Supporting Dual Language Learners: strategies for Monolingual English-speaking SLPs

Mark Guiberson, Ph. D.,
Associate Professor
Division of Communication Disorders
University of Wyoming

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Overview of Presentation

- DLLs and Developmental Considerations
- Research-Based Early Intervention Approaches for DLLs
- "Traditional" language stimulation approaches: how does this apply to DLLs?
- What strategies work for you?

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DLLs and Developmental Considerations

DLLs are not a homogeneous group

- DLLs are diverse in:
  - Countries of origin
  - Immigrant vs non-immigrant experience
  - Socioeconomic status (income and parent education)
  - Early learning opportunities
  - Language

(Winsler et al., 2014)

Why do we care about DLLs?

- Recent reviews of the research shows that the development of DLLs differs from monolinguals in several ways.

- The “bilingual condition” affects many domains of development.


Critical Review:

Language and Literacy Development of Young DLLs

- 1. DLLs likely have an interactional dual language system: two language systems (L1, L2) in bilinguals that interact with one another. Allows for cross-linguistic transfer (next slide; Guiberson, 2013; Paradis, 2001)

- 2. Variability in some areas of language development, such as vocabulary, appear to exist among DLLs depending on when they were first exposed to L2.

- 3. DLLs’ language and literacy development may differ from that of monolinguals, although DLLs appear to catch up over time.

- 4. Amount of L1 and L2 exposure & usage appears to play key roles in DLLs’ development profiles

Hammer, Hell, Uchikoshi, Gillanders & Castro (2014)

* based on N=182 peer reviewed articles 2000-2011
Language and Literacy Development & evidence of cross-linguistic transfer

- Cross-linguistic transfer occurs when bilinguals have access to and use linguistic resources from their L1 to support their L2 or vice versa. Bidirectional
- Growth of L1 during preschool years found to predict L1 & L2 literacy outcomes in K & 1st grade
- Similarly, growth of L2 during preschool found to predict L1 & L2 literacy

Critical Review: Cognitive Development of Young DLLs

- “experience with two languages changes the cognitive system from very early on.”
- Bilingual advantage. Typical DLLs more advanced skills than their monolingual peers in theory of mind and nonverbal executive control skills (inhibitory control; cognitive flexibility; working memory).
- Inconsistent findings with phonological awareness skills and metalinguistic awareness.

Critical Review: social-emotional development DLLs

- social–emotional development = self-regulation, social competence, and problem behaviors
- DLLs showed higher levels of self-control and lower levels of problems behaviors than their English monolingual peers from K-5th grade (some inconsistent findings across studies)
- DLLs have at least equal (if not better) social–emotional outcomes compared to native English speakers.
- Some evidence that the use of the home language in early childhood classrooms can be a positive, moderating factor for DLLs’ social–emotional development.

Summary from Development in DLLs Critical reviews

- Young children have the capacity to learn more than one language, it does not confuse them or hinder English language development.
- Bilingualism has no inherent negative consequences for children’s development. It may benefit young children, cognitively, linguistically, and socially.
- Strong language skills in L1 facilitate English language development for DLLs.

Research-Based Early Intervention Approaches for DLLs: a review of 4 approaches

1. An Experimental Study Comparing English-only and Transitional Bilingual Education in Head Start: Year Three Results
Purpose of study
To provide a longitudinal (3 year), experimental comparison of English-only (EO) and Transitional Bilingual Education (TBE) instruction on the language and literacy development of low-income Spanish-speaking preschoolers.

Sample & Tx Conditions
- N=31 Spanish-speaking preschoolers (ages 38 – 48 months) randomly assigned to the treatment or control classrooms
- Treatment – Transitional Bilingual Education (TBE)
  - Year 1: all instruction in Spanish
  - Year 2: English gradually introduced 30% English /70% Spanish
- Control – English-only (EO) instruction for two years in Head Start
  - Except for the language of instruction, all instructional objectives and materials were kept consistent between the two programs in preschool.
  - KEY INGREDIENT: Language of Instruction

Measures-
- Vocabulary PPVT/ TVIP
- Picture Vocabulary, Letter-Word Identification, & Comprehension (Woodcock Muñoz)
- Rhyming and Picture Naming [Individual and Growth Development Indicators (IGDIs)].
- Sound/letter scores & Letter Naming DIBELS results-English [Measure adopted by district for kinder.]

Results
- Children in the TBE and EO classrooms had no significant differences in English language or literacy performance throughout the three years.
- The TBE group showed significantly higher growth on the DIBELS letter naming in English in Kindergarten (suggestive of cross-linguistic transfer)
- TBE has the potential to support Spanish oral vocabulary development and early letter- and word-identification skills at no cost to English language and literacy development.

2. Nuestros Niños program
Random assignment:
- Nuestros Niños condition + curriculum (N= 30 Classrooms/ 178 children)
- Control Group (curriculum) (N = 26 Classrooms/162 children)
  - lacked tight control over language of instruction
Curriculum implemented in both conditions: (Creative Curriculum and High Scope only)

Nuestros Niños Program:
- Improve quality of teacher practices for promoting language, literacy, mathematics and socio-emotional development in young DLLs.
- Designed to complement core curriculum providing instructional enhancements to support educators in English-only classrooms.
- Teachers learn and apply core concepts, instructional strategies and classroom resources specific to support DLLs.

Nuestros Niños key ingredients
In the Context of reading aloud to children or joint book reading
  - MAXIMIZING COMPREHENSION
    - Select a limited set of core words (3 to 5) per week
    - Read the story several times during the week
    - Incorporate culturally relevant thematic units and books
  - ENHANCED VOCABULARY TEACHING
    - Ask children to repeat the word aloud
    - Provide examples of the word in different contexts

Nuestros Niños key ingredients

**MAXIMIZING PARTICIPATION**
- Be aware of DLLs second language acquisition
- Encourage DLLs to read and/or dramatize the story
- Expand the ideas in the book to other centers
- Teach core vocabulary in small groups

**PROMOTING MATHEMATICAL THINKING**
- Take into consideration DLLs interests and sociocultural background
- Integrate with other content areas
- Use intentional and systematic teaching
- Assess DLLs’ mathematical knowledge in the primary language
- Make sure DLLs are familiar with the mathematical vocabulary


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Nuestros Niños results: teachers

- Improvements in NN teachers’ implementation of enhanced language strategies with DLLs.
- Teachers in the NN program demonstrated significant changes in the quality of linguistic input provided to DLLs (Medium-Large effect sizes .29-.1.74)

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Nuestros Niños results: children

- English: children in NN had significantly higher word knowledge (medium effect size), with a trend (ns) for improvements on phonological awareness and mathematics ability.
- Spanish: letter identification, writing, vocabulary, and mathematics ability all significant differences w/ NN scoring higher (effect sizes ranging small-large)
- Bilingual: Receptive conceptual vocabulary (NN higher, small effect size)

These results provide support for cross linguistic transfer. Enhanced ELL teaching strategies that are: contextualized in storybook, skills focused, based on repeated opportunities, incorporating contextualized thematic play, retell and dramatization, utilize L1 referencing as needed, and may include small group, seem to be effective.

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Intervention and DLL children w/ LI

Language Intervention for Dual Language Learners with Language Impairment

Vera Gutiérrez-Clellen, Ph.D., CCC-SLP
San Diego State University
Gabriela Simon-Cereijido, Ph.D., CCC-SLP
California State University, Los Angeles

N= 185 Mostly Spanish-speaking children w/ LI
Approximately equally split, Randomized to receive:
- VOLAR (bilingual)
- VOLAR (English)
- Small group “centers” enrichment Spanish
- Small group “centers” enrichment English
For VOLAR Bilingual & VOLAR English conditions

Results
- Children in the Bilingual VOLAR Condition had significantly higher vocabulary scores as well as greatest gains in MLU measures ($d = 1.69$)

- However, children who received English VOLAR showed greater growth in vocabulary and MLU than those who received “centers” enrichment

Summary:
Applying the individualized vocabulary and oral language stimulation can facilitate the growth of both English and Spanish in dual language learners with language impairment.

The Development of a Dual Language Narrative Curriculum

Goal:
- to promote academic success among Spanish-speaking English learners and to foster bilingualism.

Achieved via a dual language narrative intervention curriculum with training materials, extension vocabulary activities, and progress monitoring tools.
- 12 Spanish and 12 English lessons
Lesson Structure

- Activity 1: Model Story (whole)
- Activity 2: Name the Story Parts (part)
- Activities 3 and 4: Explicit Vocabulary (part)
  - multiple exemplar training
- Activity 5: Story Gestures – Repeat Story (whole)
- Activities 6-8: Individual Retells (whole)
  - Gradually remove pictures and icons
  - Play Games
- Activities 9-10 are optional (part)
  - Concepts
  - Nouns
- Activities 11-12 are extensions (part/whole)
  - Vocabulary
  - Embed in routine
- Book List
  - Suggestions for additional exposures to the vocabulary words during story book reading

Scope and Sequence

- Each of the 12 target words are embedded in two different lessons and across languages
- 4 total lessons with exposure to each word plus extension lessons
- Support is faded gradually across lessons
  - Model, Model, Lead, Try
  - Model, Lead, Try
  - Model, Try

Involving families is both federally mandated and best practices in EI.

- There are many programs that describe parent education or language facilitation strategies (For a review, see McCauley & Fey, 2006).
- Almost exclusively based on European-American interaction styles.
- Meta-analysis with English speaking families Roberts & Kaiser; 2007 (N= 18 studies)
- Parent implemented language interventions are an effective approach to early language intervention for young English-speaking children with LI.
- Child variables = medium-large effect sizes detected

“Traditional” language stimulation approaches: how does this apply to DLLs?

EI Language Facilitation Strategies in (McCauley & Fey, 2006)
Culturally consistent treatment for late talkers, based on an Integrative literature review

- The nature of the interactions in most of these approaches are generally dyadic and child led.
- Based on an independent parent child interaction style, many CLD families have an interdependent interaction style.

Diverse families often have unique differences that should be taken into account for EI services

Including:

- Cultural differences in interaction styles between service providers and families.
- Differences in concerns and developmental priorities and preferences.
- And issues related to cross-cultural communication, views on disability, school as an authority, etc.

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<td>Individuals with language delays may benefit from interventions that focus on developing speech and language skills in a culturally appropriate manner.</td>
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Culture Counts: Engaging Black and Latino Parents of young Children in Family Support programs

- Involvement: when parents come to meetings/sessions/ classrooms (passive).
- Engagement: involvement + includes parents orientations to the world and how these views frames parenting behaviors.
- There are barriers to parent engagement, including structural, attitudinal, and cultural mismatch between clinician & practitioner.
- Meaningful parent engagement in intervention services enhances long term academic outcomes.
- Home visits have a positive effect on what parents do at home with their children.

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An example of a Tailored Multicultural Perspective parent program

“El Grupo de Familias”

http://landlockedfilms.com/?page_id=32

El Grupo de Familias (Moore & Perez Mendez, 2006)

- Focus on Early Language and Literacy Learning, parents of 3-5 year olds with/without disabilities
- 10-12 Two hour El Grupo sessions
  - Parent education and support Group
  - Developmental Preschool Sessions for children (led by bilingual providers)
  - Began in 1997. Funded by DOE personnel prep grant, Colorado Department of Education Silver grant, as well as Part C transition funds

El Grupo goals:
1. Establishing a culturally & linguistically responsive learning environment
2. Promoting understanding of language acquisition and options for preservation of home language and culture
3. Provide culturally responsive instruction on parent-child interactions
4. Provide supports for language and emergent literacy development
5. Promote access to community resources
6. Facilitate parent to parent connections.

Parent group curriculum for El Grupo
1. Setting the Stage
2. Talking Stick
3. Preservation of Language and Culture
4. Visit to La Biblioteca
5. Communication development and teaching
6. Learning through play, reading books and telling stories
7. More Community Resources
8. Navigating the School System
9. Interactive Storybook Reading
10. Graduation Fiesta

Parental Level of Adoption Study (Moore, Perez Mendez, Guiberson, 2006)

- 55 of 140 parents who participated were randomly selected for follow up interview. Final sample =25.
- Parents completed a 10 item interview/survey
- Goal: to establish “Levels of adoption” from Hall and Hord’s Model (2005)

Results: Parental Level of Adoption Study

100% reported that participating increased their knowledge about their child’s development
92% found the information about bilingual language development to be very useful
88% found the information on navigating the school system and other community resources to be very useful
“Information was useful” and parent consistently applied knowledge (40%)
Parent used information, refined and shared knowledge with others (60%)

Level of adoption over time, comparing recent participants to 3+ years ago
Immediate sustainability (N=13), participated within the last two years
Long-term sustainability (N=12) participated 3 or > years ago

U = 72.50, p > .77
No difference between groups, families sustained level of adoption over time.
Case Study: “Taller de educación especial”

CONTENT of Taller

- What is special education (law, qualification, services)
- IEP vs tutoring
- Progress on IEP goals
- Parent to parent connections
- IEP is written so that children have independence, success
- Strategies parents can implement toward academic success:
  (e.g. using a schedule for routines, making “homework” fun, language strategies families can use)

Results: Taller de educación especial

- All wanted additional talleres/workshops
- All reported increased knowledge about Special education
- Appreciated ideas on how to reinforce learning at home.
- Next steps/areas of refinement identified

“What strategies might work for you in serving DLLs?”

Which of these might work for English-speaking non-bilingual SLPs/EIs?

- Oral Language Intervention Strategies (V)
- Focused Stimulation (V, CCox)
- Dual Language Narrative Intervention (PC) or English = clinician, L1 = other agents
- Alternative Language Stimulation (CCox, PSH)
- Family engagement groups (EG, PSH)

References


