Learning Objectives

- Describe established speech-language assessments for bilingual students
- Explain rationale and method for alternative and dynamic assessments with Spanish-English speaking students
- Describe clinical intervention resources for bilingual children

Disclosure: Salary from Bilingual Therapies

Why important?

- Increasing number of ELLs (U.S. Census Bureau, 2008)
- Language learning trajectory
  - 5 to 7 years of English exposure to learn academic vocabulary (Cummins, 1984)
  - Migrant status and poverty may increase time needed for learning (Cummins, 1984)
- At risk for difficulties in language and literacy (Klopfner, Antles, & Barletta, 2006; Mancilla-Martinez & Leacox, 2010)
- Limited bilingual SLPs

We are advocates for dual language learners.

- 40% of students in my district are Hispanic

Dual Language Learning in Iowa

- 3-way vs 2-way Instruction
- West Liberty
- Marshalltown

Myth # 1

- “Learning 2 languages will overwhelm and/or delay English acquisition”
Myth #1 Busted

All children can learn more than one language
(Espinosa, 2008).

Myth #2 Busted

Children are locutors who are able to distinguish who
speaks which language (Diesendruck, 2005).

Myth #3 Busted

“Assessment in second-language or English-only is
sufficient.”

Test in both languages
(Goldstein & Fabiano, 2007; Roseberry-McKiliten, 1994; Yavas & Goldstein, 1998)

We must continue to reveal myths on bilingualism.

SLPs
School Psychologists
Parents
Teachers
BICS-CALP (Cummins, 1984)

BICS: Basic Communication Skills 1 – 3 years

CALP: ELLs approximately 5 to 7 years of exposure to English to begin to learn academic vocabulary

Bilingual Language Acquisition

DLLs meet developmental milestones at relatively same rate as monolingual peers

- 50 words + Word combination for Spanish-English bilingual toddlers (Patterson, 1998)

Doublet vs. Singlet

- Doublet: in both languages
- Singlet: only in one language


Conceptual Scoring

For Spanish-speaking bilingual children, the conceptual score was more likely to be in the average range of the monolingual children than was their monolingual score.

- (Bedore, Pena, Garcia & Cortez, 2005)

Assessment Factors

- Complete Assessment (Lewis, Castilleja, Moore, & Rodriguez, 2010)
- Case History
- Language Exposure (school, home, siblings)
- Input vs. output

An individual who is bilingual, cannot be compared to a monolingual

(Kohnert, 2013)
**Spanish-English Assessments**

- **Vocabulary**
  - EOWPVT, ROWPVT

- **Language**
  - PLS-5 Conceptual Scoring
  - BESA – new!
  - CELF Spanish

**Alternative and Dynamic Assessment**

- **U-46 School District Bilingual Dept**
- Complete CELF in Spanish
- Repeat errors in English (conceptual)

**Different Cut-off scores**

For students from low SES in English-only classrooms,

- CELF-4 Spanish cut-off scores, more than 50% of the children were identified as LI (Barragan, Restrepo, & Castilla, 2013).

**Oetting et al., 2008**

Combined assessment tools

Altered Standard Score cut-off

**Assessment to Intervention**

**Bilingual Therapy Recommendations**

- Vocabulary Intervention
- Bilingual Resources

**Bilingual Therapy Recommendations**

- No negative consequence to home-language instruction
  - (Barnett, Yarosz, Thomas, Jung, & Blanco, 2007; Reese et al., 2000)

- Support the home language
  - Greater learning (Perozzi & Sanchez, 1992)
  - Parental value (Kummerer et al., 2007)

- 20% of one language for bilingual instruction/therapy
  - In U-46 district, match language of instruction to therapy
  - English instruction, English therapy
  - Spanish or dual language instruction, Spanish/dual language therapy
DLL Vocabulary Learning is essential

- Vocabulary is identified as important for literacy instruction for all children (National Reading Panel, 2000)
- Specifically for ELLs (August & Shanahan, 2006; Gersten, et al., 2007)
- Iowa’s AEA Storybook Interventions

Word Learning Strategies

- Repeated reading & explicit instruction
  - Multiple storybook repetitions (Justice, Meier, & Walpole, 2005)
  - Explanations or definitions of words (Biemiller & Boote, 2006)
- Vocabulary instruction in the native language
  - Use L1 to support learning (Mueller & Hurtig, 2009)
  - “Vocabulary-bridging” (Lugo-Neris, Jackson, & Goldstein, 2010)

Research Study Question:

Is there a difference in young ELLs’ word learning when provided with
(a) English storybook adult-readings compared to
(b) technology-enhanced English shared reading with Spanish-bridging vocabulary instruction (TESB)?


Participants:

Who did we work with?

- 24 English Language Learners
  - ages 4 to 6 years
  - Migrant education program
  - Parents primarily employed as migrant farm workers
  - Home language: Spanish
  - School language: English (Spanish supports)
  - Low SES, free/reduced lunch

Engaging Children’s Stories as Context

![Froggy's Sleepover](image)

Procedure

- 10-15 min. book readings
- 3 times a week
- 4 target words per book
- Reading in groups 1 - 3

Counterbalanced order of presentation & assignment
- Control: Condition A (story-read aloud)
- Treatment: Condition B (preview & Spanish-bridging with E-book)
What did we do?

**CONTROL**
- Storybook read aloud by adult
  - 3 readings/week
  - Incidental exposure to each word
  - No e-book

**TREATMENT**
- Intensified instruction
  - 1st reading: adult read-aloud
  - 2nd & 3rd reading: E-book format
  - Vocabulary preview
  - Embedded “vocabulary bridging”
  - Vocab bridging 3x per word

Example E-book page

Progress Monitoring

Researcher-developed
- Receptive measure
- Expressive measure

Administered Pre- and Post

Standardized measures
- PPVT-4 (English receptive vocab) (Dunn & Dunn, 2007)
- TVIP (Spanish receptive vocab) (Dunn, et al., 1987)
- EOWPVT (Bilingual expressive vocab) (Brown, 2000)


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Receptive Knowledge

Naming Probe

Results: What did we find?

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Control Mean gain score (SD)</th>
<th>Treatment Mean gain score (SD)</th>
<th>Cohen’s d</th>
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<tr>
<td>Receptive</td>
<td>0.54 (0.74)</td>
<td>1.34 (1.17)</td>
<td>0.82</td>
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<tr>
<td>Naming</td>
<td>0.50 (0.74)</td>
<td>1.55 (1.05)</td>
<td>1.16</td>
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Children learned more words with brief preview & Spanish instruction in electronic book format COMPARED to read-aloud alone.
Technology Options

Benefits:
- Bridge to multiple languages
- Repeated opportunities
- Individual or pair of students

Feasible options:
- Tape / CD players/ AAC devices
- Powerpoint
- Electronic books
- IPad preview/review
- Flip camera recordings of language liaison

Top 10 Bilingual Resources:

# 8) Bilingual Therapies - 15 - 20 minute video tutorials
# 7) AT&T Language Line for interpretation
# 6) Articulation: - Learn Spanish – How to Roll your r’s 4 step tutorial: [http://www.youtube.com/watch?v=P9mMvuRGKY8](http://www.youtube.com/watch?v=P9mMvuRGKY8)
# 5) Teachers Pay Teachers
# 4) Boardmaker Share
# 3) Cognados/Cognates

Questions? Preguntas?

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References


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