Dual Language Intervention
Research

**Evidenced Based Practice**

Clinical Experience
(results of eval)

Patient/Family Values

(Hammer, Miccio, & Rodriguez, 2004)
Where do you eat Ice Cream, sometimes at school and where else?
Haneen
INTERVENTION CONSIDERATIONS

Service Provision Decisions

One Language
Or
Two?
Environments
and
Outcomes
Designing Intervention

Bilingual Child with HL

Audiology

Maj. Lang. Intervention

Min. Lang. Intervention

(Moog & Stein, 2008) (Genesee, 2008)
Bilingual Children

(Douglas, 2011)

Simultaneous

Family

Monolingual Other Language

Sequential

Bilingual
Professional Support

Need Multi-cultural Staff
Professional Support

Simultaneous
Simultaneous Bilingualism

Intervention Models

(Gonzalez et al, 2005; Douglas, 2011)

- Bilingual Support Model
- Coordinated Service Model
- Integrated Bilingual model
- Combination of bilingual support and coordinated models

These may operate on a continuum
Simultaneous and Sequential Bilingualism

Dual Language Learning Development

- Preproduction
  - Bilingual Support Model

- Early Production
  - Coordinated Services

- Speech Emergence
  - Integrated Model

- Intermediate-Advanced Fluency
  - Combination
### Bilingual Model

Focus on structures that are similar between languages

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOUN + NOUN</strong></td>
<td><strong>NOUN + NOUN</strong></td>
</tr>
<tr>
<td>Papa Oso</td>
<td>Papa Bear</td>
</tr>
<tr>
<td><strong>SVPP</strong></td>
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</tr>
<tr>
<td>El gato esta dormiendo en la mesa</td>
<td>The cat is sleeping on the table</td>
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</table>

### Cross Linguistic Model

Explicitly focus on differences between languages

<table>
<thead>
<tr>
<th>NOUN + ADJECTIVE</th>
<th>ADJECTIVE + NOUN</th>
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<tbody>
<tr>
<td>Carro azul</td>
<td>Blue car</td>
</tr>
<tr>
<td><strong>REFLEXIVE PRONOUNS</strong></td>
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<tr>
<td>Ella se la comió</td>
<td>She ate it herself</td>
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Kohnert & Derr, 2004

**Designing Bilingual Language Intervention**

*Develop a listening function in the home language*

Immerse in the other language as soon as possible
### Dual Language Learning Strategies

**MAKE IT COMPREHENSIBLE!**

<table>
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<th>Preproduction</th>
<th>Early Production</th>
<th>Speech Emergence</th>
<th>Intermediate-Advanced Fluency</th>
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</table>
| • Provide ample listening opportunities  
• Immerse with language  
• Used mixed-ability grouping  
• Create high context in shared readings  
• Use TPR | • Ask yes/no questions  
• Respond in two-3 words  
• Have students point to or move objects to show comp.  
• Do Shared reading with props  
• Use Predictable patterned books | • Ask open-ended ?s  
• Model, expand, recast  
• Have students describe personal experiences  
• Use predictable pattern books  
• Have children complete language experience books | • Structure group discussions  
• Provide more advanced literature  
• Ask students to create narratives  
• Continue on-going language development through integrated language arts and content area activities |

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Simultaneous and Sequential Bilingualism
Language Learning Activity
Comidas
Comidas

hambergesa

fresas

naranja

pina
Que podemos hacer con la comida?

cortar

come
Cual es tu comida favorita?
Qué prefieren hacer con la comida?
Language Learning Activity

• Was it comprehensible?

• What did the teacher do that helped you?

• What type of extra support would you have liked to make your learning better?
Bilingual Support Model:
Bilingual Assistant “supports” monolingual SLP
Coordinate Service Model

- Ind. Therapy
  - Spanish
  - 1/week with Parent

- Pre-K Class
  - English
  - 5/week

- Small Group
  - English 3/day, 5/week

- Home
  - Spanish
Coordinated Service Model
1 yr after baseline
Early Production Phase

"Who is in there, Mommy, Tell me"
Parallel Lesson Plans:
Body Parts
and
Simple Sentences
1) Parallel Lesson Plans
   Home Language: Fruits
   syntax element “ya”

2) Using Home Language to Improve second language
   Transfer “ya” to “already”

Combination: Coordinated and Integrated Model
Combination Model
Advanced Fluency Phase
Professional Support

Sequential
Sequential Bilingual Process

First
Develop L1 for 3-4 years. (or more)

Second
Begin L2 & cont. with L1 training
Enlist the Family &/or Tutor

Third
Provide Coordinated Services
Sequential Bilingualism:

1. English example
2. Word Repetition
3. Parent Training
Dual Language Programs

- 90/10
- 80/20
- 70/30
- 50/50
Compensatory Support
Ways to *Compensate* for Staff Shortages

**Bilingual Families**
- Tag Team Approach
- Parent-Centered
- Integrated Model
- Refer to a Language Teacher

**Monolingual-other Language Families**
- Tag Team Approach
- Use of Interpreters/Bilingual Resources
- Refer to a Language Teacher

You don’t have to know the language. Just know what to do.
Compensatory Support

Bilingual Families
Tag Team Approach
Parent-Centered Integrated Model
Douglas, 2011

For Bilingual Families Only!
Compensatory Support

Non-English Families
Tag Team
Using Dual Language Resources
Use of Interpreters

Briefing  Interaction  Debriefing

B.I.D.

(Langdon, 2002)
Interaction Phase

Thank you Hearts for Hearing!
Compensatory Support

Bilingual and Non-English Families
Refer to a Language Teacher

Heritage Language Programs
## Facilitating Intervention Plans

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Take Home Points

• Success cannot be haphazard. MUST have a plan!

• When designing intervention must set it up to make improvements in both languages

• Variety of models exist – what can you design?
Questions?

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