Introduction

Recent studies have indicated that bilingualism is not detrimental to children with a variety of disorders:

- Evidence is emerging that bilingualism is not detrimental to children with Specific Language Impairment (Paradis, Crago, Trudeau, Thordardottir, Sutton, & Thorpe, 2005).
- A bilingual child with ASD had no detrimental effects in a study by Genesee, Crago, & Rice (2003).
- Providing bilingual therapy to a Korean-English bilingual child with ASD had no detrimental effects in a study by Kay-Raining Bird, Cleave, Trudeau, Thordardottir, Sutton, & Thorpe (2005).

More experimental studies need to be done to investigate how children with a variety of disorders do they compare with their monolingual peers?

 Diagnosis and Severity Level

<table>
<thead>
<tr>
<th>Diagnosis and Severity Level</th>
<th>Bilingual Stopped Group</th>
<th>Bilingual Maintain Group</th>
<th>Monolingual Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDD-NOS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Functionality Table

<table>
<thead>
<tr>
<th>Language</th>
<th>Monolingual Group</th>
<th>Bilingual Stopped Group</th>
<th>Bilingual Maintain Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IGT-5, MMSE, TONI-3, PLS-4

Formal scores were not obtained for all children.

Conclusions

- There were no significant differences between the groups on any of the outcome measures.
- The groups were not perfectly balanced. There were no significant differences on any of the outcome measures.
- Small number of subjects.
- The participant’s functionality appeared not to be directly related to progress as reported by their parents/caregivers.
- More experimental studies need to be done to investigate how children with a variety of disorders do they compare with their monolingual peers.
- Longitudinal studies to determine benefits and disadvantages from maintaining two languages in children with Autism Spectrum Disorders should also be kept in mind.

Acknowledgments

This work was supported by the National Institute on Deafness and Other Communication Disorders (NIDCD) grant R01 DC009619 to Dr. Eliane Ramos. We would like to acknowledge the participants and their families for their generous contributions. We would also like to acknowledge the support of the Florida International University (FIU) Autism Research Center and the Special Education Program.

References