

Comparisons of the Effects of Monolingual and Bilingual Exposure on Executive Functioning Among Neurodevelopmentally Vulnerable Children

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Abstract

Extant research suggests that bilingualism benefits children's executive functioning, but this link has been examined only with normative populations. This study assessed executive functioning in 150 clinic-referred children using parent and teacher ratings on the BRIEF as well as performance-based measures (WISC-IV Working Memory Index, Test of Variables of Attention). Results indicated that teachers endorsed fewer concerns with executive functioning for children from bilingual homes. These results suggest that bilingual exposure may provide an advantage to neurodevelopmentally vulnerable children, similar to the advantage seen among normative samples. The implications of studying multiple-language exposure among clinic-referred populations will be explored.