



Language Access for All: Promoting Inclusive Communication Support for Children with Language Delay in Multilingual Environments

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Friday, May 10, 10:30 AM – 12:30 PM

Learning Objective 1 Participants will discuss the challenges and barriers faced by children with language delays in multilingual environments, emphasizing the need for equitable and inclusive language learning opportunities.

Learning Objective 2 Attendees will gain practical tools and strategies to support language development that respect and utilize children's home languages, enhancing the effectiveness of interventions and supports in multilingual settings.

Learning Objective 3 Participants will be equipped with the knowledge to recognize and challenge English-centric biases in language support practices, promoting an anti-racist approach that advocates for language access and equity for all children, regardless of their home language.

Breakout Room 1:

1. ¿Cuál es una de tus costumbres favoritas?
2. איפה נולדת ?
3. 你最喜欢的食物是什么 ?
4. ከንደይ አሕዋጉ አለጧኸ?

How many Languages:

<https://www.ethnologue.com/insights/how-many-languages/>

Bilingual/Multilingualism in the World and in the US

According to the American Community Survey (ACS) data from 2019, approximately 22% of children under the age of 18 lived in homes where a language other than English was spoken.

Breakout Room 2:

1. How would you explain Language Differences, Language Delay, and Language Disorder?
2. What are some challenges you've faced with supporting children from multilingual households in their communication development?
3. What questions do you have related to this topic that you would like more clarification on?

Language development: The 3 D's

DIFFERENCE:

<https://www.asha.org/practice/multicultural/phono/>

DELAY:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6168212/>
<https://journals.sagepub.com/doi/10.1177/13623613221147780>

DISORDER:

https://docs.google.com/forms/d/e/1FAIpQLSdh1uf1z_h_ii8tedLWZGCYlnWlwW5nKlIEyZ0d3X4N2mhA/viewform

Core words across languages:

<https://sites.google.com/edmonds.wednet.edu/aac4families/home/core-board>

<https://ittybittyspeech.com/core-word-vocabulary-communication-board-translation-library/>

Language-Rich Child Activities

- Books

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- Songs

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- Food
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Parents' Name and Parent Names

English: Mom / Mum Spanish: Mamá French: Maman German: Mama / Mutter Italian: Mamma Portuguese: Mãe Russian: Mama (Mama) Chinese (Mandarin): 妈妈 (Māma) Japanese: お母さん (Okāsan) Korean: 엄마 (Eomma) Arabic: أم (Umm) Hindi: माँ (Mā) Dutch: Mama / Moeder Swedish: Mamma / Mor Norwegian: Mamma / Mor Danish: Mor / Moder Polish: Mama / Matka Greek: Μαμά (Mamá) Turkish: Anne Vietnamese: Mẹ	English: Dad Spanish: Papá French: Papa German: Papa / Vati (informal) / Vater (formal) Italian: Papà Portuguese: Pai Russian: Папа (Papa) Chinese (Mandarin): 爸爸 (Bàba) Japanese: お父さん (Otōsan) Korean: 아버지 (Appa) Arabic: أب (Ab) Hindi: पिता (Pitā) Dutch: Papa / Vader Swedish: Pappa Norwegian: Pappa Danish: Far / Farmand (informal) Polish: Tata Greek: Παμπάς (Bampás) Turkish: Baba Vietnamese: Bố
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Review:

1. Testing
2. Priorities
3. Vocabulary
4. Books, Songs, Food,
5. Names
6. Resources and Technology
7. Collaborate!

Call to Action:

How can you make everyone you are serving feel included, validated, and heard?

How can you promote multilingual language considerations?

What's one small step you can take?