



PERSPECTIVES on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION **DIVISION 14**

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From the Coordinator

Perspectives Joint Issue

I am very excited about this Division 1 (Language Learning and Education) and 14 joint issue of *Perspectives*, guest edited by Brian Goldstein and Christina Gildersleeve-Newman! It promises to be one of our best yet in terms of providing information useful to your work with culturally and linguistically diverse clients, students, and families.

This is one of those times you'll want to pick up a cup of coffee or tea and find a nice quiet place for an hour or 2 of uninterrupted reading. Consider this that summer reading break you have been waiting to take! We have gathered together experts in the field of child bilingualism who will provide you with cutting-edge information. You will not want to stop reading once you start, believe me!

This *Perspectives* begins with an article by Barlow and Enríquez on "Theoretical Perspectives on Speech Sound Disorders in Bilingual Children," so daunting a title that you may think, "Oh no, theory!" But you will be treated to an amazing collection of information organized in a way that makes you feel that you are reading a novel. These authors have compiled and embedded an impressive and extensive list of references spanning more than 5 decades of work in the area of speech and language development of monolingual and bilingual children. This list is so comprehensive you will surely want to add the entries to your "must read"

list. Some of the issues this article expertly covers are the definition of bilingualism, "so-called" atypical errors found in bilingual children with speech sound disorders and one system versus two-system view of bilingual language acquisition.

This article is seamlessly followed by Goldstein and Gildersleeve-Neumann's article on "Typical Phonological Acquisition in Bilinguals." The premise is to provide guidance for making correct diagnoses and avoiding over-diagnosis or under-diagnosis of phonological disorders in bilingual speakers. The authors further develop the models of bilingual language acquisition, discuss how the models can influence phonological development, and, thus, help you make accurate diagnoses.

These authors point to several areas ripe for research, including the effect of dialect on speech sound development in bilinguals. Research also is needed on factors that can affect acquisition of a second language, including exposure to a second language in terms of the point in development and the frequency at which this exposure occurs.

Kathryn Kohnert's article, "Evidence-based Practice and Treatment of Speech Sound Disorders in Bilingual Children," presents an excellent review of how to use evidence-based practice (EBP) when working with bilingual children. She expertly describes a "triangulation of information"—client characteristics, clinician expertise, and empirical evidence—as a useful framework for EBP decision-making in your practice.

Of importance is the recurring theme that an EBP focus requires us, as culturally competent clinicians, to use whatever we have in our means to support two different speech systems in our evaluations. It is no longer acceptable to consider only one language in evaluations or treatment planning.

Finally, Leah Fabiano provides a "step-by-step plan for phonological assessment of bilingual children" in her article, "Evidence-Based Phonological Assessment of Bilingual Children." The beauty of this article is that she provides rationales for each evidence-based assessment practice she describes. For example, to continue the idea of considering both languages, she states how it is imperative that the clinician be familiar with both languages even if they do not speak the language because phonological acquisition is not parallel across the two languages of bilingual children. This knowledge can aid in

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