

Supporting Multiple Language Learners

School-based Rehabilitation Services (SBRS) provides speech therapy for students with moderate to severe speech sound disorders. Students with mild speech errors are supported by school with Tier 1 strategies. These strategies are included on the Resources for Educators page.

How Does Speech Develop for Students Learning More Than One Language?

- Speech development of students learning more than one language may progress differently than those learning one.
- These students are learning multiple sounds systems that may or may not have the same consonants and vowels.
- Acquisition differences due to learning multiple languages are not considered a delay or disorder.
- A speech delay and/or disorder could be considered for children learning more than one language if difficulties are noted in all languages the child is learning, or speech errors persist after adequate exposure to each language.

How Can I Help?

During One-on-One Interactions

- Listen for speech sound errors
- Support by using the following strategies: **modelling, recasting, and/or encouraging correction**

Modelling, Recasting, and/or Encouraging Correction

- If a student can repeat the sound, you can use all three strategies
- If a student cannot repeat the sound, they can be supported with modelling and recasting

Support Specific Sound Development

- For additional information on how to support specific sounds (e.g. /f/, /l/, /s/ blends) refer to the **specific sound handouts** listed on the Resources for Educators page.
- You may notice that many students in your class have the same sound errors, so it may be beneficial to take extra time to talk about those sounds.

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Strategies for Supporting Speech During the School Day

	What is it?	How to do it?	Example S=Student, A=Adult
Modelling	<p>Provide an example of the target speech sound without any explanations, expectations, or demands from students.</p> <p>Target Sound = the sound that a student is working on.</p>	<ul style="list-style-type: none"> Emphasize the target sound in words without overexaggerating or distorting the sound Bring attention to your face (e.g. cue the student to watch your face, point to your mouth) Identify the sound you are modelling (e.g. "Kitten. That starts with the /k/ sound!") Repeat, repeat, repeat! 	<p>Modelling for /k/</p> <p>A: It's cold outside today! Let's get our coats on. Coats starts with the /k/ sound! A: After class you can go climb outside. A: Yes, you can have more cars! Oh wow, this car can drive so fast!</p>
Recasting	<p>Repeat the speech error back to the student, correctly. If a sound error is heard, then recast the word with correct speech production.</p> <p>The recast is provided without any explanations, expectations, or demands from students.</p>	<ul style="list-style-type: none"> Emphasize the target sound in words without overexaggerating or distorting the sound Bring attention to your face (e.g. cue the student to watch your face, point to your mouth) Model the word again using the correct sound, not the sound error Repeat often! 	<p>Recasting for /f/</p> <p>S: Look at my past car. A: Oh, is your car fast? It looks fast. Let's see if we can make the car go fast again. Fast starts with the /f/ sound, fast!</p>
Encourage Correction	<p>Ask the student to correct their speech error, but only for sounds that you know they can produce.</p> <p>This strategy allows students to become aware of their errors so they can try words again.</p>	<ul style="list-style-type: none"> Bring the error to the student's attention Provide a correct model of the target sound or word Encourage the student to try the word again 	<p>Encourage Correction of /l/</p> <p>S: It's a wion. A: Oh, lion! Lion starts with /l/, try again with the /l/ sound. Lion.</p>
Monitor Use of Clear Speech	<p>Speech clarity is reduced when a student speaks too quickly, too quietly, and/or does not look at their communication partner.</p> <p>Please provide support if any of these behaviours are observed.</p>	<ul style="list-style-type: none"> Model a slower speaking rate Model pausing between your ideas when speaking Ask your student to be "slow, big, and loud" when speaking Prompt your student to look in their listener's direction when speaking 	