Intervention for Non-English Speaking Families

Monday March 9, 2009
EHDI, Dallas TX.

Karen Cassidy
Med., CCC-A
LSLS Cert AVT . MED. CED

Gloria M. Furtado
MA, OTR

Sarah Wainscott
Med., CCC-A

Objectives of this session

- Definition of Bilingualism, as pertains to this session
- Factors affecting a parent’s choice
- Conditions required for competency
- Models for teaching and transition
- Challenges in practice

Statistics

- Two-thirds of the world population speaks more than one language.
- In the US one out of seven households speak a language other than English.
- Data from Gallaudet Research Institute, 2006-2007: 28.3% of children with a hearing loss are identified as Hispanic/Latino Families.
- Data from Gallaudet Research Institute, 2006-2007: 16.8% of children with a hearing loss are from non-English speaking families.
Definition

- Ability to speak in two or more languages, the frequent use of two languages.”
  - Merriam-Webster dictionary

- Having some receptive and/or expressive competency in more than one language.

Factors for Choice

Choice of language is EMOTIONAL and reflects RELATIONSHIP

“ My relationship with Clarisse is in French.”
  – Karen, mother of Clarisse, aged 3 years

Factors for Choice

Choice of language is influenced by COMMUNITY and ECONOMICS.

“ Without a strong belief in the rightness of what they are doing, many parents succumb to the overwhelming pressure to use the majority language of their region.”
  – Barbara Zurer Pearson
Why a family chooses two languages

- Personal choice and proficiency
- Visiting another country
- Need to connect with all family members
- Professional Advice: age of identification and intervention

Factors affecting competency

- MOM
  - Means: Capacities of the child (motor, cognitive, social)
  - Opportunity: Access to language rich environment to hear and practice intact model
  - Motive: Internal motivation and personality of child

Factors affecting competency

- Proficiency of parents
  - “telegraphic” speech
  - functional language
  - social language
  - academic language
Factors affecting competency

- Age of diagnosis and intervention
- Access to services
- Expertise of the professionals
- Competing issues: social, economic

Effective Models for Working with Non English Speaking Families

- One Parent one language
- Minority Language at home
- School Immersion
- Language related to culture specific holidays, foods, and customs

Working with Parents: Challenges

- Use of translator in the sessions.
  - Their understanding of the dynamics of the therapy session
  - Their understanding of their role during and outside of the session
  - Their proficiency in languages
  - Their complementary role
Working with Parents: Challenges

- Keeping parents/family goals in the forefront
- Use of both languages in language practice
- Use of phonetic inventory in both languages
- Build and find support to provide language rich experiences in both languages.

Advantages of Bilingualism

- Communication / Literacy
- Cultural
- Cognitive
- Social-Emotional
- Socio-Economic

Resources

Website that gives ASHA guidelines for SLPs and Audiologists for providing culturally and linguistically appropriate services.

Assessment and Intervention for Bilingual Children with Phonological Disorders

http://www.asha.org/about/leadership-projects/multicultural/Phono.htm
Phonemic Inventories Across Languages
Contact Information

Chattering Children
1495 Chain Bridge Rd. Suite 100
McLean, Va 22101

Ph: 571-633-0770
www.chatteringchildren.org

gmforms@chatteringchildren.org
news@chatteringchildren.org
krausel@chatteringchildren.org