

Assessing the speech of children who do not speak the same language(s) as their SLP:

A tutorial

The purpose of this tutorial is to support speech-language pathologists (SLPs) to undertake assessments with multilingual children with suspected speech sound disorder (SSD); particularly children who speak languages that are not shared by their SLP. The tutorial was written by the International Expert Panel on Multilingual Children's Speech (IEPMCS), comprising 46 researchers (SLPs, linguists, phoneticians, and speech scientists) who have worked in 43 countries and used 27 languages in professional practice. Seventeen panel members met for a one-day workshop to identify key points for inclusion in the tutorial, 26 panel members contributed to writing the paper, and 34 members contributed to revising the paper online (some members contributed to more than one task).

The collaboration resulted in a tutorial which draws on international research evidence and professional expertise to provide a comprehensive overview of working with multilingual children with suspected SSD including: referral, the background context, assessment, analysis, diagnosis, and family-centered goal-setting. It addresses SLPs' cultural competence, and preparation for working with interpreters and multicultural support workers, as well as organizational and government barriers and facilitators to culturally competent practice.

This presentation will use a hypothetical case-study of an English-speaking SLP's assessment of a multilingual Cantonese- and English-speaking 4-year-old boy, to demonstrate the enactment of the practices outlined in the tutorial. Relevant resources to support SLPs' practice are also included throughout the tutorial.