

Catalyst Connects: Belonging Matters



Session 5: Multilingualism

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Funded by
UK Government

Catalyst
Psychology 

The Catalyst Psychology logo is a white circular emblem containing a stylized, white, branching symbol that resembles a plant or a person's arms raised in a 'Y' shape.

Housekeeping



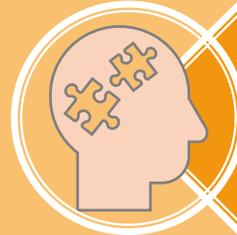
- **Comfort break**
- **Cameras on/microphones off**
- **Raise hand/send a message in the chat for comments or questions**
- **Confidentiality**



4 aspects
developed
through all 3
strands of the
project



providing a welcoming
and inclusive
environment



assessing new arrivals
holistically, considering both
academic and mental health
needs



providing ongoing
learning and pastoral
support



supporting parents/carers
(including hosts and
sponsors)

Aims

- For participants to feel more knowledgeable and confident accurately identifying multilingual pupils who have Speech, Language and Communication Needs (SLCN)
- For participants to know what to do to support multilingual pupils who have SLCN, and their families

	True?	False?
Multilingual children are at higher risk of having Speech, Language and Communication Needs		
More than half of children in socially deprived areas may start school with impoverished speech, language and communication skills		
It's expected that a child new to English will be silent for a year		
Developmental Language Disorder affects approximately 2 children in every classroom		
100-120 languages are spoken by long-term residents in Greater Manchester		
When a child mixes languages in a sentence they are confused		

Advantages and Benefits

Bilingualism is an advantage and does not cause or contribute to speech, language or communication difficulties.

- **linguistic, social, ? cognitive advantages**
- **develop and maintain relationships with family and community**
- **secure and strong sense of self-identity rooted in culture**
- **sense of wellbeing**
- **wider employment opportunities**
- **easier additional language learning**
- **delayed onset of Alzheimers**

(Royal College of Speech and Language Therapists)

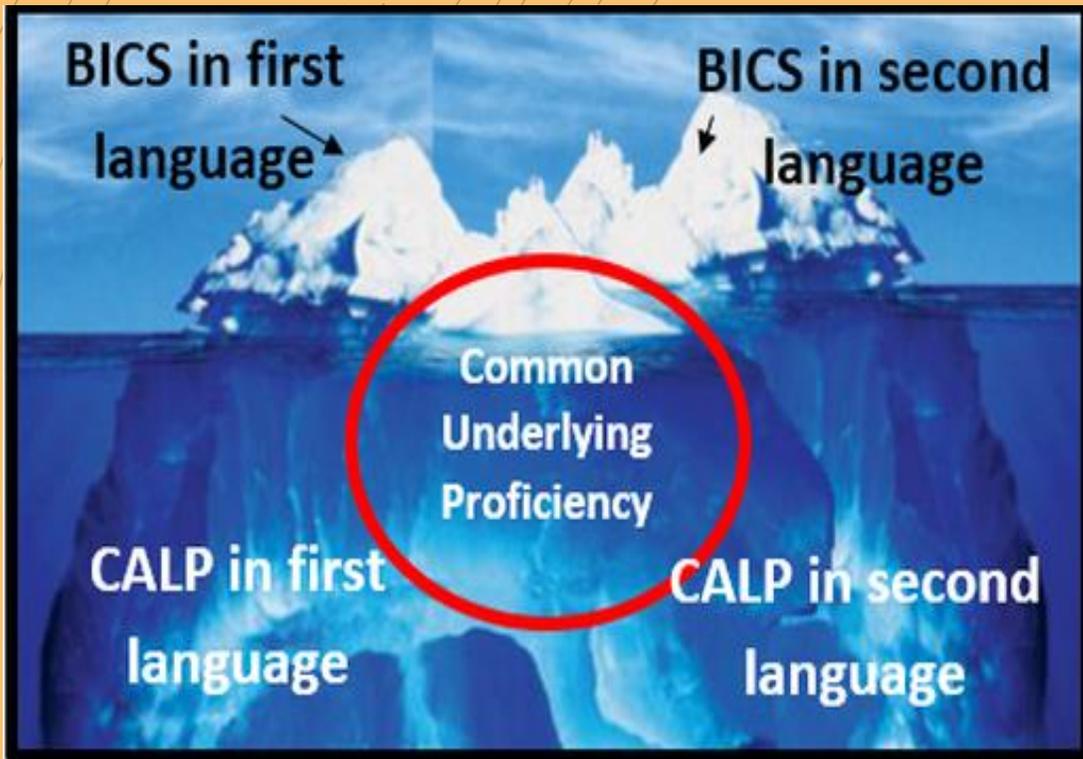


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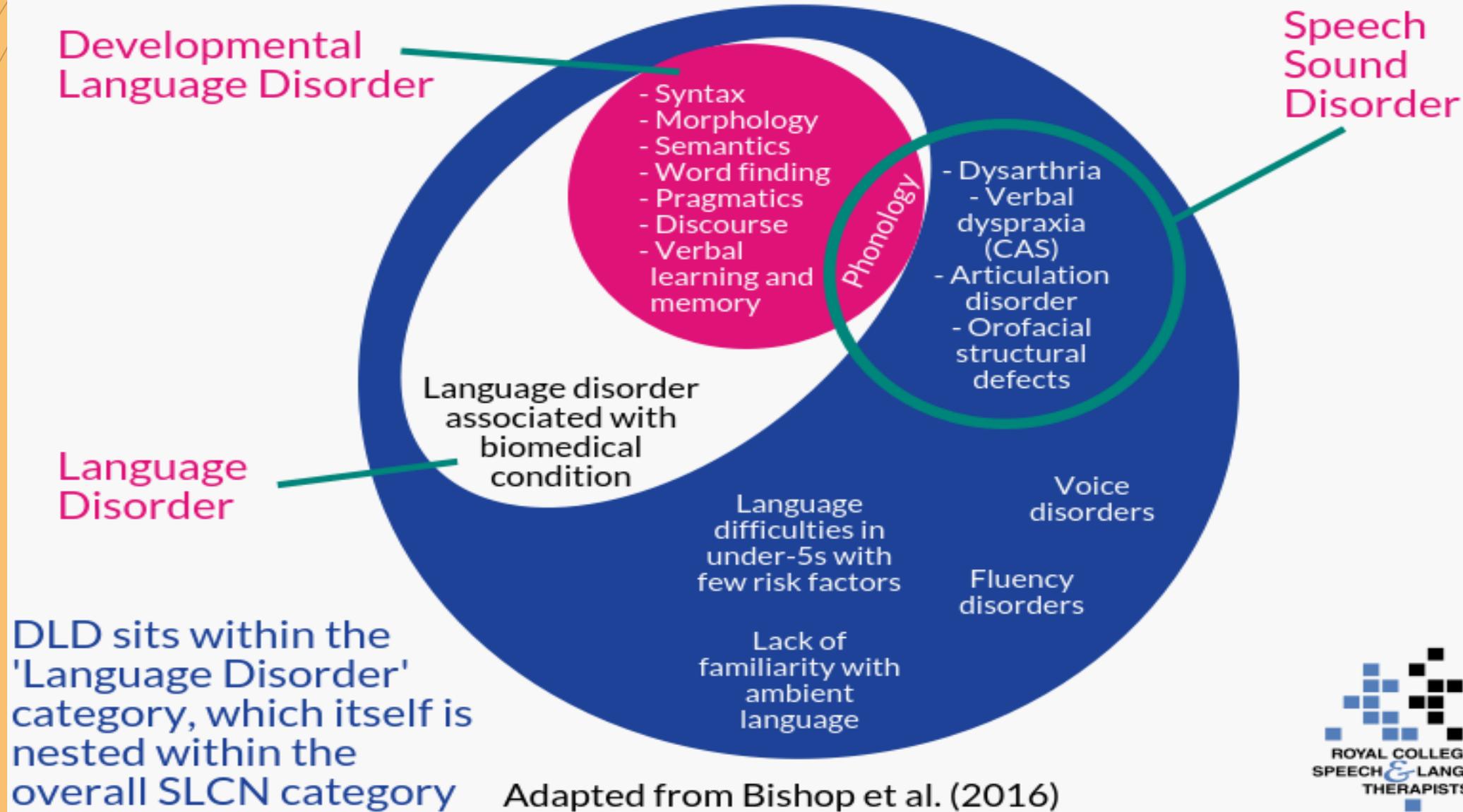
<https://strategiesforparentsofenglishlanguagelea.weebly.com/jim-cummins.html>

- **Basic Interpersonal Communication Skills**
 - day to day conversational, social language
 - lots of contextual and non-verbal cues
 - takes 6m-2 years for a pupil to understand and develop these skills
- **Cognitive Academic Language Proficiency**
 - understand and use of academic language
 - not many contextual cues, abstract
 - takes 5-7 years to understand and develop these skills

Language Loss/Attrition

- Can be rapid in individuals (within a few months) and communities (one generation)
- Can have a profound impact on family, parent-child bonds
- Families should use home language until the child settles into a bilingual usage pattern, and continue to provide exposure
- Use it or lose it
- May be confused with DLD

Speech, language and communication needs - an overview:



Multilingual Language Development Expected	Could this be SLCN? Unexpected
Receptive and expressive home language skills are developing well	Receptive and/or expressive language skills in home language are delayed or disordered
No difficulties maintaining attention and listening	May have persistent difficulties with attention and listening skills
Word finding difficulties in L2 may be evident short term	May have persistent word finding difficulties in all languages
Use of grammar may appear disordered when child applies L1 rules to L2	Unusual, persistent grammatical errors
Learnt phrases sometimes used in L2 especially when emerging from silent period	Learnt phrases may persist, without understanding of the phrase, may not be appropriate to context
Play is age appropriate	May have delayed play skills
Progresses rapidly	Progresses slowly and does not easily generalise new words

Adapted with permission from Sunita Shah
(Together Let's Communicate Limited)

- <https://speechandlanguage.org.uk/help-for-families/ages-and-stages/>

Ages and Stages

4-5 years

This is a guide to how children typically develop their talking and understanding of words between 4 and 5 years.

[Read more →](#)

5-7 years

This is a guide to how children typically develop their talking and their understanding of words between 5 and 7 years.

[Read more →](#)

7-11 years

This is a guide to how children typically develop their talking and understanding of words between 7 and 11 years.

[Read more →](#)

11-14 years

This is a guide to how children and young people typically develop their talking and understanding of words between 11 and 14 years.

[Read more →](#)

14-17 years

This is a guide to how children and young people typically develop their talking and understanding of words between 14 and 17 years.

[Read more →](#)

18+ years

This is a guide to how young people typically talk and understand words from the age of 18.

[Read more →](#)

Things to look out for - EY

- Regression or stalling of language development
- Does not understand simple commands
- Does not display intention to communicate
- Does not seem to respond when you speak
- By 5, only using 3 'word' utterances
- Close relatives cannot understand more than half of what the child says (by age 5)

Things to look out for- Primary

- Difficulties understanding the meaning of words
- Only follows part of an instruction you give
- Uses short sentences, with words missing or the wrong order
- Finds it difficult to make and keep friends
- Find it hard to make up stories
- Narrative may be muddled

Speech and Language UK

Darcie's story

https://www.youtube.com/watch?v=38ur_bxJJG4

Things to look out for - Secondary

- taking a long time to organise what they are going to say or write
- difficulty telling their ideas in the right order
- difficulty giving specific answers or explanations
- has difficulty taking turns in conversations
- talks to teachers and friends in the same way instead of adjusting their style of talking based on who they are talking to
- has trouble learning new words

Speech and Language UK

Wellbeing, Trauma and SLCN

- **Adversity, trauma and communication skills influence each other**
- **Language barriers and acculturation will be a core stressor**
- **Wellbeing and Trauma-informed support – sessions 5 & 6**

Case Studies

Could this pupil have SLCN?

- Reception
- Y4
- Secondary

Take a photo/screen shot of the case study that is most relevant to your work
Read the case study.

Take 5 mins to discuss in groups– could this pupil have SLCN?

What makes you think that, or not think that? Be ready to share your thoughts

Myia (Reception)

- Private nursery from age 3, 3 days a week, for 6 months. Then School Nursery, full time.
- Family are from Myanmar; school have recorded home language as Norwegian.
- Described by Reception Teacher at the start of Autumn term as passive, non-verbal, no eye contact, lack of facial expression, very little non-verbal communication, gets 'lost' among other pupils, needs guiding by the hand
- Her nursery year she was very upset a lot of the time, finding it hard to leave parents and seemed scared, hypersensitive to sound especially others crying
- She likes to play independently in home corner, construction, some times alongside peers. She loves Peppa Pig and books about Peppa Pig.
- Dad is becoming increasingly concerned, e.g. he is worried that she can't ask for the toilet

Could Myia have SLCN?

Mohammed (Y4)

- Mohammed is a refugee who has recently arrived in the UK from Afghanistan, with his parents and two younger siblings. The family speak Arabic. They have limited spoken English.
- He has just started Year Four. He started school in May of Year Three. It is unclear whether he has attended school before.
- When he arrived, he was very watchful and quiet. Now he tends to smile and nod a lot.
- His understanding of English is basic; he relies a lot on being shown what to do and help from other children.
- He is tries to have short conversations with his friends and teachers. He talks frequently in Arabic to other children in school.
- He likes football and is well included in the friendship group.

Could Mohammed have SLCN?

João (Y10)

- João arrived in Y9 from Portugal speaking no English.
- School staff were concerned because *'He is not picking up English as quickly as we would have anticipated having been in the country for 8 months and he is still struggling to access work even when it is translated into Portuguese.'*
- A Portuguese first language speaker tried an 'All About Me' profile with João but he cried- this caused a lot of concern. Not clear if he didn't understand or couldn't formulate his responses
- Parents had not been concerned about early physical milestones but reported he had only started to speak at the age of 4 or 5.
- Enjoyed art but struggled to follow instructions in the art class
- Struggled with handwriting and copying shapes and symbols

Could João have SLCN?

Questions to ask the parent/carer about language

1. Are you concerned about your child's understanding of language, talking skills or social skills, in your language/s?
2. Is it difficult to understand what your child says in your language/s?
3. Has anyone in the family (such as siblings, parents, cousins, aunts/uncles, grandparents) had any difficulties with understanding, talking, reading or writing?
4. Does your child switch (code-switch) languages less often than you would expect?
5. About how old was your child when they said their first words?
6. Does/Did your child have any delays in their development (e.g. sitting, walking, playing, listening, toilet training, learning to read)
7. Does your child get anxious, worried or scared in social situations? For example did they struggle to settle in school?

Task

Complete the questionnaire with a family you know, where you or the Teacher have some concerns that the pupil may have SLCN.

OR

Complete a 'Grows N Glows' form

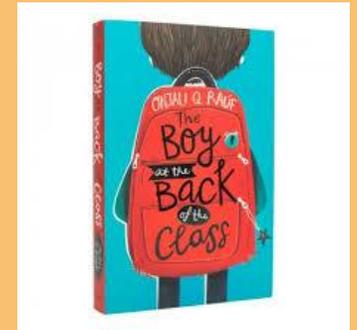
When do I refer to Speech and Language Therapy?

- **Consult your local SALT provider – re: referral criteria.**
- **Don't be worried about picking up the phone and asking the SaLT before making a referral to check whether they think it is appropriate**
- **Be clear re: what are the home language/s and make sure it is clear family need an interpreter**
- **Say how long they have been exposed to English and what support you have provided so far; what has worked, what you are still worried about**

How to help?

1. If you had to go to another country where no-one could speak your language, what would you like people to do to help you to understand better?

The Boy At the Back of the Class, Onjali Q Rauf



2. If you always found understanding words difficult, in any language, what would you like people to do?

How to help

Create a communication-friendly environment:

- **Physical and sensory environment:** space, light, noise, positioning
- **Clear and consistent routines**
- **Visual supports, e.g.:** objects, photos, symbols, gestures, signs, facial expression, body language, video, colour coding, now-next board, timelines, timetables, active listening cue cards, communication fans, task strips/sequence strips, templates, word webs
- **Adapt your language:** slow-moderate pace, one instruction at a time, pause, explain idioms and word meaning, check understanding
- **Planned opportunities for speaking and listening, e.g.** ensure that tasks have practical elements, explicitly teach new vocabulary, non-language based method of asking for help

<https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/>

<https://www.elklan.co.uk/Training/Settings/CFSe/>

Key messages for families

- **Keep speaking your home language/s!**
- **Your language is a gift!**
- **Use the language/s that feel natural and comfortable to you**
- **Multilingualism does NOT cause delay or confusion.**

If SLCN: Above, +

- **Multilingualism does not cause or contribute to SLCN**
- **Parents do not cause SLCN – you are not to blame**
- **You are not alone**
- **Speech and Language Therapy can help**
- **Focus on achievements and small steps ‘inchstones’**
- **Your child will make progress with the right approaches**
- **Take care of yourself too**

Encourage families to maintain and develop child's home language by providing opportunities such as:

- **Everyday opportunities, routines**
- **Playing and having fun together - games, film and TV, music**
- **Listening to and telling stories**
- **Talking with others who speak the home language/s – phone/video calls, meeting up**
- **Talking about memories, special events, food, photos/videos**



	True?	False?
Multilingual children are at higher risk of having Speech, Language and Communication Needs		X
More than half of children in socially deprived areas may start school with impoverished speech, language and communication skills	✓	
It's expected that a child new to English will be silent for a year		X
Developmental Language Disorder affects approximately 2 children in every classroom	✓	
100-120 languages are spoken by long-term residents in Greater Manchester		X
When a child mixes languages in a sentence they are confused		X

Useful Links/Resources

Bilingualism/Multilingualism	SLCN
<p>https://www.bbc.co.uk/tiny-happy-people/bilingual Videos for practitioners and families about bilingualism (Early Years)</p>	<p>https://speechandlanguage.org.uk/educator-hub/ Charity, support, info and resources for families and educators</p>
<p>https://www.bell-foundation.org.uk/resources/guidance/ Changing lives and overcoming exclusion through language education</p>	<p>https://www.naplic.org.uk/developmental-language-disorder/ Resources, online learning (free) and yearly conference</p>
<p>https://naldic.org.uk/ Professional forum for the teaching and learning of English as an additional language.</p>	<p>https://www.youtube.com/@southteesnhsspeechtherapy8086/videos Loads of useful videos (some translated) for inspiration or learning, by South Tees NHS SLT Team</p>
<p>https://worldstories.org.uk/ Free stories in 33 languages including Cantonese, Pushto, Dari and Ukranian</p>	<p>https://mypicturepath.com/for-schools/ Create digital visual timelines and now-next boards – for schools and families</p>

Any Questions?

