
CU1555 Support the Speech, Language and Communication Development of Children who are Learning More than One Language

Aims

This unit is designed to explore the ways in which speech, language and communication skills are influenced when children and young people are learning more than one language. The unit addresses the cultural issues around the assessment and approaches to speech, language and communication development for children and young people learning more than one language.

Credit 3

Level 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the speech, language and communication assessment process for children and young people who are learning more than one language	<ul style="list-style-type: none">1.1 Explain how to identify which languages are used by children and young people in the work setting1.2 Explain how to collect information on a child or young person's use of their languages at home and in the work setting1.3 Explain the difficulties of using formal, standardised tests/screens with children and young people whose home language is not English1.4 Explain how to recognise when a child or young person learning more than one language may have additional or specific speech, language and communication needs

<p>2. Understand the cultural issues of assessing and supporting the speech, language and communication development of children and young people who are learning more than one language</p>	<p>2.1 Explain what is meant by bilingualism</p> <p>2.2 Explain the advantages of bilingualism</p> <p>2.3 Define culture and identify how to integrate different cultures within own work setting</p> <p>2.4 Explain the importance of using culturally appropriate and relevant materials and approaches with children and young people learning more than one language</p> <p>2.5 Explain how resources can be adapted to meet the support needs of children and young people whose home language is not English</p>
<p>3. Be able to work with parents of children and young people whose home language is not English</p>	<p>3.1 Provide appropriate advice to parents on supporting their child's speech, language and communication development</p> <p>3.2 Demonstrate approaches to support parents in promoting their child's speech, language and communication development</p> <p>3.3 Explain how language and resources can be adapted to enable close work with parents whose home language is not English</p>
<p>4. Know how to work with others in order to support the speech, language and communication development of children and young people whose home language is not English</p>	<p>4.1 Explain the different ways in which professionals can work together in the interests of children and young people</p> <p>4.2 Explain the roles and importance of other professionals who may be involved in joint or integrated working to support children and young people with speech, language and communication needs who are learning more than one language</p> <p>4.3 Identify and describe when and how to contact and work with relevant agencies and services</p>