	"Change the /j/ in cage to /n/. Change the /ā/ in cane to /ō/."
7	Sound deletion (initial and final positions)	"Say meat . Say it again, without the /m/." "Say safe . Say it again, without the /f/."
8	Sound deletion (initial position, include blends)	"Say prank . Say it again, without the /p/."
9	Sound deletion (medial and final blend positions)	"Say snail . Say it again, without the /n/." "Say fork . Say it again, without the /k/."

Phonics

PHONICS CATEGORY	TYPICAL EXAMPLES	TYPICALLY MASTERED
Letter names (uppercase and lowercase)	b, m, r, a, s, t, g, n, i, p, c, h, f, o, d, l, k, u, j, w, e, y, z, v, q, x	Kindergarten
1. Consonant Letter-Sound Correspondence (uppercase and lowercase)	b, m, r, s, t, g, n, p, c, h, f, d, l, k, j, w, y, z, v, q, x	Kindergarten
2. Vowel Letter-Sound Correspondence (uppercase and lowercase)	a, i, o, u, e	Kindergarten
3. 50 High Frequency Words	See High Frequency Word List- Kindergarten	Kindergarten
4. CVC Words/Short Vowel	a in sat, i in fit, o in top, u in cup, e in let	First Grade
5. Onset and Rime/Short Vowel	b/at, t/in, r/ob, t/ug, s/et	First Grade
6. First 100 High Frequency Words (List A)	See High Frequency Word List A.	First Grade
7. Endings (not tested)*	<pre>-ing, -s, -es, -er, -ed (3 sounds): grabbed /d/, stopped /t/, waited /ed/</pre>	First Grade
8. Consonant Digraphs (beginning)	ch, ph, sh, th, wh: change, phone, shut, thick, when	First Grade

Phonics

9. Consonant Digraphs (ending)	ch, ck, dge, ng, sh, tch: much, nick, bridge, ring, bush, catch	First Grade
10. Consonant Blends (beginning)	br, cr, dr, fr, gr, pr, tr: broke, crack, drop, frog, grab, price, tree bl, cl, fl, gl, sl, pl: black, clap, flap, glove, slow, plate sc, sk, sl, sm, sn, sp, st, sw: scab, skin, slice, small, snack, spin, stop, sweat scr, spl, spr, squ, str: scream, splash, spring, square, straw	First Grade
11. Multisyllabic Words	Closed syllable: mis/hap, nap/kin, rab/bit	First Grade
12. Consonant Blends (ending)	ft, ld, lf, mp, nd, nk, nt, sk, st: lift, cold, belt, jump, and, drink, plant, desk, nest	First Grade
13. Long Vowel/Silent e	a in fade, i in bite, o in note, u in cube	First Grade
14. Letter-Sound Variations and Generalizations (not tested)*	<pre>qu: queen soft g: gem soft c: city x: excite /k/, mix /ks/, exit /gz/</pre>	First Grade

Acquisition of Phonics (cont.)

15. Vowel Digraphs (long)	ai, ay, er, ea, ey: pain, play, eight, great, hey oa, oe, ow, ou, ew: boat, doe, grow, though, sew ee, ea, ei, ie, ey: see, seat, either, chief, key ie, ye: tie, eye	First Grade
16. Second 100 High Frequency Words (List B)	See High Frequency Word List B	First Grade
17. Vowel Digraphs (other)	ew, oo, oe, ue, ui: chew, food, shoe, cue, suit oo: foot ou: tough au, aw: haul, paws	Second Grade
18. Vowel Diphthongs	oi, oy: oil, boy ou, ow: out, cow	Second Grade
19. R- or L- Controlled	er: fern, ir: bird, ur: turn, ar: park, or: short, al: halt, talk, air: pair	Second Grade
20. Other Beginnings (not tested)*	wr: wrong, write kn: knew, knife	Second Grade
21. Multisyllabic Words	Open Syllables: be/low, sea/son, di/al, o/pen	Second Grade
22. 300 High Frequency Words (List C)	See High Frequency Word List C	Second Grade

Spelling Development (Bear et al, 2007)

Stages of Development	Characteristics
Stage 1: Emergent Spelling 3-5 year olds	Do not associate marks with phonemes
Stage 2: Letter-Name Spelling 5-7 year olds	Represent phonemes with letters (consonant blend/digraphs, short vowel patterns
Stage 3: Within-Word Spelling 7-9 year olds	Learn long vowel patterns, r-controlled vowels (still confuse patterns)
Stage 4: Syllables & Affixes Spelling 9-11 year olds	Learn to spell multisyllabic words, inflectional endings, homophones, apostrophes, contractions
Stage 5: Derivational Relations Spelling 11-14 year olds	Explore relationship between spelling and meaning (root words, affixes) Ex. wise-wisdom



Simultaneous dual language learning & language delay

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Dual language learning does NOT cause confusion/language delays in young children (DeHouwer, 2009; Paradis, et al., 2011)



"There is no scientific evidence to date that hearing two or more languages leads to delays or disorders in language acquisition. Many, many children throughout the world grow up with two or more languages from infancy without showing any signs of language delays or disorder". (De Houwer (1999, pg. 1)



"Very early simultaneous language exposure does not cause a young child to be delayed with respect to the semantic and conceptual underpinnings at the heart of all natural language, and this is true regarding each of the young bilingual's two native languages." (Petitto & Holowka, 2002, p 23)

Sequential Bilingualism

L2 acquisition after the first language (L1) is established

• Typically after 1-2 year of age (DeHower, 2005)

Sequential language learners (Majority Group)

- Acquisition of L2 is supported and valued (Canada Montreal & Quebec)
 - Focus on English/French language and culture
 - Bilinguals are likely to achieve a high degree of proficiency in both Ls

Sequential language learners (Minority Group)

- Language & culture of the group may not be supported or valued
- US (Spanish in immigrant families)
- Require numerous enriched opportunities to speak and be exposed to the non-majority language in order to reach proficiency

Sequential Bilingualism: From BICS to CALP

Preproduction (+/-3 months)

Children may attempt to rely on L1 in L2 situations. They will use pointing, answering, answer yes/no questions but their primary focus is gaining comprehension of L2.

Early production (+/-6 months)

1-3 word utterances and rote phrases

Productive usage of L2 (6 months to 2years)

Longer sentences, expanded vocabulary, and presence of occasional grammar errors

Intermediate Proficiency of L2 (3-5 years)

Good comprehension; usage of complex sentences



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Advanced Proficiency (5-7 years)

Develops specialized vocabulary, reaches grade level performance but may occasionally still struggle w/t advanced academic language concepts

Bilingualism categorizations (Valdez & Figueora, 1994)

Additive

- First culture is valued
- Second language is added
- First language continues to be developed and maintained at high level

Subtractive

 Second language is introduced at the expense of the first language and culture, which diminish as a consequence (Cummins, 1994)

Circumstantial bilinguals (e.g., children of immigrants)

- Learn L2 because they need it attend school
- L1 skills usually decrease or may even be lost in favor of gaining L2

Elective Bilinguals

- Learn another language in a formal setting
 - Foreign language requirement in school

Subtractive Bilingualism

Children with no schooling in birth language and less frequent use in the home more likely to lose their first language (Eilers et al., 2006)

Subtractive Bilingualism Effects

- Family relationships
- Self-esteem
- Sense of cultural identity
- Peer relationships
- School performance

The attitudes of parents, siblings and peers toward the minority language can add value to, or subtract value from, the language.

Increasing the attractiveness of the minority language (i.e., via books or mass media) can help maintain that language

It is hugely important to show that L1 is a valued language! (Gottardo, & Grant, 2008)

Affect of Age on L2 Acquisition

- Older students (ages 8-12) are faster, more efficient acquirers of school language than younger students (ages 4 -7) (Collier, 1987)
- Younger students are still developing first language competency in reading and writing
- Older students use their first language competency as a source of transferrable skills have greater cognitive maturity and more strategies of acquiring new language
- Ultimate degree of L2 attainment is the result of a combination of social, environmental and psychological (vs. innate age-related biological) factors
 - Tends to predispose younger vs. older learners to greater L2 success
 - However, given the same level of support for L2 development, adolescents can also become highly proficient and can attain it faster than younger populations (Marinova-Todd, & Lightfoot, 2013)

Factors influencing success of older learners



Difference vs. Disorder (In a Nutshell)

- Communication difference affects all language domains
 - Phonology
 - Syntax
 - Semantics
- Communication differences are affected by L1 and are part of normal development of L2
- Communication disorders
 - Frequently have a genetic/hereditary component
 - Evident from early on
 - Develop in L1 and WILL BE PERSIST IN BOTH L1 AND L2





Communication Disorders

[Begin in primary L1 language and affect any or all:	
	 Vocabulary Morphosyntax Discourse and Narrative Ability Social Pragmatic Skills Reading/Writing/Spelling 	
—	Language processing is slower and less efficient vs. TD peers (Kohnert, et al 2004).	<u></u>
	Significantly slower pace of learning vs. typical peers	
—	Working memory deficits	
—	Sustained/selective attention weaknesses	
—	Decreased speed of information processing	

Indicators of Communication Impairment



Impact of language impairment on bilingual children (Roseberry-Mckibbin (2014)

Slow language and academic gains even with assistance (resource room, ESL, etc.)	Immature/deficient vocabulary	Decreased utterance length
Communication difficulties in a variety of settings (e.g. school, home, community) and with a variety of individuals (e.g. peers, teachers, parents)	Memory and attention deficits in L1 and L2	Lack of narrative coherence and cohesiveness
Family history of language/learning issues	Poorer language and cognitive skills as compared to peers	Deficits in the comprehension and use of social language

Impact of language impairment (cont.)

Impaired learning and use of two languages

Evident in interactions with family members/peers

Limited comprehension in L1

Limited verbal output in L1

•Short sentence length

Decreased vocabulary in L1

•Significant word retrieval

Poor syntax and grammar in L1

Social skills may be impaired

•not culturally acceptable in L1 community

Requires frequent repetition

Does not or rarely asks questions when fails to understand something

Challenges of disorder identification

It is not uncommon for school based SLPs to be the first to diagnose speech-language disorders in bilingual children

 Children from low income households as well as adopted and foster care children may not get access to services until they enter school Obstacles to receiving appropriate early medical care and related services (e.g., EI) include:

- Family's limited financial means
- Lack of education/information
- Cultural and linguistic barriers

Challenges of communication disorder identification

Be careful with the 'wait and see' approach

Many clinicians believe that if it's a matter of lack of experience than the child will "catch up" given appropriate classroom support

Meanwhile children with language impairments will fall further and further behind

"The 'wait and see' period can be little more than the beginning or the extension of a cycle of communicative, academic, and/or social failure" (Gillam & Peňa 2004, pg 2)

Background History Collection (Red Flags)

- Caregiver Interview/Intake
 - Prenatal History
 - Risk factors?
 - Family history of ...?
 - Mental illness substance abuse?
 - Growth and developmental milestones
 - Behavior Issues?
 - Early presence of language deficits in birth language?
 - Strengths/Weaknesses profile to understand breakdown of red/ vs. green flags and possible protective factors

Case History Questions

What language(s) are spoken within the household?

- By whom?
- How much time do these people spend with the child?

What is the child's age of acquisition of these language(s)?

• Stronger language?

What is the child's length of exposure to each language?

- What is the child's language of choice with peers?
- Is the child receiving ESL services?
 - If yes, what's the progress?

How is the child's academic performance compare to peers?

The Alberta Language Development Questionnaire The Alberta Language Environment Questionnaire What is the highest educational level of the primary caregiver?

Is there a family history of speech, language, or academic problems?

How does how the child's speech and language development compare to his/her siblings at the same age or to peers in the child's speech community?

Was the child's performance during the evaluation typical?

Have there been any significant changes in the family structure recently?

What exposure has your child had to different languages or dialects?

What does your child do that makes you know (s)he is smart?

7 Critical Questions (Crowley, 2006)

Critical questions for the teacher (Crowley et al, 2006

What is student's grade level achievement in reading and math?

Ask for data

What supports does s/he need?

• What are student's strengths and weaknesses?

How has he progressed over time?

• Do you have a portfolio or examples of his work?

How do his language skills compare to those of his classmates?

Does the teacher concur with the conclusions the SLP reached as a result of the evaluation?

Self Question: Does it seem that the student is receiving an adequate education based upon the teacher interview?

Dynamic Assessment: Basic Framework (Dr. Pena)

• Pretest

• Assess child's current performance

• Teach

- Through mediated learning experience (MLE)
- Help the child develop strategies
- Observe the child's ability to modify
- Mediated Learning Experience (MLE)
 - Teach-Watch-Adjust
 - Clinician s responsibility to ensure success
- Post Test
 - Compare performance to pretest
 - Assess transfer of strategies
 - For more information please see:

http://www.asha.org/practice/multicultural/issues/fram ework.htm



Dynamic Assessment (Gillam & Peňa 2004)

Test –Teach-Retest <u>Kapantzoglou et al., 2012</u>; <u>Peña et al., 2014</u>, <u>2001</u>; <u>Ukrainetz et al., 2000</u>)

- Vygotsky's model of cognitive development (1986)
- · Concepts to teach via modeling and imitation in structured contexts
 - Grammar
 - Vocabulary
 - Narratives
- Determine the skills child has and his/her learning potential
- Determining the child's response to clinical interactions
 - Interactive and process oriented vs. passive/static approach
- Differentiate between a typical L2 learner and a bilingual child with an impairment
- Can the child identify, produce and generalize taught information
- What is the potential for change given appropriate support?



Dynamic Assessment Studies (Gorman, 2015)

Camilleri & Law (2007)	Receptive word learning in English
Kapantzoglou, Restrepo, & Thompson (2012)	Receptive word learning in Spanish
Ukrainetz, Harpell, Walsh, & Coyle (2000)	Categorization in English
Peña, Iglesias, & Lidz (2001)	Expressive labeling in English and/or Spanish
Peña, Gillam, & Bedore (2014)	Narration in English
Hasson, Camilleri, Jones, Smith, & Dodd (2013)	Vocabulary, sentence structure, phonological production

Dynamic Assessment Tasks

- Language Sampling
 - Most non-biased (as compared to SD)
 - Story elicitation via pictures containing absurdities (e.g., SLAM Cards by the Leader's Project)
- <u>http://www.leadersproject.org/?</u>
 <u>s=dynamic+assessment</u>+

Components of a Mediated Learning Experience (Gorman, 2015) based on Lidz, 1991

1. Intention to Teach	The clinician clearly states the goal of the session.
2. Mediation of Meaning	The clinician indicates that purpose of the skill to be practiced in the session.
3. Mediation of Transcendence	The clinician helps the child relate the skill and session activity to his/her daily life.
4. Mediation of Planning	The adult then helps the child develop a plan for an activity and carry it out with adult support.
5. Mediation of Transfer	The clinician provided positive feedback about the child's performance. Both the adult and child review the experience by talking about what the child did, what strategies the child used, and how the child demonstrated learning the skills, and again, why the skill is important.

Teaching Vocabulary based on Kapantzoglou et al. (2012) as described in Gorman, 2015

- Select unfamiliar items (represented by obscure toys) from 3 semantic categories (e.g., animal, food, and a toy)
- Use mediated learning script (see below) to teach the words
- Steps:
- 1. Name the target word category
- Discuss word function (may be accompanied w/t gestures)
- 3. Describe the object
- 4. Give student opportunity to handle the object
- 5. Prompt student to imitate the word 3 times
- 3 Phases in which students are exposed to the words x # of times (e.g., 10x) (totaling 30 times)
- Rate student's responsiveness and modifiability using the Learning Strategies Checklist (LSC) and Modifiability Scale (<u>Peña, 1993</u>, <u>Gutierrez & Peña,</u> <u>2001</u>)

Mediated Learning Starters (Gorman, 2015; Lidz, 1991)

 Today we are going to learn / practice 	 Do you remember what we are learning today?
• How does this help us?	 You worked very hard to
• This is important because	• You remembered to
 What happens at home/school if? 	 It's important to remember to
 You often do this at home/school when you 	 Tell me what you did/what strategies you used?
• We're going to	• How are you going to remember
• What do we need?	to?
 Then what do we need to do? 	• This is important because

Select Dynamic Assessment Materials

- Leaders Project (<u>http://www.leadersproject.org/?s=SL</u> <u>AM</u>)
 - School Age Language Assessment Measures (SLAM) Resources in the form of elicitation cards from Preschool-High School
 - Following directions
 - Producing narratives
 - Engaging in perspective taking/ToM
 - Inferencing/Predicting outcomes





Dynamic Assessment: Questions to ask

- Is there appropriate attention to task?
- Does the child attempt to utilize taught strategies
 - Pointing
 - Repeating
- Is the child generalizing and applying skills to new tasks
 - Immediately
 - Over time
- How much support does the child need?
- How much effort is the SLP using?



Dynamic Assessment Conclusion

Can help to separate language difference from language impairment

- If used appropriately they may potentially reduce caseload size
 - If children with language differences were erroneously added to the caseload

Forges a link between assessment and intervention

Provides information on children's learning potential

Sensitive to progress

• You see it and document it

Ability to include adaptations and accommodations

• Include strategies in reports for parents and teachers

Dynamic Assessment YouTube Links

Dynamic Assessment: Teaching Grammar Components Dr. Ellen Kester

Dynamic Assessment: Cognitive Assessment Dr. Cate Crowley

Dynamic Assessment: Fast Mapping Introduction and Example 1 Dr. Cate Crowley (more examples of fast mapping are available on the right hand side)

Dynamic Assessment Video Compilation Dr. Carol Lidz

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