


Family-Centered
Intervention for Non English
Speaking Families

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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 school, 28.3% of children with a hearing loss are identified as Hispanic/Latino Families.
- Data from Gallaudet Research Institute, 2006-2007 school, 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

<http://www.asha.org/docs/html/KS2004-00215.html>
Website that give ASHA guidelines for SLPs and Audiologists for providing culturally and linguistically appropriate services.

<http://www.asha.org/about/publications/leader-online/archives/2007/070213/070213a.htm>
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

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