Identifying and Treating Child Language Disorders **WITHIN** a Child's Dialect in Dialectally Diverse Communities

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LSU
Department of Communication Sciences & Disorders

D4 Child Language Lab

SUPPORTING STUDIES OF DEVELOPMENT, DISORDERS, DIALECTS, & DISPARITIES

LSU
Department of Linguistics

Terminology

Dialects by Category

Mainstream (MAE)

Nonmainstream (NMAE)

Dialects by Name

General American English (GAE)
African American English (AAE)
Southern White English – rural (SWE)
Cajun/Creole English (CE)
Spanish-Influenced English (SE)
AAE with Gullah/Geechee Influence (AAE-Gullah/Geechee)

Dialects by Place

Baton Rouge, New Orleans, Pierre Part, River Parishes
Philadelphia, Pittsburgh (Pittsburghese), Rural Pennsylvania (Pennsyltucky)

Oetting, 2020; https://leader.pubs.asha.org/do/10.1044/leader.FMP.25112020.12/full/

Terminology

Schools: Speech and Language Impaired

Research:

- Specific Language Impairment
- Developmental Language Disorder
- Primary Language Impairment

Today's Talk:

- Language Impaired (LI)
- Typically Developing (TD)

Terminology

Classification Accuracy: How well our tools classify the clinical status of children.

Se = Sensitivity

% of children with LI who were classified as LI

Se = .53  53% of the LI scored at or below the cut score

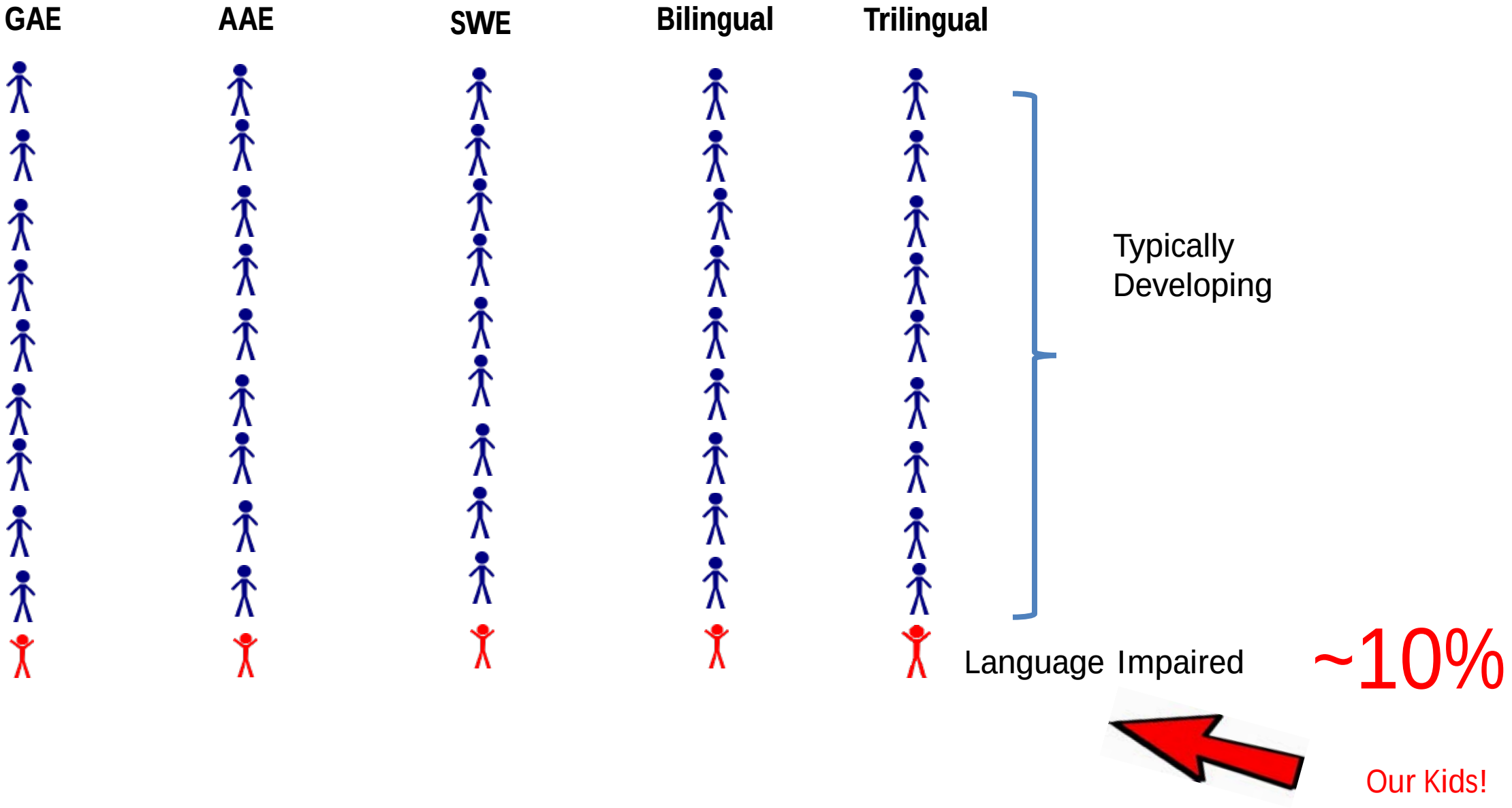
Sp = Specificity

% of children with TD who were classified as TD

Sp = .98  98% of the TD scored above the cut score

Disorders Within Dialects

This framework is cross-linguistic and allows you to test and treat the child’s entire language system.


GAE
AAE
SWE
Bilingual
Trilingual
Typically Developing
Language Impaired
~10%
Our Kids!

Today’s Talk

3 clinical tools for children who speak nonmainstream dialects

Strategic scoring of children’s dialects

4 changes to reduce possible microaggressions related to children’s dialects

Determining a Child's Dialect

Blinded listener judgments of 1-min. of conversation

AAE 1----2----3----4----5----6----7

SWE 1----2----3----4----5----6----7

Other 1----2----3----4----5----6---7

Diagnostic Evaluation of Language Variation Screener – Dialect Subtest (DELV-ST)

DELV-ST

Degree of Language Variation (15 items)

MAE
Some variation from MAE
Strong variation from MAE

Degree of Risk for Language Disorder (17 items)

Lowest risk for disorder
Low to medium risk for disorder
Medium to high risk for disorder
Highest risk for disorder

Seymour et al., 2003; https://www.ventrislearning.com/delv/

DELV-ST-Dialect Subtest

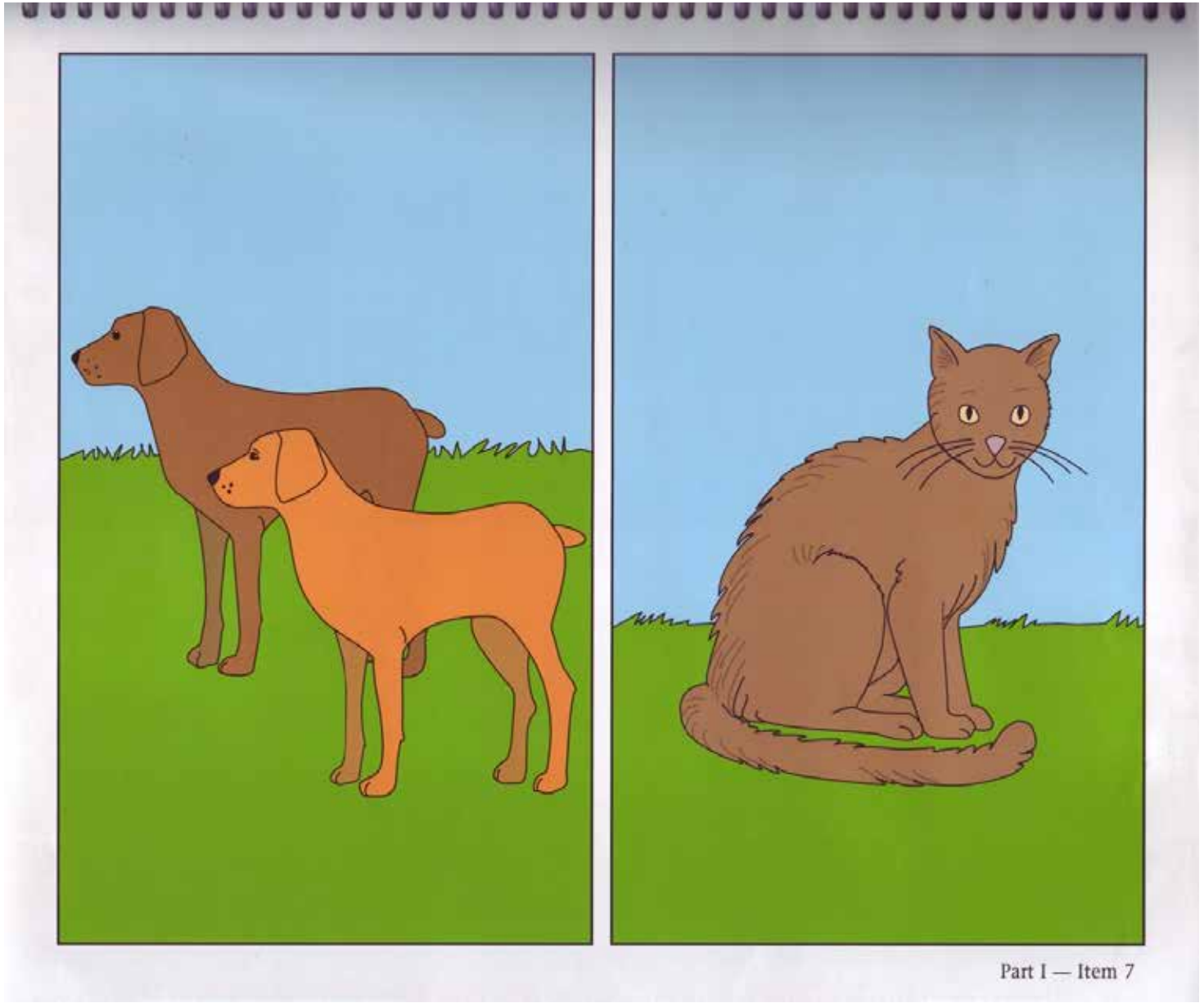
Child repeats sentences: I see a smooth table.

Smoove -> nonmainstream
Smooth -> mainstream

DELV-ST-Dialect Subtest

I see short tails. I see a long tail. The dogs have short tails, but the cat.....

Have -> nonmainstream
Has -> mainstream



Nonmainstream Form Density

He don’t have it.

He Ø gonna play.

I ain’t doing it.

I want it!

¾ = 75%

He don’t have it.

He is gonna play.

I’m not doing it.

I want it!

¼ = 25%

First Clinical Tool: Nonword Repetition

16 nonwords: They are nonwords to ALL children across ALL dialects

- 4 words at each length (1, 2, 3, 4 syllables)
- Phonemes do not include the “late eight”

Score as Percent Phonemes Correct: omissions and phoneme substitutions are errors, but additions and distortions are ignored.

Multiple studies and a meta-analysis support the use of nonword repetition to identify children with LI in mainstream dialects of languages

Dollaghan & Campbell, 1998; McDonald & Oetting, 2019; Oetting et al., 2008; Rodekohr & Haynes, 2001

Participants

	LI (n = 53)		TD (n = 53)	
	AAE (n = 35)	SWE (n = 18)	AAE (n = 35)	SWE (n = 18)
Maternal Ed.	11.67 (2.27)	12.33 (2.90)	13.27 (2.63)	13.17 (3.05)
PTONI	93.69 (9.60)	96.50 (8.35)	98.09 (8.90)	98.28 (8.14)
GFTA-2	104.49 (5.72)	107.00 (4.38)	104.78 (4.18)	110.50 (3.09)
DELV NR Syntax	4.83 (1.01)	4.78 (1.67)	10.00 (1.55)	10.39 (1.72)
PPVT-4	82.34 (9.42)	85.78 (7.01)	101.06 (9.32)	105.56 (5.62)
TOLD-P: 4	79.74 (6.48)	80.92 (5.39)	104.85 (7.66)	109.00 (9.54)

Our Study: Words presented by an African American female

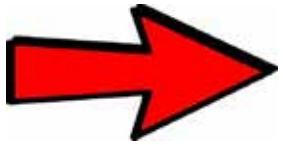
McDonald & Oetting, 2019

Results: Group Differences

	AAE LI	SWE LI	AAE TD	SWE TD
Percent Phonemes Correct All Items	70 (13)	63 (09)	80 (08)	80 (06)
3-syllable	71 (13)	67 (11)	83 (10)	83 (07)
4-syllable	57 (17)	42 (14)	69 (12)	70 (11)

Children who produce high densities of nonmainstream forms make more errors, especially on final consonants of words, but group differences (LI < TD) remain even when covarying out effects of the children's nonmainstream forms.

Classification Accuracy

Cut Score: 76%  Overall Se = .77, Sp = .74

AAE: Se = .69, Sp = .71

SWE: Se = .94, Sp = .78

*Better accuracy within SWE than in AAE

Se = Sensitivity

% of children with LI who were classified as LI

Se = .77 = 77% of the LI produced 76% or less phonemes correctly

Sp = Specificity

% of children with TD who were classified as TD

Sp = .74 = 74% of the TD produced 77% or more phonemes correctly

McDonald & Oetting, 2019; Oetting et al., 2008; Rodekohr & Haynes, 2001

Two Other Clinical Tools

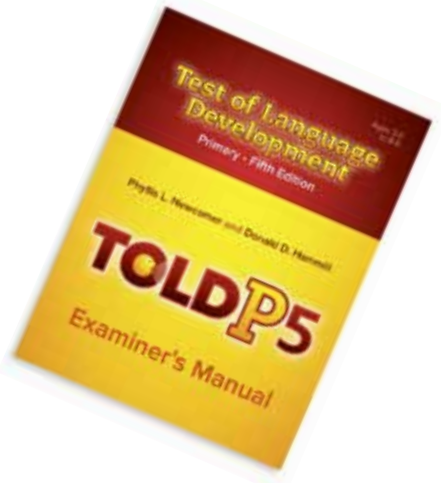
Sentence Repetition

Grammar Productivity Probes

Both Work Best with Strategic Scoring

Scoring Approaches

1. Traditional Scoring/ Unmodified Scoring
2. Wholesale Modified Scoring
3. Strategic Scoring



Oetting et al., 2019; 2021

1. Traditional /Unmodified

Score test items as manual recommends (General American English, GAE)

CELF-4 Recalling Sentences

Item 16: My mother is the nurse who works in the community.
AAE Child: My mother Ø the nurse Ø workØ in the place.

≥ 4 errors = 0 score

2. Wholesale Modified

Modify scoring of any productions that are consistent with the child's dialect. Do not penalize a child for speaking a dialect that differs from GAE.

CELF-4 Recalling Sentences

Item 16: My mother is the nurse who works in the community.
AAE Child: My mother Ø the nurse Ø workØ in the place.

1 error = 2 score

Wholesale Modified Scoring: My mother Ø the nurse Ø workØ in there.

Across dialects of English, children with LI struggle to produce overt forms of verb morphology at the same percentages as their TD peers.

They are less productive with their grammars.

	LI	TD
AAE and SWE Regular Past Tense Sadie play/ed.	50%	91%
AAE BE Auxiliaries - am, is, are **Ida is reading.**	**25%**	**47%**
SWE only Verbal –S He walk/3s	64%	89%
AAE and SWE Subject Relatives **The girl who was typing is named Raven.**	**59%**	**86%**
AAE, SWE and SWE with Cajun English Infinitive TO The boy wanted to go.	83%	90%

Cleveland & Oetting, 2013; Seymour et al., 1998; Garrity & Oetting, 2010; Oetting & Newkirk, 2008; Rivière et al., 2018

Wholesale Modified Scoring: My mother Ø the nurse Ø workØ in there.

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Wholesale Modifications

Although recommended by the test developers (and guided by ASHA and experts, including myself)

Do not let you identify LI weaknesses with morphology within a child's dialect

Norms are not provided with modifications, so you have no idea where a child ranks relative to anyone.

Modified scoring is never tested for its clinical utility (classification accuracy)

Sensitivity (Se): what percent of LI children get classified correctly as LI
Specificity (Sp): what percent of TD children get classified correctly as TD

Unmodified & Modified Scoring of the CELF-4

South Carolina

299 2nd graders (77 speakers of AAE)

DELV Screener-Dialect and race to determine AAE use (strong variation)

DELV Screener-Risk to determine LI (highest risk)

CELF-4 Subtests

- Word Structure
- Recalling Sentences
- Formulated Sentences

Examiners continued until child would reach ceiling with both scoring approaches

Hendricks & Adolf, 2018

Results

Traditional/unmodified: AAE Mean = 79.29 (11.71) < 1 SD below normative mean

66% classified as LI

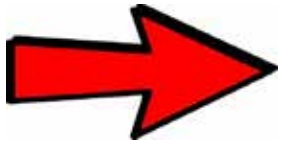
Se = .88, Sp = .48

Over Identification of LI

Wholesale modification: AAE Mean = 85.22 (11.78) = 1 SD of normative mean

48% classified as LI

Under Identification of LI



Se = .63, Sp = .63

3. Strategic Scoring

Modify scoring if it is consistent with a child dialect AND it is not sensitive to LI within that dialect.

CELF-4 Recalling Sentences

Item 16: My mother is the nurse who works in the community.
AAE Child: My mother Ø the nurse Ø workØ in the place.

≥ 3 errors = 1 score

Modify for zero verbal –s because it doesn't always show LI < TD in AAE.

Scoring Approaches

Traditional Scoring/ Unmodified Scoring: Item 16 = 0 score

over-identification LI

Wholesale Modified Scoring: Item 16 = 2 score

under-identification LI

Strategic Scoring: Item 16 = 1 score

moving toward accurate identification of LI

but it needs to be tested for its clinical usefulness

Sentence Recall Task

36 sentences

12 with **Tense**

Minnie <u>was</u> jumping on the big bed last night.

12 with **Tense** and **Negation**

Yesterday, Minnie <u>was not</u> jumping on the bed.

12 with **Tense**, **Negation**, and **Complementizer**

Mickey wondered <u>who was not</u> jumping on the bed.

Oetting, McDonald, Seidel, & Hegarty, 2016

Sentences

Today, Big Bird **is** driving to the new store downtown

Tense

Big Bird **is not** driving to the store downtown today

Tense & Negation

Ernie wonders **if** Big Bird **is not** driving downtown today.

Tense, Negation, & complementizer

Ernie wonders **who is not** driving to the store.

Tense, Negation, & Complementizer

Strategic coring

Scoring: 2 (exact repetition), 1 (1-3 errors), 0 (≥ 4 errors)

Dialect Strategic Scoring: Accepted

is for *are (They is….)*

was for *were (They was…)*

zero verbal –s (He don't…., She walkØ …)

Not robust markers of LI within AAE and/or SWE

All other productions counted as errors

Participants

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TOLD-P: 4	79.74 (6.48)	80.92 (5.39)	104.85 (7.66)	109.00 (9.54)

Results: Points Earned

AAE LI	SWE LI	AAE TD	SWE TD
29 (10)	23 (12)	49 (11)	51 (10)

Max Total = 72. Main effect for group, $F(1,102) = 123.33$, p

Classification Accuracy

1. Nonword Repetition  Overall Se = .77, Sp = .74

AAE: Se = .69, Sp = .71 SWE: Se = .94, Sp = .78

2. Sentence Repetition  Overall Se = .91, Sp = .85

AAE: Se = .89, Sp = .86 SWE: Se = .94, Sp = .83

Error Analysis

Tense,
Negation
Complementizer

vs.

Other

Ernie wonders who is not driving to the store.

Ernie wonders if Big Bird is not driving downtown today.

strategically scored as correct

Proportion of Error

	AAE LI	SWE LI	AAE TD	SWE TD
Tense, Neg, Comp	40 (15)	40 (15)	20 (09)	16 (05)
Other	35 (09)	34 (14)	63 (15)	68 (16)
Both	25 (07)	26 (13)	17 (07)	16 (05)

Sentence recall good for classifying children as LI or TD and for identifying weaknesses with grammar

Dialect Informed Productivity Probes

Don’t these forms vary by dialect?

Can’t AAE speakers say *he walkØ?*

Can’t SWE speakers say *They was eating?*

Past Tense	Regular/irregular: *he walked, she ate*
Verbal -S	Temporary/habitual: *he runs right now, she always runs*
BE Present	IS/ARE: *he is eating, they are eating*
BE Past	WAS/WERE: *she was eating, they were eating*

How did we test the children?

Videos, animations. The world is dynamic and moving.

Children need to use language to talk about what they see and experience.

Videos also are more likely to naturally elicit the grammar structures we want.

For children who don’t like school or books, videos are less like school.

The Probes are Informed by AAE and SWE

Regular verbs for past tense and all verbs for verbal -S probes ended with a vowel, liquid, or glide and were followed by “a” or “an” to avoid consonant clusters.

Verbal –S included nonhabitual and habitual actions (+/-“always”).

BE present and BE past items were preceded by noun subjects (the puppets) rather than pronouns (they) to encourage overt forms.

The bears are banging the pots

vs.

They are banging the pots

64 Verbs

Verbal –s [....a...]
Temporary: chew, fly, go, grow, row, saw, sew, spray
Habitual: buy, dry, empty, follow, glue, lay, pay, see

BE Present [The bear]
Is: clap, fan, make, paint, pound, scratch, stack, stick
Are: bang, cry, drop, punch, open, shiver, sneeze, wash

BE Past [The ladies]
Was: brush, drink, feed, hammer, lick, rock, talk, touch
Were: bounce, bow, build, color, cut, hug, sleep, mix

Past [...a...]
Regular: dye, fry, mow, play, swallow, tie, tow, show
Irregular: blow, eat, draw, read, ride, tear, throw, write

Verbal s

The man doesn’t glue a square. The man doesn’t glue a triangle.
The man [always] _____; He _____

Is/Are

These bears seem loud. Tell me what you see

Was/Were

Watch the boy lick a popsicle. Watch the boy lick a popsicle.
[cover screen]. Before I covered this up, what do you remember about the boy?
What do you remember seeing?

Past Tense

Watch the lady blow a bubble. Watch her blow a bubble. Now she's done.....(all four videos). First, Then, Then, Then...


A TALE OF A TAIL

Coding is informed by AAE and SWE

Mainstream Overt: Fried, blew, buys, is painting, are banging, was building, were hugging

Nonmainstream Overt: Blowed, had mowed, seen, frieded, doose, they is painting, they was painting; she are writing, he were writing

Zero: FryØ, blowØ, buyØ, she Ø painting, they Ø banging

Other: Targeted form was not required (*I have a brush*)

Excluded: <1% of responses (child produced a verb previously scored, poor audio, examiner error).

Nonmainstream Overt Forms are Productive

My mama said she was about to go to Bible study, and on the way back, her car had stopped. Then she had called the house because somebody let her use the phone….. [preterite had in AAE]

Fall/ed, Fell/ed, kick/ed/ed

I seen it.

I says to him….

They was walking

They's laughing

Forms within AAE and SWE

Mainstream Overt: Fried, blew, buys, is painting, are banging, was building, were hugging

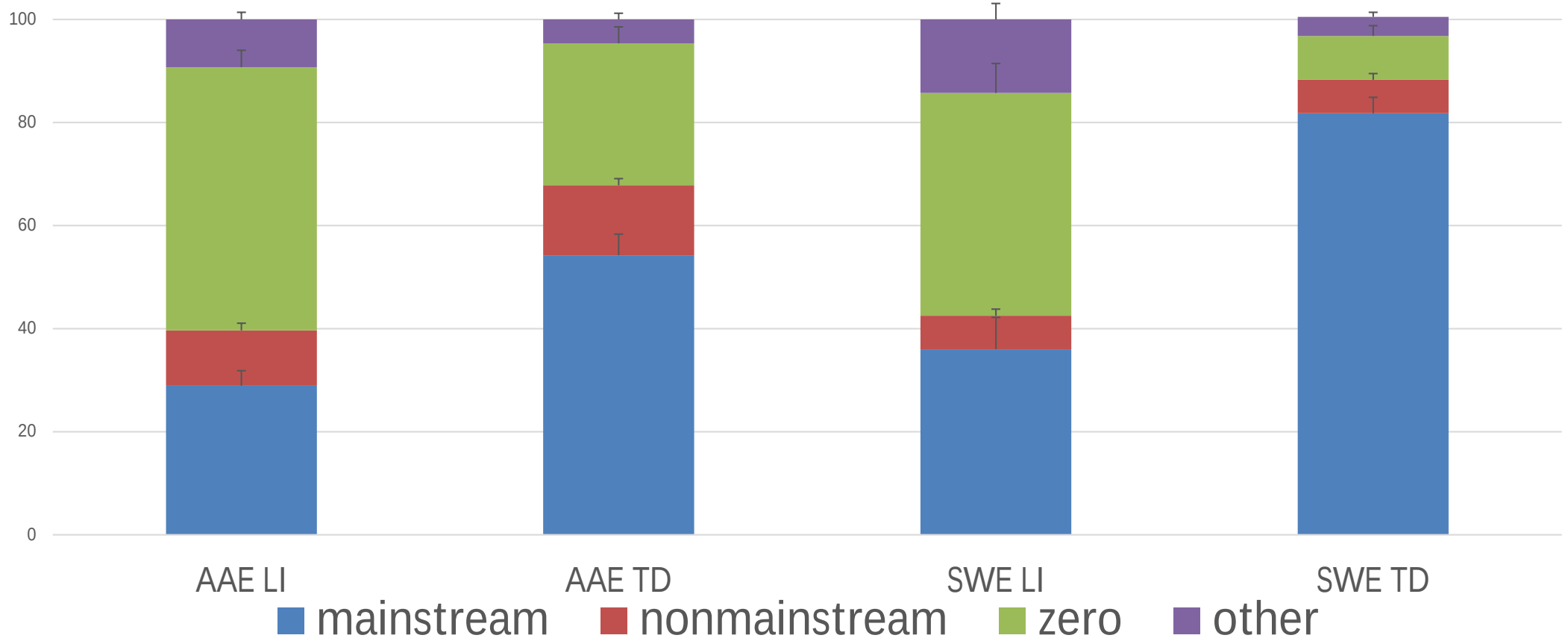
Nonmainstream Overt: Blowed, had mowed, seen, frieded, doose, they is painting, they was painting; she are writing, he were writing

Zero: FryØ, blowØ, buyØ, she Ø painting, they Ø banging

Other: Targeted syntax not obligated (*I have a brush*)

~~Excluded: <1% of responses (child produced a verb previously scored, poor audio, examiner error).~~

Proportion of Response Types



Three Scoring Approaches

Unmodified

$$\frac{\text{mainstream overt}}{\text{mainstream overt, nonmainstream overt, zero, other}}$$

Modified

$$\frac{\text{mainstream overt + nonmainstream overt + zero}}{\text{mainstream overt + nonmainstream overt + zero + other}}$$

Strategic

$$\frac{\text{mainstream overt + nonmainstream overt}}{\text{mainstream overt + nonmainstream overt + zero}}$$

Three Scoring Approaches: Past Tense

Unmodified

$$\frac{\text{swallowed}}{\text{swallowed} + \text{had showed} + \text{fryØ} + \text{I have a brush}}$$

Modified

$$\frac{\text{swallowed} + \text{had showed} + \text{fryØ}}{\text{Swallowed} + \text{had showed} + \text{fryØ} + \text{I have a brush}}$$

Strategic

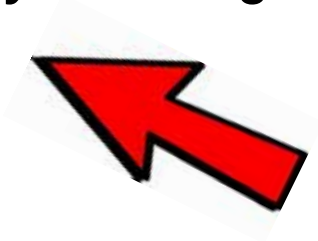
$$\frac{\text{swallowed} + \text{had showed}}{\text{Swallowed} + \text{had showed} + \text{fryØ}}$$

Strategic: Both Mainstream and Nonmainstream overt forms are productive markers of morphology

Mainstream Overt: Fried, blew, buys, is painting, are banging, was building, were hugging

Nonmainstream Overt: Blowed, had mowed, seen, frieded, doose, they is painting, they was painting; she are writing, he were writing

Zero: FryØ, blowØ, buyØ, she Ø painting, they Ø banging



LI are less productive; zero forms are hallmark feature of LI

Participants

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TOLD-P: 4	79.74 (6.48)	80.92 (5.39)	104.85 (7.66)	109.00 (9.54)

Results: Percent Marked

	AAE		SWE	
	LI	TD	LI	TD
Unmodified	29 (17)	54 (24)	36 (26)	82 (13)
Modified	91 (08)	95 (07)	86 (13)	97 (04)
Strategic	43 (22)	71 (20)	48 (30)	91 (10)

Dialect: $F(1, 102) = 16.33$, p $_p^2 = .14$; Group: $F(1, 102) = 68.81$, p $_p^2 = .40$

Dialect X Group: $F(1, 102) = 5.72$, p $_p^2 = .05$

TD Dialect: $F(1, 51) = 20.05$, p $_p^2 = .28$

SWE Group: $F(1, 34) = 43.69$, p $_p^2 = .56$

AAE Group: $F(1, 68) = 25.53$, p $_p^2 = .27$

Results: Percent Marked

	AAE		SWE	
	LI	TD	LI	TD
Unmodified	29 (17)	54 (24)	36 (26)	82 (13)
Modified	91 (08)	95 (07)	86 (13)	97 (04)
Strategic	43 (22)	71 (20)	48 (30)	91 (10)

Group: $F(1, 102) = 20.53$, p $\eta_p^2 = .17$

3 of 4 groups' percentages are > 90%

Results: Percent Marked

	AAE		SWE	
	LI	TD	LI	TD
Unmodified	29 (17)	54 (24)	36 (26)	82 (13)
Modified	91 (08)	95 (07)	86 (13)	97 (04)
Strategic	43 (22)	71 (20)	48 (30)	91 (10)

Dialect: $F(1, 102) = 7.82$, p $\eta_p^2 = .07$
Group: $F(1, 102) = 63.62$, p $\eta_p^2 = .38$

Results: Classification Accuracy

Unmodified Cut Score = 56%

Classification Accuracy 73%, Se = .81, Sp = .64
Over-identification

Modified Cut Score = 93%

Classification Accuracy 66%, Se = .51, Sp = .81

Strategic Cut Score = 60%

Classification Accuracy 75%, Se = .72, Sp = .79

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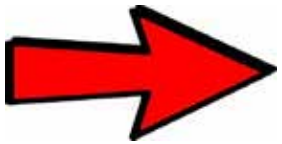
Classification Accuracy 75%, Se = .72, Sp = .79

Balanced Outcome

Comparison of Tasks (with strategic scoring)

1. Nonword Repetition  Overall Se = .77, Sp = .74

   AAE: Se = .69, Sp = .71 SWE: Se = .94, Sp = .78

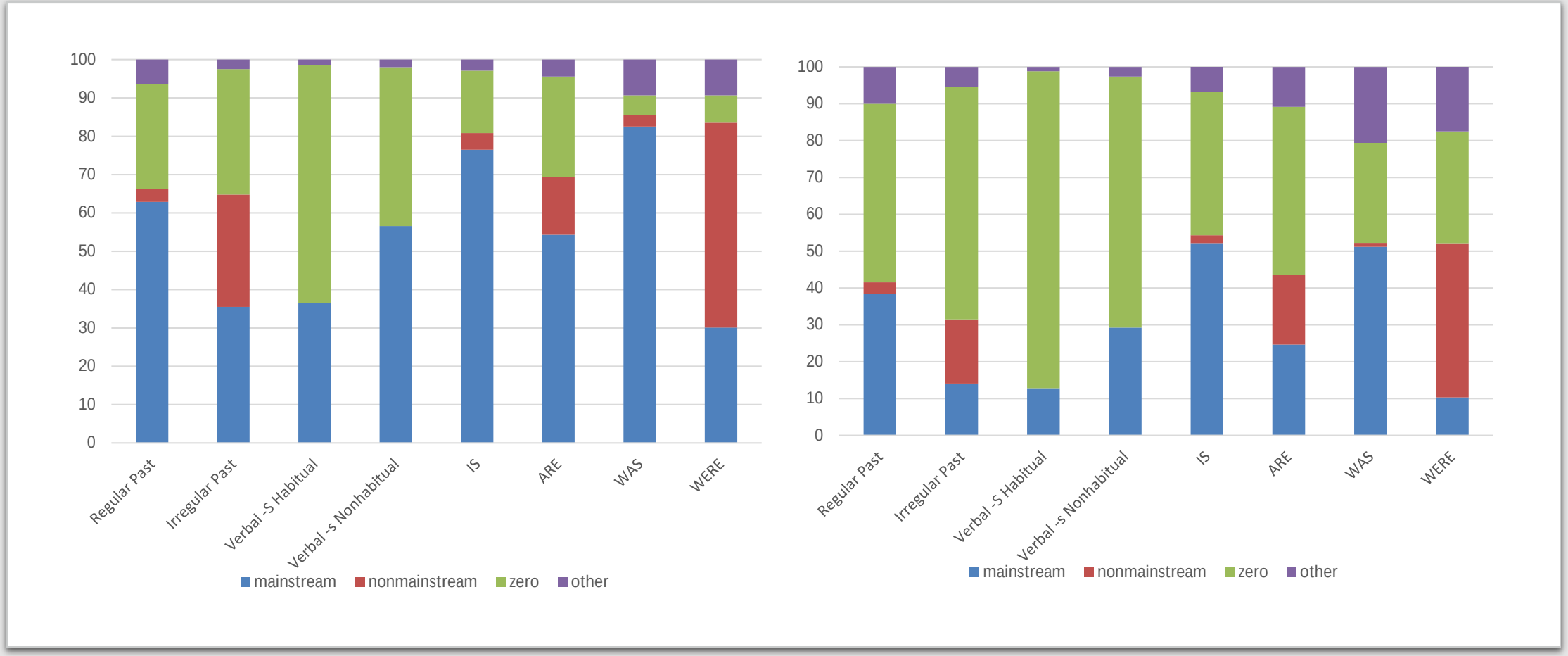
2. Sentence Repetition  Overall Se = .91, Sp = .85

   AAE: Se = .89, Sp = .86 SWE: Se = .94, Sp = .83

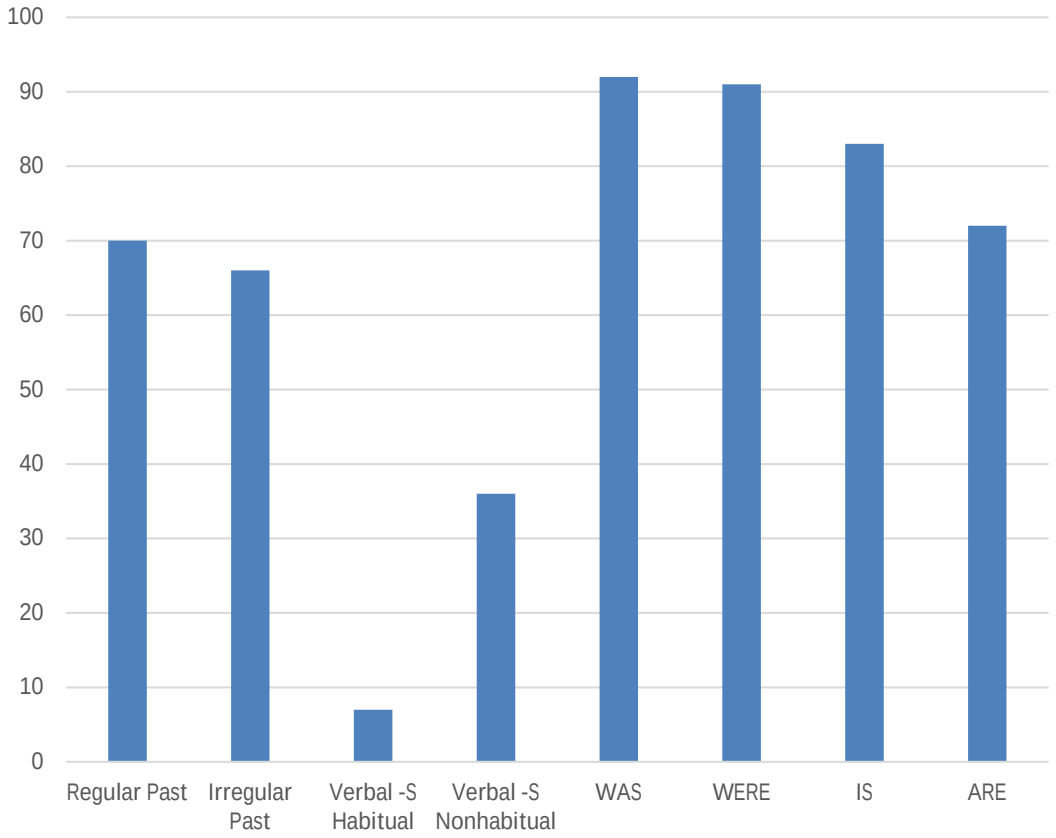
3. Productivity Probes  Overall Se = .72, Sp = .79

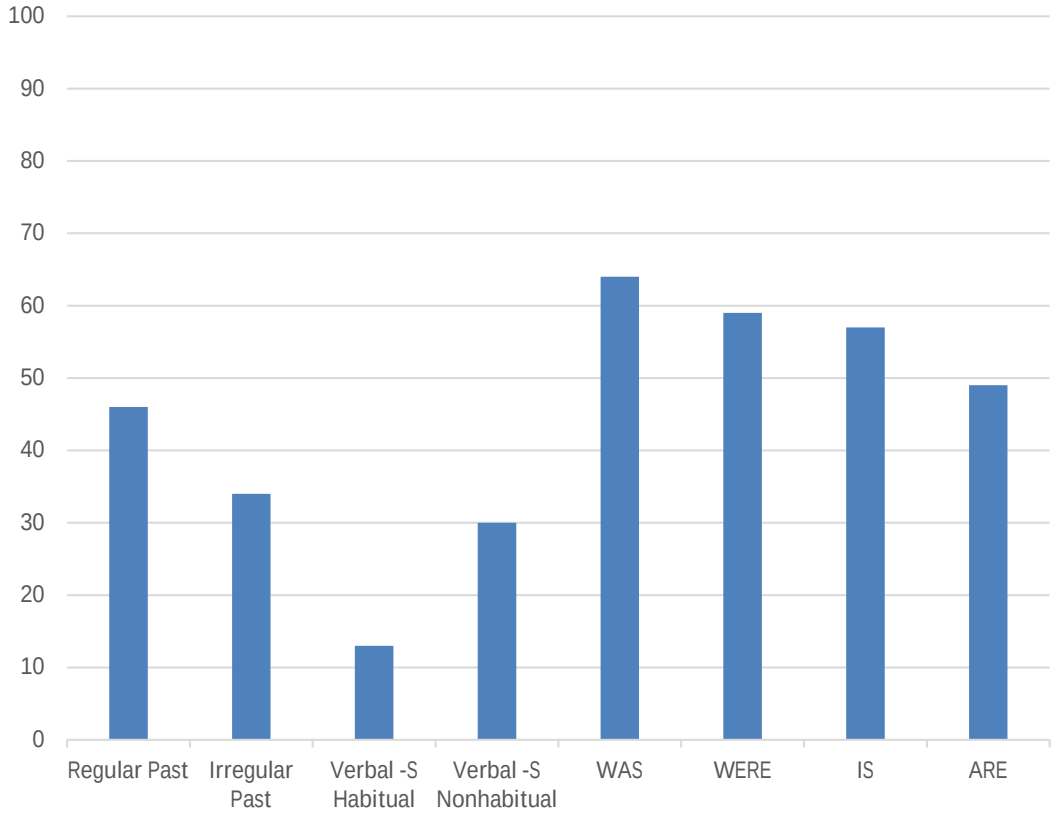
   AAE: Se = .70, Sp = .83 SWE: Se = .93, Sp = .94

Productivity Probes
Form Types: TD vs. LI within AAE



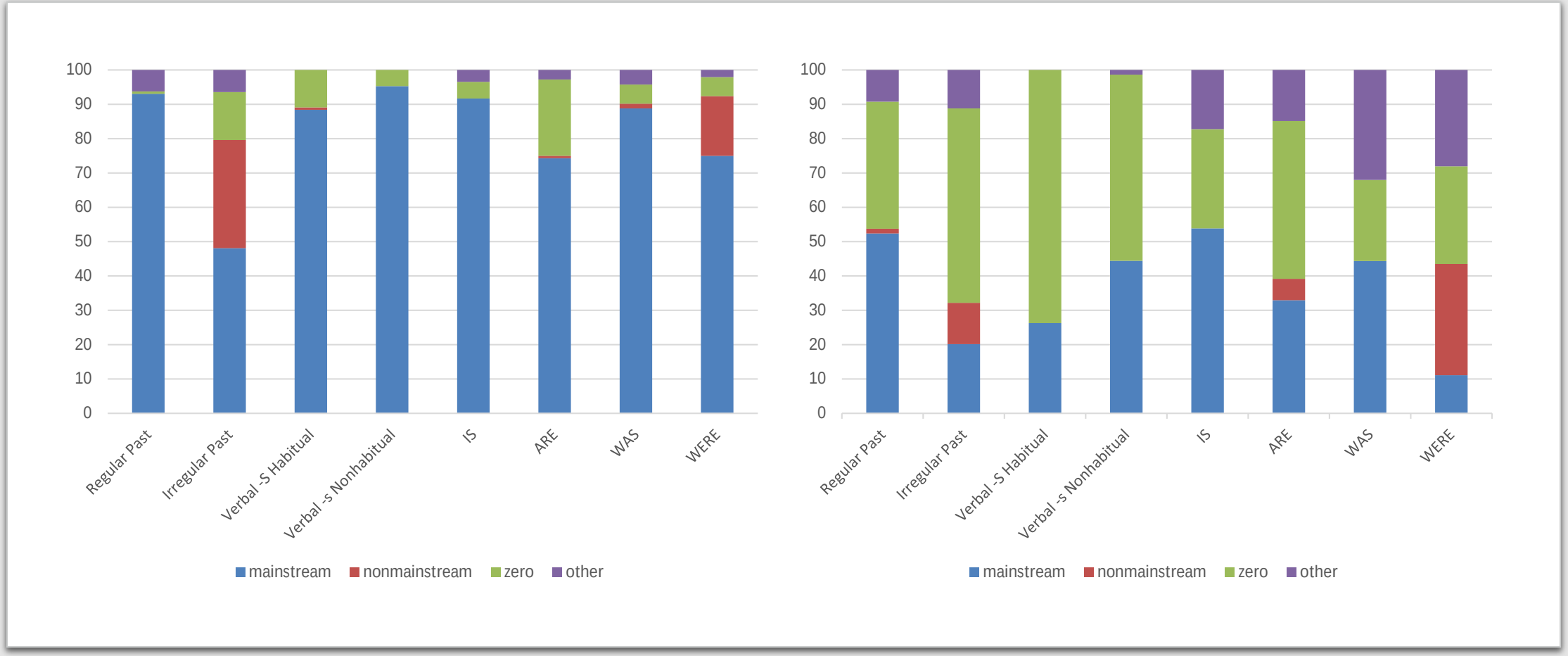
Percent Overt Forms (Strategic): TD vs. LI within AAE



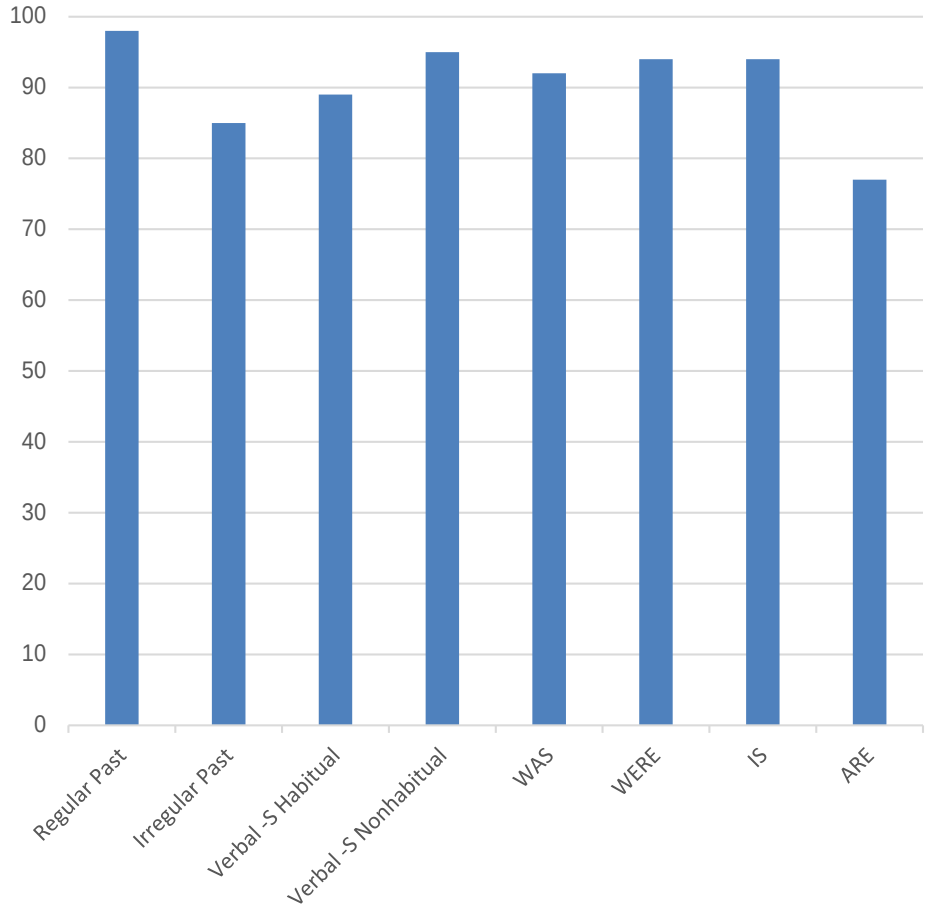


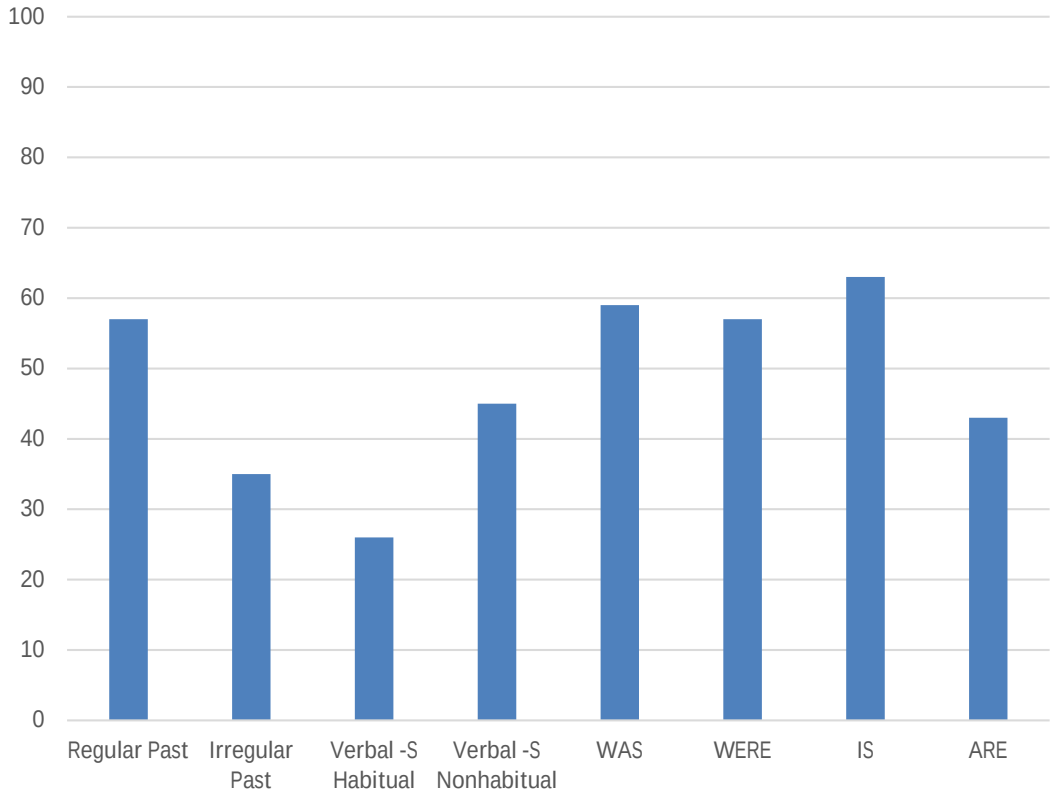
***Pattern of overt forms is identical across groups; LI is just less productive than their TD peers**

Productivity Probes
Form Types: TD vs. LI within SWE



Percent Overt Forms (Strategic): TD vs. LI within SWE





***Pattern of overt forms is identical across groups; LI is just less productive than their TD peers**

Comparison of Tasks

1. Nonword Repetition

   Affected by children's nonmainstream form use but can be used to classify LI from TD within AAE and SWE. Does a better job in SWE than AAE.

2. Sentence Repetition

   Best for classifying LI from TD within AAE and SWE with strategic scoring. Does a better job in SWE than AAE. Can also be used to identify weaknesses with grammar (tense, negation, and complementizers). Relevant for TX.

3. Productivity Probes

   Can be used to classify LI from TD with strategic scoring. Does a better job in SWE than AAE. Ideal for learning about a child's inventory of verbs with verb morphology. Ideal for identifying limited productivity within a dialect. Relevant for TX.

Smith & Bellon-Harn (2015) TX Study

AAE-speaking children, aged 4-5 years, TX

TX was storybook reading with focused stimulation and recasting

Pre-Test: 160 predicates (clauses) to support verb morphology; strategically scored overtly marked 6% and 7%

Post Test: 384 predicates (clauses) to support verb morphology; strategically scored overtly marked 47% and 21%

Growth Consistent with older AAE Speakers

IS > ARE

Children increased their use of *is* with plural subjects (*they's…*) from 4% to 7%

4 Changes to Clinical Practice to Reduce Potential Linguistic Microaggressions

1. Develop a Dialect Enthusiastic Persona
2. Incorporate Cultural and Linguistic Variation into Materials
3. Use Dialect Discovery Worksheets
4. Keep a Dialect Diary

What are Linguistic Microaggressions?

Brief, everyday exchanges that send negative messages to individuals because of the way they talk.

Microaggression deals with a class of utterances that, given the context of their production, are ambiguous: they are potentially insulting or invalidating, but the insult is *plausibly deniable.*

Unambiguously Negative: *Your outfit looks dumb.*

Ambiguous: *Your outfit looks [pause] so interesting.*

Intent vs. Effect

Taylor Jones, https://www.languagejones.com/blog-1/2016/9/8/oi6379payz9mb4diadulndc244

Developmental Language Disorder

Developmental Language Disorder (DLD) affects children's abilities to learn and use language to communicate with others and perform well in school. DLD is not caused by a hearing impairment, intellectual disability, autism, or other conditions.

CHARACTERISTICS

Children with DLD often display difficulties:

- Understanding others
- Talking to others
- Making friends and completing school work

STATISTICS

As the most common disorder of early childhood, DLD:

- Affects 5X more children than autism
- Presents in 7-15% of kindergartners
- Leads to later reading difficulties in 50-70% of children
- Doubles the risk and negative effects of being bullied at school
- Runs in families, with 2X the rate of a positive family history than other children

AMBIGUOUS

CLINICAL MARKERS OF DLD

Young children with DLD often rely on generic words and simple sentence structure.

- A child with DLD says: *"He carry it"* and *"She go"*
- Other children say: *"The boy carried the ball"* and *"Mia goes to the store"*

SPEECH-LANGUAGE PATHOLOGISTS

Speech-language pathologists assess and treat children with DLD

- Speech-language pathologists work in schools, private practice, and clinics
- Language therapy helps children succeed socially and academically

DIALECT DIFFERENCES ARE NOT DLD

Some children speak a dialect of English that differs from school English. Some of these dialects are African American English, Southern White English, and Spanish-influenced English.

- Dialects reflect natural differences in how groups of speakers use language
- A child who speaks a dialect that differs from school English presents a language difference and not a language disorder

Source Websites: D4 Child Language Lab (https://faculty.lsu.edu/oetting/index.php); DLDandMe.org (https://dldandme.org/)

This infographic is not recommended for dissemination.

Developmental Language Disorder

Across all dialects of English, some children struggle to learn language compared to their siblings, cousins, and friends; these children may have Developmental Language Disorder (DLD).

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Some clinical markers of DLD are found in all dialects of English, including a reliance on generic words and simple sentence structure.

- A young child with DLD says: *"it"*, or *"go"*; Others say: *"bulldozer"* or *"drive"*
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DIALECT SPECIFIC MARKERS OF DLD

Some clinical markers of DLD are specific to a child's dialect. Some English dialects include:

- General American English, African American English, Southern White English, Appalachian English, Cajun/Creole English, Gullah/Geechee-influenced English
- English influenced by another language, such as Spanish, Mandarin, or Vietnamese

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Oetting, 2020
https://leader.pubs.asha.org/do/10.1044/leader.FMP.25112020.12/full/

Ambiguous and Not Inclusive

DLD affects children's abilities to learn and use language to communicate with others and perform well in school. DLD is not caused by a hearing impairment, intellectual disability, autism, or other conditions.

Nonmainstream dialect speakers also struggle to learn and use language.

Dialect differences are not DLD. Some children speak a dialect that differs from school English. Some of these dialects are African American English, Southern White English, and Spanish-Influenced English.

Dialects are treated as an “Other” Condition.

Does not tell us what DLD looks like within these other dialects.

Dialects are natural differences in how groups of speakers use language. A child who speaks a dialect that differs from school English presents a difference and not a disorder.

Messaging is only concerned with mainstream English.

Developmental Language Disorder

Across all dialects of English, some children struggle to learn language compared to their siblings, cousins, and friends; these children may have Developmental Language Disorder (DLD).

CHARACTERISTICS

DLD is not caused by a hearing impairment, intellectual disability, autism, or other conditions. Children with DLD often display difficulties:

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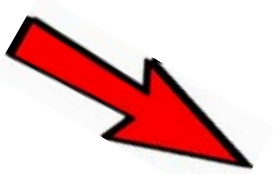
Unambiguous and Inclusive

Across all dialects of English and all languages, some children struggle to learn language and perform well in school compared to their siblings, cousins, and friends; these children may have DLD. DLD is not caused by a hearing impairment, intellectual disability, autism, or other conditions.

All dialects and languages are included. Reference is to children in the same dialect/language community.

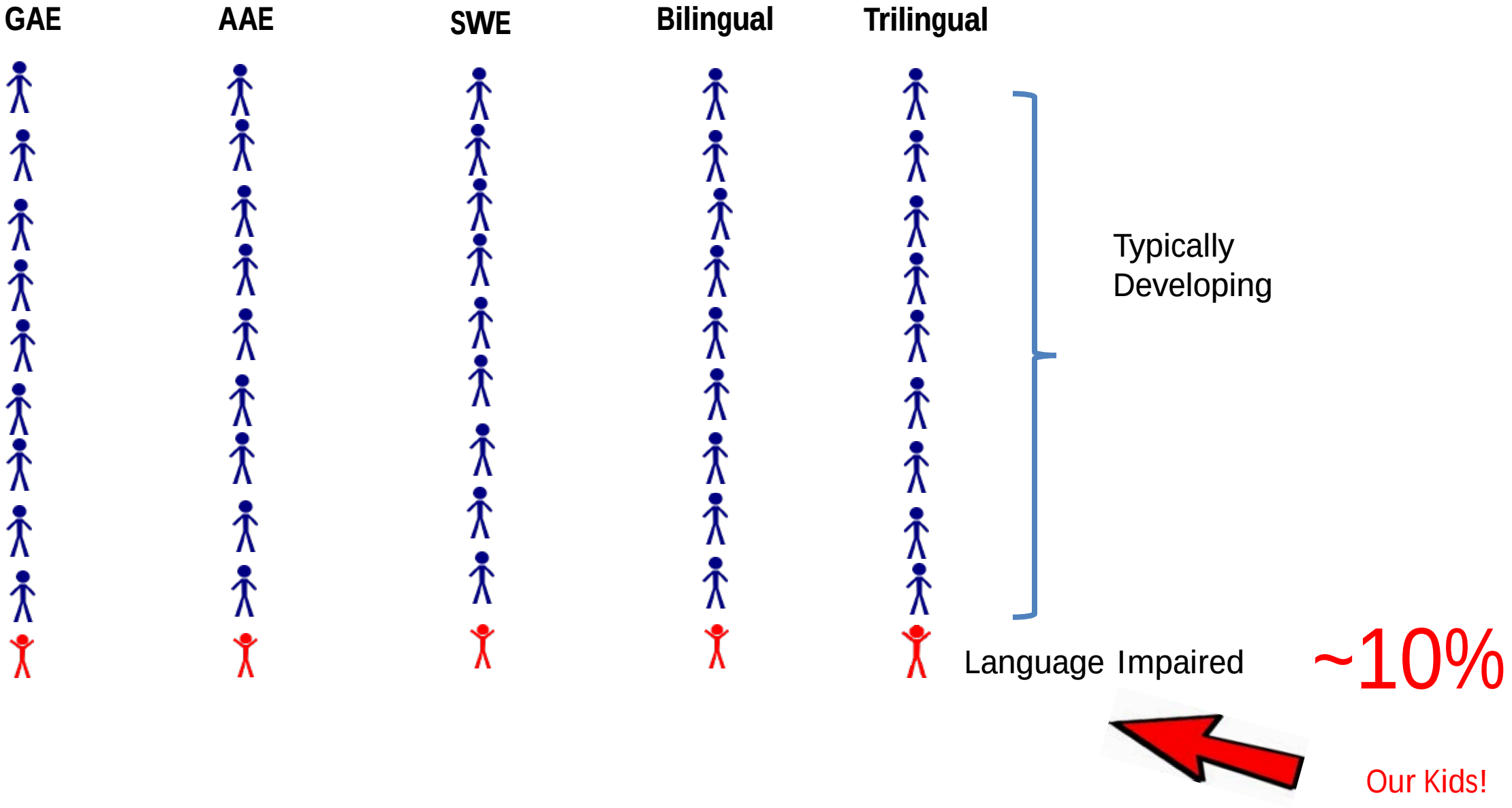
Dialect/Language Universal Markers: Some clinical markers of DLD are found in all dialects of English and languages, including a reliance on generic words and simple sentence structure.



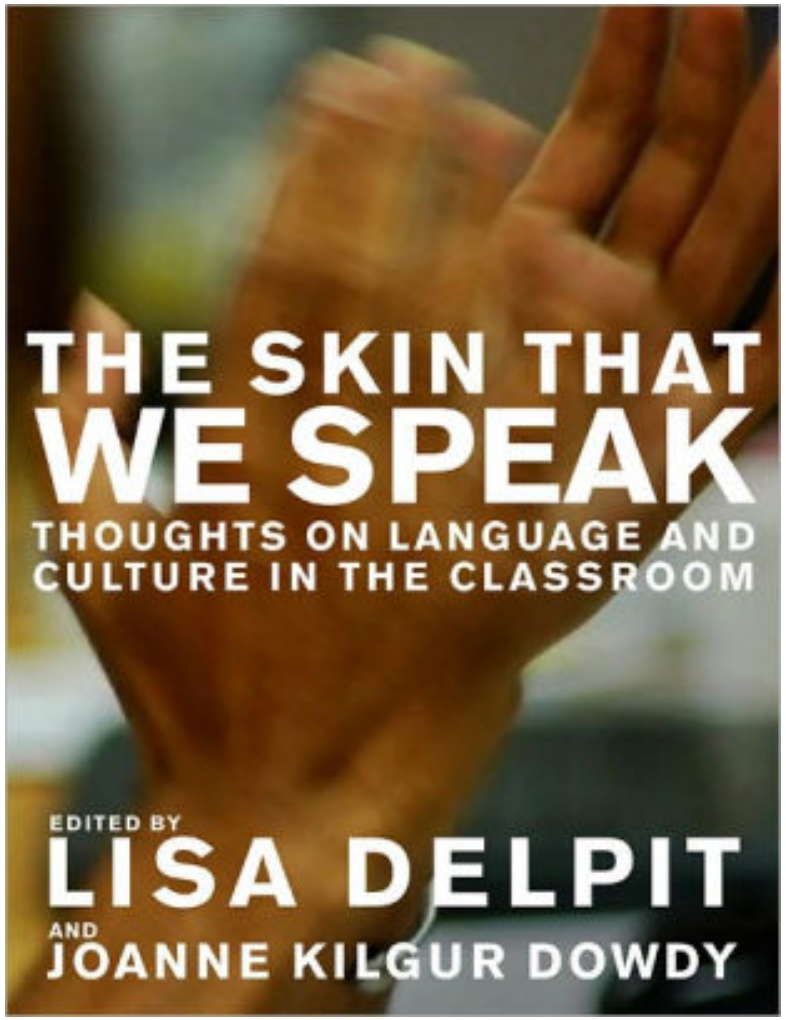
Dialect/Language Specific Markers: Some clinical markers of DLD are specific to a child's dialect and language…

Sends a message that SLPs work with children who present with DLD within ALL dialects and ALL languages.

SLP services are customized to a family's dialect and language….


GAE
AAE
SWE
Bilingual
Trilingual
Typically Developing
Language Impaired
~10%
Our Kids!

Any time we talk about nonmainstream dialects, we are talking about the speaker.



Delpit & Dowdy, 2008

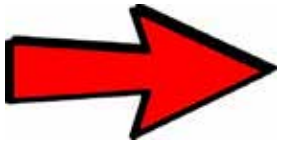
Other Ambiguous Messages with Potential to be a Microaggression

Telling children, we don’t talk like that at school

Telling children, that is a fine way to talk at home, but it is not appropriate for school

Having an unwelcoming face when hearing nonmainstream English

Modeling mainstream forms when hearing nonmainstream forms



Don’t be yourself at school, I don’t like how you talk, I don’t like you.

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1. Develop a Dialect Enthusiastic Persona

Let everyone know you love dialects, languages, and accents. Your OWN dialect, various dialects in the city, state, country.

Dialects = Place, Dialect maps

Idiolect = everyone's unique way of communicating

Engage when colleagues ask questions about dialects.

Tell children, *I don't want you to change who you are. I want you to be the best YOU.* Help child Identify a peer or famous person as a model.

soft touches, very brief

Promote Code Meshing instead of Code Switching

Combining two or more dialects, language systems, and/or communication modes to effectively write and speak within the multiple domains of society (Young et al., 2004). Reflects what highly effective communicators do; similar to other SLP approaches.

https://dr-vay2014.wixsite.com/vershawn-young/what-is-code-meshing

Leave home out of it. We vary how we speak at school and work all the time.

Situational (audience, speaking vs. writing)

Inter-sentential (between sentences). *I like recess. We Ø playing baseball today.*

Intra-sentential (within sentences). *I went to the store and brung it home.*

2. Incorporate Cultural & Linguistic Variation into Materials

Incorporate articles, social media, songs, and books that contain dialects, languages, and accents.

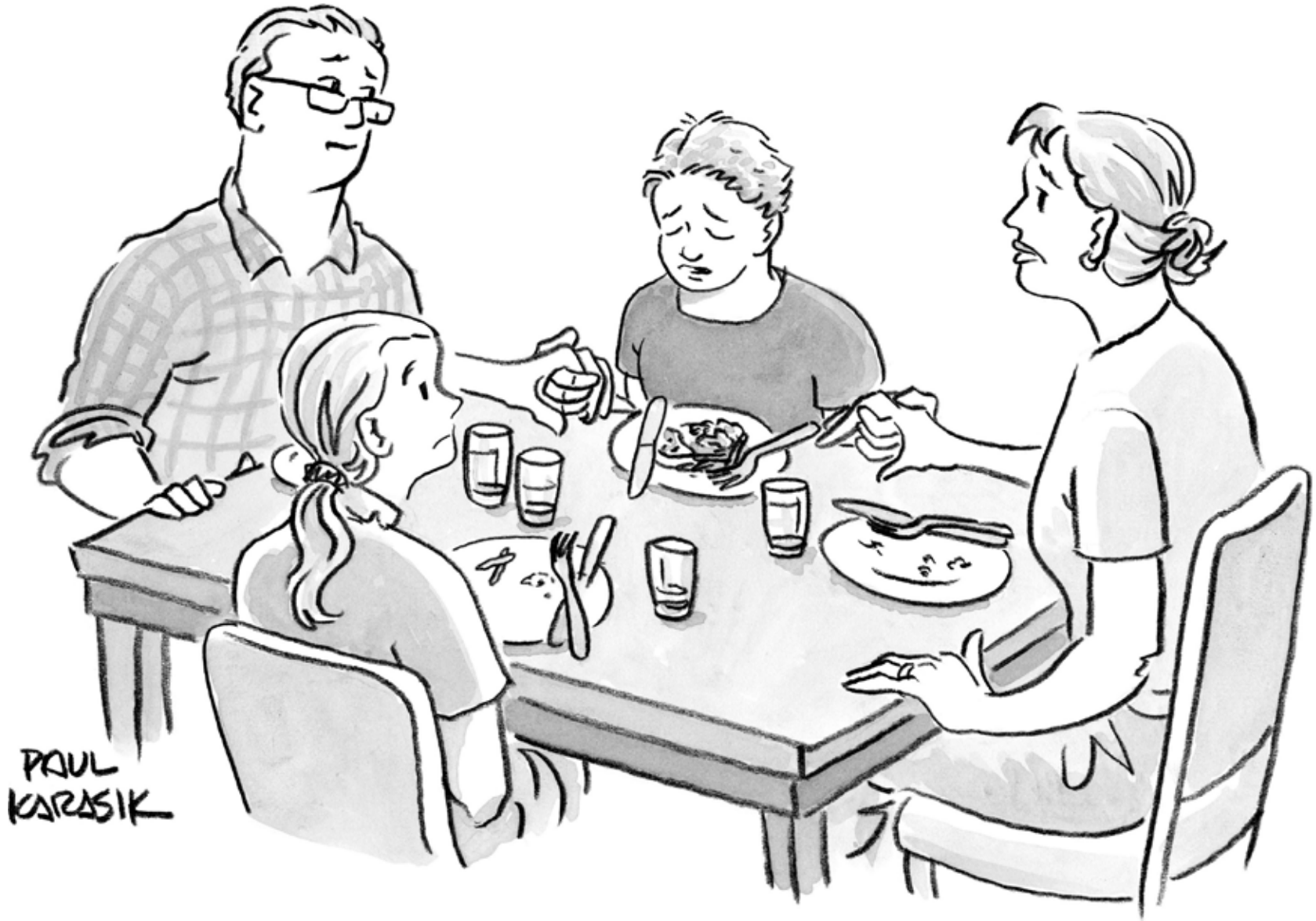
Harris, S. (2020, May 22). *Diverse books for use in speech/language therapy*. Google Docs. https://docs.google.com/document/d/1e7UaTp5UTVrlucRx89h81rINTm30S7csMCyObu3ZvNE/edit?usp=sharing

Offers therapy suggestions (e.g., sequencing, explaining a past event)

Soft touches: Point out when a book or materials shows code meshing or language variation.

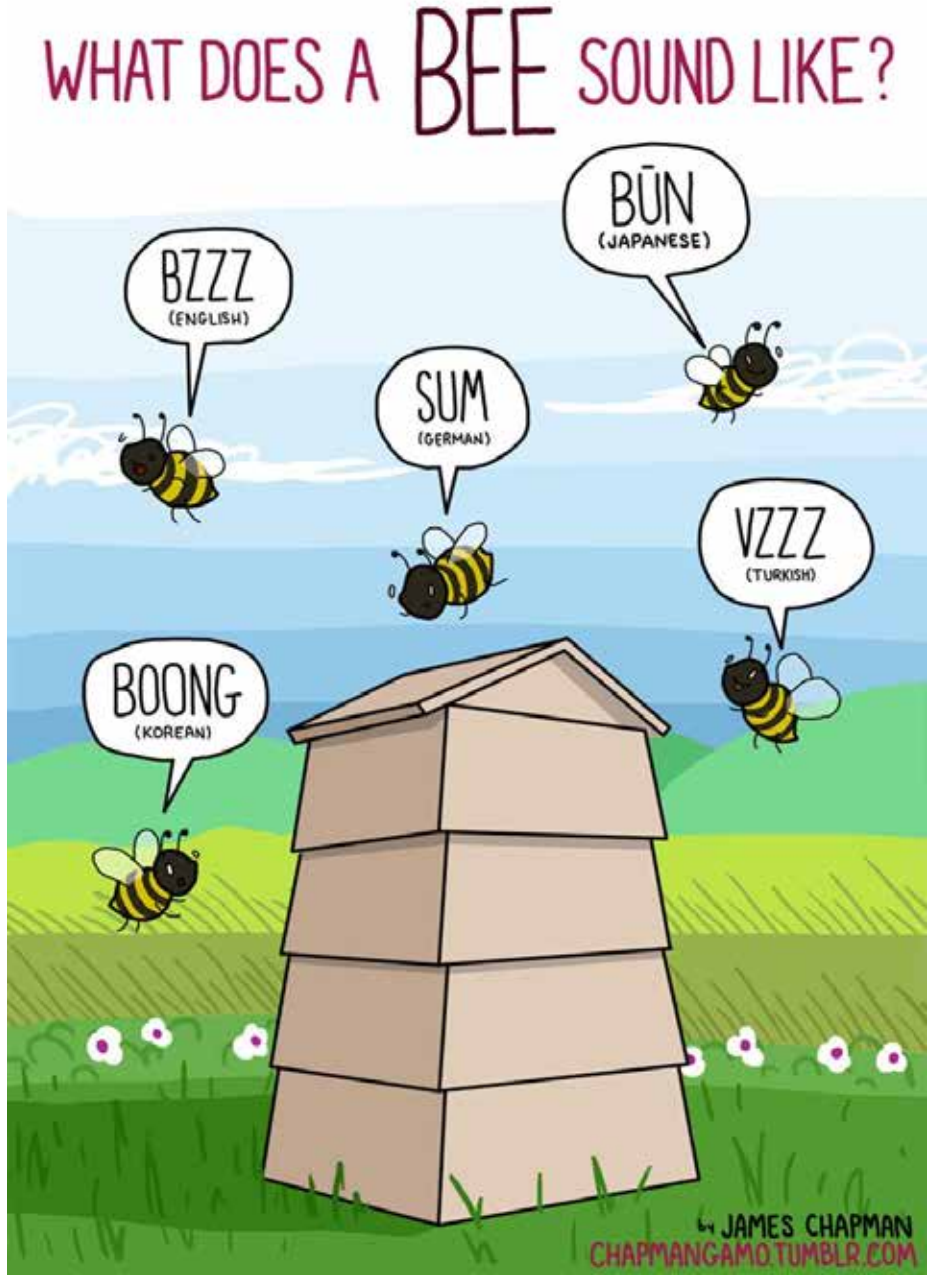
Include variation in our other metalinguistics activities

Comics



"Mom, Dad, sis—I'm not like you. I'm—I'm not a palindrome."


PARENTS
WHAT'S GOOD TO EAT?
THE KIDS
WHAT'S YOUR WIFI PASSWORD?


WHAT DOES A BEE SOUND LIKE?
BZZZ
(ENGLISH)
BŪN
(JAPANESE)
SUM
(GERMAN)
VZZZ
(TURKISH)
BOONG
(KOREAN)
by JAMES CHAPMAN
CHAPMANGAMO.TUMBLR.COM

3. Use Dialect Discovery Worksheets

Using work sheets to learn more about a child's dialect and help a child learn about his dialect (metalinguistics).

Ain't

BE: I ain't going, Ain't you going? They ain't there. *yesterday he ain't there.
DO: I ain't got it. *I ain't have it. *ain't you do it yesterday?
HAVE: You ain't seen it. *tomorrow you ain't seen it.

Does a child use ain't BE, DO, and HAVE or just 1 or 2 of these forms?
If child produces ain't, does he also produce double negatives?

What effect does different prompts have on child's productions?

Can you say that sentence with the word "john" [specific noun]
Can you say the sentence without the word ain't
Can you say the sentence with the word "doesn't" or "isn't" or "hasn't"

* = awkward in a child's dialect.

Forms of Ain’t

	BE	**DO**	**HAVE**	**Multiple Negation**	***Past Tense *Future Tense**
Ain’t					
Ain’t					
Ain’t					
Ask child to change subject to a specific noun					
Ask child not to use ain’t					
Ask child to use BE, DO, HAVE					

Forms of BE

	AM	IS	ARE	WAS	WERE
CONTRACTIBLE (John's)					
UNCONTRACTIBLE (Chris is)					
Copula (I am happy)					
Auxiliary (I am walking)					
Noun subject (John is)					
Pronoun subject (He is)					
What, that, it subject (often leads to overt form)					
Simple sentence (subject + Verb + Object)					
Complex sentence (embedded clause)					
Can child judge appropriateness for dialect? John's walking vs. John walking am vs. John am waking					

Forms for Past Tense

Type of Form	Verb	Consonant + Consonant	Consonant + Vowel, Pause	Vowel + Consonant	Vowel + Vowel, Pause
Mainstream Overt	*Fried,.....*				*Fried an egg*
Nonmainstream Overt	*Blow/ed…*		*Blow/ed it*		
Zero	*jumpØ*	*JumpØ the..*			

Dialect worksheets -> Learn what a child can do with his/her dialect

Instead of Accuracy of GAE  Productivity, Diversity, flexibility

Instead of modeling or asking for the mainstream form, manipulate other aspects of the utterance, focusing on meaning.

We Ø playing baseball  Who is we? “The class”

The class will be playing baseball, The class is playing baseball.

Dialect Awareness Programs (middle school)

Jeffrey Reaser & Walt Wolfram (2007) Voices of North Carolina

Student Workbooks, Teacher Workbooks, Materials to play Jepardy

https://linguistics.chass.ncsu.edu/thinkanddo/vonc.php

Keep a Dialect Diary

Reflect on your experiences with your dialect and others around you.

Reflect on conversations with family and friends about dialects and place vs. names of dialects [this is hard; they might not go well]

Reflect on attempts to work within a child's dialect rather than around or outside of it.

Reflect on attempts to work on productivity, diversity, flexibility

Reflect on promoting code meshing instead of code switching.

Diary of a Dialect Diva, NOT!

Questions?

Thank you!