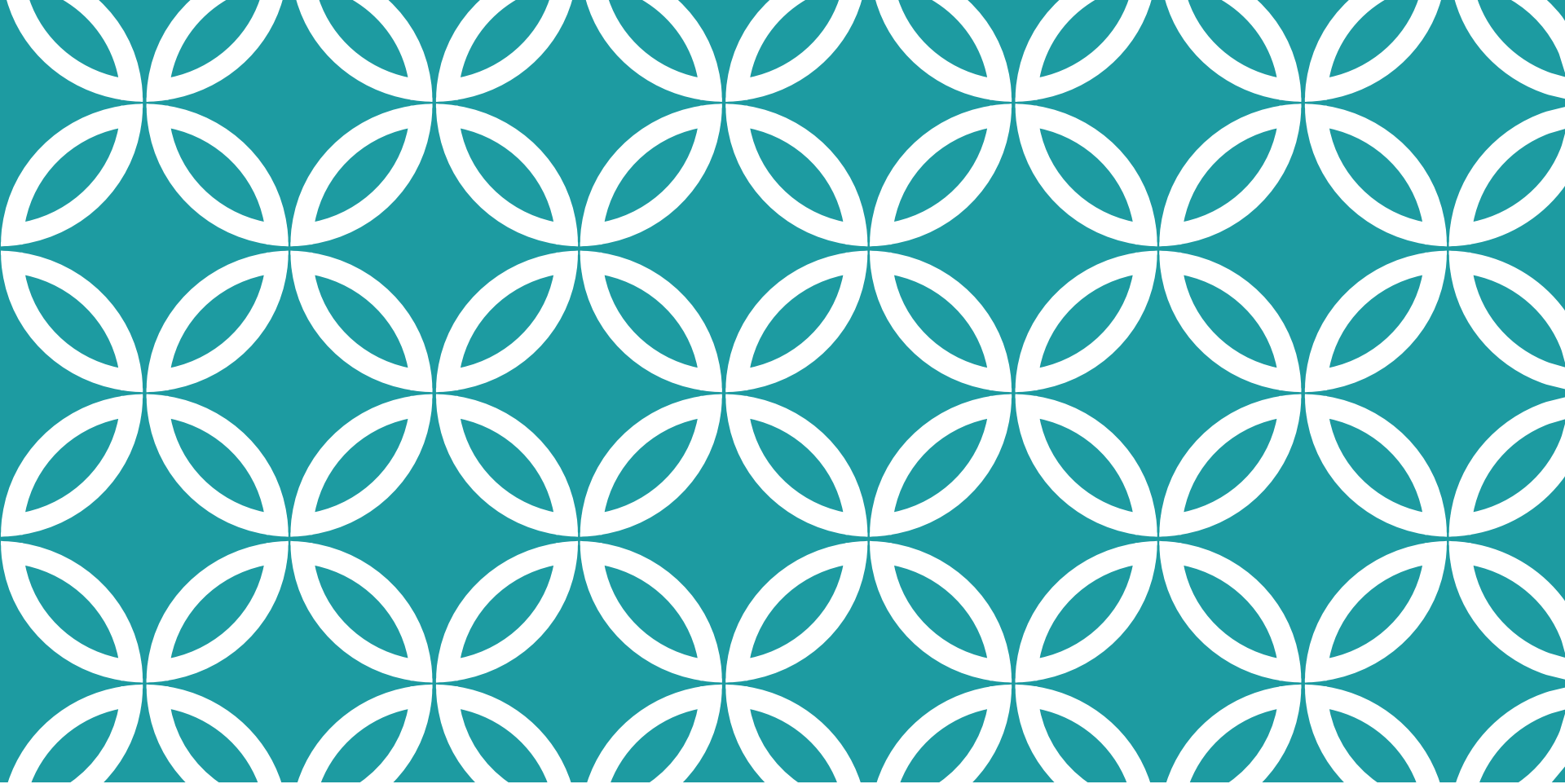




BILINGUAL INTERVENTION STRATEGIES

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FRAMING A BILINGUAL INTERVENTION



APPROPRIATE LANGUAGE INTERVENTIONS FOR BILINGUAL CHILDREN

(KOHNET & DERR, 2012)

Bilingual Approach

Focuses on improving communication competence in L1 and L2.

- Cognitive underpinnings for language.
- Features shared between L1 and L2.

Cross- Linguistic Approach

Focuses on linguistic features that are unique to each language.

Focuses on aspects of each language in one session or in separate sessions.

SAMPLE ACTIVITIES FOR BILINGUAL APPROACH

(KOHNER & DERR, 2012)



ADDITIONAL ACTIVITIES FOR THE BILINGUAL APPROACH (KOHNER & DERR, 2012)

Semantics

- Similar vocabulary concepts
- Cognates

Morphology

- Inflected forms for plurals (-s, es); gerund (-ing; -iendo; -ando)

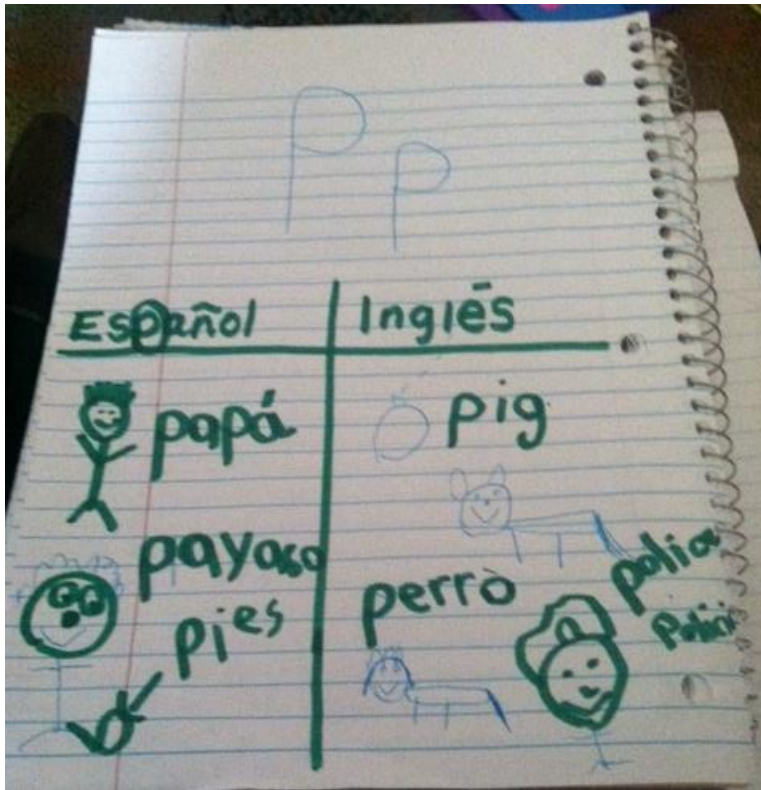
Phonology

- Spanish and English share 15 phonemes

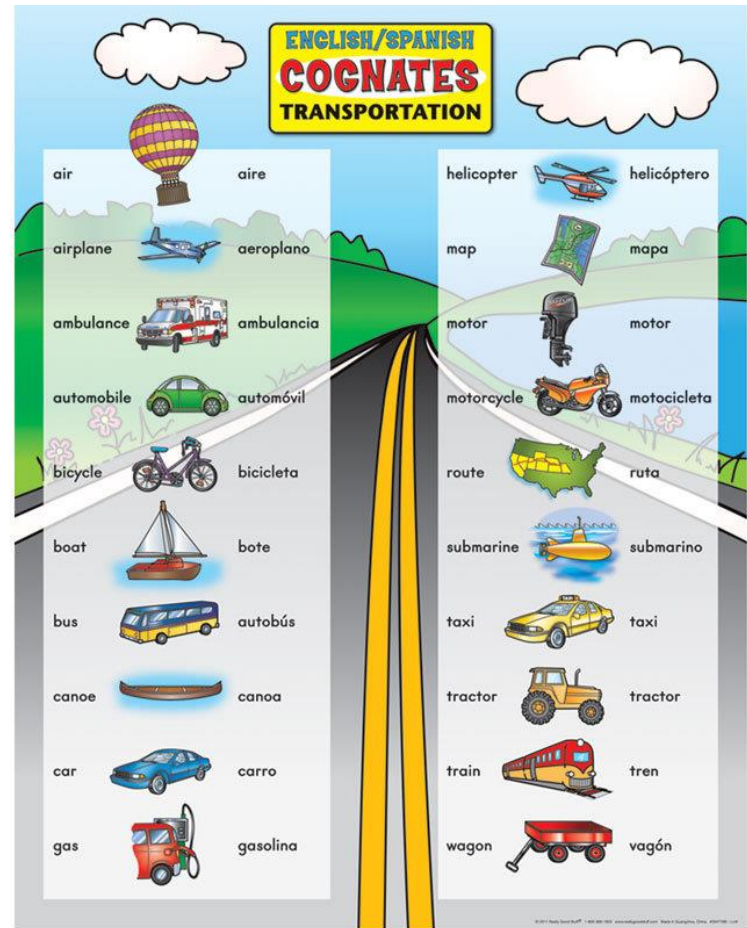
Function

- Forms for asking and answering questions, making requests, referencing

EXAMPLES OF ACTIVITIES RELATED TO THE BILINGUAL APPROACH

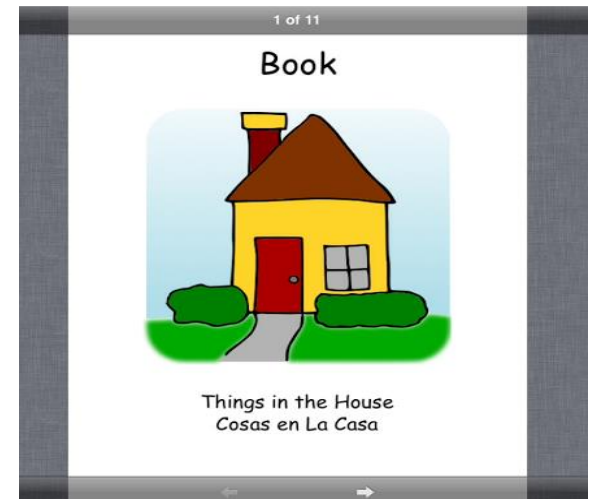
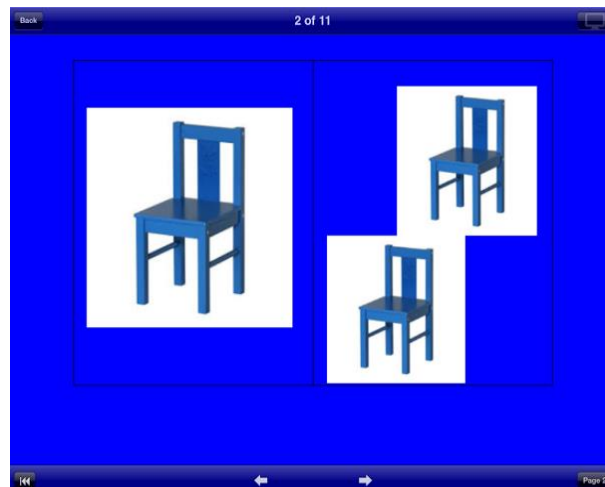
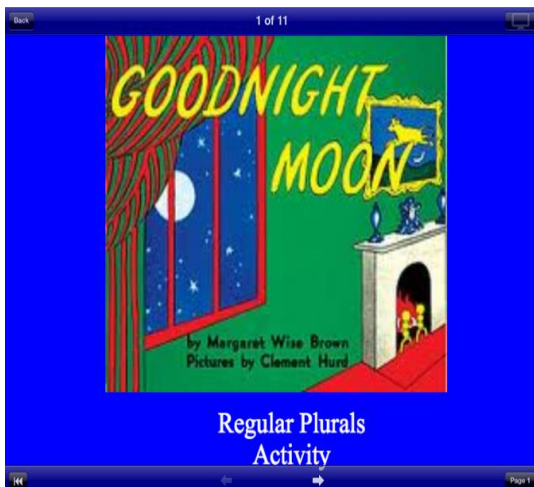
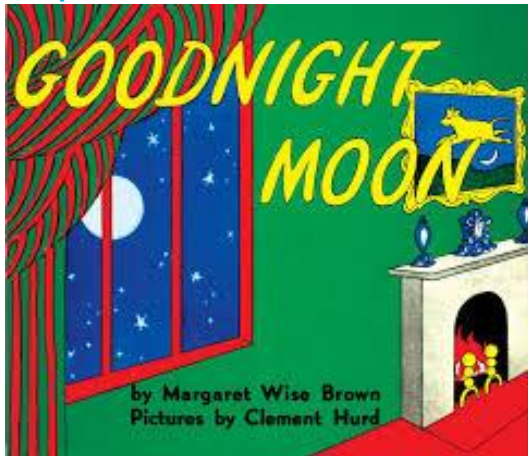


Alphabetic Teaching



Cognates in English/Spanish

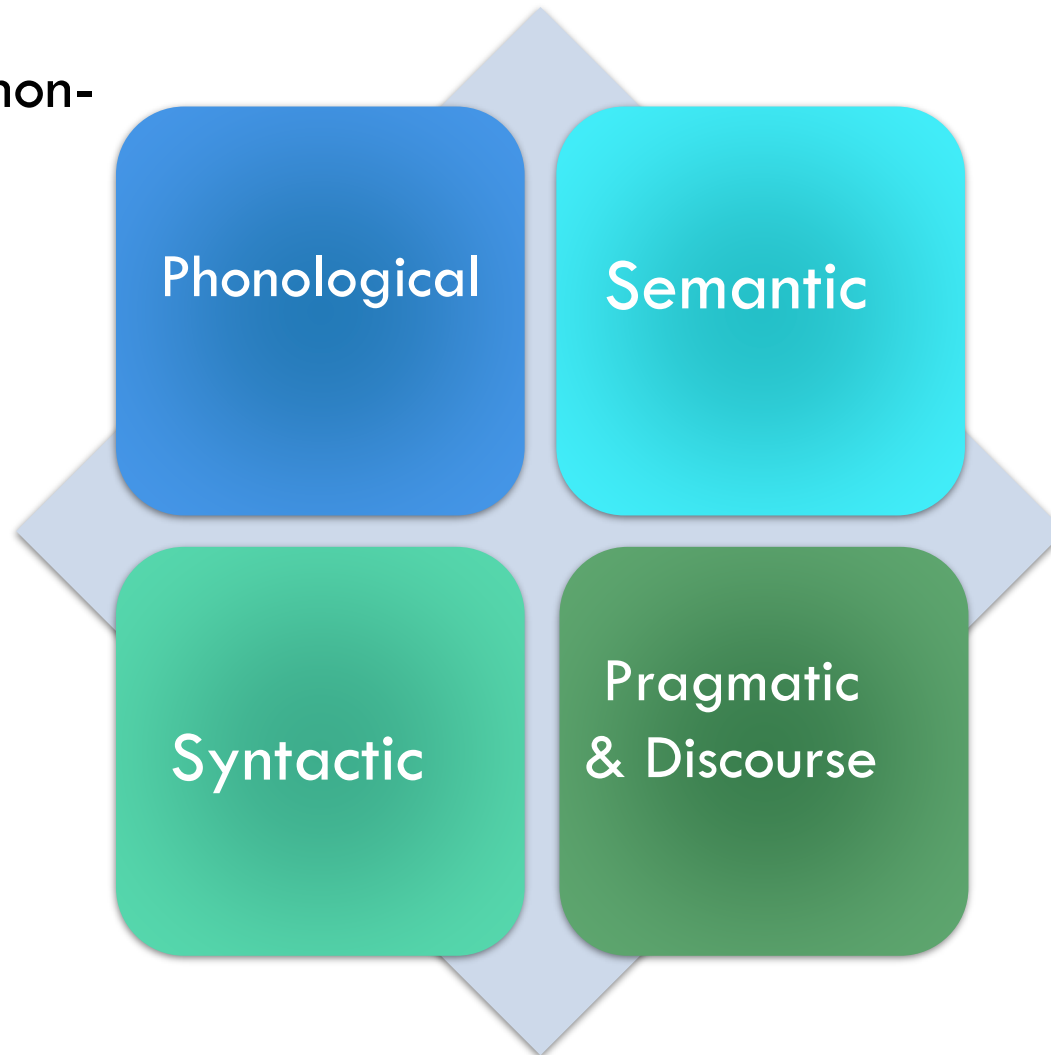
EXAMPLES OF ACTIVITIES RELATED TO THE BILINGUAL APPROACH



CROSS-LINGUISTIC APPROACH

(KOHNET & DERR, 2012)

Focusing on non-overlapping language features.



CONTRASTIVE FEATURES IN ENGLISH AND SPANISH (KOHNER & DERR, 2012)

Feature	English	Spanish
Inflectional morphology	Low	High
Word order variation	Low	High
Subject omission	Not permitted	Permitted
Lexical ambiguity	High	Low
Grammatical cues	No gender cues	Gender cues (el, la, los, las)
Word length	Short	Long
Canonical syllable shape	CVC	CV
Orthographic regularity	Less transparent	More transparent






EXAMPLES RELATED TO THE CROSS-LINGUISTIC APPROACH

Syntax






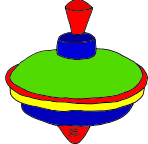


Wind-up toys can be used in English to work on SVO structure (“The rabbit walked”), or in Spanish to practice gender cues (“El conejo caminó”).

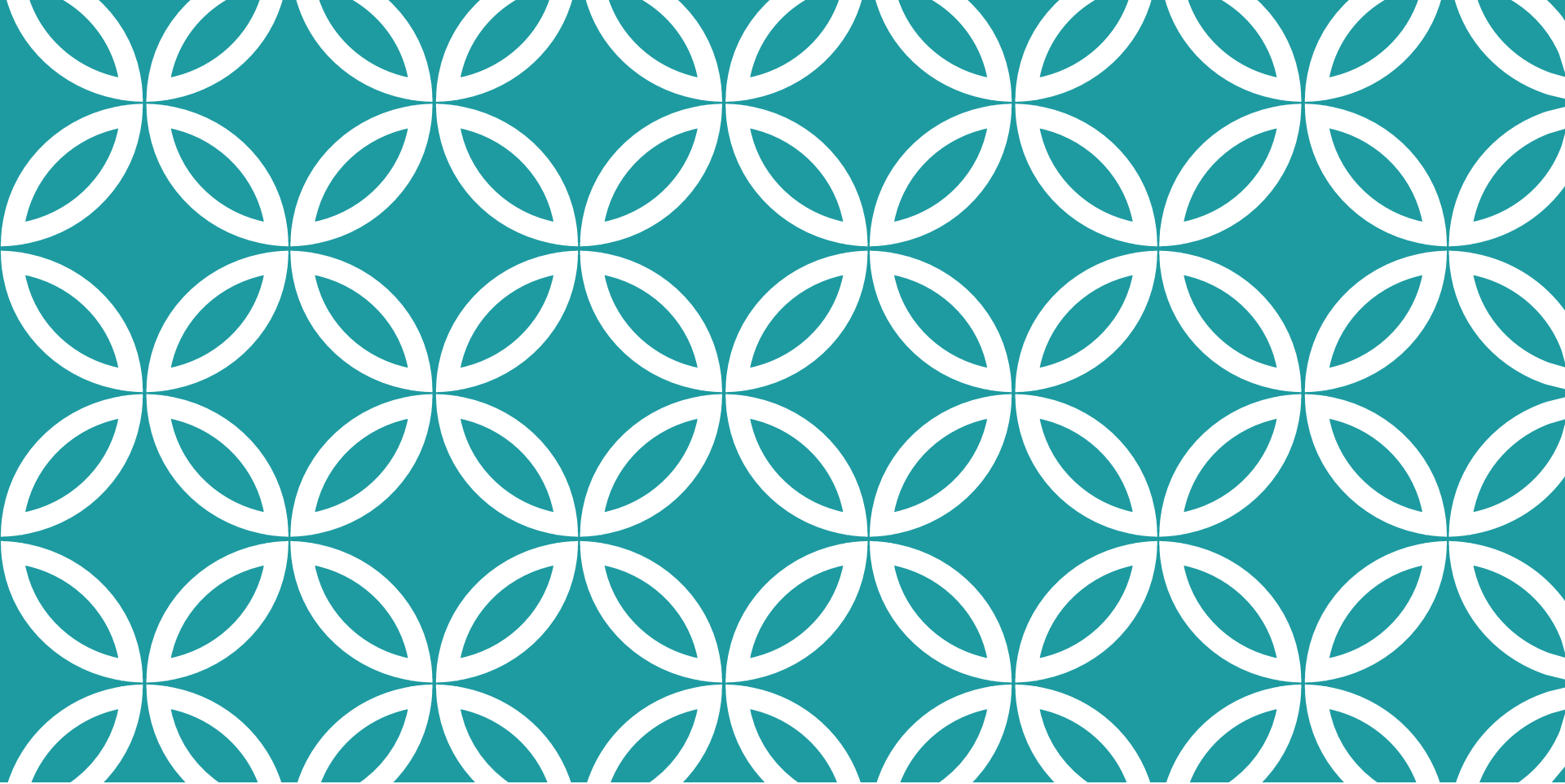
Phonology

 Manzana	 Caballo	 Guineo
 Cabeza	 Zapato	

Multisyllabic words in Spanish

Final consonants in English

 cap	 nap
 tap	 top
 hop	 cop



GENERAL GUIDELINES FOR INSTRUCTING ENGLISH LANGUAGE LEARNERS

GENERAL GUIDELINES FOR ELLS

(AUGUST, GOLDENBERG, SAUNDERS, & DRESSELR, 2010)

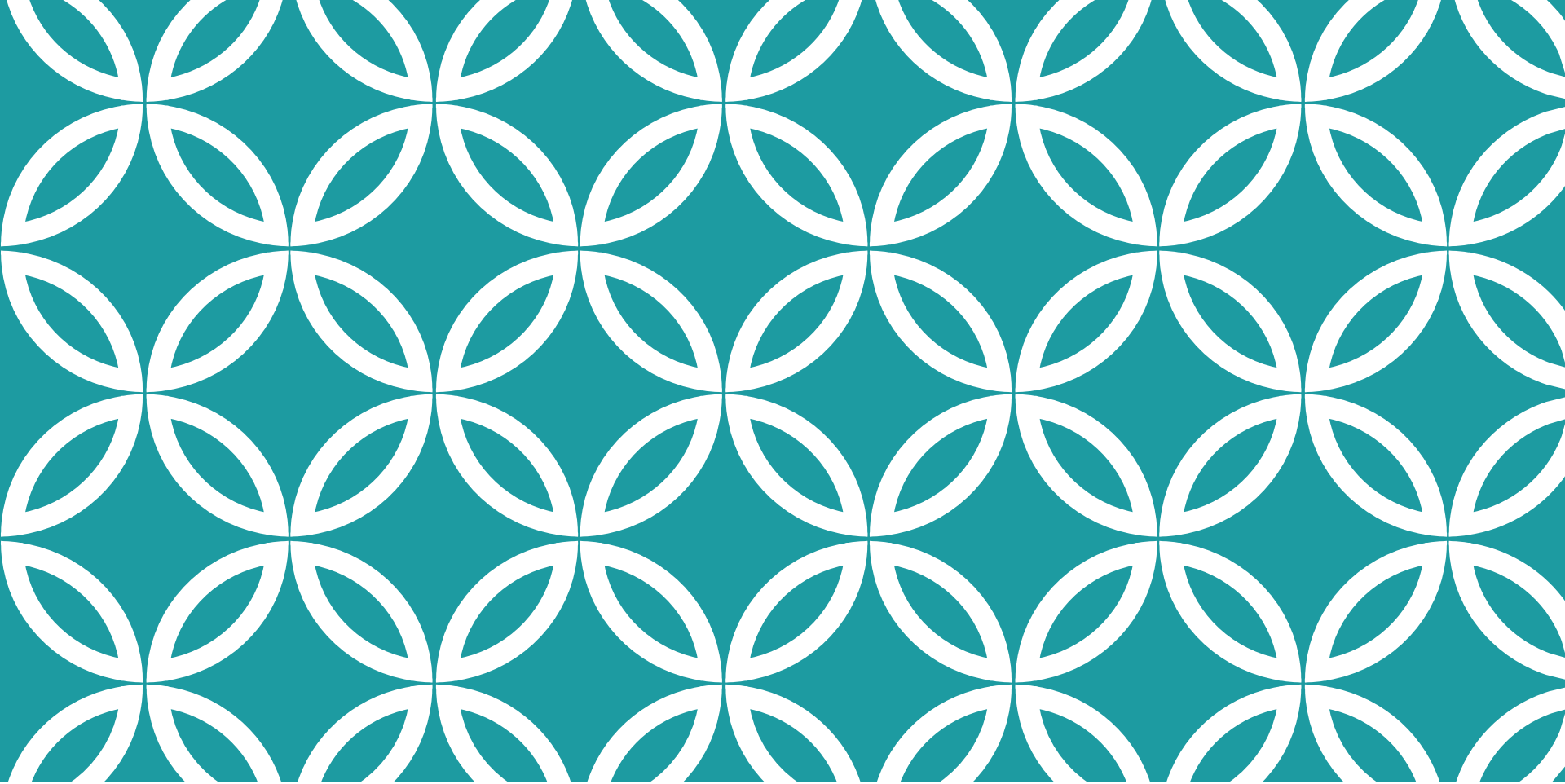
Provide explicit language instruction that highlights English grammar.

Emphasize academic language, as well as conversational language.

Take advantage of naturalistic learning opportunities.

Create an environment that is language-rich.

Make explicit connections with the child's background knowledge/L1. Facilitate use of both languages.



PRACTICAL STRATEGIES FOR TARGETED LANGUAGE AND LITERACY SKILLS



STRATEGIES FOR IMPROVING ORAL LANGUAGE SKILLS (GUTIERREZ-CLELLEN ET AL., 2014)

Wait time

Time delay is a non-verbal prompt to indicate the child's turn.

Focused stimulation

Naturalistic but obligatory context to promote targeted language structure.

Recasting/Expansion

Recasting: stating correct form of child's incorrect/incomplete production.

Expansion: elaborating the child's response.

Modeling/Prompting

Modeling: Having child imitate targeted language structure.

Prompting: Providing cue to promote child's correct response.

STRATEGIES FOR IMPROVING PHONOLOGICAL AWARENESS (PA)

Phoneme Level


Phonemic Awareness
(Predictor of reading
in 1st grade)

Syllable Level

Sentence Level

Phonological awareness

TYPICAL DEVELOPMENT OF PA



PA Skill	Example
Sentence/syllable segmentation	What are the parts in banana?
Blending compound words	What word do these little parts make? -star...fish
Blending onset and rime	What word do these little parts make? -s..poon
Syllable deletion	What do I get when we take <i>fish</i> from the word <i>starfish</i> ?
Rhyme Identification	Do the words <i>cat</i> and <i>hat</i> rhyme?
Producing rhyme	What word rhymes with <i>cat</i> ?
Phoneme deletions	What do I get when I take the sound “t” from “top”?
Phone substitutions	What do I get when I take “p” from “pat” and put the “s” sound?

PA INTERVENTIONS IN CHILDREN WHO ARE BILINGUAL (ANTHONY ET AL., 2009)

- ❑ Children's PA skills are influenced by prior PA knowledge in same language.
- ❑ Spanish vocabulary knowledge is greater predictor of PA in Spanish & English.
- ❑ If you want to promote English reading skills, do English PA, and support in Spanish.
- ❑ If both languages are to be supported, it is best to complete instruction in both languages at an early age.

STRATEGIES FOR IMPROVING RETELLING SKILLS

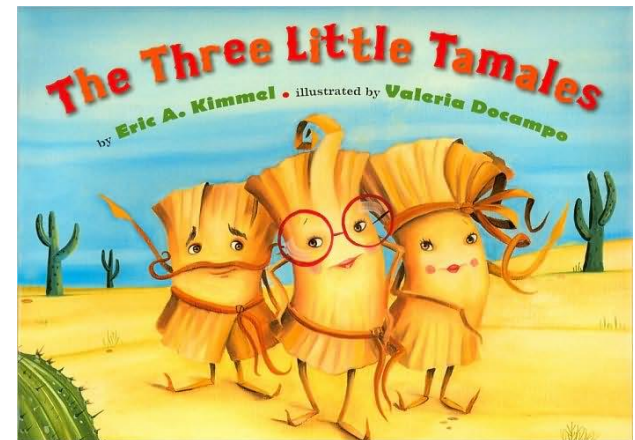
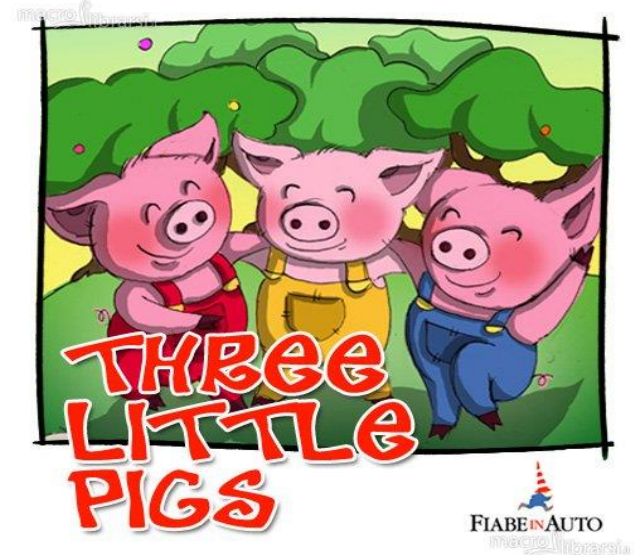
Model the strategy

Use visuals for retelling/graphic organizers

Provide child with specific strategies

Incorporate child's routines/background knowledge

Allow children to retell story together, when appropriate



STRATEGIES FOR TEACHING VOCABULARY

(Gutierrez-Clellen et al., 2014)

Focused vocabulary instruction in both languages

Meaningful context cues

Breadth & Depth

Semantically rich contexts


Multiple exemplars

Cognates

Spanish:
arrastrar
English:
crawl

VOCABULARY TEACHING EXAMPLE

(Gutierrez-Clellen et al., 2014)

Strategy	Spanish	English
Student-friendly definition	Arrastrar es mover el cuerpo lentamente por el suelo.	Crawl means to move slowly with your body close to the ground.
Multiple exemplars	Tengo una serpiente y un oso. ¿Cuál de ellos se arrastra?	At home, my dog has to crawl through the doggie door to go outside. Do you have pets that crawl?
Breadth and depth		

Strategies for Teaching Main Idea and Inference

Explicit Instruction

Guided Practice

Help child build
connections

Mediated
Learning
Experience
Approach

Supplement
instruction with
visuals

MEDIATED LEARNING EXPERIENCE APPROACH

(GUTIERREZ-CLELLEN & PEÑA, 2001)

Strategy	Definition	Example
Intentionality	Interventionist explicitly states what the intended skill being targeted.	“Today we’re going to find the main idea in this story. The main idea is what the story is mostly about.”
Meaning	Interventionist states the value of the skill being targeted.	“The main idea helps us understand the most important part of the story.”
Transcendence	Interventionist makes the explicit point that the skill will be used in another context.	“We can also find the main idea when we read another story next week.”
Competence	Interventionist provides reinforcements to encourage children to use skill in unfamiliar or novel task.	“Excellent. At first, you only gave me a small part of the story, and now you’re telling me the main idea, the most important part.”



Concrete, non-text example of task

Reading

Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

Main idea:

Concluding sentence:



Practice in short format

EXAMPLE OF MAIN IDEA INSTRUCTION SEQUENCE

What is a shark?

Sharks are fish that live in seas and oceans across the world. Some sharks are tiny, others are giants. Some are gentle and some are fierce.

Sharks don't have bones. Their skeletons are made from light, stretchy cartilage.

There are hundreds of kinds of sharks. Here are just three of them.

Wobbegongs hide on the ocean floor. They are well camouflaged.

Dogfish have long, slim bodies to slip through the water.

Angel sharks have flat bodies. They also hide on the ocean floor.

DiscoveryFact™
Sharks have been living on Earth for 400 million years. They were around at the time of the dinosaurs.

Labels: jaws, gills, fins, tail.

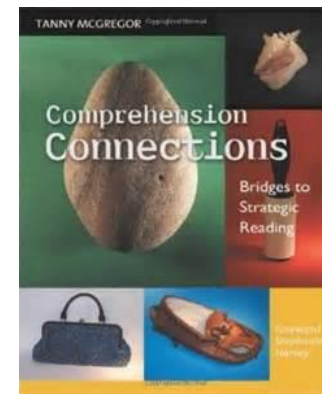
Sharks breathe through slits called gills.

Practice in academic text or story

Main Idea
Supporting Details
Main idea - what the paragraph is about.

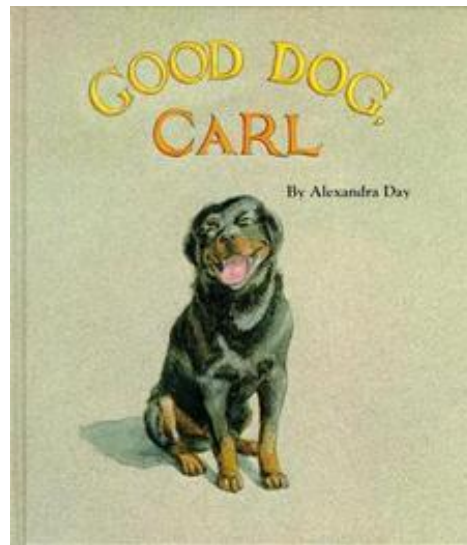
Supporting details support the main idea.

Important to supplement with visuals/graphic organizer





Concrete, non-text example of task



Practice with wordless books

EXAMPLE OF INFERENCE INSTRUCTION SEQUENCE



Practice in academic text or story



Important to supplement with visuals/graphic organizer



IMPLICATIONS OF TREATMENT FOR NON-BILINGUAL SLPS

IMPLICATIONS FOR INTERVENTION (KOHNER & DERR, 2012)

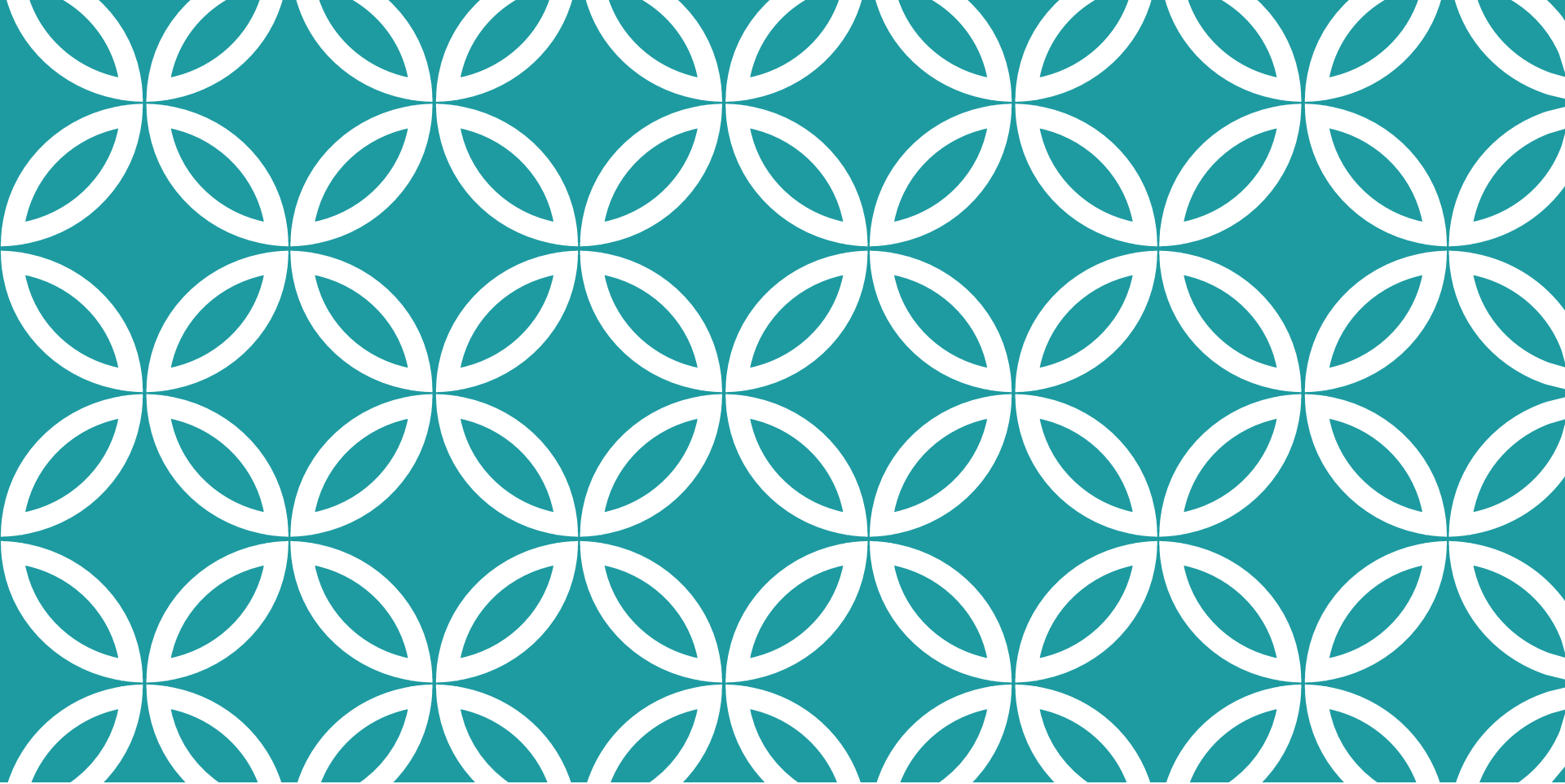
Collaborate with parents, family members, native-speaking paraprofessionals, peer-models, etc.



Develop treatment plans, and mentor/train other individuals working with bilingual children.



Gain an understanding of the similarities and differences between the children's L1 and L2.



ADDITIONAL RESOURCES



HELPFUL RESOURCES



www.colorincolorado.org



www.cuentosinteractivos.org



www.growingupbilingual.com



www.bilingualistics.com



QUESTIONS?



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