

References

- Armstrong, S. (2010). Enhancing access to family dispute resolution for families from culturally and linguistically diverse backgrounds (AFRC Briefing No. 18). Melbourne, Victoria: Australian Institute of Family Studies. Retrieved from: <http://www.aifs.gov.au/afrc/pubs/briefing/b018/>
- Arney, F., & Scott, D. (2010). Working with vulnerable families: A partnership approach. Port Melbourne, Victoria: Cambridge University Press.
- Australian Bureau of Statistics. (2012). *2011 Census QuickStats*. Retrieved from Australian Bureau of Statistics website: http://www.censusdata.abs.gov.au/census_services/getproduct/census/2011/quickstat/0
- Brinkman, S., Sayers, M., Goldfeld, S., & Kline, J. (2009). Population monitoring of language and cognitive development in Australia: The Australian Early Development Index. *International Journal of Speech-Language Pathology*, 11(5), 419-430. doi:10.1080/17549500903147552
- Carbone, S., Fraser, A., Ramburuth, R., & Nelms, L. (2004). Breaking Cycles, Building Futures. Promoting inclusion of vulnerable families in antenatal and universal early childhood services: A report on the first three stages of the project. Melbourne, Victoria: Victorian Department of Human Services.
- CCCH (Centre for Community Child Health). (2007). Effective community-based services (Policy Brief No. 6). Retrieved from: http://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB6_Effective_community_serv.pdf
- CCCH (Centre for Community Child Health). (2010). Engaging marginalised and vulnerable families (Policy Brief No. 18). Retrieved from: http://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB18_Vulnerable_families.pdf
- Cordington, R., Iqbal, A., & Segal, J. (2011). Lost in Translation? Embracing the Challenges of Working With Families From a Refugee Background. *The Australian and New Zealand Journal of Family Therapy*, 32(2), 129-143.
- García, O., & Kleifgen, J. A. (2010). *Educating emergent bilinguals: Policies, programmes, and practices for English language learners*. New York: Teachers College Press.
- Goldfeld, S., O'Connor, M., Mithen, J., Sayers, M., & Brinkman, S. (2013). Early development of emerging and English-proficient bilingual children at school entry in an Australian population cohort. *International Journal of Behavioural Development*, 38(1), 42-51. doi: 10.1177/0165025413505945
- Grosjean, F. (2010). *Bilingual: Life and Reality*. Cambridge, MA; Harvard University Press.
- Guhn, M., Gadermann, A., Hertzman, C., & Zumbo, B. (2010). Children's development in kindergarten: A multilevel, population-based analysis of ESL and gender effects on socioeconomic gradients. *Child Indicators Research*, 3(2), 183-203. doi: 10.1007/s12187-009-9053-7
- Hambly, H., Wren, Y., McLeod, S., & Roulstone, S. (2013). The influence of bilingualism on speech production: A systematic review. *International Journal of Language and Communication Disorders*, 48(1), 1-24. doi: 10.1111/j.1460-6984.2012.00178.x
- Henderson, S., & Kendall, E. (2011). Culturally and linguistically diverse peoples' knowledge of accessibility and utilisation of health services: Exploring the need for improvement in health service delivery. *Australian Journal of Primary Health*, 17(2), 195-201.
- Janus, M., & Offord, D. (2007). Development and psychometric properties of the Early Development Instrument (EDI): A measure of children's school readiness. *Canadian Journal of Behavioural Science*, 39(1), 1-22.
- Kaur, J (2012). Cultural Diversity and Child Protection: Australian research review on the needs of culturally and linguistically diverse (CALD) and refugee children and families. Queensland, Australia. Retrieved from: http://www.jkdiversityconsultants.com.au/Cultural_Diversity_&_Child_Protection_Kaur2012_A4.pdf
- kidsmatter. (2012). Cultural diversity and children's wellbeing. Retrieved from: http://www.kidsmatter.edu.au/sites/default/files/public/KMP_C1_CDCW_CulturalDiversityAndChildrensWellbeing.pdf

- Lewig, K., Arney, F., Salveron, M., & Barredo, M. (2010). Parenting in a new culture: working with refugee families. In *Working with Vulnerable Families: A partnership approach*, Fiona Arney & Dorothy Scott (Eds.) Cambridge University Press: Melbourne.
- McLeod, S. (2011). Cultural and linguistic diversity in Australian 4- to 5-year-old children and their parents. *ACQuiring Knowledge in Speech, Language and Hearing*, 13(3), 112-119.
- NSW Refugee Health Service and NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS). (2004). *Working with refugees: A guide for social workers*. Sydney: NSW Refugee Health Service and NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS).
- O'Connor, M., O'Connor, E.J., Kvalsvig, A., & Goldfeld, S. (2014). The relationship between early childhood education and care and English proficient at school entry for bilingual children in Australia. *NZ Research in Early Childhood Education Journal*, 17, 161-181.
- Paradis, J., Genesee, F., & Crago, M. (2011). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning* (2nd ed.). Baltimore, MA: Paul H. Brookes Publishing Co.
- Puchala, C., Vu, L. T. H., & Muhajarine, N. (2010). Neighbourhood ethnic diversity buffers school readiness impact in ESL children. *Canadian Journal of Public Health*, 101(3), S13-S18.
- Queensland Government. (2010). Practice Paper: Working with people from culturally and linguistically diverse backgrounds. Retrieved from:
<https://www.communities.qld.gov.au/resources/childsafety/practice-manual/prac-paper-working-cald.pdf>
- Romios, P., McBride, T., & Mansourian, J. (2007). Consumer participation and culturally and linguistically diverse communities: A discussion paper. Retrieved from:
<http://www.hic.infoxchange.net.au/documents/items/2008/04/203594-upload-00001.pdf>
- Roseberry-McKibbin, C. (2002). *Multicultural students with special language needs*. Oceanside, CA: Academic Communication Associates, Inc.
- Sawrikar, P., & Katz, I. (2008). *Enhancing family and relationship service accessibility and delivery to culturally and linguistically diverse families in Australia*. Melbourne, Victoria: Australian Family Relationships Clearinghouse, Australian Institute of Family Studies.
- Speech Pathology Australia (SPA) (2009). *Working in a Culturally and Linguistically Diverse Society (Position Paper)*. Melbourne, Australia: The Speech Pathology Association of Australia Ltd.
- Thorardottir, E. T., Weismer, S. E., & Smith, M. E. (1997). Vocabulary learning in bilingual and monolingual clinical intervention. *Child Language Teaching and Therapy*, 13(3), 215-227.
- Tomoda, C. K., & Bayles, K. A. (2002). Cultivating Cultural Competence in the Workplace, Classroom, and Clinic. *The AHS Leader online*. Retrieved from:
<http://www.asha.org/Publications/leader/2002/020402/020402d.htm>
- Verdon, S., McLeod, S., & McDonald, S. (2014). A geographical analysis of speech-language pathology services to support multilingual children. *International Journal of Speech-Language Pathology, Early Online*, 1-13.
- Winter, K. (2001). Numbers of bilingual children in speech and language therapy: Theory and practice of measuring their representation. *International Journal of Bilingualism*, 5, 465 – 495.

Websites

- www.asha.org/public/speech/development/The-Advantages-of-Being-Bilingual/
- www.asha.org/Publications/leader/2002/020402/020402d.htm
- www.cal.org/resources/digest/earlychild.html
- www.racismnoway.com.au/
- www.londonsigbilingualism.co.uk/
- www.fka.com.au/
- www.multilingualliving.com/