2. Bilingual Treatment Program for Preschoolers with SLI
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**Purpose:** The purpose of this study is to determine the efficacy of the Spanish First blocking condition (one of three conditions) of a vocabulary-learning, interactive storybook reading intervention for English Language Learners with Specific Language Impairment (SLI) as measured through a comprehension task.

**Methods:** 3 Bilingual English-Spanish preschoolers (ages 4-5) who met specific criteria to be considered a child with SLI (through scores on BIOS/BESA/RIAS) were randomly assigned to this particular condition of a multiple baseline study. Participants were exposed to 5 target English vocabulary words and their Spanish equivalents using 3 different storybooks (total of 15 vocabulary words). For three weeks, participants were read a new book each week; the sequence was then repeated for three more weeks with the same books. Treatment sessions involved exposing the participant to each target word by reading the story book and simultaneously providing definitions, synonyms, and context sentences for every target word. The language in which the participants received intervention alternated each day, with Spanish being utilized on Days 1 and 3 and English on Days 2 and 4 of each week. Progress was measured at the end of each treatment session through a comprehension task that contained both the 5 target words of the particular story read that day as well as 5 control words.

**Results:** Results for each participant varied. The results for two of the three participants were statistically significant.

**Conclusions:** The results of this intervention show that it is possibly effective for children with certain characteristics. The participant who showed the least progress had the lowest nonverbal intelligence score, so this intervention may be more effective with children who have more average nonverbal intelligence.