UW AUTISM CENTER
CENTER ON HUMAN DEVELOPMENT & DISABILITY
UNIVERSITY *of* WASHINGTON

UW Autism Symposium
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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

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.

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

WHAT LANGUAGES HAVE YOU COME ACROSS IN SEATTLE?

Let's look at the statistics.

LANGUAGE ACQUISITION TERMS

- <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

- <u>Basic Interpersonal Communicative Skills (BICS)</u> –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)</u> – context reduced language of academics, typically requiring 5-7 years under ideal conditions to develop

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- Simultaneous
  – Learning 2+ language at the same time
  – Often seen in families speaking more than one language
- Sequential
  – 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

- <u>Inference/Transfer</u> – 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 Bilingualism</u> – losing skills and fluency in their primary language if it is not maintained/reinforced
- <u>Interlanguage</u>– 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

CAN CHILDREN WITH AUTISM LEARN ANOTHER LANGUAGE?

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?

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

Recasting
- A technique to correct a learners' errors so that it is not obstructive to the communication

Focused Stimulation
- Emphasizing often repeated grammatical errors
- Emphasizing Key Words

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 bubbles"
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?"

Literacy and Reading

- Be aware narrative productions are different
- Graphic Organizers and Word Maps
- Phonological skills may be different, including letter-sound awareness
- Allow them to write in the primary language first, then have them translate
- Highlight key words
- Predictable and Active Books
- Culturally Relevant Books

Social Skills Strategies

- Consider the family's cultural customs and social needs
- Peer- or sibling-Mediated
- Be aware Idioms or Figurative Language
- Encourage code switching
- Role Play
- Social Communication and Non-verbal Cues may be different in different cultures
- Theory of Mind

Video Modeling

- Video Modeling –Based on Bandura's social learning theory
- Children learning skills and behaviors through observation, in this case videos

- Audio Recording may be similar

- (Ozerk and Ozerk, 2017)
- Found positive results using video modeling to teach a bilingual, 11 year old social skills through video modeling
- Transference of the targeted skills through the second language at school to the first language

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

RESOURCES

Questions??

Thank you for attending!

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