

Irish-English Communicative Development Inventory (ICDI)

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Instruments

The *Irish-English CDI: Words and Sentences* (18-36 months) was first adapted by Ciara O'Toole and Paul Fletcher in 2005 with a preliminary norming and validity study carried out in the Munster region of Ireland. In 2009, Ciara O'Toole and Tina Hickey received funding from *Foras Na Gaeilge* [Statutory Irish Body] to extend the dialect coverage of *ICDI: Words and Sentences* to include the Connacht and Ulster dialects of Irish; to extend the norming data sample; and to develop the *ICDI: Words and Gestures* (8-17 months). As all children learning Irish are exposed to English at an early age, the vocabulary checklist includes both Irish and the nearest English equivalent side by side, so that parents can easily tick which word(s) their child understands or uses. The grammar section only looks at Irish language development, as the English equivalent is already available. All instructions to parents are given in both languages, recognising that even parents who are L1 speakers of Irish may find material such as this more accessible in English.

The revised and updated ICDI form was published in 2013 and is available in hardcopy from c.otoole@ucc.ie. An online version of the measure has also been developed and is currently being tested before going on general release (expected Spring 2018).

Norming and Availability

Finding sufficient numbers of families who are willing to participate in norming studies is challenging in a minority language context such as Irish, with declining intergenerational transmission (Census 2016). Furthermore, the norming of a bilingual instrument has particular challenges, given the variability in children's levels of exposure to their languages and the range of ages when this exposure begins. As a result, the interpretation of any perceived 'norms' requires an extensive language background questionnaire to be considered in parallel with the ICDI.

Despite the challenges involved, the within-language and crosslinguistic comparisons of the results show that using adapted scoring such as Total Vocabulary (sum of child's total Irish and English words) can provide a useful comparison between children of a similar age. The Percentage Total Vocabulary score has been found useful in crosslinguistic comparisons (see O'Toole et al 2017). To date (2017) the norming study has focused on collecting data for the Words and Sentences form (n= 140) and only preliminary findings are available for the Words and Gestures (n=16). It is hoped to extend the norming sample with the release of the

online form of Words and Sentences in Spring 2018. Analysis of the existing database is ongoing, but we are happy to share the instruments with other researchers, as well as our preliminary findings. Further information can be found by contacting us to request a copy of our manual and the form.

ICDI: Measure and Manuals (available in hardcopy from c.otoole@ucc.ie)

O'Toole, C. & Hickey, T.M. (2013) *Fardail um Fhorbairt na Cumarsáide Gaeilge-Béarla FFCG: Oiriúnú ar an MacArthur-Bates Communicative Development Inventory*. [Irish-English Communicative Development Inventory ICDI: Irish-English Adaptation of *MacArthur-Bates Communicative Development Inventory*.]

O'Toole, C. & Hickey, T.M. (2016) *Lámhleabhar Fardail um Fhorbairt na Cumarsáide Gaeilge-Béarla (FFCG)*. [Manual of the *Irish-English Communicative Development Inventory (ICDI)*.]

Publications

O'Toole, C. (2013). Using parent report to assess bilingual vocabulary acquisition: A model from Irish. In V. Mueller Gathercole (ed.) *Solutions for the Assessment of Bilinguals*, Bristol: Multilingual Matters, pp81-102.

O'Toole, C. and Fletcher, P. (2012). Profiling vocabulary acquisition in Irish. *Journal of Child Language* 39, 205-220.

O'Toole C. and Fletcher, P. (2010). Validity of a parent report for Irish-speaking toddlers. *First Language*, 30 (2) 199-217

O'Toole, C. Gatt, D., Hickey, T.M., Mieks, H., Haman, E. Armon-Lotem, Rinker, T., Ohana, O., dos Santos, C. and S. Kern, S. (2017). Parent report of early lexical production in bilingual children across varied contexts: A CDI study. *International Journal of Bilingual Education and Bilingualism* 20(2):124-145. Available online at: <http://www.tandfonline.com/doi/full/10.1080/13670050.2016.1179258>

O'Toole, C. and Hickey, T.M. (2017). Bilingual language acquisition in a minority context: using the Irish English Communicative Development Inventory to track acquisition of an endangered language. *International Journal of Bilingual Education and Bilingualism* 20(2): 146-162. Available online at: <http://www.tandfonline.com/doi/full/10.1080/13670050.2016.1179256>