Article 1. Theoretical Perspectives on Speech Sound Disorders in Bilingual Children

1. Which of the following describes a child undergoing bilingual first language acquisition?
   A. sequential bilingual
   B. simultaneous bilingual
   C. delayed bilingual
   D. dominant bilingual

2. The degree of similarity between a bilingual child’s two languages will affect which of the following?
   A. the age at which the child becomes bilingual
   B. whether the child will be more dominant in one language as compared to the other
   C. the extent of observable interference between the child’s two languages
   D. whether the child has a phonological disorder

3. Which statement best describes the Interactive Dual Systems Model?
   A. Bilingual children’s two languages are separate from one another.
   B. Bilingual children’s two languages are represented in a single system.
   C. Bilingual children’s two languages are separate from one another, though there is interference between them.
   D. Bilingual children’s two languages are represented in a single system and there is interference between them.

4. Which of the following statements most accurately characterizes bilingual children with regard to their phonological acquisition?
   A. They appear to be delayed when compared to bilingual peers.
   B. They are at a cognitive disadvantage.
   C. They exhibit atypical error patterns when compared to their bilingual peers.
   D. They show transfer of production patterns from one language to the other.

5. Which of the following statements most accurately characterizes findings regarding treatment of bilingual children with phonological disorders?
   A. Treatment in one language leads to change in the other language.
   B. Monitoring of the untreated language should focus only on treated, but not untreated, properties that are shared between the two languages.
   C. Treatment in one language does not lead to change in the other language.
   D. Only the treated language should be monitored.
Phonological and Speech Sound Disorders in Bilingual Children

Article 2. Typical Phonological Acquisition in Bilinguals

6. The Interactional Dual Systems Model contends that:
   A. bilingual children have the same phonological skills as monolingual children
   B. phonological development is faster in monolingual children than in bilingual children
   C. bilinguals maintain separate systems for each language but also show contact between those systems
   D. bilingual children should receive intervention in English only

7. Assessment of the phonological skills of bilingual children should:
   A. elicit skills in English only
   B. elicit skills only in the non-English language
   C. use only standardized assessment tools
   D. examine skills both broadly and deeply

8. Research on phonological skills in bilingual children with phonological disorders indicates that those skills are:
   A. similar, but not identical, to monolinguals with phonological disorders
   B. always delayed in comparison to monolinguals
   C. accelerated in comparison to monolinguals
   D. more advanced for consonants than for vowels

9. Early sequential bilingual children are most likely to differ from simultaneous bilingual children in which aspect of their phonological development?
   A. It may be more difficult for sequential bilinguals to master fricatives, affricates, liquids, and other later-developing consonants than it is for simultaneous bilinguals.
   B. Sequential bilinguals may initially apply the phonological rules of their first language to the learning of their second language.
   C. Sequential bilinguals are unlikely to master the phonological systems of both of their languages.
   D. There is no difference between simultaneous and sequential bilinguals in phonological development.

10. When comparing the phonological development of bilingual children to that of monolingual children in a shared language, research suggests:
    A. bilingual children and monolingual children develop shared phonology at the same rate and in the same manner
    B. monolingual children demonstrate more rapid phonological development than bilingual children
    C. bilingual children develop a phonological feature more rapidly than monolingual peers if that feature is more complex in their other language
    D. bilingual children demonstrate more rapid phonological development than monolingual children
Article 3. Evidence-Based Practice and Treatment of Speech Sound Disorders in Bilingual Children

11. Which of the following are the data sources that should be triangulated in evidence-based practice?

A. clinician expertise, empirical evidence, current treatment trends
B. empirical evidence, current treatment trends, peer-reviewed journals
C. client characteristics, clinician expertise, empirical evidence
D. current treatment trends, client characteristics, empirical evidence

12. For the framework of this article, what is the most basic factor that classifies an individual as bilingual?

A. equal proficiency in both languages
B. dominance in the language spoken in the home
C. decreased skills in English compared to home language
D. a need to use two languages to communicate functionally

13. Which of the following is suggested as an effective way to gather information about a client’s family background?

A. making assumptions based on a similar client
B. techniques such as ethnographic interviewing or skilled dialogue
C. limiting interactions with interpreters/translators
D. avoiding cultural brokers because they are biased

14. What is a concern of Kohnert about the use of evidence derived from randomized control trials (RCTs) for treatment with individual clients?

A. They may not account for individual differences.
B. They cannot be used to measure speech therapy.
C. They are too difficult to gather.
D. They cost too much.

15. In using a single case study design to evaluate the progress of a child in speech treatment, what is the expected outcome in a child who has improved?

A. improvement on target sounds only
B. improvement on target sounds and related control sounds only
C. improvement on target sounds, related control sounds, and unrelated control sounds
D. improvement on unrelated control sounds
Article 4. Evidence-Based Phonological Assessment of Bilingual Children

16. If phonological development is not parallel across a bilingual child’s two languages, but influence of one language is found in productions of the other, it would follow that bilingual children possess:

A. one unitary phonological system
B. two separate phonological systems
C. two separate, but non-autonomous phonological systems
D. one autonomous phonological system

17. Bilingual assessment should occur across both languages because:

A. phonotactic constraints do not cause differences in developmental trajectories
B. if a bilingual child has an underlying language-learning disorder, it is apparent in both languages
C. one cannot distinguish delay and/or disorder from low proficiency
D. the amount of input does not cause differences in developmental trajectories

18. A substitution error analysis is especially important in bilingual assessment because bilingual children produce:

A. more substitution errors than monolingual children
B. less substitution errors than monolingual children
C. instances of cross-linguistic effects that should not be scored as errors
D. no instances of one language influencing the other

19. Bilingual phonological development is:

A. identical to monolingual development
B. completely different from monolingual development
C. similar and different from monolingual development
D. identical to impaired development

20. Phonological pattern analysis in bilinguals differs from this type of analysis in monolinguals because:

A. phonotactic constraints ensure identical use of phonological patterns across languages
B. bilingual children do not exhibit phonological patterns
C. bilingual children exhibit more phonological patterns than monolinguals
D. phonotactic constraints vary across languages