

Studies, Strategies, and Recommendations Regarding Speech-Language-Pathology Service Delivery for Children Raised in Multilingual/Multicultural Households

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Abstract: The goal of this literature review was to explore the best practices related to serving linguistically and culturally diverse children who need speech therapy. Linguistically diverse families struggle to find speech-language pathologists (SLPs) who can serve their children in their native language. That is due to most SLPs being monolingual in the U.S.'s dominant language—English. This lack of diversity is further apparent in the current research that focuses primarily on monolingual interventions and data collection from English-speaking children. The research for the best practices for diverse populations is currently ongoing and growing as the field slowly acquires more diverse SLPs. One of the findings of this review indicates that language discordance in speech-language and hearing services can negatively impact how a professional communicates the importance of their recommendations. The language discordance can further affect the rapport and potential for relationship building between the clinician and the family. Speech-language and hearing professionals can still adopt strategies to work with these families, even if they do not speak the same language. Strategies include ethnographic interviewing to help develop culturally-appropriate practices and goals, educating families about the additive view of bilingualism to honor language and cultural identity, and learning about bilingual development. Additionally, this review attempted to find interventions for the bilingual population. While appropriate interventions are not necessarily prominent, the research about the topic is necessary to eventually develop these interventions. Research summarized includes the effectiveness of bilingual intervention for children with primary language disorder, recast therapy to improve complex syntax in bilingual children, and how bilingual language input affects the language learning of bilingual children. The recommendations in light of this review are focused on recruiting a more diverse SLP population while equipping them with the tools necessary to conduct research in the future.