

INTRODUCTION

Australian Speech-Language Pathologists (SLPs) are working with more culturally and linguistically diverse clients than ever before. Williams and McLeod (2012) published a study examining Australian SLP perspectives and experiences of multilingualism, including: assessment and intervention practices, as well as service delivery methods when working with children who speak languages other than English. Finding that a community development model is becoming more prevalent for effective service delivery. Many of the Hanen Programs[®] are applicable to the Cultural And Linguistic Diverse (CALD) community.

AIM

This poster will highlight the benefits, challenges and learning's experienced when delivering ABC and Beyond™ to early childhood educators across multiple cultures, religions and languages. Then presents a framework for considerations when adapting 'off the shelf' programs in ECEI.

METHOD

The ABC and beyond™ Program was delivered to 12 Participants from 7 different language groups in Northern Melbourne.

Written and oral evaluations and stories of connection were thematically analysed for keys to optimum engagement with diverse communities, all of the participants gave an overall rating of satisfaction and verbal accounts of what practice changes they would embody. These accounts were analysed for inductive themes by an external ratter who is a CALD SLP.



Picture of the resources used in the program. This pack was given to every participant

RESULTS

Open themes and codes from participants

- 100% of participants were very satisfied with the training.
- 100% of participants stated that their confidence has improved significantly in delivering effective emergent literacy programs in their communities and in their first language as well as bilingually.

Strategies that were significant include:

- “stressing the words,”
- “giving the other meanings for the words you read in the book- give them (children) a chance telling their ideas about the books.”
- “Ask open ended questions and allow enough time for discussion”
- “Read with the child not reading to the child”.

Learnings for a monolingual SLP

- Giving children of CALD communities a chance to tell their ideas about books and stories seems like an effective strategy to promote learning and thinking skills.
- Knowledge transfer is an important factor to be considered with CALD communities to improve children's learning skills.
- Working in a culturally humble way requires the SLP to adapt programs to meet community need.
- Give each language group time to debrief on concepts and apply them in a culturally appropriate way, regularly throughout programs.

CONCLUSIONS

For most SLPs the focus is on evaluation of the effectiveness of our intervention. However, the learning derived from this experience increased reflective capacity, and this also was found to be of far greater professional use than program evaluation in building an authentic and transformative relationship in the community. Recommendations for further use of Hanen type programs remains because these programs simplify complex emergent literacy concepts however SLPS should reflect formally after each session delivery on how their communication was received of equal importance to how the participants are successfully implementing strategies

As cited by Garvis, Pendergast, Twigg, Fluckiger, Kanasa, Phillips, Bishop, Lockett & Leach in (2013) “Children’s learning and development is advanced when they are provided with opportunities, support and engagement within their families and in partnership with early childhood professionals.” – Victorian Early Years Framework updated March



Picture of participants engaging in the program ABC and beyond. Original photo used with permission

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The hard work and dedication of the brilliant women in the CALD community

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