

were searched and yielded the articles for review. The following search strategies were used:

("Autism") AND ("bilingual*") AND ("monolingual*")
AND (children) AND (language)

("Autism") AND ("bilingual*") AND ("monolingual*")
AND (children) AND (language) AND (expressive)
AND (receptive)

Selection Criteria

Articles were selected for review if they included

the bilingual group). No significant differences in receptive language skills were noted between groups.

A strength of this study was that the demographics, autism severity, and developmental testing of the

sizes were included. A limitation of this study was that the dominant language of the BE participants was not determined. All participants were assessed in English;

Overall, this study provides suggestive evidence that language development is not negatively affected by bilingualism in children with ASD when compared to age matched monolingual children with ASD.

Gonzalez-Barrero and Nadig (2019) used a case-control study design to compare the receptive vocabulary and expressive morphology skills of 13 bilingual (M=11, F=2) and 13 monolingual (M=11, F=2) school aged children with ASD between 4.9 to 10.8 years of age. Participants were matched on NVIQ, chronological age, maternal education and dominant language. Children diagnosed with language impairments and ASD were also included as participants and were equally distributed between groups. Children were included in the bilingual group if they a) had exposure of more than 20% to a non-dominant language, b) achieved a proficiency score of 3

with ASD when compared to monolingual exposed children with ASD over a period of two years.

This critical review analyzed eight studies to determine if the presence

with ASD. Although the level of evidence varied from somewhat suggestive to highly suggestive, all the studies in this review came to the same conclusion that children with ASD do not experience additional delays in expressive or receptive language development in the presence of bilingualism when compared to their monolingual peers.

The study of the effects of bilingualism on the expressive and receptive language development of children with ASD has several implications for SLPs who work with children in a clinical setting. The information provided by the studies in this review can support the recommendation that families who have children with ASD and speak multiple languages at home should continue to speak those languages to their child. SLPs can also inform other professionals who work with children with ASD that no additional delays in expressive or receptive language are experienced by children with ASD in the presence of bilingualism, so that