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A REPORT OF STREET

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Supporting Linguistically Diverse Children with ASD in the School Setting

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Workshop Objectives

- Define culturally and linguistically diverse and common language acquisition terms
- Identify common myths of linguistically diverse populations
- Describe a variety of classroom and treatment strategies to support linguistically diverse children with ASD

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WHAT DOES CULTURALLY AND LINGUISTICALLY DIVERSE MEAN?





Culturally and Linguistically Diverse

- Race/Ethnic Backgrounds → main focus of today
- Religions
- Socioeconomic status
- · Urban vs Rural
- · Natural Individual and Family Differences
- LGBT community
- Internationally Adopted Children
- Dialects: African American Vernacular English (AVE)/African American English (AAE), Creole Dialects in Louisiana
- · Dialects of different languages
- There are variety types of English spoken in other countries: Australia, UK, Canada, etc.

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- English Language Learners (ELL)
- Limited English proficient (LEP) students
- Dual language learners (DLL)
- Culturally and Linguistically Diverse (CLD)

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- <u>Language 1 (L1)</u> the primary language often the home language
 <u>Language 2 (L2)</u> later learned language, often in English in these contexts, sometimes referred as the less dominant language
- Terminology

 Basic Interpersonal Communicative Skills (BICS)—context dependent, everyday language (think conversational), typically 2 years under ideal conditions to be proficient

 The proficiency of each language may differ as the student grows older
 - <u>CALP (Cognitive Academic Language Proficiency) context reduced language of academics, typically requiring 5-7 years under ideal conditions to develop academics.</u>





Simultaneous

- Learning 2+ language at the same time
- Often seen in families speaking more than one language
- <u>Sequential</u>
 - Learning language one after the other
 - Often seen in those who immigrated later in life

• Dominant

- One language (often home language) is more proficient in one language compared to another
- Balanced
 - Equal proficiency in both their first language and other known languages
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- Inference/Transfer when an error is made in L2 due to the direct influence of L1 structure (e.g. adjective use in Spanish vs English)
- <u>Language Loss/Attrition or Subtractive</u>
 <u>Bilingualism</u> losing skills and fluency in their
 primary language if it is not
 maintained/reinforced
- Interlanguage period in L2 development when the learner starts to use language productively until the student attains competence that is similar to that of native language





- <u>Fossilization</u> when specific L2 "errors" remain firmly entrenched despite proficiency in the second language
- <u>Dialect</u> rule-governed, systematic variation of a language
- <u>Accent</u> the way people sound or pronunciation
- <u>Code Switching</u> alternation between 2 languages with a single constituent, sentence, or discourse



Silent Period

- <u>Silent Period</u> may occur during the initial phrase of second language acquisition while an individual focuses on listening and comprehension of the new language.
- Often a 3-6 month period or more

A LEARNING



CAN CHILDREN WITH AUTISM LEARN ANOTHER LANGUAGE?

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Myths Solved

- Compared to monolingual children with ASD:
 - bilingual children with ASD did not experience additional delays
 - No differences in cognitive functioning, language skills, or symptoms of ASD
 - children with ASD did not have significant differences in understanding/speaking between two languages
- Language development is likely to happen at a comparable pace to monolingual children with ASD





Benefits

- Compared to sequential learners, simultaneous learners tend to score higher on social interaction measures
- Valicenti-McDermott (2013) found:
 - better perspective taking,
 - greater use of gestures to signify wants and needs
 - Better pretend play skills
 - More cooing and vocalizing in toddlers
- Switching tasks may be easier, possibly due to code-switching
- Caretakers interacting in their native language are more likely to be responsive, use various communication functions, convey emotions, and expand on topics of interested; which may lead to better language modeling from the caretaker to the child
- May improve understanding of one's culture, improved self-esteem, a greater sense of community, and possibly more complex thinking skills





DIFFERENCE OR DISORDER?



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Difference versus Disorder

- Careful consideration and evaluations are needed
- True communication disorders will be evident in ALL languages used by an individual
- Take in consideration language dominance may fluctuate across the lifespan based on use and input and language
- Consider BICS vs CALP



STRATEGIES TO SUPPORT CLD STUDENTS





Professional Training

- Work with translators to provide parent or caregiver trainings
- Convey acceptance and appreciation of multiple languages
- Drawing on bilingual paraprofessionals, aides, or community volunteers to deliver first-language services (Kohnert, Yim, Nett, Kan, & Duran, 2005)
- Team Teaching
- Refer to bilingual service providers
- · Family Centered Approach





- Problems that may occur when translating may include (Goldstein, 2000)
 - language items often do not have a one-to-one translation:
 - languages vary in their order of acquisition or vocabulary, morphology, and syntactic structures;
 - Not all structures that are assessed on English tests exist in other languages;
 - standardized assessments that are not normed on bilingual populations are to only be used as informal probes with no accompanying scores.







Communication Strategies

- Processing Time, Pausing Frequently
- Rate of Speech and Enunciation
- Use the students' name to direct and maintain attention
- Multimodal Instructional Approach
- Check for frequent comprehension
- Review previously learned material daily
- Focus on communication of meaning rather than correction of grammatical errors

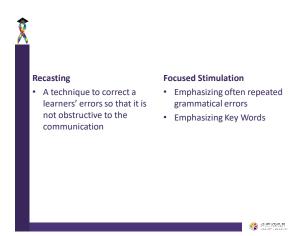




Language Strategies

- Provide clear, slower, repetitive, simplified input, along with more advanced forms
- Allow use of home language as a bridge to English (e.g. reciting a narrative in the primary language before English)
- Allow code-switching in student contributions to encourage spontaneous language
- Script Based Approach



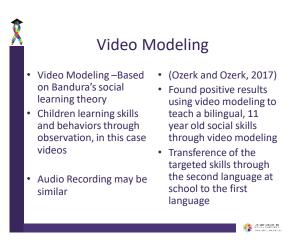


Extension vs Expansion Extension • Modeling the language using adult grammar and ADD new information Expansion • Modeling the language using adult grammar but DO NOT ADD new information

One-Up Rule	
Child's language level	Model
Vocalizing, Preverbal	Pointing, Triadic gaze, Hand-for-help Sound effects, single words: "Pop, pop, pop!" "Big" "Help"
0-1 Words (e.g. "bu" for bubbles)	Single words: "Bubbles!" "Pop" "More"
1-2 words	Word combinations: "Blow bubbles!" "Pop Bubbles" "Big bubble
Word Combinations	Short Phrases: "Pop big bubble" "Blow bubbles up" "I blow bubbles"
Short Phrases	Descriptive sentences: "Blow lots of bubbles!" "I want more big bubbles "Where's the blue bubbles?"







Augmentative and Alternative Communication (AAC) and Visuals

- Provide AAC and Visuals feedback in both languages whenever possible
- Culturally Appropriate Icons and Vocabulary
- Use Language Strategies with Modeling on their Device (Aided Language Stimulation)
- Families have different views of AAC/Visuals
- Parent Training



Classroom Considerations

- Establish a daily routine
- Set up "partners' in order to team a student who is an ELL with another student
- Consider background of students in lesson planning
- Allow small group activities to allow 'practice'
- · Consistent format for worksheets
- Present information in short, sequential steps





Questions??

Thank you for attending!

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