Menu

- Reality Check
- Speech and Language Disorders
- When to consult a Speech-Language Pathologist

Reality Check

1. Students from diverse backgrounds have rich experiences and languages
   - Historical Context
   - Paradigm shift from deficit perspective to asset based perspective
   - Actions speak louder than words
   - Culturally and linguistically appropriate classroom and professional practice
Culturally and Linguistically Appropriate Classroom Practices

Impact:
- Student engagement and academic outcomes
- Social and emotional well-being
- Family relations

Guiding Principles of Culturally and Linguistically Appropriate Practices

(Staehr Fenner & Snyder 2017)
- Recognition of students' many strengths
- Welcoming and supportive learning climate
- Language and content taught simultaneously
- Teachers collaborate to share their expertise
- Teachers leverage advocacy and leadership skills

Reality Check

2. There are many benefits to being bilingual.
- No evidence to indicate that learning more than one language is detrimental
- Benefits: Cognitive, Familial, National, Social
3. Early intervention is critical
   - Better outcomes
   - Delays in referrals → delays in treatment = systemic bias
   - Triangulation of data

Communication Disorders

Speech
   - Articulation
   - Dysfluency
   - Voice

Oral Language
   - Receptive
   - Expressive

Speech

Articulation
   - Developmental Errors
   - Interference Errors
   - Evident in home language
Speech

Dysfluency
- Different Types: Rate of speech, whole-word repetition, part-word repetition, blocks, prolongations
- Developmental
- Evident in the home language
- Secondary features
- Familial history
- Differently tolerated

Speech

Voice
- Voice Quality
- Vocal Resonance
- Pitch
- Structural or medical basis
- Evident in the home language
- Differently tolerated

Language

- Strong oral language skills (understanding and speaking) provide the foundation for learning to read and write
- Strong skills in the home language supports English language development
- No evidence that use of English in the home is essential for English language development
- Knowledge transfers from one language to another
**Language**

Receptive (Understanding)
- Vocabulary, grammar, conversation, story
- Comprehension precedes expression
- Comprehensible Input
- Difficulties would be evident in the home language
- Second development weaker than expected

Expressive (Speaking)
- Vocabulary, grammar, conversation, story
- Silent Period
- Interference Errors
- Code Mixing
- Difficulties would be evident in the home language
- Second language development weaker than expected
When to Consult a Speech-Language Pathologist

L1 History
- Language milestones

Medical Factors
- History of ear infections
- Hearing loss
- Illnesses and Syndromes

Typical Acculturation and Language Learning

School Experiences
- Previous school experiences and performance
- Current progress
- Heritage Language Class

One stone will not support a cooking pot
Resources

- Snacks are for Talking Too: The KELI Cookbook
- Your Home Language: Foundations for Success (DVD)
- Home Oral Language Activity (HOLA) Program
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  3 Tippett Road, Toronto, Ontario, Canada M3H 2V1
  Tel:(416) 397-2595  Fax:(416) 395-8357
  E-mail:curriculumdocs@tdsb.on.ca
- MyLanguage.ca
- Reading Develops Language Skills: A Parent Handout in Eleven Languages.
- Use Your Home Languages (flyers & videos)  http://bit.ly/slpconnection

References


References