(The Speechie Show Ep.8)

***Welcome to the Speechie Show! Being a speech language pathologist often means having too much work and not enough planning time. To beat the overwhelm, we’re bringing you the tricks and tools that will make your job a little bit easier.***

**Carrie:** Hey Everybody, welcome to the Speechie Show. I am here today with Scott Prath from bilinguistics.com and we are talking today about what to do when you have a student who speaks a different language at home than you speak. So, you don't speak their native language. Scott is here to help us with that, welcome Scott.

**Scott:** Thank you, glad to be here.

**Carrie:** Good, if you were trying to get on a minute ago, we were having a couple technical problems. So, thanks for hanging with us. I hope you're finding you're way back over here to the real call. So, we're going to talk about bilingual students today and what to do when you don't speak their native language. If you are new to the show, my name is Carrie Clark from speechandlanguagekids.com. I run the show, The Speechie Show. We do this every week where I interview a guest. We're still working on still figuring out a good platform so today Scott's on the monitor and I'm standing next to him. So, we are, we share tips and tools and resources every week for speech language pathologists to help make your job a little bit easier and we do giveaways on every episode too. So, stick around we're going to do some giveaways here in a minute. For those of you who are watching, go ahead and type in what languages are your students speaking, aside from English. So, what are the languages you are coming across? While they are typing in their comments, Scott why don't you go ahead and introduce yourself and tell us a little bit more about you and bilinguistics.

**Scott:** Sure. So, I work with a group of bilingual professionals in Texas. I'm Spanish/English bilingual and basically, we work within the school, within early intervention and also within a clinic, primarily with kids who have a different language at home. Obviously, it's Texas and the United States, so most of the students are speaking Spanish, but the truth is, as soon as you say you're bilingual, or as soon as you say you're a speech language pathologist, you get all sorts of kids Mandarin and Farsi speaking. So even those people that are bilingual, we can never be bilingual enough. So, we've had to figure out ways in which we can treat students who don't speak our language, or at home, and not over qualify them for special Ed.

**Carrie:** Perfect, that sounds wonderful. I know that's something that working in the schools a lot of our listeners have trouble with because if you're in the schools and you're the only one, the only speech therapist, you get everyone regardless of what language they speak so.

**Scott:** Definitely, definitely.

**Carrie:** Yeah. Alright so we're going to go ahead and go into five tips today that will help you with working with those students who speak a different language than you do. And we are also going to be doing giveaways here in a couple minutes so stay tuned. And we would love to hear your questions as we go along. So, type in questions. Share this with your friends, make sure everybody sees it and here we go with the five tips.

So, the first thing that you are going to talk about is using intelligibility to gage if a student needs some help. So, can you tell us a little bit more about that?

**Scott:** Yeah, so basically the name of the game on the speech side. The articulation side is always intelligibility. It's how much a child can be understood. So, for us that can be difficult if they speak another language. But even among their same language peers or their same language adults or community center. How intelligible are these people? I'll share something here and hopefully you can see it and then I will talk through it...ok. So, are you seeing a speech sign?

**Carrie:** Hang on just a second, there may be a delay. Here it is, ok.

**Scott:** Ok there it is. These speech intelligibility guidelines are true of nearly all languages. So basically, what it says is that for a 3-year-old child they should be 75-100% intelligible or by a known person or by their parents, someone who speaks the same language. And for an unfamiliar listener at 3 years, they're 75% intelligible. And at 4 years they should also be 100% intelligible. So, the take home message from this is that by the time that kids get into school or even the younger ones in the clinic, they should largely be 100% intelligible. This is the first key, is asking members of their community that speak their language, what percentage of the time they can understand, so that's number one.

**Carrie:** Yeah so what you're saying is, you ask somebody else how intelligible are they in their native language and if they're also if they’re not intelligible in their native language, you also know there's more of a problem than second language influence, correct?

**Scott:** Yeah, exactly and you don't even have to use the fancy speech words. Just in a conversation with an interpreter with a parent or with a committee. You know, what percentage of the time can you understand your child. And sometimes they need examples like the younger ones. When they want something to eat, do you understand them...no they're always standing in the kitchen screaming. You get these hands-on examples for the teacher. Ok, you've got how many students, 20? Great, out of the 20 students which are probably from their same neighborhood or other students that speak like him, do you understand them more or less than the others. So, intelligibility, regardless of the sounds they make or that’s still king in our field.

**Carrie:** Yeah, I like the specific examples. I think that's really helpful. Ok if you guys have any questions as we're going along make sure you're typing those in. Alright so now we want to talk about the second point which is phonology versus articulations. Talk about how that looks in English language learners.

**Scott:** Yeah so let’s talk about how it looks overall. There’s some amazing work that was done about 10 years ago, by Dodd2004. Basically, they took a caseload of kids who aren't intelligible and divided it up between phonology and articulation. So, in your minds what percentage do you think would be articulation and what percentage would be phonology. I'll bring another graph up here....

**Carrie:** If you guys are watching, go ahead and type in what you think percentages are for articulation verses phonology.

**Scott:** Ok what it comes down to, and I found this to be shocking, is that 13% of the case load was articulation and the other 87% was phonology. So, there’s 57% which is the phonology we're familiar with. But they went further to define two other groups that are phonological. I presented on this on a state level and a national level recently. You can find the whole presentation at bilinguistics.com. But this was shocking to me. Think about all the conferences you went to. So, if you walk by any of the booths at your state conference or national conference or if you go online looking for products, what percentage of them are articulation and what percentage of them are phonology. I think it’s split. All of the artic cards, I think it’s split. And those don't match the kids were seeing, so that’s a big problem. And it’s highlighted with bilingual kids. Spanish is primarily who we see but this is true of all the Asian dialects, that their largely c/v languages, consonant/vowel. Whereas the English and the dramatic have consonant vowel consonant more often right. So, I would say that even with bilingual kids, even more so rather than focusing on the sounds. My kids are largely phonological because they can have extremely long words, like words the size of butterfly and elephant, which are our big ones in English, those are the average words or the phrases are larger because it’s consonant vowel...cv cv cv cv. So, in thinking about a child who is unintelligible, we definitely want to put a lot of weight on phonology.

**Carrie:** Perfect, ok. So, we've hit two points talking about intelligibility to gage if there is a problem and focusing on the phonology because you're going to get more quicker results with that as opposed to an articulation approach, correct?

**Scott:** Yeah, more accurate.

**Carrie:** Perfect. Alright so talk to us about vowels. How are those looking for us?

**Scott:** Ok so here are the vowels of English. It’s always the you know the useless speech and language trivia, how many vowels there are right!? And then everyone says five and the truth is that there is a dozen. I'm from Wisconsin so I've been gifted a 13th which maybe you do too with everyone in the west. But if you add in diphthongs, we're already up to 20. In Spanish, there is a handful of diphthongs, but there’s only 5 vowels as an example. In Arabic, they only use 3. So, when I’m thinking about accent, basically when I speak in Spanish I’m trying to stuff my 13 vowels into 5 little boxes, aeiou. And a Spanish speaker, what you know as a Spanish accent, is a Spanish speaker trying to stretch their five vowels to fill these 12 different boxes. So, the point is that accents as we know it doesn’t really account for intelligibility. And vowel differences make us some words hard to understand sometimes, but for the most part it’s the consonants that are the problems. So just because someone has an accent, that really shouldn’t affect intelligibility too greatly.

**Carrie:** So you're saying focus on those consonants and let the vowels go and let that be the accent for now.

**Scott:** Yeah. I heard a beautiful metaphor from a singer, basically that vowels are the melody and the consonants...so when we turn our voice on...iiiiiiiiiiiieeeeeeooooooo, our voice is on and then we stop that with consonants. So, people just turn their voice on in different ways but the consonants are largely the same. So, that’s where our focus needs to be.

**Carrie:** Perfect, excellent. Alright for those of you watching live, remember there is going to be some giveaways in just a couple minutes, and please feel free to add you questions as we go along here. Ok so let’s talk about goals. What are we writing goals on for these students?

**Scott:** Yeah, so um with that giveaway we have an e-book that we wrote. It’s just over 40 pages and its developmental norms in English and Spanish. And what this basically does is it lays out how we look at consonants. I’m going to show you one diagram. We've done this in another book, ill share at the end with 12 different languages, but I think that the diagram paints the major points. So, what you're seeing on our screen are the Spanish sounds and the English sounds and the name of the game with goals is that we want to write goals on the sounds that both languages share. So as an example, we want to stick in the middle. So, what we have here is b,d,g,p,t,k,m,n as examples. Those sounds are in Spanish right, t and k. Whereas the harder dramatic sounds...those sounds that sound like your television is broken that we got from German, they don't exist in Spanish. So, to write goals on those aren’t necessarily going to serve our purpose and they're not going to move these guys off the case load. So basically, focus on the sounds. And you could go to google...like I said we did this with 12 languages, but basically you could get the phonology from 2 languages and you always have your diagram with English and you find the sound that both share. And those are really good sounds to write goals on.

**Carrie:** Perfect, yeah that’s great. And you said that was in the e-book that you're going to talk about here in a minute?

**Scott:** Yes, for Spanish and English that one is.

**Carrie:** Excellent. Ok so the last thing that we want to talk about today is final consonants in Spanish. So, let’s talk about how that looks.

**Scott:** Ok, so bang for your buck if I was going to give you one thing out of here that you can take away with, the phonology, the most, the greatest errors that I see when I receive reports from people that writing in for questions, it has to do with final consonants deletion. So, in Spanish if you're going to put a final consonant on a word it’s extremely important. You’re talking about tense, you’re doubling it, like s in English that’s equal, or it’s a verb. So, there’s only 5 sounds and the easiest way to remember them are this, is I use the word snarled...s,n,r,l,and d. Those are the only final consonants that can be used in Spanish and I use sparingly. So, I can't tell you the number of reports that say, “hey can you take a look at this”, and they've got goals so they want to focus on phonology so that's absolutely true. But we want to be careful with some of the phonology because in Spanish they don’t use final consonants and we write that goal a lot and a child just wouldn’t say it. So, the other, another one if I could add one is cluster reduction. So, they don’t have clusters at the end of the word. So, something I heard just yesterday in the hall, a child said "Done do dat". So, we have Don’t, they don’t have final clusters so he ended it with done which is fine, do which is fine and then dat and he doesn’t have a final th so it was da for that. And that's absolutely fine for a Spanish speaker. But I think it exemplifies the fact that um there not bringing over from their languages is making them look disordered.

**Carrie:** So what you're saying is that the final consonant deletion and the cluster deletion, those are not things that we should be targeting with these children because those are dialectal differences and not phonological disorders, correct?

**Scott:** Yeah, correct. They do have five consonants but they don’t have all the ones like we have. So, it’s something that over diagnosis their group.

**Carrie:** Sure, sure. Alright well those are our five points today. We hope that that was helpful for you. We are going to talk about Scotts favorite resources for bilingual students and then we're going to do our giveaways. So, Scott what are your resources?

**Scott:** Yeah so um we have found that working with kids from another language, it’s extremely possible. So, this is the e-book we're going to give a way. Its developmental norms for Spanish and English and were at bilinguistics.com which also has a ton of free resources on it to help you with kids that might not come from your culture. So, this has everything I talked about. All the developmental norms and it also, what we didn’t talk about today, the similarities and differences in language. And then the other book, the main book that we wrote is called Difference or Disorder. And what we've done with this one is we've taken the 12 most common languages. So, Spanish, mandarin as an example and we've done those diagrams for all the consonants and all the vowels and then we've listed all the similarities and all the differences across the language too. Pronoun differences and preposition differences to help us to be able to differentiate these kids and move them off our case load confidently even though we don’t speak Farsi and Spanish.

**Carrie:** Alright perfect. Alright so tell people where they can find those e-books if they do not win them in the giveaway today.

**Scott:** Yeah so if you go to bilinguistics.com, um I can bring that up too...there’s a tab which is full of free resources and then um...so here we are at your website and here we are at bilunguistics.com and there’s a tab here for SLP's and then free SLP resources. And this has evaluations, goal banks, a lot of stuff relating to culture, books for speech therapy and music. And then under products, you'll see the e-book and difference versus disorder, the other book we wrote as well as a few others.

**Carrie:** Excellent, perfect. Ok so Scott's giving away the first one, the e-book, right?

**Scott:** Yes.

**Carrie:** Ok so Scotts giving away that today if you are watching on Facebook live with us today on the 9th of January at 12:45p, central time. If you're watching live with us, you get a chance to win. I'm going to be asking a question live here in just a minute and you have a chance for my giveaway. We're doing 2 giveaways today. For my giveaway, I'm giving away two free months in my membership, the speech therapy solution. If you're not familiar with that, that is resources and support for speech language pathologists. So, we have weekly Q&A calls. We have a monthly webinar. We also have a materials library and a training video library in there. So, you'll get two free months in that and if you would like to check that out if you don’t win, you can go over to speechandlanguagekids.com/join and that will give you all the information about that. Alright we do have a comment, Tanika, she says it’s great to know what not to work on. So, thanks for that tip there that’s good.

**Scott:** Yeah, definitely.

**Carrie:** Ok so in order to win you have to be one of the first two responders. The first person to answer my question is going to get Scotts giveaway and the second person is going to get my giveaway. So, the question is, what language, besides English do you see the most in your setting. What language besides English do you see the most in your setting? Go ahead and type that into the comments. The first two people to enter their response will win the giveaways. And there is a little bit of a delay, I know. So, we'll kind of hang our here and keep watching for some responses. But we hoped that helped you with our tricky bilingual cases today. If you have...ooop here we go. Tanika says, Spanish is the first one for her, so Tanika is going to get Scotts giveaway and Mandy Basting says Portuguese. So, Mandy you're going to get the two free months in my membership. So, Scott where can Tanika reach you to get her, claim her prize.

**Scott:** Um, she can find me at bilinguistics.com under contact us. I'll either just through the contact us or my names up there and I'll be happy to send that.

**Carrie:** Perfect, alright. And Mandy you can reach me by emailing me at Carrie@speechandlanguagekids.com and we will get you set up with your two months membership. Alright so hope that helped. If you have more cases and questions that you need help with head on over to the membership area. Its speechandlanguagekids.com/join and we actually have a webinar recording in there from Scott. He came over and did a webinar for our membership. A while ago now, it’s been a little ways. But it’s all about accessing, evaluating and treating children who are bilingual speakers. Head on over and you can get that plus all the resources. And Scott thank you so much for coming on today. Where can people find more information about you and bilinguistics?

**Scott:** Bilinguistics.com. We're there, we have our resources. We routinely have speakers cover in the bilingual states. And then we also have some online presentations that we've captured of our stuff too so.

**Carrie:** Perfect, sound wonderful. And I know that you guys offer CEU's on your website, too right?

**Scott:** Yeah, we got a lot of the national presentations that we do, we capture and have them as online CEU courses and then our blog, which for people who work with kids from different cultures, it’s about 5000 speech therapists and it’s a great conversation basically about how to deal with the fact that speech pathology is 97% one culture and the kids we see are 50%, so. It’s been great.

**Carrie:** Wonderful, wonderful. I'm so glad that you guys have all those resources. Alright thank you all for watching. Don’t forget to join us next Monday afternoon. We will be on with Carissa from HomeSweetSpeechRoom.com. And were going to be talking about articulation carryover. So, join us next week and we'll see you all then. Bye for now. Thanks Scott!

**Scott:** Bye, thank you!

***Thank you for joining us today on The Speech Show. We hope today’s tips have helped you feel a little less stressed and a little more confident about your work. If you’re looking for more stress busters and confidence boosters, we’d love to have you join us in The Speech Therapy Solution, where you’ll get access to a huge library of premium training videos and another library of print and go therapy materials. You can also get help with your tough cases by Carrie on the weekly Q&A calls, or by posting in the exclusive Facebook group. Plus, group members can join us for a monthly webinar that can be used for a continuing education credit. Head on over to SpeechandLanguageKids.com/join to check out all the amazing benefits of the speech therapy solution membership. Bye for now.***