

Intervention with English-Language Learners

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Learner Objectives

Learners will be able to:

1. Identify linguistically, phonologically and culturally appropriate targets for intervention
2. Determine appropriate language(s) in which to provide intervention
3. Describe strategies for engaging ELLs in intervention

Framework for Engaging in Meaningful Intervention

- Kay-Raining Bird, 2009
 - How can we help the client with overall speech and language?
 - How can we help the client with their need for two languages?
 - When should I work on each target?
 - In what context should I work on each target?
 - Structural
 - Linguistic
 - Environmental/Social
 - What materials will be linguistically and culturally-relevant?

When should I work on each target?

- Consider hierarchy of error patterns
(Goldstein, 2004)
 - First: Target true error patterns with high occurrence in both languages
 - Second: Target commonly occurring error patterns that are exhibited in both languages with unequal frequency.
 - Third: Target error patterns that are exhibited in only one language.

When should I work on each target?

- Consider the following “goal attack” strategies: *(Goldstein, 2007)*
 - Vertical Approach
 - Horizontal Approach
 - Cyclical Approach

When should I work on each target?

- Vertical Approach:
 - One goal is taught at a time until criterion is reached.
 - For bilingual individuals, this might be done in one of two ways:
 - Focus on a goal that is specific to one language
 - » (e.g., /h/ in English).
 - Consider how a target generalizes from one language to the other.
 - » (e.g. remediation for /h/ occurs in English. Fricative /x/ is monitored, but not targeted, in Spanish.)

When should I work on each target?

- Horizontal Approach:
 - More than one goal is addressed in each session.
 - For bilingual individuals this might include targeting one goal in Language A and one goal in Language B within the same session, although the targets would be different.
 - E.g. Final consonants would be targeted in English, and velars would be targeted in Spanish.

When should I work on each target?

- Cyclical Approach:
 - A number of goals are addressed in a cyclical fashion, but only one goal is incorporated at a time within a session.
 - For bilingual individuals this might include rotating not only targets but also languages.
 - E.g. Weeks 1 – 4, /s/ would be targeted in Language A and initial consonant clusters would be targeted in Language B.
 - Weeks 5 – 8, initial consonant clusters would be targeted in Language A with /s/ being the goal in Language B.

In what context should I work on each target?

- Structural
 - Not a lot written about this, so be systematic in:
 - Trying out structural contexts
 - Taking data on what works
 - Modifying your plan

In what context should I work on each target?

- Structural
 - Consider:
 - Use old forms with new functions
 - (i.e. if /s/ is stimulable in final position, practice it in the initial position or in clusters)
 - Use new functions with old forms
 - (i.e. not stimulable for /f/ but can produce CVC, then work on /f/ in CVC structures)

In what context should I work on each target?

- Linguistic
 - Remember that a client's language skills and needs are a moving target.
 - Needs and your response will change over the course of a school year, a month, or even a session!

In what context should I work on each target?

- Linguistic (Kohnert & Derr, 2004)
 - Supporting development in two languages does not always mean:
 - Using both languages in a session
 - Directly treating both languages in one time period
 - It does mean a holistic, interactive view that requires:
 - Planning for generalization across languages
 - Both languages considered during treatment goals.

In what context should I work on each target?

- Linguistic
 - Two Approaches (Kohnert & Derr, 2004)
 - Bilingual Approach:
 - Targets skills needed in both languages in content, form, and use
 - Cross-Linguistic Approach:
 - Targets skills unique to each language

In what context should I work on each target?

- Linguistic (Kohnert & Derr, 2004)
 - A Bilingual Approach may be achieved in at least three different ways:
 - Cognitive Approach:
 - Focus on cognitive underpinnings common to all languages
 - Shared Aspects of Language:
 - Directly training those aspects of language that are shared by two languages
 - Highlight Interactions:
 - Focus on interactions between language/cognition between L1 and L2

In what context should I work on each target?

- Linguistic
 - Bilingual Approach (Kohnert & Derr, 2004)
 - **Cognitive Approach**: leaves open the possibility that strengthening underlying cognitive areas will strengthen overall language ability. Examples of activities:
 - Categorization
 - Digit searches
 - “I Spy” games
 - Same/different auditory tasks
 - Imitation-recall tasks (reproducing sequences)

In what context should I work on each target?

- Linguistic
 - Bilingual Approach (Kohnert & Derr, 2004)
 - **Shared Aspects of Language**: Direct attention to manipulating similarities between the two languages’ content, form, and use. Examples of areas to focus on:
 - Shared phonemes
 - Lexical referents for shared concepts. These are most likely to include (Peña & Kester, 2004):
 - » People
 - » Part-whole relationships
 - » Functions

In what context should I work on each target?

- Linguistic
 - Bilingual Approach (Kohnert & Derr, 2004)
 - **Highlight Interactions**: Highlight interactions between content, form, use between L1 and L2.
 - Although the relationship is often clear to typically-developing individuals, it may not be for individuals with impairment.
 - So interventionists turn *implicitly*-learned skills, and provide *explicit* instruction.
 - » Example- Use translational equivalents with significant phonological or graphemic overlap, such as: Spanish: *elefante*; English: *elephant*

In what context should I work on each target?

- Linguistic
 - Cross-Linguistic Approach (Kohnert & Derr, 2004)
 - Focus on features that are unique to each language. Examples:
 - The flexibility of Spanish word order
 - The high degree of inflection in French
 - The use of gender in German
 - The use of pronouns in English (esp. for pro-drop languages)

In what context should I work on each target?

- Linguistic
 - Bilingual vs. Cross-Linguistic (*Kohnert & Derr, 2004*)
 - Sometimes it is not “either/or.” Both can be used in a session.
 - Can be used together (as in a contrastive analysis) to promote metalinguistic skills.

In what context should I work on each target?

- Environmental/Social:
 - In what context is there the greatest need?
 - Examples:
 - Language: The classroom or the workplace
 - Fluency: Speaking with unfamiliar partners
 - Pragmatics: Interacting with peers on the playground
 - Dysarthria: Reading aloud in community or religious events

In what context should I work on each target?

- Environmental/Social:
 - Are there tools I can use in a different environment?
 - Speakers of the L1
 - Other support individuals
 - Culturally-relevant materials

How do I do this if I don't speak the client's L1?

- What can research tell us?
 - *Ebert et al., 2014 in Pham, 2015a*
 - Provided treatment in 4 categories:
 - Nonlinguistic Cognitive Processing (NCP)
 - English-Only (EO)
 - Bilingual English/Spanish (B)
 - Deferred Treatment (DT)
 - Findings:
 - Improvement made in all treatment categories
 - EO made gains in English
 - BI made gains in English and Spanish
 - NCP made smaller gains than EO and BI, but still significant
 - Limitations
 - Sample size
 - Range of treatment sessions completed by subjects varied

How do I do this if I don't speak the client's L1?

- What can research tell us?
 - *Thordardottir et al., 2015 in Pham, 2015a*
 - Provided treatment in 3 categories:
 - French-Only (FO)
 - Bilingual: French SLP + Guided play by parent in L1 (B)
 - Deferred Treatment (DT)
 - Findings:
 - FO and B groups made equal gains
 - L1 did not improve in either condition
 - Limitations:
 - MLU-W measure for L1 may not have been sensitive
 - Type of interaction with parents may not have been culturally comfortable
 - Only 14% of target words produced in L1 during sessions

How do I do this if I don't speak the client's L1?

- What can research tell us?
 - *Pham, Kohnert & Mann, 2011 in Pham, 2015a*
 - Single-Subject Experimental Design
 - Preschool boy
 - Targeted vocabulary in Vietnamese (L1) and English (L2)
 - Treatment in 4 different settings by monolingual interventionist using a computer interface and prerecorded audio files in Vietnamese and English.
 - Findings
 - B as effective as EO for gains in English
 - B promoted gains in Vietnamese as well
 - Use of technology by monolingual to provide bilingual Tx was effective
 - Limitations
 - N=1
 - Vocabulary only

How do I do this if I don't speak the client's L1?

- What can research tell us?
 - Converging Evidence: What can implications can we find from these three studies?

How do I do this if I don't speak the client's L1?

- *Pham, 2015b*
- Three Strategies to Bridge Language Mismatch
 1. Train partners who speak the client's L1
 2. Use technology to provide learning opportunities in client's L1
 3. Incorporate tasks designed to reinforce cognitive correlates or underpinnings of language.

How do I do this if I don't speak the client's L1?

- *Pham, 2015b*
- Train partners who speak the client's L1
 - Parents
 - Teachers
 - Peers
 - Assistants

How do I do this if I don't speak the client's L1?

- *Pham, 2015b*
- Use technology to provide learning opportunities in client's L1
 - Recordings
 - Bilingual Apps and Software
 - Bilingual Web Sites

How do I do this if I don't speak the client's L1?

- *Pham, 2015b*
- Incorporate tasks designed to reinforce cognitive correlates or underpinnings of language.
 - Matching
 - Scanning
 - Sequencing
 - Compare/Contrast

How do I do this if I don't speak the client's L1?

- *Langdon, 2002*
- Work with an Interpreter
 - B.I.D.
 - Briefing
 - Interaction
 - Debriefing

How do I do this if I don't speak the client's L1?

- *Langdon, 2002*
- Briefing
 - Determine the format and participants
 - Determine the purpose of the session
 - Decide which critical procedures to follow
 - Relevant terminology
 - Become familiar with any protocols or materials Discuss what information needs to be reported (including the method of recording)
 - Discuss any “Client Roadblocks”
 - Determine what type of interpretation should occur (simultaneous or consecutive)

How do I do this if I don't speak the client's L1?

- *Langdon, 2002*
- Interaction
 - SLP should be present and primary communicator throughout the interaction.
 - SLP should guide the interaction
 - SLP and interpreter should be open about any changes that should occur in the interpretation process during the interaction.

How do I do this if I don't speak the client's L1?

- *Langdon, 2002*
- Debriefing
 - Was the session productive? Why or why not?
 - Review client responses
 - Provide and assist in any needed data analysis
 - Decide whether a follow-up is necessary

What materials will be linguistically and culturally relevant?

- What materials will be linguistically and culturally-relevant?
 - Access to books, games, activities (functional, social, and recreational)
 - What topics/materials are relevant to the community?
 - What topics/materials are relevant to the individual?
 - What materials, words, topics, contexts, types of interactions might be uncomfortable or off-putting to the client?

Thank you!

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