Evidence-Based Practices for Treating Language Disorders in Dual Language Learners

INTRODUCTION

SLPs are working with an increasing number of children and families who identify as bilingual, multilingual, or dual language learners (DLLs). Researchers are exploring strategies that are most effective for treating DLLs with language disorders and are also evaluating cultural differences related to family expectations in order to improve the validity of interventions. This journal self-study explores how family expectations can impact the effectiveness of interventions, how expectations may vary across cultures, and what SLP interventions are considered evidence-based when working with DLLs and culturally and linguistically diverse families. These articles are from a two-part forum – Innovations in Clinical Practice for Dual Language Learners – published in the American Journal of Speech-Language Pathology.

LEARNING OUTCOMES

You will be able to:
- Identify evidence-based strategies for children who are Deaf or hard of hearing and multilingual
- Explore ways that SLPs can modify their interventions to better meet the expectations of Latinx families
- Evaluate current interventions and consider possible modifications to meet the needs of dual language learners

CONTENTS


Effects of a Supplemental Spanish Phonological Awareness Intervention on Latinx Preschoolers’ Dual Language Emergent Literacy Skills, by Xigrid T. Soto, Andres Crucet-Choi, and Howard Goldstein (https://doi.org/10.1044/2020_AJSLP-20-00029) ......................................................... 18 pages

Evidence-Based Interventions for Learners Who Are Deaf and/or Multilingual: A Systematic Quality Review, by Kathryn Crowe and Mark Guiberson (https://doi.org/10.1044/2019_AJSLP-IDLL-19-0003) ......................................................... 20 pages
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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA scholarly journals

Start date: January 11, 2021
End date: January 11, 2024

To earn continuing education credit, you must complete and submit the learning assessment on or before January 11, 2024.

This course is offered for 0.7 ASHA CEUs (Advanced level, Professional area).