

# Elizabeth Peña



**Tid:**

4. september, 2023, kl. 10-16  
5. september, 2023, kl. 9-15

**Sted:**

DIAS Auditorium,  
Syddansk Universitet,  
Fioniavej 34,  
DK-5230 Odense M

**Pris:**

800 kr. (ALF-medlemmer),  
2.500 kr. (ikke-ALF-medlemmer)

**Tilmelding:**

XXX (bemærk, at overnatning ikke indgår i prisen, men det er muligt at booke overnatning til en favorabel pris)

Spørgsmål kan rettes til  
Sahra Mengal på [formand@alf.dk](mailto:formand@alf.dk)

## Flersprogede børn med DLD

*Præsenteret i et samarbejde mellem Audiologopædisk Forening (ALF), Center for Sprog og Læring (CSL), Institut for Sprog, Kultur, Historie og Kommunikation (ISKHK), Syddansk Universitet (SDU), Danish Institute for Advanced Study (DIAS), SDU. Workshoppen foregår på engelsk.*

### Indhold

#### Day 1: Effective Assessment of Bilingual Children

Developmental language disorder (DLD) is characterized as difficulty learning and generalizing the rules of language. It is difficult to know if a child has DLD if they have exposure to two languages because errors may be present due to either influences between two languages or DLD. In this workshop, we will discuss typical development of two languages and their expected mutual influences in the areas of vocabulary/semantics, grammar, and narrative development. We will present a framework for observing language performance in two languages that can help to distinguish DLD from typical bilingual acquisition.

Finally, we will discuss principles of dynamic assessment that can be employed to observe the language learning process informing diagnostic decisions.

#### Day 2: Book-based interventions for bilingual children with DLD

Book-based interventions can be highly effective for bilingual children with DLD. Advantages are that they can address vocabulary/semantics, grammatical structures, and narrative organization. Such interventions should also be designed with a goal of cross-linguistic transfer. We will discuss a framework for development of a book-based language intervention for children with DLD. Further we will present strategies for maximizing transfer including bilingual and monolingual approaches that incorporate parent participation and translanguaging.

### About

Elizabeth Peña is a Professor at School of Education at the University of California Irvine. She is certified Speech-Language Pathologist and Fellow of the American Speech Language Hearing Association. Her research focuses on two lines of inquiry that address the goal of differentiating language impairment from language difference. These two interrelated areas include dynamic assessment and semantic development in bilinguals leading to test development. Through qualitative descriptions of bilingual children's performance, she focuses on potential similarities among typical monolingual and bilingual children as well as differences between typical and impaired bilingual or monolingual children. Outcomes of these efforts have resulted in publication of the Dynamic Assessment and Intervention: Improving Children's Narrative Abilities protocol and the Bilingual English Spanish Assessment test.