bilingual speech and language assessment tools

Bilingual Speech and Language Assessment Tools: Unlocking Accurate Evaluations for Multilingual Individuals

bilingual speech and language assessment tools are essential resources for speech-language pathologists, educators, and clinicians who work with multilingual populations. As the world becomes increasingly diverse, understanding and evaluating bilingual individuals' communication abilities require specialized tools that can account for the complexity of multiple languages. Unlike monolingual assessments, these tools must consider cultural nuances, language interference, and varying developmental trajectories across languages, ensuring that evaluations are both fair and precise.

In this article, we'll explore the importance of bilingual assessment tools, the challenges involved in assessing bilingual speakers, and highlight some of the most effective instruments and methods currently used in the field. Whether you're a professional seeking to broaden your knowledge or a parent trying to understand evaluation processes for your child, this guide will provide valuable insights into bilingual speech and language assessment tools.

Why Are Bilingual Speech and Language Assessment Tools Important?

When assessing a bilingual individual's speech and language skills, using tools designed exclusively for monolingual speakers often leads to inaccurate diagnoses. For example, a bilingual child might be mistakenly identified as having a language delay or disorder simply because their development differs from typical monolingual milestones. This misdiagnosis can result in unnecessary interventions or, conversely, overlooked needs.

Bilingual speech and language assessment tools help to:

- Differentiate between language difference and language disorder.
- Capture language proficiency and development in both languages.
- Consider cultural and linguistic diversity during evaluation.
- Provide more equitable and valid assessment outcomes.

Accurate assessments are crucial for designing effective intervention plans and supporting bilingual individuals in their communication goals.

Challenges in Assessing Bilingual Speech and Language

Assessing bilingual speakers is inherently complex due to several factors that standard tools may not address effectively. Recognizing these challenges is the first step toward choosing appropriate bilingual speech and language assessment tools.

Variability in Language Proficiency

Bilingual individuals often have differing levels of proficiency in each language depending on exposure, context, and usage frequency. A child might be fluent at home in one language but more dominant in another language at school. Assessment tools must accommodate this variability, capturing a comprehensive picture rather than assessing each language in isolation.

Linguistic Interference and Code-Switching

Code-switching—the natural alternation between languages—and linguistic interference (where one language influences the other) can complicate interpretation of assessment results. Tools need to be sensitive to these phenomena and distinguish normal bilingual language behaviors from signs of underlying disorders.

Lack of Normative Data

Many speech and language tools lack normative data for bilingual populations. Without appropriate benchmarks, clinicians may struggle to interpret scores accurately. Bilingual assessments must be based on data drawn from representative bilingual groups to ensure validity.

Cultural Relevance

Language is deeply tied to culture, and assessment materials must be culturally appropriate to avoid bias. This includes considering vocabulary, idioms, and context used in testing materials.

Types of Bilingual Speech and Language Assessment Tools

Various types of tools are available, each serving distinct purposes in evaluating bilingual language abilities.

Selecting the right type depends on the specific needs of the individual and the context of the assessment.

Standardized Tests Adapted for Bilinguals

Some standardized tests have been adapted or developed specifically for bilingual populations, featuring normative data for specific language pairs. Examples include:

- **Bilingual English-Spanish Assessment (BESA):** Designed for children who speak both English and Spanish, it assesses semantics, morphosyntax, and phonology across both languages.
- **Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5) Spanish:** A version of the widely used CELF test adapted for Spanish speakers.

These tests provide structured, comparable data but should be used in conjunction with other assessment methods.

Dynamic Assessment

Dynamic assessment involves evaluating a child's learning potential through interactive testing, focusing on how they respond to prompts and feedback rather than static score results. This approach is especially valuable for bilingual individuals because it reduces the impact of language exposure disparities and highlights cognitive and learning abilities.

Language Sample Analysis

Collecting and analyzing spontaneous speech samples in both languages offers rich insights into functional communication skills. Clinicians examine vocabulary richness, sentence structure, and pragmatic use of language. This naturalistic method is a powerful complement to formal testing.

Parent and Teacher Questionnaires

Gathering information from people who know the child well provides context to assessment results. Questionnaires like the Alberta Language and Development Questionnaire (ALDeQ) or the Bilingual Input Output Survey inquire about language exposure, use, and developmental history.

Tips for Choosing and Using Bilingual Assessment Tools

Selecting the right bilingual speech and language assessment tools involves careful consideration of multiple factors. Here are a few practical tips to guide professionals and caregivers:

- **Assess Both Languages:** Always evaluate the individual's skills in each language to get a full picture of abilities.

- **Use Multiple Tools:** Combine standardized tests, dynamic assessment, and language sampling to increase reliability.

- **Consider Cultural Context:** Ensure that the assessment materials are culturally relevant and free from bias.

- **Collaborate with Bilingual Professionals:** Whenever possible, involve clinicians fluent in the child's languages to improve accuracy.

- **Stay Updated on Research:** The field of bilingual assessment is evolving; staying informed about new tools and best practices is critical.

Emerging Trends and Innovations in Bilingual Assessments

Technology and research continue to enhance bilingual speech and language assessment tools. Digital platforms now offer interactive, adaptive testing that can tailor difficulty levels based on responses, improving engagement and precision. Additionally, apps and online databases are being developed to collect normative data from diverse bilingual populations, supporting more valid comparisons.

Artificial intelligence and machine learning are also starting to play a role in analyzing language samples and identifying patterns that may be difficult for human examiners to detect. These innovations promise to make bilingual assessments more accessible and accurate in the near future.

Understanding the Role of Speech-Language Pathologists in Bilingual Assessment

Speech-language pathologists (SLPs) play a crucial role in interpreting bilingual assessment results and

developing intervention plans. Their expertise in linguistic and cultural factors ensures that evaluations respect the individual's background and needs.

SLPs often act as advocates in educational and clinical settings, helping to dispel myths about bilingualism and language disorders. They educate families and educators about the distinctions between bilingual language development and disorders, emphasizing strengths alongside challenges.

By integrating bilingual speech and language assessment tools with a culturally responsive approach, SLPs help bilingual individuals thrive in communication across all areas of life.

The landscape of bilingual speech and language assessment is rich and continually evolving. Armed with the right tools and knowledge, professionals and families can work together to support multilingual individuals in reaching their full communicative potential.

Frequently Asked Questions

What are bilingual speech and language assessment tools?

Bilingual speech and language assessment tools are specialized instruments designed to evaluate the communication abilities of individuals who speak two or more languages, ensuring accurate assessment across their language skills.

Why is it important to use bilingual assessment tools?

Using bilingual assessment tools is important because they account for the linguistic and cultural differences of bilingual individuals, reducing misdiagnosis and ensuring more accurate identification of speech or language disorders.

What are some commonly used bilingual speech and language assessment tools?

Commonly used tools include the Bilingual English-Spanish Assessment (BESA), the Clinical Evaluation of Language Fundamentals (CELF) in different languages, and the Preschool Language Scale (PLS) adapted for bilingual populations.

How do bilingual assessment tools differ from monolingual tools?

Bilingual assessment tools are specifically designed to evaluate language skills in multiple languages and consider cross-linguistic influences, whereas monolingual tools assess language abilities in only one language without accounting for bilingualism.

Can bilingual speech and language assessment tools be used for all language pairs?

Not all bilingual assessment tools cover every language pair; many are developed for specific language combinations, so it is essential to select tools validated for the individual's particular languages.

What challenges exist in developing bilingual speech and language assessment tools?

Challenges include accounting for dialectal variations, cultural differences, limited normative data for some languages, and ensuring assessments are unbiased and accurately reflect bilingual individuals' abilities.

How do speech-language pathologists use bilingual assessment tools in clinical practice?

Speech-language pathologists use bilingual assessment tools to gather comprehensive information about a bilingual individual's speech and language abilities in both languages, which helps guide diagnosis, intervention planning, and progress monitoring.

Additional Resources

Bilingual Speech and Language Assessment Tools: Navigating Complexities in Multilingual Evaluation

bilingual speech and language assessment tools play a critical role in accurately evaluating the communicative competencies of individuals who speak more than one language. As global migration, multicultural education, and multilingual households expand, speech-language pathologists (SLPs), educators, and psychologists increasingly face the challenge of assessing bilingual clients without bias or loss of diagnostic precision. The intricacy of language acquisition, interference, and proficiency differences between languages demands specialized tools that can differentiate between a language disorder and normal bilingual development. This article delves into the landscape of bilingual assessment instruments, examining their design, effectiveness, and limitations from both clinical and educational perspectives.

Understanding the Necessity for Bilingual Assessment Tools

Traditional monolingual speech and language assessments often fail to capture the nuanced language abilities of bilingual individuals. Using a tool standardized for one language can lead to misdiagnosis, either under-identifying language impairments or pathologizing typical bilingual language learning patterns. Bilingual speech and language assessment tools aim to address this gap by incorporating linguistic and cultural factors relevant to both languages spoken by the client.

Research indicates that approximately 20% of children in the United States alone grow up bilingual or multilingual. Without appropriate assessment methods, professionals risk overlooking genuine communication disorders or misattributing difficulties to language differences. Therefore, bilingual assessment tools are not merely linguistic translations of monolingual tests; they require culturally and contextually adapted norms, dynamic assessment approaches, and sensitivity to code-switching and language dominance.

Types of Bilingual Speech and Language Assessment Tools

Standardized Tests with Dual-Language Norms

Some bilingual assessment tools provide standardized testing in both languages with established normative data. These tools are designed to evaluate language domains such as vocabulary, syntax, morphology, and pragmatics across each language. Examples include the Bilingual English-Spanish Assessment (BESA) and the Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5) Spanish edition.

Strengths of these tools lie in their psychometric robustness and ability to compare performance against bilingual norms rather than monolingual benchmarks. However, limitations arise when the bilingual individual's language exposure or dialect does not match the normative sample, potentially affecting validity.

Dynamic Assessment Approaches

Dynamic assessment offers an alternative by focusing on the learning potential of the individual rather than static knowledge. This interactive method involves structured teaching and re-testing to observe how the client responds to support, which helps distinguish language difference from disorder.

Tools like the Dynamic Assessment of Narrative Language (DANL) incorporate bilingual components and have gained traction for their cultural responsiveness. They allow SLPs to assess language processing and learning strategies in both languages, providing richer diagnostic insight.

Parent and Teacher Report Instruments

Understanding language use in naturalistic settings is essential, and parent or teacher report tools supplement formal testing. Instruments such as the Alberta Language Development Questionnaire (ALDeQ) and the Bilingual Input-Output Survey gather crucial information on language exposure,

proficiency, and usage patterns, which guide interpretation of test results.

These tools are cost-effective and culturally sensitive but rely on subjective reporting and require careful validation to ensure reliability.

Key Features and Considerations in Selecting Bilingual Assessment Tools

Choosing the right bilingual speech and language assessment tools depends on multiple factors:

- **Language Pair and Dialect:** Many tools are language-specific. It is vital to select instruments validated for the client's language pair and dialectical variations.

- **Age Appropriateness:** Norms and test content must align with the age group being evaluated, as language development trajectories differ between children and adults.

- **Cultural Relevance:** Tools must avoid cultural bias in content and administration to ensure fairness and accuracy.

- **Comprehensive Language Domains:** Effective tools assess multiple aspects of language, including expressive and receptive skills, phonology, semantics, syntax, and pragmatics.

- **Administration Time and Complexity:** Clinicians balance thoroughness with practicality; some tools require extensive training or long administration times, which may not be feasible in all settings.

Challenges in Bilingual Speech and Language Assessment

Despite advancements, several challenges persist when employing bilingual speech and language assessment tools:

Normative Data Limitations

One of the most significant hurdles is the scarcity of comprehensive normative data that accurately represent diverse bilingual populations. Many existing tools primarily focus on common language pairs

such as English-Spanish, leaving other bilingual combinations underserved. This gap complicates diagnosis for speakers of less-studied languages or dialects.

Language Dominance and Proficiency Variability

Bilingual individuals often exhibit varying dominance and proficiency levels across their languages due to environmental factors, education, and social contexts. Capturing this fluidity requires assessment tools sensitive to intra-individual differences, which static tests may not adequately reflect.

Interference and Code-Switching

The natural phenomenon of code-switching—alternating between languages within a conversation—presents interpretive challenges. Disentangling whether code-switching is a typical bilingual strategy or a sign of linguistic difficulty necessitates careful clinical judgment supported by nuanced assessment instruments.

Emerging Trends and Innovations in Bilingual Assessment

Technology and research innovations continue to improve bilingual speech and language assessment tools. Digital platforms now allow for adaptive testing, real-time data collection, and integration of multimedia stimuli, enhancing engagement and accuracy. Additionally, artificial intelligence (AI) and machine learning algorithms are being explored to analyze speech patterns in bilingual speakers more precisely.

Multidisciplinary collaboration between linguists, clinicians, and community stakeholders further enriches tool development, ensuring that assessments reflect lived language experiences. There is also a growing emphasis on dynamic and criterion-referenced assessments that prioritize functional communication skills over rigid normative comparisons.

Integrating Multicultural Competence in Assessment

Training programs increasingly emphasize cultural competence, equipping clinicians with the skills to administer bilingual speech and language assessment tools ethically and effectively. Understanding cultural norms, communication styles, and family language practices is as critical as choosing the right instrument.

Practical Recommendations for Clinicians and Educators

To maximize the utility of bilingual speech and language assessment tools, professionals should consider a multi-method approach that combines standardized testing, dynamic assessment, and contextual information gathering. Collaboration with families and interpreters can enrich the assessment process, ensuring a holistic understanding of the individual's language abilities.

Continuous professional development and awareness of the latest bilingual assessment research empower clinicians to select and interpret tools with confidence. Ultimately, accurate assessment is foundational to delivering targeted intervention and support that respects and nurtures bilingualism.

Bilingual speech and language assessment tools remain an evolving field, reflecting the complexities of human communication across languages. As tools become more sophisticated and inclusive, they hold promise for bridging gaps in diagnosis and fostering equitable outcomes for bilingual individuals worldwide.

Bilingual Speech And Language Assessment Tools

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bilingual speech and language assessment tools: *Speech and Language Disorders in Bilinguals* Alfredo Ardila, Eliane Ramos, 2007 During the last years a significant number of papers, books, and monographs devoted to speech and language impairments in bilingual children have been published. Different aspects and questions have been approached and today we have a relatively good understanding of the specific characteristics of the speech and language difficulties potentially observed in bilingual and multilingual children. This interest has been significantly resulted from the potential developmental and educational consequences of bilingualism. Our understanding of the communication disorders in adult populations is notoriously more limited, even though over 50% of the adult population can speak at least another language in addition to his/her native language. That simply means that over 50% of the communication disorders observed in adults are bilingual speech and language disorders: bilingual aphasias, bilingual dementias, bilingual stuttering, etc. This book was written with the specific purpose of filling this gap. The major purpose of this book has been to integrate the state of the art on the different aspects of the communication disorders observed in adult bilinguals. The book is organised in such a way that an integrated perspective of bilingualism is presented: from the normal conditions to the pathology; from the clinical descriptions to the rehabilitation issues; from the biological factors to the cultural variables.

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bilingual speech and language assessment tools: Working with Children Experiencing Speech and Language Disorders in a Bilingual Context Sean Pert, 2022-12-20 The complexity of

speech and language disorders can be daunting in a monolingual context. When working with a bilingual child assessment and intervention may appear to be even more complicated. In this book Sean Pert provides the reader with the tools needed to overcome this perception and develop skills in working in a language that they don't share with the client. By adopting a home language first approach the book discusses how to: identify diversity from disorder introduce effective approaches in line with the best clinical practice work successfully alongside interpreters make assessments and plan interventions set goals for therapy. At the heart of the text is the therapist creating essential partnerships with parents and truly valuing the bilingualism, culture and identity of the child. This leads to better outcomes, not only in speech, language and communication, but also in self-esteem, mental health, social participation and educational and employment success. The book concludes with a handy toolkit of resources including quizzes, case studies and printable extras making it the perfect resource for both experienced and newly qualified practitioners with bilingual and multilingual children in their care.

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bilingual speech and language assessment tools: *The Handbook of Language Assessment Across Modalities* Tobias Haug, Wolfgang Mann, Ute Knoch, 2021-12-21 The identification of language problems and subsequent evaluation of interventions depend in part on the availability of useful and psychometrically robust assessments to determine the nature and severity of their problems and monitor progress. The purpose of these assessments may be to measure a child's language proficiency, that is, how they perform relative to other children and whether they have the language level expected and needed for schooling, or they may have a specifically clinical purpose, to identify the occurrence and nature of a disorder. The purpose of assessment is key to the aspects of language targeted in an assessment and the methods used to target these. In the case of spoken English, there are many language assessments ranging from broad language tests to more narrowly focused measures, reflecting the complexity of the language system and its use--

bilingual speech and language assessment tools: Parental Questionnaires as a Reliable Instrument for the Assessment of Child Language Development Maria-José Ezeizabarrena, Melita Kovacevic, 2024-09-13 Language is crucial in child development. Therefore, general questions such as what are the possible challenges in language acquisition or such as how well the/my child is doing, are commonly present for researchers, clinicians, teachers, and parents. Parent-child interaction offers a privileged setting to observe children's behavior in multiple communicative situations, which often is only available to the parents/caregivers. For this reason, within the broad range of methods used to assess children's development, parental questionnaires are widely used being a non-invasive and inexpensive instrument to obtain information which is otherwise difficult to obtain. Data obtained with the many questionnaires covering various aspects of child development and communicative competence are equally relevant for basic research and everyday clinical practice. Development and use of parental questionnaires as well as data interpretation frequently require an interdisciplinary and cross-sector approach, bringing together developmental psychologists and practitioners. This interdisciplinarity is assumed but rarely addressed directly.

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present, professionals working in language assessment and education have only limited diagnostic instruments to distinguish language impaired migrant children from those who will eventually catch up with their monolingual peers. This book presents a comprehensive set of tools for assessing the linguistic abilities of bilingual children. It aims to disentangle effects of bilingualism from those of SLI, making use of both models of bilingualism and models of language impairment. The book's methods-oriented focus will make it an essential handbook for practitioners who look for measures which could be adapted to a variety of languages in diverse communities, as well as academic researchers.

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bilingual speech and language assessment tools: Professional Issues in Speech-Language Pathology and Audiology, Sixth Edition Melanie W. Hudson, Mark DeRuiter, 2023-10-06 This sixth edition of Professional Issues in Speech-Language Pathology and Audiology is intended to be a primary text for students in speech-language pathology and audiology, as well as a resource for practitioners, providing a comprehensive introduction to contemporary issues that affect these professions and service delivery across settings. It aims to provide a better understanding that day-to-day clinical work, as well as personal professional growth and development are influenced by political, social, educational, health care, and economic concerns. By instilling a big-picture view of the profession, future clinicians will be more prepared to make informed decisions as they provide services, engage in advocacy efforts, and plan their careers as audiologists or speech-language pathologists. The book is divided into four major sections: Overview of the Professions, Employment Issues, Setting-Specific Issues, and Working Productively. The information presented in each section provides the reader with a better understanding and a new perspective on how professional issues have been affected by both internal and external influences in recent years including technological advances, demographic shifts, globalization, and economic

factors. Chapter authors are recognized subject-matter experts, providing a blend of both foundational and cutting-edge information in areas such as evidence-based practice, ethics, job searching and employment issues, interprofessional practice, service delivery in health care and education, technology, cultural competence, supervision, and leadership. Students reading this book will appreciate how the professions have evolved over time while acquiring a sense of where they are right now as they prepare to enter the professional world. Each of the topics covered in the book will continue to play important roles in the future of speech-language pathology and audiology, providing early career professionals with the requisite knowledge to achieve success in any setting. New to the Sixth Edition: * New information on issues related to the COVID-19 pandemic * Coverage of recent changes in technology * Updates to ASHA certification requirements, the Assistants certification program, and the 2023 ASHA Code of Ethics * New contributors: Nicole E. Corbin, Sandra Liang Gillam, Erin E.G. Lundblom, Christine T. Matthews, Shari Robertson, Rachel A. Ritter, and Jennifer P. Taylor * Updated list of acronyms used in the book Key Features: * Chapters authored by recognized experts in communication sciences and disorders * Each chapter begins with an introduction and ends with a summary of key areas * Critical Thinking questions for each chapter accessible online * Case studies related to child and elder abuse * Case studies related to advocacy Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

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bilingual speech and language assessment tools: Remote Online Language Assessment: Eliciting Discourse from Children and Adults Natalia Gagarina, Angel Chan, Wenchun Yang, 2024-08-20 Being able to collect valid data is crucial for empirical science disciplines such as linguistics, developmental psycholinguistics, clinical psycholinguistics and speech and hearing sciences. In recent years there has been an increasing use of digital devices for remote language assessments, such as online elicitation of language samples, apps for eliciting expressive and productive lexical abilities, and online questionnaires. With the ongoing COVID-19 pandemic still affecting many lives globally, there have been numerous disruptions of face-to-face, in-person language assessments, leading many researchers to conduct their language assessments online. Despite the necessity of remote language assessments and the convenience they may bring to both assessors and assessees, the potential merits, limits, and problems of remote testing have not yet been systematically explored and understood. This timely Research Topic seeks contributions that mobilize new evidence and/or insightful and nuanced discussions to address questions such as: can we control online testing so that it is as good as face-to-face, in-person testing, and, if so, how? Do we have evaluative evidence of such practices, and if so, how robust is the evidence? What adaptations and concerns can and cannot be accommodated at the present time? What opportunities are offered by recent technological advances? Are there certain conditions in which online testing works better or worse? Last but not least, how do differences between offline, in-person language assessments and online, remote assessments affect the results of testing? The current topic has two main foci: the first deals with the assessment of conversational discourse in general and narrative discourse in particular, in both children and young adults. Communicative competence at the discourse level has been considered an essential and ecologically valid component in language assessments of children and adults, for three key reasons: 1) this competence is crucial for an individual's everyday functioning and academic and social life, 2) it provides information about an

individual's socio-cognitive and linguistic abilities, and 3) it is a versatile test of language skills at the levels of content, form, use and their integration. The second focus is on comparing the results elicited via in-person assessments and remote, online assessments. This Research Topic welcomes empirical articles discussing new evidence, perspective and opinion papers on issues at the conceptual-methodological interface, and methods articles presenting approaches that can offer opportunities for remote testing of developmental discourse supported by recent technological advances. Potential themes may include, but are not limited to: • comparisons of remote versus in-person testing modes using a within-participants research design • learner variables such as age, gender, language status (monolingual, multilingual), and clinical status (typically-developing children and adults, children and adults with clinical conditions such as (developmental) language disorder, autism spectrum disorder) which may affect the efficacy of remote testing • linguistic variables such as the use of referential and relational devices and mental state language which may be subject to more variations when being assessed remotely • new methods that offer opportunities for the remote testing of developmental and adult discourse, supported by recent technological advances • articles addressing the same research question within developmental narrative discourse but using different (i.e. either online or offline) research methods.

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give you a more global understanding of communication disorders. - The latest statistics from the 2010 U.S. Census report offers the most current data available. - Increased content on older adults covers the multicultural issues, voice disorders, and neurogenic disorders particular to this important demographic. - Case studies give you practice solving realistic clinical problems. - Chapter overview and conclusion outline the key information in each chapter and serve as a checklist for content mastery.

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bilingual speech and language assessment tools: Language Development Sandra Levey, Susan Polirstok, 2010-09-29 Prepares future and current teachers to understand language development, differences, and disorders—and the factors that lead to classroom success Language Development: Understanding Language Diversity in the Classroom offers comprehensive coverage of the language development process for pre- and in-service teachers while emphasizing the factors that further academic success in the classroom, including literacy skills, phonological awareness, and narrative. With chapters written by respected specialists in various fields, this interdisciplinary text illuminates the impact of language development on learning success and distinguishes between language differences and disorders, integrating illustrative case studies as well as helpful classroom strategies that teachers can implement right away.

bilingual speech and language assessment tools: Bilingual Language Development: The Role of Dominance Cornelia Hamann, Esther Rinke, Dobrinka Genevska-Hanke, 2019-09-20 It has long been established that bilingual speakers are rarely balanced in their languages so that one language is dominant. The contributions to the Research Topic "Bilingual Language Development: The Role of Dominance" focus on the potential effects of language dominance on the competence and processing of bilinguals, covering a large variety of language combinations and domains. Important aspects of such work are the interplay of L1-maintenance/attrition and possible L2-dominance, the direction of cross-linguistic influence (CLI) or code-mixing, as well as the effects of bilingualism on cognitive development, each addressed in several contributions. However, such research presupposes a definition of dominance, which is far from being settled. This gives rise to considerable differences in the operationalization of the concept across studies. The studies in this Research Topic present a multifaceted picture of the role of language dominance for L1-maintenance/attrition, L2-development and CLI. Though a unified story cannot emerge for such a complex subject, interesting new venues are explored including the impact of dominance shift during L1-re-exposure, comparisons of different types of bilingual groups, or operationalization of dominance through experiential measures. The variety of approaches and results is in part owed to the many language combinations studied and the fact that bilingual children, adults and atypical speakers are investigated. This diversity constitutes the interest of this Research Topic.

bilingual speech and language assessment tools: Bilingualism and Language Disability
Niklas Miller, 2013-12-11

bilingual speech and language assessment tools: Cultural Sensitivity and Responsiveness in Neurorehabilitation Gloriajean L. Wallace, 2024-12-02 Cultural Sensitivity and Responsiveness in Neurorehabilitation: A Personalized Approach for Speech-Language Pathologists is a groundbreaking and transformative resource for designing quality and equitable neurorehabilitation care for individuals from diverse communities. Material coverage is comprehensive, and chapters are user-friendly for speech-language pathologists (SLP) and SLP students alike. Case presentations are provided to demonstrate best practices. As our world becomes increasingly more diverse, it is imperative for SLPs to be knowledgeable about and experienced with foundational information relating to diversity, equity, inclusion, implicit bias, intersectionality, and SLP best practices for cases from culturally and linguistically diverse communities. The text culminates with an insightful epilogue featuring people from diverse communities from around the world who have neurogenic communication, cognitive, and swallowing disorders, and who share information about what they would like neurorehabilitation specialists to know. The book is organized into seven sections: Part I: Introduction to Personalized Care sets the stage by introducing the concept of multicultural neurogenics and personalized care. Chapters delve into topics like implicit bias, interprofessional collaboration, and the tools clinicians need for effective case management when working with diverse populations. Part II: Building a Foundation for Neurorehabilitation in a Multicultural World: Personalization Personified provides practical guidance for SLPs. It covers the preparation for case contact, working with interpreters and translators, and the assessment and management of speech, language, cognitive, and swallowing issues in culturally and linguistically diverse populations. Part III: Specialty Neurogenics Chapters offers in-depth knowledge on various neurogenic conditions such as aphasia, traumatic brain injury, right hemisphere brain damage, the dementias, dysarthrias, and dysphagia within a cultural context. Part IV: A Sampling of Information About U.S. Census Bureau Racial/Ethnic Groups delves into the unique cultural and communication factors related to various racial and ethnic groups in the United States, including Blacks, Hispanics, Chinese and Asian Americans, American Indians and Alaska Natives, and White Americans. Part V: Intersectionality examines the intersection of factors that create unique challenges in care, including ethical perspectives for serving LGBTQIA+ individuals, trauma-informed care for marginalized populations, and the cultural aspects of care for the Deaf community. Part VI: Contributions from Educators and a Look at Neurorehabilitation Care Trends within the U.S. provides insights from academics on diversity, equity, and inclusion in education, designing courses that promote DEI, and current trends in SLP neurorehabilitation. Part VII presents real-world cases with accompanying videos illustrating best practices in SLP neurorehabilitation care for diverse communities. These cases cover a wide range of scenarios, from collaboration between medical SLPs and interpreters to culturally adapted therapy for older adults and complex management considerations for stroke survivors from the Deaf community. This section ends with a chapter by visionaries from Asia, Africa, Europe, Oceania, South America, and North America sharing their insights on bridging the international diversity sensitivity and responsiveness gap, emphasizing the importance of cultural competence in a global context. Key Features: * Comprised of 40 chapters by 80 renowned authors and over 100 total contributors from diverse communities, including experienced SLP clinicians, academicians, and researchers; diversity, equity, and inclusion (DEI) specialists; and professionals from the areas of audiology, medicine, psychology, and education * Includes real-world case studies, including accompanying videos to illustrate best practices in SLP neurorehabilitation care for people from diverse communities * Discusses diversity matters for people with major neurologically based communication, cognitive, and swallowing disorders; and by race/ethnicity and culture, with attention to intersectionality * Features content designed specifically for this book, including considerations for individuals with neurogenic disorders who are from the Deaf community; trauma-informed care for the unsheltered and people who have experienced interpartner violence; as well as intersectionality issues * Incorporates perspectives about the value of non-traditional

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