

Lost in Translation: Effective Strategies for Adapting Cross-Language Interventions

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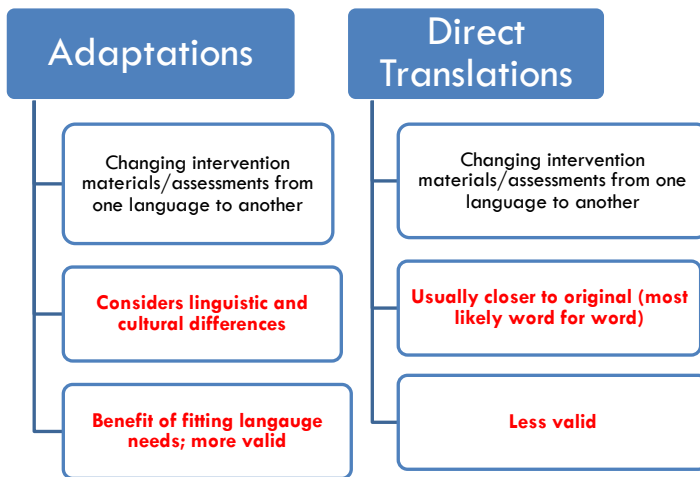
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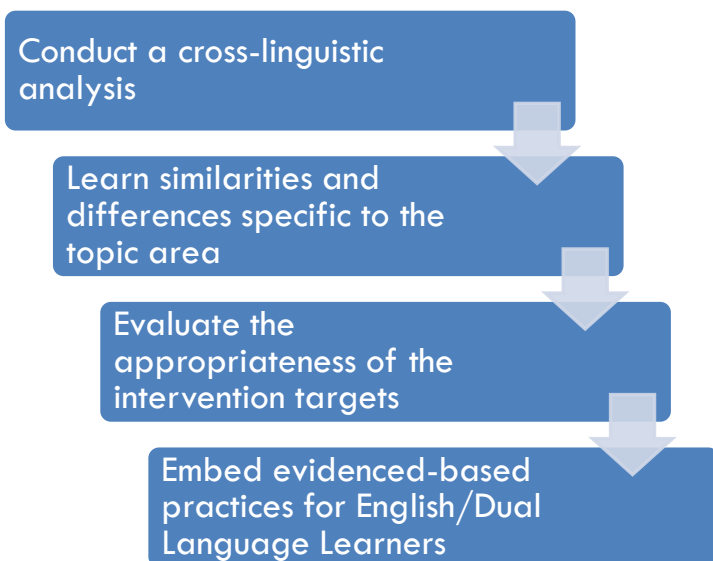
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Key Concepts:



Adapting Interventions Cross-Linguistically:



Resources

Cross-Linguistic Analyses of Phonology	file:///C:/Users/x579s675/Downloads/Phonetic-Inventories-Spanish-vs-English-Venn-Diagram%20(1).pdf file:///C:/Users/x579s675/Downloads/1060-Villanueva-Reyes.pdf https://www.asha.org/practice/multicultural/Phono/ https://www.asha.org/uploadedFiles/Spanish-Phonemic-Inventory.pdf
Cross-Linguistic Analyses of Language	https://www.asha.org/practice/multicultural/Phono/
Assessment/Intervention Resources for Bilingual Children and Adults	https://www.pdx.edu/multicultural-topics-communication-sciences-disorders/bilingualism https://2languages2worlds.wordpress.com/ https://www.colorincolorado.org/ https://talkingisteaching.org/hablar-es-ensenar https://www.bilingualtherapies.com/bilingual-speech-pathologist-resources/

Phonological Cross-Linguistic Analysis:



Syntactic Cross-Linguistic Analysis:

	English	Spanish
Word Order	Time ordered	Free word order
Subjects	Obligatory	Subject can be omitted
Morphology	Mostly inflectional derivatives	Rich morphology
Gender Articles	None	Present for all nouns
Adjectives	Before a noun	After a noun

Guide for Adapting Interventions

1. Conduct a cross-linguistic analysis

Domain: Phonology Syntax Vocabulary Reading Writing Other: _____

Unique to English	Unique to Language: _____	Shared in Both Languages

2. Learn the similarities and differences specific to the topic area

Unique to English	Unique to Language: _____	Shared in Both Languages
Therapy Targets Specific to English:	Therapy Targets Specific to other Language:	Therapy Targets Shared Across Languages:

3. Evaluate the appropriateness of the intervention

- Is the intervention an adaptation or a direct translation? (Check the manual to determine this or contact the developer)
- Are the intervention targets appropriate for the language?
- Does the intervention apply principles of cultural competence?

4. Embed evidenced-based practices for children who are Dual Language Learners/English Learners

- Visual supports
- Language scaffolding
- Support of the home language
- Multiple exemplars
- Repetition and multiple response opportunities