

Promoting Culturally Responsive Clinical Engagement with Multilingual and Multicultural Clients



WCU
WEST CHESTER
UNIVERSITY

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BILINGUISTICS

Your Presenters

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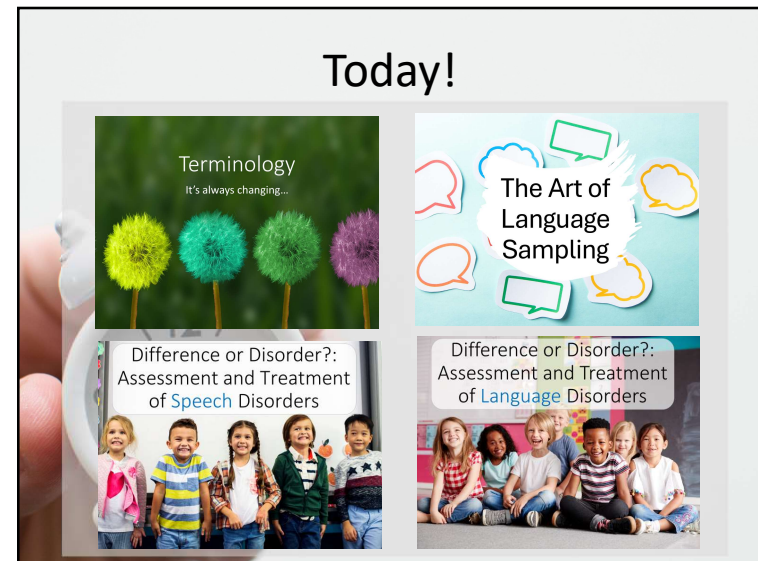


BILINGUISTICS

Disclosure

- Financial Relationships:**
 - Dr. Ellen Kester is the owner and founder of Bilinguistics. Bilinguistics is receiving a speaking fee for this presentation. Dr. Kester receives product royalties for some products mentioned in the workshop.
- Non-Financial Relationships:**
 - None to disclose
- Financial Relationships:**
 - Scott Prath receives a salary from Bilinguistics as well as royalties for products mentioned in this presentation, and founder of Bilinguistics. She is receiving a speaking fee for this presentation and she receives product royalties for some products mentioned in the workshop.
- Non-Financial Relationships:**
 - None to disclose

Today!

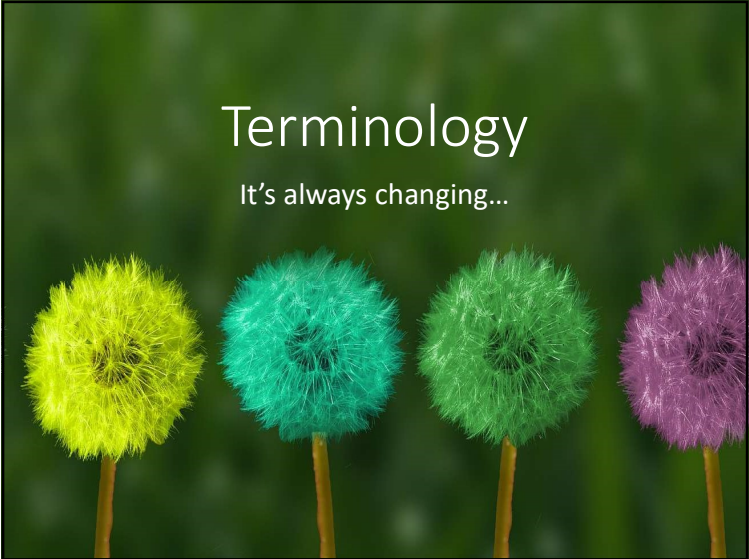


Terminology
It's always changing...

The Art of Language Sampling

Difference or Disorder?: Assessment and Treatment of Speech Disorders

Difference or Disorder?: Assessment and Treatment of Language Disorders



Deficit-Based vs Strength-Based Linguistic Descriptions

Deficit-Based	Strength-Based
<ul style="list-style-type: none"> • Non-English speaking • Children whose parents spoke little English • English as a Second Language (ESL) student • English Language Learner (ELL) • English Learner (EL) • Limited English Proficient (LEP) • Children who speak limited or no English • Home/Primary language other than English (LOTE) 	<ul style="list-style-type: none"> • Bilingual • Bilingual Spanish-English • Spanish speaking • Dual Language Learner • Native Spanish Speaker

Soto, et al., 2021

Students from racially, culturally, and linguistically diverse backgrounds ARE over-referred AND over-identified for special education services.

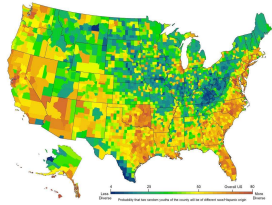
The Diversity of our Caseloads is Increasing

- The U.S. population grew by 7.4 percent 2010-2020
- There **was a significant increase in racial diversity** over the course of the decade, both in the population as a whole, and **for children in particular.**

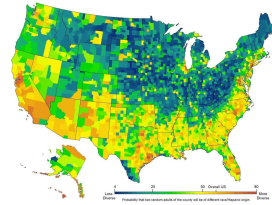
Analysis of U.S. Census Data
Kenneth Johnson, Carsey School of Public Policy, University of New Hampshire

U.S. Population of Children more Diverse than Adults

Racial Diversity of Population, Ages 0-17, 2020



Racial Diversity of Population, Ages 18+, 2020



Overall US
 4 25 50 80
 Less Diverse More Diverse
 Probability that two random youths of the county will be of different race/Hispanic origin

Child Demographics vs Teacher & SLP Demographics

Child Demographics

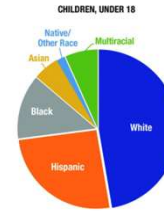
(from Carsey School of Public Policy)

Teacher Demographics

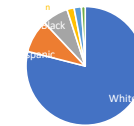
(from National Center for Educational Statistics)

SLP Demographics

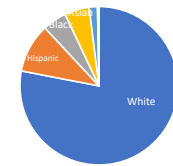
(from SHA, Zippia, and LSU)



U.S. Teacher Demographics 2017-18



U.S. SLP Demographics 2019



Based on 2020 US Census Data

2008
 Williams, ER

“When teachers do not know what to do with students due to cultural mismatch...[they] are more likely to refer them for special education.”

2019
 Becker & Deris

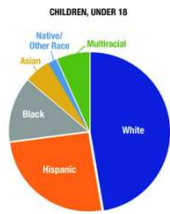
“Many school professionals lack the appropriate understanding of testing tools to properly assess and evaluate ELLs (bilingual students).”

“Once referred to an assessment team, the student has a greater than 50% chance of being identified as disabled.”

Child Demographics vs Teacher & SLP Demographics

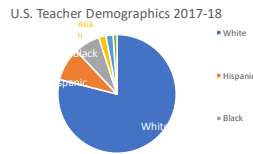
Child Demographics

(from Carsey School of Public Policy)



Teacher Demographics

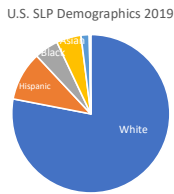
(from National Center for Educational Statistics)



Over-Referral for Special Education Evaluation

SLP Demographics

(from ASHA, Zippla, and LSU)



Over-Identification for Special Education Services

Most Commonly Spoken Language Other than English



Slate

Data source: Census Bureau American Community Survey. Map by Ben Blatt/Slate.

Most Commonly Spoken Language Other than English or Spanish



Slate

IMAGE CREDIT: BEN BLATT/SLATE

Diversity is our reality

and we are all richer for it.



Yet, far too often, we ask..., “Which language...?”



LINGUISTICS Speech Therapy Clinic - For SLPs - For Doctors - For PTs - For OTs - For CEs - For SLPs - For OTs - For PTs - For CEs

Should my child learn to read in our home language or in English first?

How do I determine which language to test in? There's a better question.

It's a dilemma many parents face when raising a child with two different languages: one at home, another at school. Here's what the research shows.

By Carol Leigh | Updated: May 6, 2024



If you speak one language at home and your child goes to kindergarten or first grade in English, the questions will naturally arise: When learning to read in two languages, which language should the child learn to read first?

A seminal article for bilingual research and education.

Review > Brain Lang. 1989 Jan;36(1):3-15. doi: 10.1016/0093-934x(89)90048-5.

Neurolinguists, beware! The bilingual is not two monolinguals in one person

F Grosjean¹



And these findings continue...

MARCH 26, 2024 Editors' notes

Bilingual children cannot 'turn off' their language knowledge, says researcher

By Radboud University



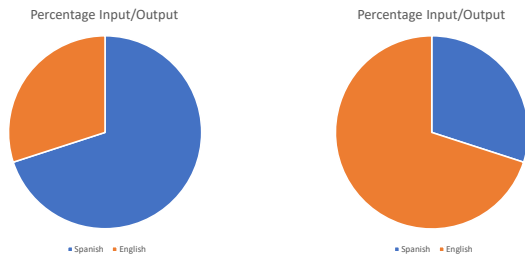
Credit: RDNE Stock project from Pexels

Credit: RDNE Stock project from Pexels

A monolingual approach does not account for the natural contact between a bilingual's two languages.



Language(s) of Testing



Bedore, L. M., Peña, E. D., Anaya, J. B., Nieto, R., Lugo-Neris, M. J., & Baron, A. (2018). Understanding disorder within variation: Production of English grammatical forms by English language learners. *Language, Speech, and Hearing Services in Schools, 49*(2), 277-291.

Peña, E. D., Bedore, L. M., Sivalakappa, P., & Niu, L. (2020). Effects of divided input on bilingual children with language impairment. *International Journal of Bilingualism, 24*(1), 62-78.

Take away from Bedore et al, 2018 and Peña et al, 2020

For students whose overall current percentage of input/output was **less than 30%**, results from **standardized measures** in the language of less exposure **did not inform diagnostic decisions**.

Quotes from Dr. Elizabeth Peña

"Once children have current exposure around 70% or more we get really reliable results testing them only in English. And we've found the same thing for Spanish."

"We've tested thousands of kids in both languages, and we're finding that 70% is a pretty reliable cutoff for testing only in one language." So if you, if you test a kid and they present as being pretty dominant in English **and** they test within the normal range, then testing in their home language isn't going to change your diagnostic decisions. So I think you can stop."



Follow up from Dr. Ellen Kester

"Sometimes the language proficiency information we receive does not match the child so it's important to attempt non-standardized measures in the less frequently used language."

"It is still important to probe the less used language in order to be able to speak to all of the referral concerns."



Parent Questionnaire for Speech-Language Evaluations

Thank you for taking the time to fill this out. On average this form takes 8 minutes to complete.

Student Name: _____
 Form Completed by: _____
 Date Form Completed: _____

What do you see as your child's gift or greatest strength?

What activities does your family like to do together?

Who does your child live with?

Name	Relation	Age

Does your child spend a significant amount of time in a second household? (Daycare, grandparents?)
 ____YES ____NO

If YES, where does the child spend this time?
 Other parent's house Grandparent's house
 Babysitter's house Other

Who takes them?

Name	Relation	Age

Does your child speak a language other than English? ____YES ____NO

This form and other great resources are part of the Speech-Language Report Writer - Evalubox.com.

Parent Questionnaire for Speech-Language Evaluations

What is the primary language spoken in the home?
 English Mandarin Other
 Spanish Vietnamese

Is any other language spoken in the home? ____YES ____NO If yes, which language(s)?
 English Mandarin Other
 Spanish Vietnamese

Speaking
 As an estimate, what percentage of the time does the child **speak** each language?
 Circle one level for Sections A, B, and C (i.e. 20%, 70%)

A. After School		B. Evenings/Nights		C. Weekends	
English	Other Language	English	Other Language	English	Other Language
0%	100%	0%	100%	0%	100%
10%	90%	10%	90%	10%	90%
20%	80%	20%	80%	20%	80%
30%	70%	30%	70%	30%	70%
40%	60%	40%	60%	40%	60%
50%	50%	50%	50%	50%	50%
60%	40%	60%	40%	60%	40%
70%	30%	70%	30%	70%	30%
80%	20%	80%	20%	80%	20%
90%	10%	90%	10%	90%	10%
100%	0%	100%	0%	100%	0%

Listening
 As an estimate, what percentage of the time does the child **hear** each language?
 Circle one level for Sections D, E, and F

D. After School		E. Evenings/Nights		F. Weekends	
English	Other Language	English	Other Language	English	Other Language
0%	100%	0%	100%	0%	100%
10%	90%	10%	90%	10%	90%
20%	80%	20%	80%	20%	80%
30%	70%	30%	70%	30%	70%
40%	60%	40%	60%	40%	60%
50%	50%	50%	50%	50%	50%
60%	40%	60%	40%	60%	40%
70%	30%	70%	30%	70%	30%
80%	20%	80%	20%	80%	20%
90%	10%	90%	10%	90%	10%
100%	0%	100%	0%	100%	0%

Evalubox Language Proficiency/Use Calculator

Language Exposure and Use Calculator

Spanish 82%

English 18%

Current Language Exposure

Spanish is the primary language spoken in the home. Anthony's family reported that he hears English 10 percent of the time, and uses English 10 percent of the time, and that he hears Spanish 90 percent of the time and uses it 90 percent of the time.

Anthony's mother reported that Anthony was born in the United States and has been exposed to some English throughout his life but hears far more Spanish than English.

Language use at school was reported by Anthony's teacher as follows. Anthony is in a Bilingual classroom. He hears Spanish 84 percent of the time and uses it 90 percent of the time, and hears English 16 percent of the time and uses it 10 percent of the time.

Taking all reports of language exposure and use into account, overall exposure and use of Spanish is 82 percent and of English is 16 percent.*

	Home Language Heard	Home Language Spoken	English Heard	English Spoken
School with Teacher	80	90	20	10
School with Students	90	90	10	10
School with Other School Personnel	80	90	20	10
After School	90	90	10	10
Evening/Night	90	90	10	10
Weekends	90	90	10	10

*Percentages are weighted for hours spent in each environment. Current research in the area of bilingual language development (Bedate, Peña, Anaya, Nieto, Lugo-Meris & Baron, 2018; Peña, Bedate, Lugo-Meris, Albuodor, 2020) indicates that if a child has greater than 70% exposure and use of one language, then standardized and non-standardized results from testing that language alone reliably measures language skills if they are within normal limits.

The Art of Language Sampling

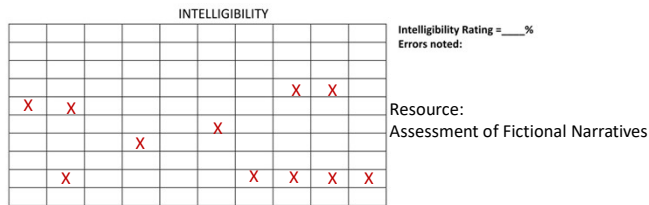
Intelligibility Rating



During a story telling exercise, Maggie was 89% intelligible with visual cues as she spoke while pointing at pictures.

After the story when she was asked questions about what went on during the story (Halloween), and asked about trick-or-treating, she was 58% intelligible without visual cues.

Her intelligibility during conversation is below what would be expected for her age.



Vocabulary Use



- During a story telling exercise, Ivan successfully named all objects as well as using adjectives to describe size, shape, and number.

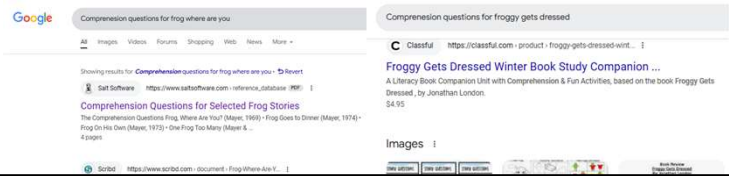
The boy is looking at the mirror. The gog was sad and the boy was leaving. Is him taking her frog? Is him taking his frog? Hmm. I will have a X of wine. Honey! Okay. This picture is so nice. Let's make a party. I'm hungry. Waiter, we will have a cup of wine and paghetti. Dududududu. The frog jump out and it was on the horn. Hey, what in here? This is not working good. Hmmm. Hush. Ahhhh. Hey, what're you doing? Hey, this is nice. Ow, who did this? You will have this for lunch. Is this? What is this? This is your salad. Ahhhh. Get off of my plate. X serve this. Don't even get near me. I don't like this restaurant. What's that? Ahhhh, a frog. Get away here. Huhhhh! I'm leaving this restaurant. And him get the frog. Please, that's my frog. Hmm. You guh be grounded in six days. Go at you room. It's party. Now we have a X. We guh ha a new one at the end.

Receptive Language



- Following a story telling exercise, Miguel answered 0/3 when, 1/3 why, 3/3 where, 2/3 who, and 3/3 what questions.
- Following a teaching exercise focusing on "when," Miguel answered 9/9 when questions.

Resource: Search comprehension questions + BOOK TITLE

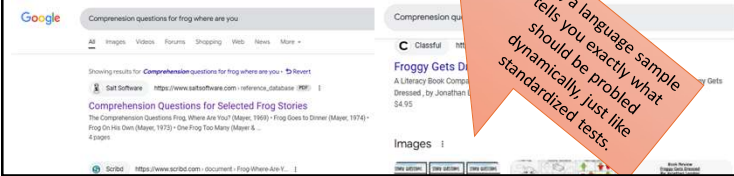


Receptive Language



- Following a story telling exercise, Miguel answered 0/3 when, 1/3 why, 3/3 where, 2/3 who, and 3/3 what questions.
- Following a teaching exercise focusing on "when," Miguel answered 9/9 when questions.

Resource: Search comprehension questions



Yes, a language sample tells you exactly what should be probed dynamically, just like standardized tests.

Narrative Growth



• Pretest

The boy is seeing the frog. The frog is getting out. The boy wake up. It not near. Where is it? Frog, hmmm. Frog (calling out). Arf arf. No playing. Dog. Frog. Pee-yew! Hmm? Frog. Hey. Arf arf. Uh. Frog, dog? Ahhh. Slow down! Ahhh. Thank you, dog. Shhhh. It get in the walk. Look. Awww. Bye.

• Post Test

The frog and the boy and the dog is seeing the frog. It was nighttime and the frog was going. "Hey, where's the frog? We have to find him. Frog? No more playing. Frog?" There was a hole. And a bee, wait, what this thing again? The squirrel um, hurt him nose. The beehive dropped. The dog was in X. And the boy was looking all over the tree. Oh, arf arf. The frog, I mean, the owl is pushing him. And the dog is running away of the bees. "Owl! Frog?" But him x x that was not a tree branches, it was a reindeer. Hey, let me go. And him X and put him in the water. Hi. Shhh. It's x log. Ahhh. There's a mother and a daddy and them all have babies. Bye. See you tomorrow. The end.

Narrative Growth Tool



Resource: Assessment of Fictional Narratives

Macrostructure (Overall Organization of Story)

Age of Acquisition	Universal Expectancies	Expectancies That May Vary Due to Culture
By: 3 years	<input type="checkbox"/> Setting <input type="checkbox"/> Time <input type="checkbox"/> Place <input type="checkbox"/> Initiating event	
4yrs		<input type="checkbox"/> Temporal sequence <input type="checkbox"/> Central theme
5yrs	<input type="checkbox"/> Labels characters <input type="checkbox"/> Labels surroundings <input type="checkbox"/> Attempts <input type="checkbox"/> Consequence <input type="checkbox"/> Reaction	
6yrs	<input type="checkbox"/> Provides implicit aims/intentions of characters <input type="checkbox"/> Resolution	
7yrs	<input type="checkbox"/> Explicit aims (aims of characters, focus words)	<input type="checkbox"/> Theme and moral

Once you get clearance from an ENT after following your district policies, this is what vocal evaluation can look like.

Vocal Quality



During a story-telling exercise, Harmony's sentences were short and became less audible towards the end. A teaching activity was undertaken to establish if she could improve her breath support and volume.

s:z ratio task: Harmony was instructed to prolong the phonemes /s/ and /z/ for three trials each.

Normative data suggests that these sounds can be prolonged for 20-25 seconds. Ratios of 1.4 and above are consistent with laryngeal inefficiency, and ratios of 2.0 and above are suggestive of vocal fold pathology. Ratios around 1.0 with reduced duration of /s/ and /z/ indicates possible respiratory inefficiency.

Maximum phonation time: Harmony was also instructed to take full breaths and prolong the vowel sound /a/.

Children are typically able to prolong this vowel for 15-20 seconds.

Harmony was then asked to retell the story using her strategies. The results demonstrate that Harmony has difficulty prolonging sounds and runs out of breath prematurely.

Resource: Consensus Auditory-Perceptual Evaluation of Voice (CAPE-V) - free



Stuttering Rating Fluency Measure



English Story-telling Exercise:

A 259 word sample was analyzed from a dialogue with the clinician.

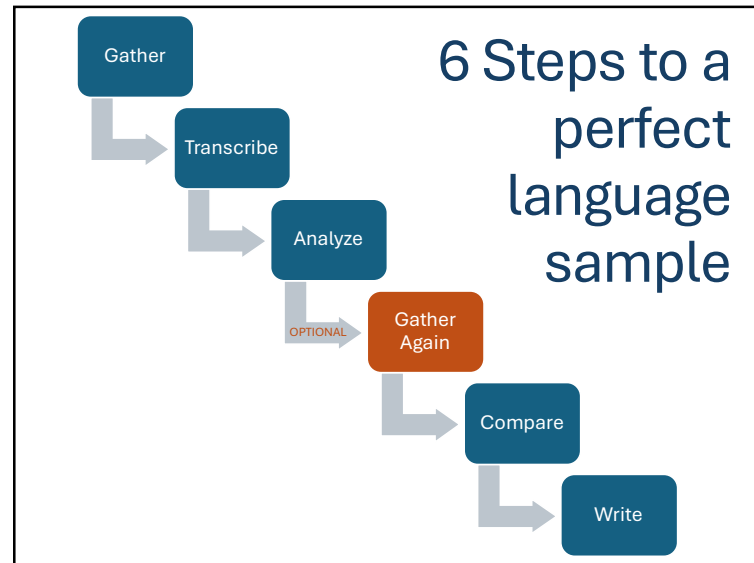
Instances of Stuttering	Number of Occurrences	% of Sample
Single Syllable Repetition (e.g. "tea, tea, teacher")	0	0
Whole Word Repetition (e.g. "I was-was there.")	17	6.5%
Audible Sound Prolongation (e.g. "Mmmmore please.")	0	0
Inaudible Sound Prolongation (e.g. "(M---) More please.")	0	0
Total stuttering instances:	17	6.5%

1

A single language sample simultaneously gives you non-standardized testing results in every area of communication.

It also tells you in what areas more testing or standardized testing is needed.

Beat that!



RECORD THE STORY AS IT IS BEING TOLD AND TYPE AT THE SAME TIME

Language sampling is not that bad!

The problem is that collecting and transcribing narrative samples has been notoriously slow

Past	Present	Future
Horrible	Not bad, functional	Unbelievable

Analyze the Language Sample

The boy is looking at the mirror. The gog was sad and the boy was leaving. Is him taking her frog? Is him taking his frog? Hmm. I will have a X of wine. Honey! Okay. This picture is so nice. Let's make a party. I'm hungry. Waiter, we will have a cup of wine and paghetti. Dududududu. The frog jump out and it was on the horn. Hey, what in here? This is not working good. Hmmm. Hush. Ahhhh. Hey, what're you doing? Hey, this is nice. Ow, who did this? You will have this for lunch. Is this? What is this? This is your salad. Ahhhh. Get off of my plate. X serve this. Don't even get near me. I don't like this restaurant. What's that? Ahhhh, a frog. Get away here. Huhhhh! I'm leaving this restaurant. And him get the frog. Please, that's my frog. Hmm. You guh be grounded in six days. Go at you room. It's party. Now we have a X. We guh ha a new one at the end.

Expressive Language Growth

Resource: Assessment of Fictional Narratives

Microstructure (Grammaticality and Cohesive Devices):

SEMANTICS (word knowledge):

- Nouns: variety, age-appropriate, specific
- Pronouns: gender, correct part of speech
- Verbs: variety, age-appropriate, specific, appropriate tense selection
- Adjectives and Adverbs: variety, age-appropriate, specific

Comments: _____

MORPHOLOGY (word structure):

- Plurals: regular and irregular
- Articles: agree in number and gender
- Verbs: subject/verb agreement; Appropriate tense conjugations
 - Regular
 - Irregular

Comments: _____

Narrative Growth Tool

Resource: Assessment of Fictional Narratives

Macrostructure (Overall Organization of Story)

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4yrs		<ul style="list-style-type: none"> <input type="checkbox"/> Temporal sequence <input type="checkbox"/> Central theme
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6yrs	<ul style="list-style-type: none"> <input type="checkbox"/> Provides implicit aims/intentions of characters <input type="checkbox"/> Resolution 	
7yrs		<ul style="list-style-type: none"> <input type="checkbox"/> Theme and moral

The Power of a Second Language Sample

If a child doesn't perform well, is it because:

They didn't have experience telling a story?

They are impacted by home-language influence?

They have a true deficit?

BELL A FROG STORY TRANSCRIPT

The boy is seeing the frog.

The frog is getting out.

The boy wake up. It not near.

Where is it? Frog, hmmm. Frog (calling out). Arf arf.

No playing. Dog. Frog. Pee-yew! Hmm?

Frog. Hey. Arf arf. Uh. Frog, dog? Ahhh. Slow down! Ahhh.

Thank you, dog.

Shhhh. It get in the walk. Look. Awww. Bye.



FROG STORY TRANSCRIPT

PRETEST

The boy is seeing the frog. The frog is getting out. The boy wake up. It not near. Where is it? Frog, hmmm. Frog (calling out). Arf arf. No playing. Dog. Frog. Pee-yew! Hmm? Frog. Hey. Arf arf. Uh. Frog, dog? Ahhh. Slow down! Ahhh. Thank you, dog. Shhhh. It get in the walk. Look. Awww. Bye.



POST TEST

The frog and the boy and the dog is seeing the frog. It was nighttime and the frog was going. "Hey, where's the frog? We have to find him. Frog? No more playing. Frog?" There was a hole. And a bee, wait, what this thing again? The squirrel um, hurt him nose. The beehive dropped. The dog was in X. And the boy was looking all over the tree. Oh, arf arf. The frog, I mean, the owl is pushing him. And the dog is running away of the bees. "Ow! Frog?" But him x x that was not a tree branches, it was a reindeer. Hey, let me go. And him X and put him in the water. Hi. Shhh. It's x log. Ahhh. There's a mother and a daddy and them all have babies. Bye. See you tomorrow. The end.

POST-TEST WITH NEW STORY



The boy is looking at the mirror. The gog was sad and the boy was leaving. Is him taking her frog? Is him taking his frog? Hmmm. I will have a X of wine. Honey! Okay. This picture is so nice. Let's make a party. I'm hungry. Waiter, we will have a cup of wine and paghetti. Dududududu. The frog jump out and it was on the horn. Hey, what in here? This is not working good. Hmmm. Hush. Ahhhh. Hey, what're you doing? Hey, this is nice. Ow, who did this? You will have this for lunch. Is this? What is this? This is your salad. Ahhhh. Get off of my plate. X serve this. Don't even get near me. I don't like this restaurant. What's that? Ahhhh, a frog. Get away here. Huhhhh! I'm leaving this restaurant. And him get the frog. Please, that's my frog. Hmmm. You guh be grounded in six days. Go at you room. It's party. Now we have a X. We guh ha a new one at the end.

The 5 Essential Components of the Language Sample Write-Up

- Spell out why language samples are so important!
- Put your transcript in your report! It provides meaning information for your readers.
- Describe the Narrative Components
- Analyze Grammatical Components
- Provide a Summary

1. Say what you did and why it's important

Non-Standardized Language Testing

Oral Language Samples:

A narrative sample (Story Tell) was elicited using the wordless picture book *Frog On His Own*. Patty was asked to review the pictures in the book and then tell the story while looking at the pages.

A second story (Story Re-Tell) was initiated with Patty using the book *Frog Where Are You From?* to identify whether or not story-telling abilities would improve after hearing an example. A Story Retell serves to rule out whether any errors or missing components in Patty's first story were the result of not having experience telling narratives or not understanding what was expected.

Patty's narrative sample is below followed by an explanation.

2. Include your hard work!

Story 1: Tell

Frog On His Own

The boy was walking in a park, and he had a frog and a turtle in a bucket, and he was walking with his dog. And then his frog hopped out, and he didn't know, and then he kept on walking with his dog. And then he didn't know yet, and his frog was by a bush with butterflies around it, and the frog was waving goodbye. And then the frog looked at the flowers, and then he caught nectar, and he got it with his long tongue, and he started to eat it. Then he caught a fly, and then he didn't know, and then he swallowed it, and then he turned back and he fell. And then he opened his mouth, and the fly flew out. And then a man and a woman were having a picnic, and the man was pouring water into the girl's cup, and then the frog was looking to see where he can go. Then the frog hopped in the basket, and then the girl was trying to get some food, and they were talking, and then the girl felt maybe a little weird thing, and they were still talking, and maybe she was shocked. Then they all jumped up, and they were frightened, and the girl was really shocked that a frog was in the basket, and then the girl threw the basket and the frog in the cup into the water. And then the frog landed on a branch, and then he was sitting there for a while. And then the boy

2B. Include the second story if you captured one.

Story 2: Re-Tell

Frog Where Are You From?

Frog, where are you? By Mercer Mayer. There once was a boy who had a dog and a pet frog. He kept the frog in a large jar in his bedroom. One night, while he and his dog were sleeping, the frog climbed out of the jar. He jumped out of an open window. When the boy and the dog woke up the next morning, they saw that the jar was empty. The boy looked everywhere for the frog. He even looked inside his boots. The dog looked for the frog too. When the dog tried to look in the jar, he got his head stuck. The boy called out the open window, Frog, where are you? The dog leaned out the window with a jar still stuck on his head. The jar was so heavy that the dog fell out of the window head first. The boy picked up the dog to make sure he was okay. The dog wasn't hurt, but the jar was smashed. The boy and the dog looked outside for the frog. The boy called for the frog. He called down a hole in the ground while the dog barked at some bees in a beehive. A gopher popped out of the hole and bit the boy right on his nose. Meanwhile, the dog was still bothering the bees, jumping up on the tree and barking at them. The beehive fell down and all of the bees flew out. The bees were angry at the dog for ruining their home. The boy wasn't paying any

3. Compare the narrative features.

Narrative Features:

Patty's language samples were also analyzed for story grammar elements such as including information about characters, setting, events, attempts, and resolution. During Patty's story-telling exercise, the following narrative features were used:

Narrative Feature	Story 1: Tell	Story 2: Re-Tell
Time (time of day, month, season...)	X	X
Setting (place or location)	X	X
Initiating event (the problem or event that the story or actions of the character are based on)		X
Temporal sequence (flow of one thing after another in time)		X
Labels characters		X
Labels surroundings		X

4. Compare the grammatical features.

Grammatical Components:

During Patty's story-telling exercise, {{Client.pronoun.subjective.lowerCase}} produced 3 utterances with a mean utterance length (MLU) of 1.05. The following grammatical components were used:

Grammatical Component	Story 1: Tell	Story 2: Re-Tell
Plurals: Regular and irregular	X	X
Articles: Agree in number and gender		X
Verbs: Subject/verb agreement		X
Verbs: Appropriate conjugations (regular, irregular)		X
Verbs: Appropriate tense (e.g., past, present, future)		X

5. Summarize your findings

Summary of Language Sample Analysis

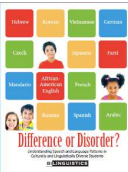


One or both stories were long and complex. I am not concerned.:

- There was an evident improvement in how grammatical features were used.
- There was an evident improvement in how narrative components were used.
- Many of the details that were used by the administrator were included in the second story.
- With or without visual cues, the story would have been understandable.

Difference or Disorder?:
Assessment and Treatment
of **Speech** Disorders



BILINGUISTICS

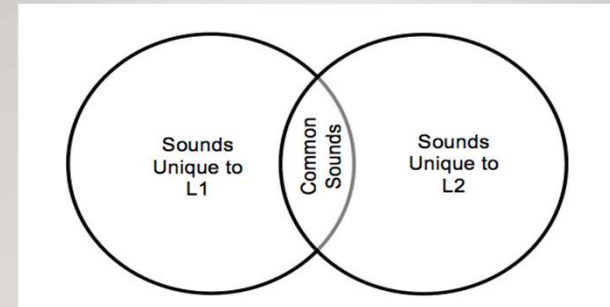


Difference or Disorder?

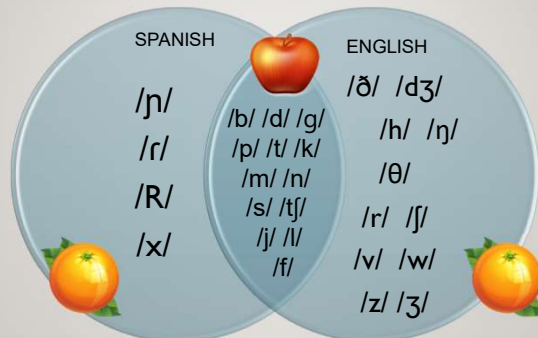
BILINGUAL SPEECH EVALUATION: 3 IMPORTANT STEPS

1. Shared and unshared sounds/processes
2. Phonotactics of each language
The set of permissible sequences of sounds in a given language
3. Developmental acquisition within each language

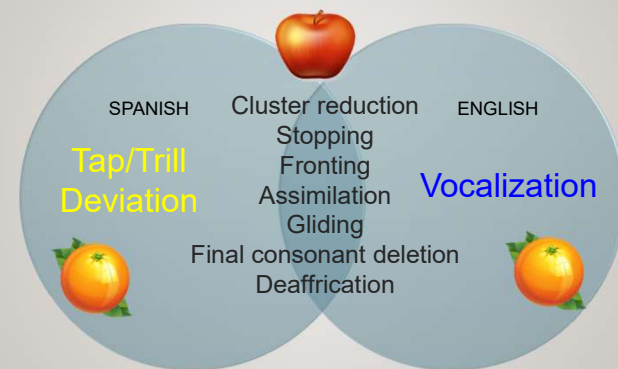
1 Shared vs. Unshared Sounds



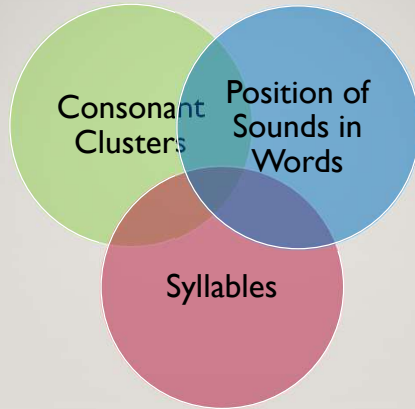
1 SPANISH & ENGLISH PHONEMES



PHONOLOGICAL PROCESSES



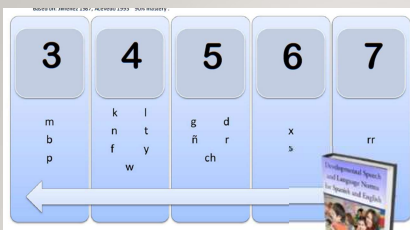
2 Phonotactic Constraints



2 Spanish Phonotactics

- S-clusters are not allowed in word initial position
- Clusters are not permitted in word final position
- Few words end in consonants
- Only [s, n, r, l, d,] are allowed in word final position

3 COMPARISON OF SPANISH & ENGLISH



Bilinguistics Speech Therapy Blog



A Summary of Current Speech Acquisition Data Across 27 Languages

January 9th, 2023 by Scott Fruth
Introduction | Spanish Sound Boundaries, English-Language Learners - Evaluation and Therapy
The word "landmark" is an Old English word originally used to describe the expansion of the boundaries of a... Read More →

Learning English Consonants (United States)

Age	Consonant Clusters
6 years	th (voiceless)
5 years	th (voiced), zh, r
4 years	v, s, z, sh, eh, j, f
3 years	t, k, g, ng, fr, y
2 years	p, b, d, m, n, h, w

Average age of acquisition of English consonants in the United States (50%, 75%, 90% criteria)
January 9th, 2023 by Scott Fruth

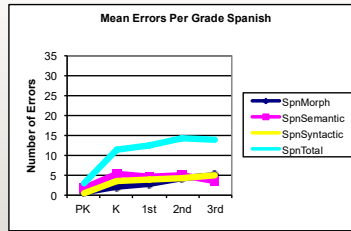
Difference or Disorder?: Assessment and Treatment of Language Disorders



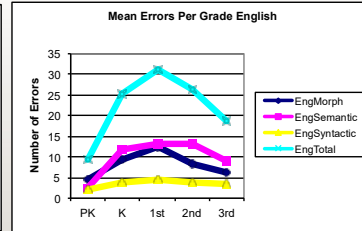
BILINGUISTICS

CROSS-LINGUISTIC ERRORS IN CHILDREN WITH TYPICAL DEVELOPMENT

Spanish



English



COMMON CROSS-LINGUISTIC ERRORS

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

COMMON CROSS-LINGUISTIC ERRORS VERB ERRORS

Unmarked present tense for past tense

- He walk/he walked
- He climb/he climbed

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

COMMON CROSS-LINGUISTIC ERRORS PRONOUN ERRORS

Omitted subject pronouns

- In Spanish subjects/pronouns are usually dropped once the subject has been established.
- In English, pronouns are required.

Spanish	English
Maria fue a la tienda. (Ella) Compró pan.	Maria went to the store. She bought bread.

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

COMMON CROSS-LINGUISTIC ERRORS WORD ORDER ERRORS

ENGLISH
Strict Word Order

- SVO
 - John threw the ball.
- Adjective then Noun
 - Blue dress

SPANISH
Flexible Word Order

- SVO, OSV, VOS
 - Juan tiró la pelota.
 - La pelota Juan tiró.
 - Tiró la pelota Juan.
- Noun then Adjective
 - Dress blue

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

COMMON CROSS-LINGUISTIC ERRORS PREPOSITION ERRORS

ENGLISH

Satellite-framed
e.g. verb + preposition
To look for
To get on

Not 1:1 correspondence of meaning
in, on

SPANISH

Verb-framed
e.g. directional information in verb
Buscar
Subir

Not 1:1 correspondence of meaning
en

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

COMMON PREPOSITION ERRORS

Spanish Prepositions	English Equivalent	Spanish-influenced Eng
en	"in" and "on"	Put the food in the plate.*, Put the soup on the bowl.*
Pensar en OR Pensar de	To think about or think of	I think on him every day.*
Enojarse con/de	Get mad at	Get mad with/of *
Decidir de	To decide on	Decide of what you want?*
Casarse con	To marry or be married to	Is he married with her?*
Enamorarse de	To be in love with	Is he in love of her?*
Consistir en	To consist of	What does your plan consist in ?*
Buscar	To look for	I look my toy.*
Subir	To go up, to get on	I go the stairs.*

COMMON CROSS-LINGUISTIC ERRORS MULTIPURPOSE VERB ERRORS

Verbs such as "do," "make," "put," and "take" generally have one primary meaning and other less frequent uses.

Spanish phrases with multi-purpose verbs	English Equivalents	Spanish-Influenced English
Tomar una decisión	To make a decision	Did you take a decision?*
Poner una cita	To make an appointment	Do you want to put an appointment?*
Tener hambre	To be hungry	Do you have hunger?*
Tener 4 años	To be 4-years old	I have 4 years.*

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

COMMON CROSS-LINGUISTIC ERRORS VOCABULARY ERRORS

Spanish-influenced English may include use of words close in meaning to the target

Examples:

- “moose” for “deer”
- “turtle” for “frog”
- “rat” for “chipmunk”
- “cone house of the bees” for “beehive”

Typically do not use general vocabulary (“this,” “thing”)

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

COMMON CROSS-LINGUISTIC ERRORS VOCABULARY ERRORS

Early Lexical Development in Bilinguals

- Bilingual children develop early vocabulary at the same rate as monolingual children (Pearson, 1993).
- Early language milestones are similar (single words, lexical spurt, 2-word phrases) (Pearson and Fernandez, 2001).
- Conceptual scores are similar (Pearson, 1998).
- Language exposure drives vocabulary production (Pearson, Fernandez, Lewedeg, and Oller, 1997)

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

COMMON CROSS-LINGUISTIC ERRORS VOCABULARY ERRORS

- For bilingual toddlers 30% of vocabulary are translation equivalents¹
- Young school-age bilinguals produce same # of category items in Spanish and English BUT 70% are unique to one language²
- Task performance varies by language³

¹ Pearson, Fernandez & Oller, 1995

² Peña, Bedore & Zlatic, 2002

³ Peña, Bedore, & Rappazzo, 2003

Verb errors

Pronoun errors

Word order errors

Preposition errors

Multipurpose verb errors

Vocabulary errors

CASE STUDY: SPANISH

- First Grade Male Student
- Application: Narrative Story Telling to Gather Language Information
- Here is a English - Spanish Case Study.
- We are looking for anything that looks atypical
- Evaluate the errors
- Determine whether or not the errors could be due to influence from Spanish

FIND THE VENN DIAGRAMS IN HERE



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