

Speech Therapy Assessment and Treatment for English Language Learners



January 26th, 2015

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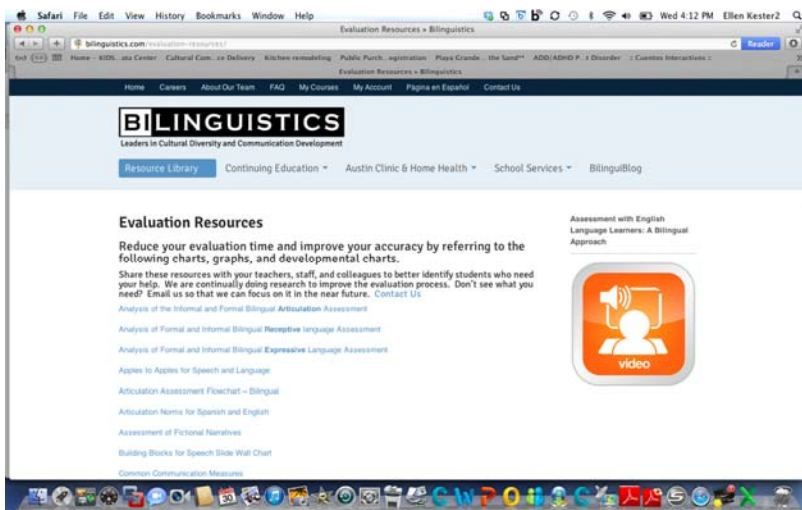
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Additional Resources



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Leaders in Cultural Diversity and Communication Development

Resource Library ▾ Continuing Education ▾ Speech Therapy Austin ▾ School Services ▾ **BilinguiBlog** Products

Speech Therapy Blog

At the end of the day, we want to be there for you. This speech therapy blog is your go-to location for parent support, speech therapy materials, assessment knowledge, and CEU opportunities.

As we share our stories, we want you to be a part of the conversation. Speech-language pathology is an overwhelming profession. We get it. There is an intensity to serving children with needs and high administrative demands. And yet we love what we do.

This blog is a respite from the hectic nature of our lives.

- For the most part we work independently but need to remember that we are not alone.
- We need to take a break to laugh and joke and the quirkiness of our colleagues (not just of course).
- We need information fast, in quick summarized bullets. Don't dumb it down, just give us the meat.



Subscribe to our blog and receive a free e-book on **Storybook Intervention**
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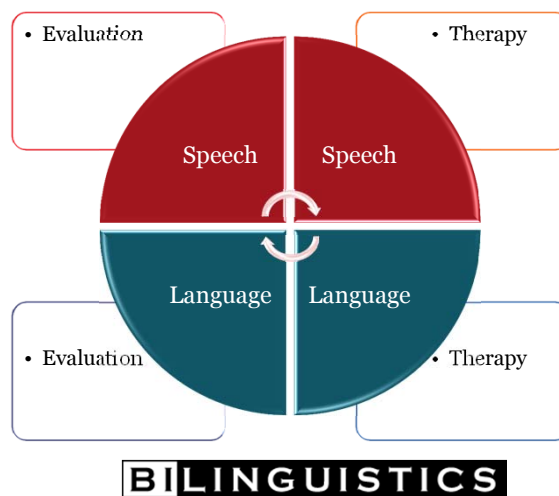
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Working with English Language Learners



Online Continuing Education Courses



The Freedom to Earn Continuing Education Anytime, Anywhere



Difference vs. Disorder:
Language Development
in English Language
Learners
\$15.00 [ADD TO CART](#)

Effectively Evaluating
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Ethical Considerations
for Culturally and
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Typical Development in Bilinguals Language

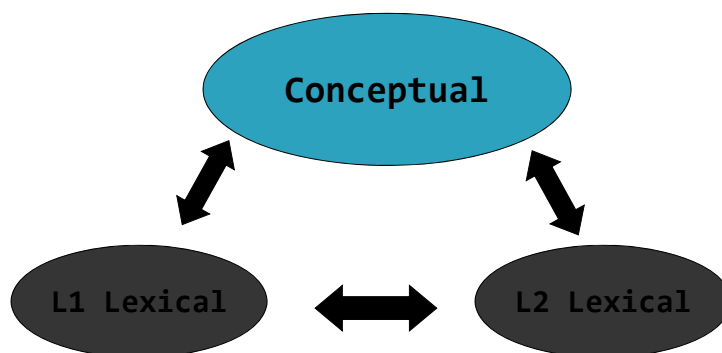
Differences



Similarities

Revised Hierarchical Model

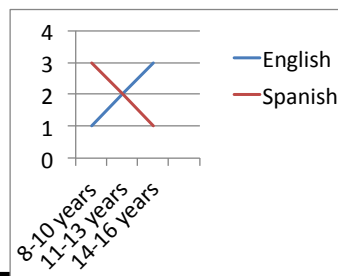
Word Association → Concept Mediation



(Kroll, Michael, Tokowicz, & Dufour, 2002; Kroll, van Hell, Tokowicz, & Green, 2010)

Changes over time

- Children tend to shift - L1 to L2
 - 8-10 year-old were faster in English but more accurate in Spanish.
 - 11-13-year-olds showed no clear advantage in either language.
 - By 14-16 years of age children were more accurate and faster in English.
- Consider:
 - Transitional programs
 - Dual language programs



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Fact or Myth
Language Activity

Children code switch between languages because they don't know either language well.



FACT



OR
MYTH



Fact or Myth
Language Activity

Raising children with two languages will confuse them.



FACT



OR
MYTH



Fact or Myth
Language Activity

Parents should not use more than one language with their child.



FACT



OR
MYTH



Fact or Myth
Language Activity

Comparisons to siblings and peers can help identify language learning difficulties.



FACT



OR
MYTH



Fact or Myth Language Activity

Children with language impairment should not learn more than one language at a time.



FACT



OR
MYTH



Fact or Myth Language Activity

Bilingual children have to translate from their weaker to their stronger language.



FACT



OR
MYTH

See www.spanglishbaby.com for responses to many myths about bilingualism.

Typical Development in Bilinguals Speech

Differences



Similarities

How Two Languages Interact

- 🍏 + 🍏 = Positive transfer
- 🍏 + 🍊 = Negative transfer

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Building blocks for Language

- 0-1 month – crying and vegetative sounds
- 2-3 months eye gaze
- 6-9 months-- joint attention
- 9-12 months -- using gestures
- 12-15 months--following simple commands
- 18 months – symbolic play, pretend play
- 24 months – sequencing of activities
- 36 months – episodic play



Crosslinguistic Influence

- Based on the Competition Model as applied to bilingual development (MacWhinney & Bates, 1989)
 - Forward Transfer (L1 to L2) expected for ELLs
- The effects of Spanish on English can result in errors in:
 - Verb errors (especially unmarked present for past tense)
 - Content word errors (more than general words)
 - Prepositions
 - Pronouns
 - Word order



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Building blocks for speech



- 0-1 month – crying and vegetative sounds
- 1-6 months – cooing, laughter, squealing, growling
- 4-6 months – marginal babbling
- 6-8 months – reduplicated babbling
- 8-10 months – variegated babbling
- *8-12 months – echolalia**
- *9-12 months – phonetically* consistent forms*
- *9-12 months – jargon**

Language Influenced*



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Speech Intelligibility

- For parents: (Lynch, Brookshire & Fox, 1980)
 - 18 months - ~25% intelligible
 - 2 year olds - 50-75% intelligible
 - 3 year olds - 75%-100% intelligible
- For unfamiliar: (Flipsen, 2006)
 - 18 months - ~25% intelligible
 - 2 year olds - ~50% intelligible
 - 3 year olds - ~75% intelligible
 - 4 year olds - 100% intelligible



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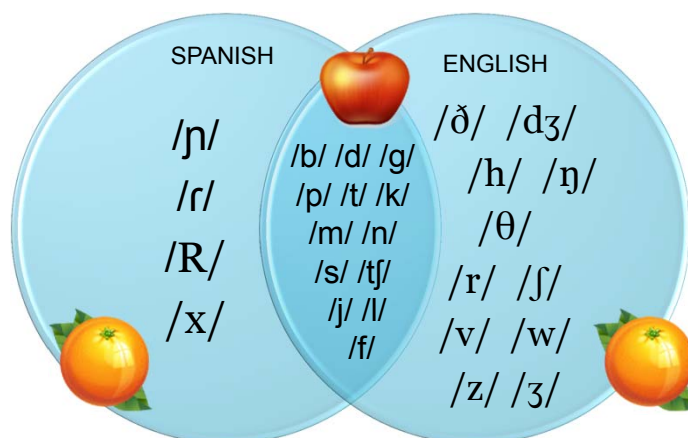
Red Flags For Speech Impairment in Bilinguals



- Difficulty producing sounds in both languages, even with adult assistance
- Family history of speech-language impairment
- Slower development than siblings
- Difficulty interacting with peers
- Difficulty with speech production in many routines and settings
- Speech production unlike others with similar cultural/linguistic experiences

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Spanish & English Phonemes



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English consonants mastered in words across time

ENGLISH

Developmental Articulation Norms

| AGES | | | | |
|------|-----|----|-----|-----|
| 3 | 3;6 | 4 | 5 | 7 |
| M N | J F | dz | f s | ð L |
| H W | | | tʃ | R ʀ |
| P B | | | | Z |
| T D | | | | |
| K G | | | | |

BASED ON THE IOWA-NEBRASKA STUDY, 1990. 75% MASTERY. THESE VARY, SOME BY GENDER. THE OLDER ACQUISITION AGE IS USED.

BILINGUISTICS

Spanish consonants mastered in words across time

Spanish

Developmental Articulation Norms -

| AGES | | | | |
|------|---|----|---|----|
| 3 | 4 | 5 | 6 | 7 |
| m | k | d | x | rr |
| b | l | g | s | |
| p | w | ñ | | |
| | y | r | | |
| | t | ch | | |
| | n | | | |

Based on: Jimenez 1987, Acevedo 1993
90% mastery

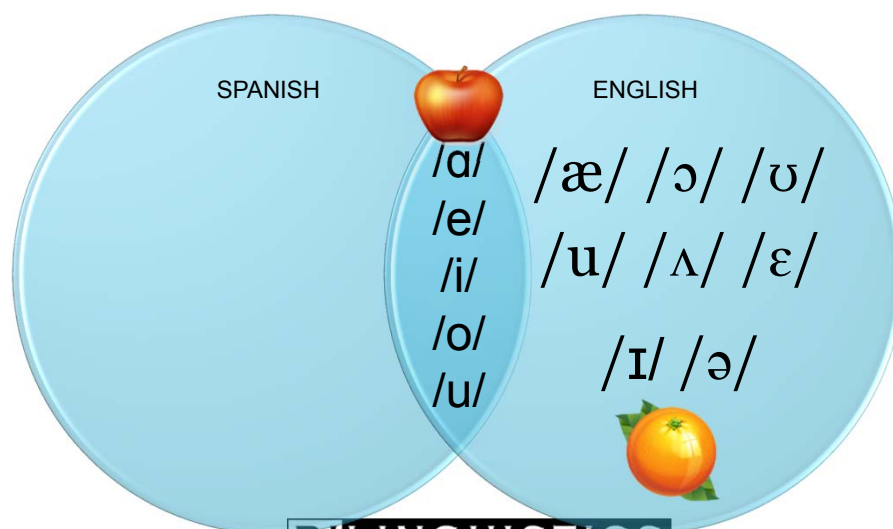
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Phonological Processes: Norms

| Phonological Processes | | | |
|------------------------|--------------------|----------------------------|-----------------------------|
| Suppressed by: | | Pattern | Example |
| Spanish (Goldstein+) | English (Shriberg) | Syllabic Patterns | |
| Age 3 | Age 3 | Final Consonant Deletion | "ca" for "cat" |
| Age 3 | Age 4 | Medial Consonant Deletion | "ta.o" for "taco" |
| Age 5 | Age 7 | Gliding | "bwack" for "black" |
| Age 5 | Age 4 | Cluster Reduction | "fat" for "flat" |
| Age 3 | Age 4 | Weak Syllable Deletion | "telephone" for "telephone" |
| Age 3 (uncommon) | Age 3 | Initial Consonant Deletion | "at" for "cat" |
| Substitution Patterns | | | |
| Age 5 | Age 3 | Stopping | "bat" for "fat" |
| Age 3 | Age 4 | Fronting | "bat" for "kat" |
| Age 5 | Age 7 | Liquid Simplification | "wake" for "lake" |
| NA | Age 7 | Vocalization | "powah" for "power" |
| Age 5 | NA | Flap/Trill Deviation | "dat" for "rat" |
| Age 3 | Age 3 | Assimilation | "tato" for "taco" |
| Age 3 | Age 3 | Backing | "kat" for "bat" |

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Vowel Inventory



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Vowel Chart English and Spanish

Spanish

The vowel chart displays the relative positions of English and Spanish vowels. Spanish vowels are circled in orange: /i/ (close front), /u/ (close back), /I/ (open-mid front), /O/ (open-mid back), and /a/ (open front). English vowels are represented by small black dots: /e/ (close-mid front), /U/ (close-mid back), /ɜ/ (mid central), /ε/ (close-mid front), /Λ/ (open-mid front), and /æ/ (open-mid front).

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Cantonese Consonant Phonemes

| CANTONESE | ENGLISH |
|---|-------------|
| /p ^h / | /b/ /d/ /g/ |
| /t ^h / | /v/ /z/ |
| /k ^h / | /ʃ/ /ʒ/ |
| /k ^w / | /tʃ/ /dʒ/ |
| /k ^{wh} / /ʔ/ | /θ/ /ð/ /ɹ/ |
| /p/ /m/ /f/ /t/ /s/ /l/ /k/ /ŋ/ /n/ /h/ /w/ /j/ | |

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Cantonese Vowel Phonemes

| CANTONESE | Intersection | ENGLISH |
|-----------|-----------------------|---------|
| /œ/ | /i/ (with apple icon) | /e/ |
| /ə/ | /ɪ/ | /æ/ |
| /ə/ | /ɛ/ | /o/ |
| /y/ | /a/ | /ɒ/ |
| | /u/ | /ɜ/ |
| | /ʊ/ | /ɑ/ |
| | /ɔ/ | /ɐ/ |
| | | /ɚ/ |

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Difference or Disorder?
Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students
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Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists

Brian Goldstein

Language Intervention Strategies for Monolingual and Bilingual Children.

Identifying treatment methods
that work across languages and
cultures

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Selecting Intervention Activities

Developmentally Appropriate
Linguistically Appropriate
Culturally Appropriate
Variable
Addresses the needs of the classroom



Literacy-based Intervention

- Pre-Reading Activities
- Reading Activities
- Post-Reading Activities
- Building the narrative structure that is integral to communicating events and answering questions.



FACT Vocabulary Building

- **F**unction
- **A**tttribute
- **C**ategory
- **T**herapy
- Building the linguistic structure that allows new words to be learned, accessed, and remembered.



Why use storybooks?

Storybooks

- provide structure for addressing goals
- can be used with all ages and cultures
- can be used to address goals across semantics, syntax, comprehension, pragmatics, and discourse.
- can decrease preparation time are fun and interesting for students
- make homework programs more relevant for parents
- allow for programmatic collection of intervention data

Qualification

Typical Aspects of Intervention:

- Difficulty in comprehending communication
- An underdeveloped sound system
- Reduced expressiveness



Why use storybooks?

Shared reading activities

- Increase development in multiple areas (Doyle & Bramwell, 2006; Debaryshe, 1993; Burner, 1978)
- Promote language development in children with typical development (Teale & Sulzby, 1986; Westby, 1985) and with language impairments (Gillam & Ukrainetz, 2006)
- Promote a greater desire to read (Mason & Blanton, 1971)
- Exposes student to printed materials and positive reading models (Teal, 1984)

Qualification

Typical Aspects of Intervention:

- A. Difficulty in comprehending communication
- B. An underdeveloped sound system
- C. Reduced expressiveness



Why use storybooks?

Develop Pre-linguistic Skills

- Play
 - Symbolic play predicts comprehension
- Gestures/Signs
 - Bridge to producing language
- Joint Attention
 - Gaze, pointing, showing, directing attention
- Vocalizations
 - Diversity of sound types predicts expressive vocabulary and speech performance
- Comprehension
 - Predicts grammatical complexity and vocabulary

Qualification

Typical Aspects of Intervention:

- A. Difficulty in comprehending communication
- B. An underdeveloped sound system
- C. Reduced expressiveness

Watt, Wetherby & Shumway, 2006

Book Selection

- Age-appropriate
- Interesting and relevant
- Related to goals
- Simple
- Good illustrations
- Resources
 - School librarians
 - Classroom teachers
 - Internet

Good Storybooks for Bilingual Intervention

| Level | English Title | Spanish Title | Author/Illustrator |
|---------------------------------|---------------------------------|------------------------------------|--|
| Preschool through Kindergarten: | Bear on a Bike | Oso en bicicleta | Stella BlackstoneDebbie Harter |
| | The Cow that said OINK | La vaca que decía OINK | Bernard Most |
| | The Grouchy Lady Bug | La mariquita malhumorada | Eric Carle |
| | Brown Bear, Brown Bear | Oso Pardo, Oso pardo¿Qué ves allí? | Eric CarleBill MartinTeresa Mlawer |
| | We are going on a Bear Hunt | Vamos a cazar un Oso | Michael RosenHelen Oxenbury |
| | Click Clack Moo: Cows that Type | Click Clack Moo: Vacas Escritoras | Doreen Cronin and Betsy Lewin |
| | Where the Wild Things Are | Dónde Viven los monstruos | Maurice Sendak |
| | Where is Max? | Dónde está Max | Mary PearsonSamantha Walker |
| Kindergarten through 2nd grade | Bear on a Bike | Oso en bicicleta | Stella BlackstoneDebbie Harter |
| | Where is Max? | Dónde está Max | Mary PearsonSamantha Walker |
| | Where the Wild Things Are | Dónde Viven los monstruos | Maurice Sendak |
| | The Giant Turnip | El nabo gigante | Aleksei Tolstoy and Niamh Sharkey |
| | Goldilocks and the Three Bears | Ricitos de Oro y los tres osos | Eng:Carolyn Buehner and Mark BuehnerSpan: Valeri Gorbachev |
| | The Cow that said OINK | La vaca que decía OINK | Bernard Most |
| | It Could Have Been Words | Podría haber sido peor | A. H. Benjamin and Tim Warnes |
| | Tell Me a Cuento | Cuéntame un story | Joe Hayes |
| | Click Clack Moo: Cows that Type | Click Clack Moo: Vacas Escritoras | Doreen Cronin and Betsy Lewin |
| | Walter the Farting Dog | Walter el perro pedorero | William Kotzwinkle, Glenn Murray, and Audrey Colman |
| 2 nd through 5th | The Giant Turnip | El nabo gigante | Aleksei Tolstoy and Niamh Sharkey |
| | Goldilocks and the Three Bears | Ricitos de Oro y los tres osos | Eng:Carolyn Buehner and Mark BuehnerSpan: Valeri Gorbachev |
| | Walter the Farting Dog | Walter el perro pedorero | William Kotzwinkle, Glenn Murray, and Audrey Colman |

Pre-Reading Activities

Pre-reading activities are used to bridge any gaps between a student's current skills and the targeted skills.

- Music – use songs semantically related to the material in the book. (Hoggan & Strong, 1994)
- Semantic mapping/graphic organizers – the adult and students develop a list of words and concepts related to the story and then develop a visual representation or map of how the words and concepts are related to one another (Gillam & Ukrainetz, 2006; Hoggan & Strong, 1994).

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Pre-Reading Activities



- Illustration discussion – The student creates a story using illustrations from the selected book. Scaffolding techniques may be used to facilitate higher semantic and syntactic complexity. Several templates that can be used during this activity are included.
- Pre-reading discussion – Pre-reading questions are designed to tie the students' knowledge and ideas from the graphic organizer to the concepts in the book.

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Reading Activities



While reading the book, use scaffolding techniques to engage the student and check understanding. Clinicians commonly use scaffolding techniques in order to help the student learn target skills.

Scaffolding techniques

- Print reference – The adult references a target from the book by pointing or commenting (e.g. The adult points to an illustration and asks, “What is happening in the picture?”)
- Cloze procedures – The adult provides the first part of an utterance and the student completes the thought (e.g. A: The mouse lost his balance *and* _____ S: fell off).

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Post-Reading Activities



- Semantic activities – Students add to their word books through art activities in the areas of object/function, part/whole, categories, antonyms, and synonyms. *Suggested targets:* comparison, categories, and action words.
- Narrative retelling – use scaffolding techniques and visuals from the book to support the student while retelling the story.
- Phonology/Articulation – Use images from the book as well as general images in order to target specific phonological and articulation skills. See articulation chart in the following activities.

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Graphic organizer - ex.

Bear on a Bike

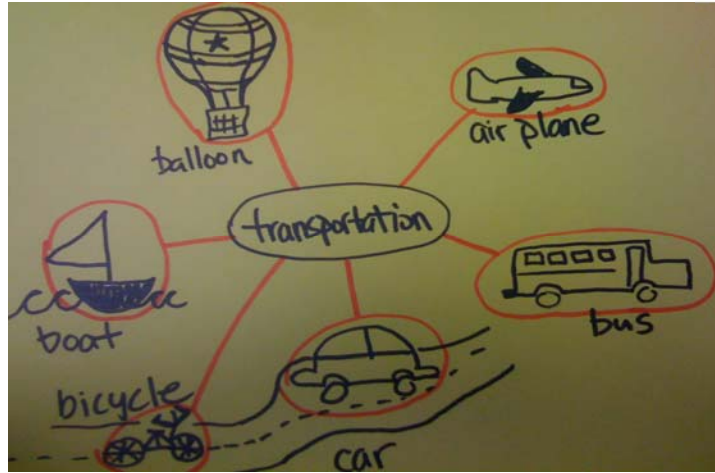


- Say: “We are going to read about a bear who goes on an adventure. On his adventure, he uses different types of transportation.”
- Ask:
 - What are ways we get from one place to another?
 - How do you get to school?
 - How do others get to school?
 - What do you use to travel in your neighborhood?
 - What do you use to travel in the water?

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Graphic Organizer

Pre-reading and Reading



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Post reading activities

story recall template



Maria 2-6-08

Hay tres mariquitas. Hay
dos mariquitas malhumoradas.
Hay una mariquita simpatica.

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Post-reading activities sequence recall



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Take Away Points for Storybook Intervention




- Language of intervention should mirror the child's environment
- Initial therapy targets should be elements that exist in both language
- Let the child and the classroom guide the topics
- Use the same book across multiple groups to save planning time



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Function, Attribute, Category Therapy

- What is important to academics? 
 - Low vocabulary is often cited in referrals
 - Vocabulary is heavily weighted in academic testing
 - Vocabulary is heavily weighted in LD testing.
- Do we teach vocabulary?
- How does vocabulary relate to us?

- The answer is that we teach the structure that allows vocabulary to be acquired.

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Dynamic Assessment



TEST – choose a field of 20 items from one category and ask the child to name them.



TEACH – the items that were not named



RE-TEST – all 20 items

FACT: How do I choose a category?

Choose a category that relates to the student, to the classroom, AND to the home.



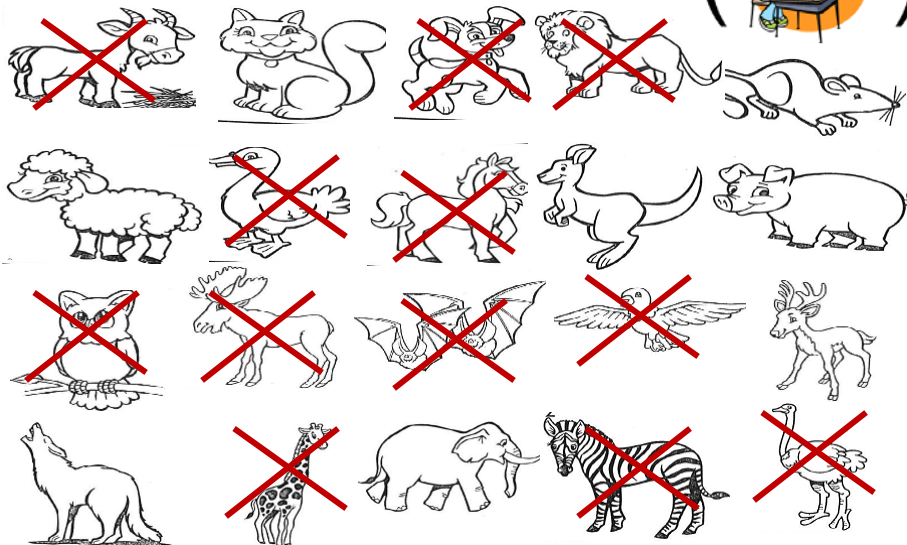
- Animals
- Body Parts
- Household Objects
- Clothes
- Transportation
- Instruments
- Food

You can choose subcategories but wait until the process is learned.

Transportation:
-Air
-Land
-Water

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FACT: Divide into Known and Unknown



FACT: Teach Unknown



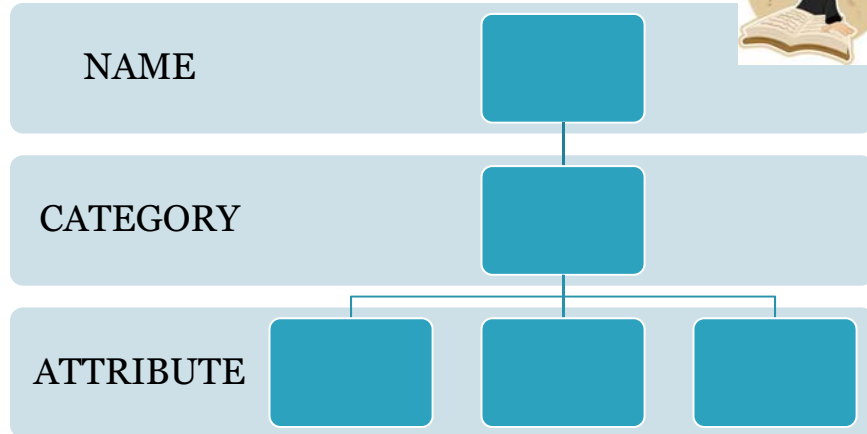
FACT: Teach Unknown

- Teaching of Vocabulary Acquisition is:
 - **Systematic**
 - The same process for each category group
 - We are not teaching specific vocabulary!
 - We are teaching the structure that allows them to learn, organize retain, and retrieve vocabulary!
 - **Multimodal**
 1. Description (utterance expansion)
 2. Compare and Contrast
 3. Video/Audio
 4. Storybook on Topic
 5. In Context



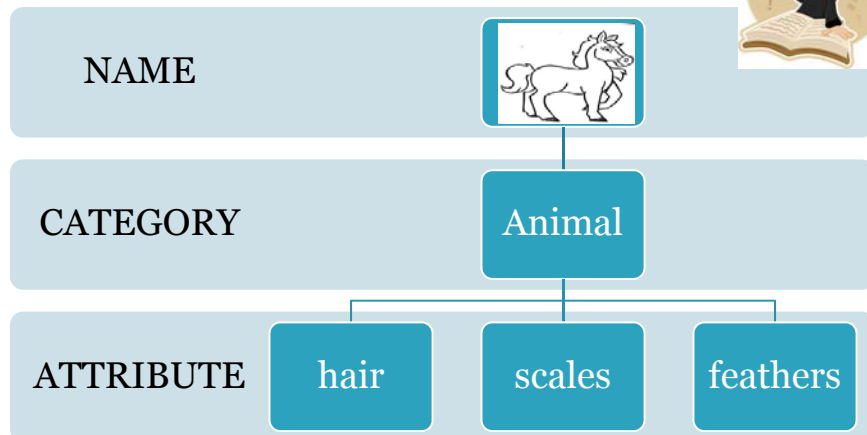
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FACT 1: Animal Description



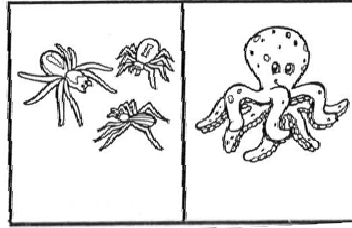
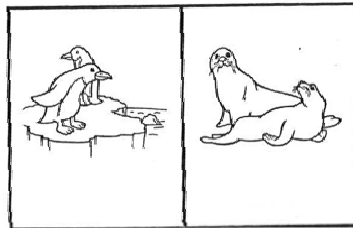
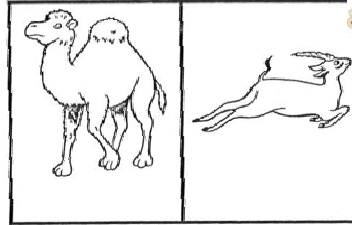
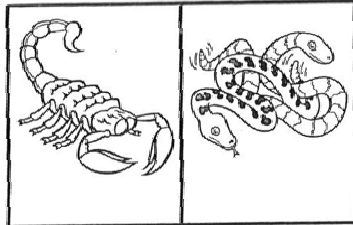
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FACT 1: Animal Description



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FACT 2: Compare and Contrast



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FACT 3: Video/Audio



Video/Visual

- Youtube
- Public Library
- School Library
- Google

Audio

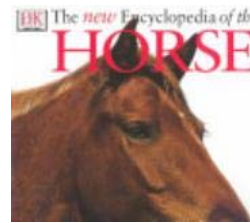
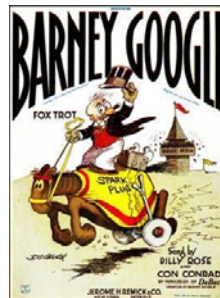
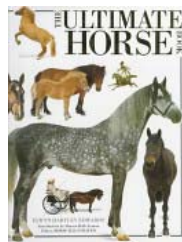
- Clip Art
- Google
- Songs



FACT 4: Storybooks on Topics



- Fiction and Non-fiction



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FACT 5: In Context



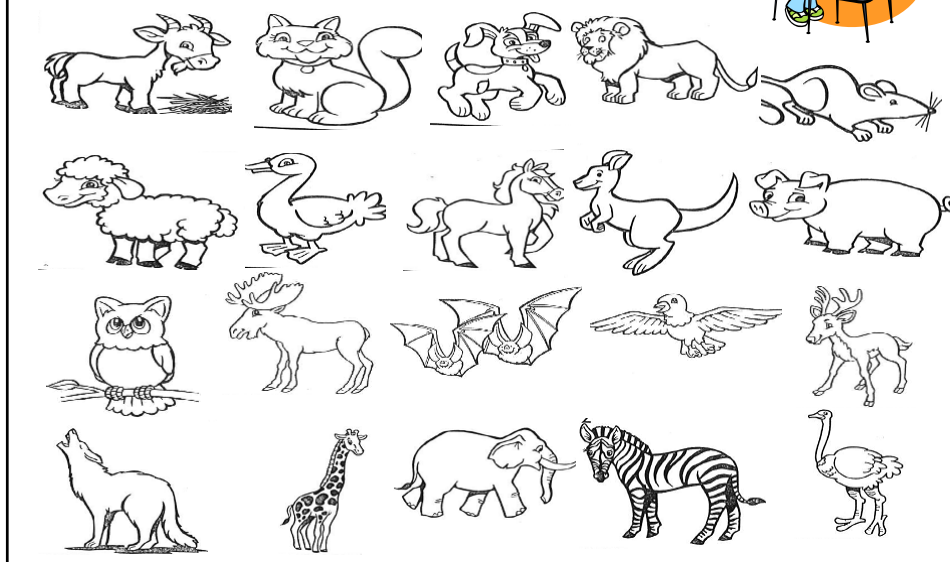
- Relate the topic back to the real world by putting it in context.



Two by Two

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FACT: Retest the field of 20



Take Away Points for Functional, Attribute, Category Therapy



- Don't make any assumptions of prior knowledge
- Do not teach vocabulary, teach structure
- Use classroom topics and areas of interest
- Use the mode (video) that the student likes best as a reward.

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Selecting Intervention Targets: Language

Developmentally Appropriate
Linguistically Appropriate
Not errors influenced by another language
Start with problems affecting both languages

Early Language Milestones

| Language Milestones | English | Spanish |
|--|---------|---------|
| using gestures | 9-12mo | 9-12 mo |
| following simple commands | 12-15mo | 12-15mo |
| symbolic play | 18mo | 18mo |
| episodic play | 36mo | 36mo |
| recognizes familiar objects when named | 7-12mo | 7-12mo |

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Toddler Language Skills

| Language Milestones | English | Spanish |
|--------------------------------------|---------|---------|
| combine 2 words | 1-2yrs | 1-2yrs |
| point to named items in book/picture | 1-2yrs | 1-2yrs |
| combine 2-3 words | 2-3yr | 2-3yr |
| follow 2-step directive | 2-3yr | 2-3 yr |
| present progressive verb form | 2-3yr | 2-3yr |
| plural use | 2-3yr | 2-3yr |

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Preschool Language Skills

| Language Milestones | English | Spanish |
|---|---------|---------|
| possessives | 3-4yr | 3-4yr |
| negatives | 3-4 yr | 3-4 yr |
| answer simple WH?s | 3-4yr | 3-4yr |
| combine 4+ words | 3-4yr | 3-4yr |
| tells story related to topic | 4-5yr | 4-5yr |
| use of adjective and descriptors in sentences | 4-5yr | 4-5yr |

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School-Age Language Skills

| Language Milestones | English | Spanish |
|--|---------|---------|
| tell and re-tell stories in a logical order using complete sentences | 6-7yr | 6-7yr |
| uses more complex sentence structures | 7-8yr | 7-8yr |
| when not understood can re-clarify and explain their ideas | 7-8yr | 7-8yr |

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