

Ellen Stubbe Kester, Ph.D., CCC-SLP

President & Founder of Bilinguistics

Speech-Language Pathologist

Ellen's passion for languages started when she lived in Asia as a teenager. She learned a little Malay and Mandarin, and studied French while in Asia. She then returned to Texas several years later and decided Spanish would be more useful. She dove into the world of bilingual assessments in graduate school and that continues to be her passion in the field of speech-language pathology. When she's not working (or driving her three children around) she loves to be on the tennis court. Travel and cooking with her husband and kids top her list of favorite things to do.



Professional Bio

Dr. Kester founded Bilinguistics to meet the speech and language needs of children from diverse backgrounds. She provides workshops around the United States and beyond on bilingualism, assessment of bilingual students, and effective intervention practices with diverse populations. Dr. Kester has served as adjunct faculty at The University of Texas at Austin teaching courses in language development, assessment and intervention of language disorders, early childhood intervention, preschoolers with special needs, and measurement. Her research and clinical work address the important issue of differentiating bilingual children with typical development from those with language impairment, and identifying appropriate goals for intervention with bilinguals.

Select Publications

Kester, E. S. (2018). Speech-Language Pathologists Engaging in Interprofessional Practice: The Whole Is Greater Than the Sum of Its Parts. *Perspectives of the ASHA Special Interest Groups, SIG 16, vol 3 (Part 1)*, 20-26.

Peña, E. D., Bedore, L. M., & Kester, E. S. (2015). Discriminant accuracy of a semantics measure with Latino English-speaking, Spanish-speaking, and English-Spanish bilingual children. *Journal of communication disorders*, 53, 30-41.

Peña, E. D., Bedore, L. M., & Kester, E. S. (2016). Assessment of language impairment in bilingual children using semantic tasks: Two languages classify better than one. *Intl. Journal of Language & Comm. Disorders*, 51(2), 192-202.

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

Fernandes, B., Kester, E., Prath, S., & Bauman, M. (2012). Bilingual Articulation and Phonology Assessment. iPad app.

Peña, E. D., Kester, E. S., & Sheng, L. (2011). Semantic development in Spanish-English Bilinguals: Theory, Assessment, and Intervention. In B. Goldstein (Ed.) *Bilingual Language Development and Disorders in Spanish-English Speakers*, Second Edition. Philadelphia: Brookes.

Gildersleeve-Neumann, C. E., Peña, E. D., Davis, B. L., Kester, E.S., (2009). Effect on L1 during early acquisition of L2: Speech changes in Spanish at first English contact. *Bilingualism: Language and Cognition*, 12, 2, 259-272.

Gildersleeve-Neumann, C. E., Kester, E. S., Davis, B. L., & Peña, E. D. (2008). English Speech Sound Development in Preschool-Aged Children from Bilingual English-Spanish Environments. *Language, Speech, and Hearing Services in Schools*, 39, 3, 314-328.

Kester, E. S. & Peña, E. D. (2002). Language ability assessment of Spanish-English bilinguals: Future directions. *Practical Assessment, Research, and Evaluation*, 8, 4.

Kester, E. S., Peña, E. D. (2001). A comparison of three dynamic assessment teaching components with Culturally and Linguistically Diverse Preschoolers. *Journal of Cognitive Education and Psychology*, 2, 42-59.