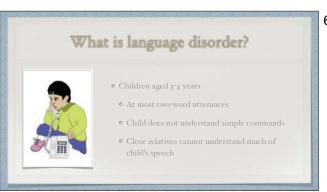




# What is language disorder? Children under 2 years - Very difficult to differentiate communication difficulties from typical variation Children aged 2-3 years Minimal interaction Does not display intention to communicate No words Minimal reaction to spoken language Regression or stalling of language development



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## What is language disorder? • From 5 years Difficulty in telling or re-telling a coherent story Difficulty in understanding what is read or listened to • Marked difficulty in following or remembering spoken instructions • Talking a lot but very poor at engaging in reciprocal conversation • Many instances of over-literal interpretation • (Bishop, Snowling, Thompson, Greenhalgh, CATALISE consortium, 2016: 9-10)

## What is language disorder?

- There is a wide body of evidence showing that growing up with more than
- Bishop et al. 2016
- Bilingualism is an advantage regardless of the presence of a speech, language, or communication disorder, or feeding and swallowing
- Royal College of Speech and Language Therapists, 2019

## Delay or disorder?

- "...the term 'language delay' was widely rejected by our panel members as confusing
- "Language problems that are still evident at 5 years and over are likely to persist..."
- "...there is a persisting tendency in some circles to think that intervention is not required when language impairments are associated with social disadvantage. Where these misconceptions persist, they need challenging"
- Bishop et al. 2017 (1076, 1071) and Bishop et al. (2016: 19).



### Royal College of Speech & Language Therapists Professional Standards

- Bilingualism **does not** cause, or contribute to, a speech, language or communication disorder.
- Assessment and intervention must always be carried out in both/all languages.
- Collaborating with professional interpreters should not be viewed as optional, and must not be restricted by budgetary constraints.
- Speech and language therapists should never recommend abandoning the home language(s) in favour of additional language learning.



### Royal College of Speech & Language Therapists Professional Standards

- Services should allocate at least double the time for bilingual clients and their families in order to achieve the same positive outcomes as monolingual clients, and therefore deliver an equitable service.
- It is not the role of the speech and language therapist to teach the majority language in the absence of a speech, language or communication disorder. This role lies with education



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"(As a parent) you should never feel guilty for being bilingual; your child would have experienced difficulties no matter which language or languages they spoke."





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# Best practice • Encourage parents to speak their home language: • It's the best model for language Maintains culture and develops identity • Will **support** the acquisition of

Best practice • If you are concerned about a bilingual child's language skills, ask parents about their home language usage • Find out which home languages are spoken. Stow and Dodd (2005) found that only 45% of bilingual children had their language correctly recorded on the • Don't delay!

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# Bishop, D. V. M., Snowling, M. J., Thompson, P. A., Greenhalgh, T., & consortium, C. (2017). CATALISE: A Multinational and Multidisciplinary Delphi Consensus Study: Identifying Language Impairments in Children. PLoS ONE, 10(4): e015/953. doi:10.1316/j.consensus.Study. Identifying Language Impairments in Children. PLoS ONE, 10(5): e015/953. Bishop, D. V. M., Snowling, M. J., Thompson, P. A., Greenhalgh, T., & consortium, C. (2017). Phase 2 of CATALISE: a multinational and multidisciplinary Delphi consensus study of problems with language development: Terminology Journal of Child Depchology and Dysbatiry, 31 (40), 1067 1866. Royal College of Speech and Language Therapists (2019). Clinical Guideline: Billingualine. (London). Retrieved from https://www.research.nand-bester.ac.uk/portal/files/elo/6606/18/Glossary, Sheet. 28. Billingualine. 2016. pdf Stow. C., & Dodd, B. (2004). A survey of billingual children referred for investigation of communication disorders: a comparison with monolingual children referred in one area in England. Journal of Multilingual Communication Disorders, 3(0), 1-23.