



HEALTHY DEVELOPMENT SERVICES (HDS)/ CHILDREN'S CARE CONNECTION (C3) NEWSLETTER

Exploring Multilingualism and Language Development!

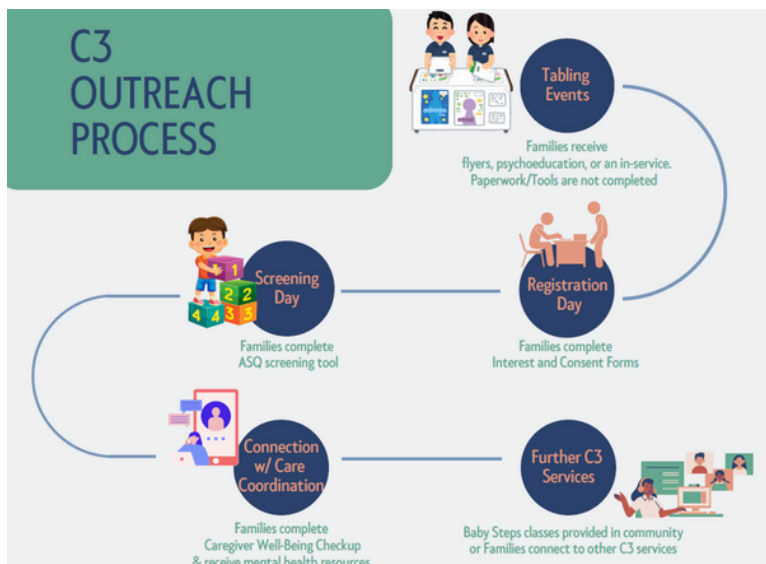
A frequent question we get is whether a child speaking two languages has an effect on their language. We took this question and developed it into a Language-building newsletter. You'll find articles on multilingualism including tips to support multilingual learners, socialization, HDS services, DEI books, and our new Compassion Corner.

We would love to hear from you about common questions you have or are brought to your attention. How can we support you? We may not have all the answers but we can certainly hold space for you!

HDS/C3 N. Central/N. Coastal/South Team

HDS Outreach

We'd like to remind you that we have several other ways we can support you, your caregivers, or your staff through our outreach efforts. Contact Julia Yang: jjyang3@rchsd.org for more information.



THIS ISSUE:

- Embracing Bilingualism: Enhancing Your Child's Growth & Connections
- Navigating Language Development as a Bilingual Family: FAQ
- C3's Preschool Speech Group for Early Communication Skills
- Building Language Skills at Home: Simple Tools for Family Conversations From Sesame Street
- Strengthen Bonds and Boost Development: Local Resources for Families in San Diego
- DEI library: Multilingualism
- Caregiver Compassion Corner



Embracing Bilingualism: Enhancing your Child's Growth & Connections

By Natasha Maxwell, CCC-SLP

Parents are often reluctant to expose their children to more than one language, fearing that multiple languages will cause confusion and/or language delays. Bilingualism, in fact, is a gift families can provide their children. Raising children with more than one language provides them with significant advantages in their development and interpersonal relationships.

Research has shown academic benefits related to reading, writing, and problem solving.

Proficiency in their heritage language enables children to have rich, natural interactions with family and friends. Read on for more information on the benefits and development of bilingualism and why supporting bilingual language development is essential.

Bilingualism has significant benefits.

- **Increased metalinguistic awareness** reflected in strong reading and writing skills.
- The selective attention and inhibition needed to learn multiple languages results in **strong executive control**.
- **Increased creativity and problem-solving skills.**
- **Later onset of dementia**



Bilingual children:

- May know fewer words in each language than a monolingual but **have a combined vocabulary equal to a monolinguals**.
- May begin speaking later than a monolingual peer but still **within the normal range** (8-15 months).
- Will **learn grammatical patterns in the same order** as their monolingual peers.

Bilingualism does NOT cause language delay.



Tips to support multilingual children:

- **Speak to your child in a way that is comfortable and natural to you.** Don't try to speak a language with your child if you are not comfortable or fluent in that language.
- **Continue speaking your family's home language**, so that your child does not become isolated from family members who only speak the home language. There is no evidence that frequent use of the second language in the home is essential for a child to learn a second language.
- **Validate your child's response regardless of which language they use.** Model how to say their response in your language to encourage learning and use of both.
- As your child gains proficiency in the second language, they **may use both languages in one sentence** (e.g., "code switching/mixing"). Code mixing is **a natural part of bilingualism**. Proficient adult bilinguals code mix when they converse with other bilinguals, so children will code switch too.
- Some parents may choose to adopt **the "one parent-one language" approach**, where each parent speaks a different language to the child. While this is one option for raising a bilingual child, there is **no evidence to suggest that it is the only or best way** to raise a child bilingually.

Navigating Language Development as a Bilingual Family:

Frequently Asked Questions

By Angie Matias, Developmental Specialist

Q: Should I teach my child a second or even third language?

A: YES!! Teach them your heritage!!

Children learning multiple languages develop executive functioning skills, the ability to think flexibly, demonstrate self-control, focus attention, and tune out distractions.

Q: Will multilingual learning delay my child's speech?

A: If a child has a speech or language problem, it will show up in all languages that a child uses. If a multilingual child starts, "falling behind" or "not saying enough words" an early childhood assessment can be the best support to begin a process for ruling out a speech or language disorder. A Speech and Language Pathologist can work with the child in their heritage language.

Q: How do cultural norms affect seeking help for my child's language development?

A: Cultural norms can play a big role in whether or not families feel comfortable asking for help. In some cultures, there might be a stigma around seeking support, with parents feeling pressured to manage on their own or fearing judgment for their choices, like speaking only one language at home.

Q: What does "good enough" parenting mean in the context of multilingualism?

A: "Good enough" parenting means embracing the unique dynamics of your family's language use without striving for perfection. The pressure to "get it right" can be overwhelming, but there's no single correct path. Whether you use one or multiple languages, your approach is valid and supportive.

Q: Is it okay to ask for help?

A: Absolutely! Asking for support is not just okay, it's beneficial. If you notice red flags in your child's language development, don't hesitate to seek advice, even if it's culturally uncommon. Getting support early can ensure that your child receives the best care and opportunities for growth!

C3'S PRESCHOOL SPEECH GROUP FOR EARLY COMMUNICATION SKILLS

BY MELETHIA COOPER-BARNES, CCC-SLP

The Preschool Speech Group is offered once a week for children between 42-60 months. The families are scheduled for 4-week segments and additional visits are added per the child's progress and needs. The children are placed in this group when speech production (articulation or phonology) is their primary area of concern. The speech-language pathologist models specific placement for speech sounds and provides parent education for appropriate carryover in the home. While not a specific focus, this group also supports bilingual language learning and has previously included children whose primary language is Spanish, Russian, and Mandarin Chinese.

Such a format fosters development of new concepts in the child's primary language while introducing opportunities for peer interaction and exploration of the second language. The group also supports social-emotional growth and cross-cultural learning for children and their parents. It is the C3 speech-language pathologists' desire that the group format fosters a positive introduction to early learning for the families while encouraging future learning in a formal academic setting.



BUILDING LANGUAGE SKILLS AT HOME: SIMPLE TOOLS FOR FAMILY CONVERSATIONS FROM SESAME STREET

BY CLAUDIA RUVALCABA, BEHAVIOR SPECIALIST AND BRYANNA BECERRA, DEVELOPMENTAL SPECIALIST

Sesame Street Workshop explores talking to our children in order to increase language development and promote social interactions. Their article explains that **"language development is shaped by talking with, and listening to, many different people in different contexts over the course of a day."** For more insights, you can explore the full article, **[Building and Rebuilding Language Skills - and Community!](https://sesameworkshop.org/resources/building-and-rebuilding-language-skills-and-community/)** (<https://sesameworkshop.org/resources/building-and-rebuilding-language-skills-and-community/>)

Another fun simple resource to promote conversations in the home are these **everyday routine conversation cards**. They are available in both **Spanish** and **English** for our caregivers to use with their children.

English -

<https://sesameworkshop.org/resources/everyday-conversation-cards/>

Spanish -

<https://sesameworkshop.org/resources/tarjetas-de-conversaciones-diarias/>



STRENGTHEN BONDS AND BOOST DEVELOPMENT: LOCAL RESOURCES FOR FAMILIES IN SAN DIEGO

COMPILED BY ANDREA OLIVAS MEDINA, CHILD AND FAMILY SPECIALIST

Looking to strengthen the bond with your child while supporting their development and social skills? Explore these valuable resources available in San Diego County and within HDS!



SAY San Diego Healthy Start Military Family Resource Center PLAYGROUPS: "Join us every Wednesday at 10am. Come get connected to other parents and children while learning skills for your child through fun and play!" Open to all families with children under the age of 7. From 10am-11am and located at 3497 Santo Rd, San Diego, CA for more information call 858-496-004 or visit saysandiego.org.

GYMBOREE Play & Music: "Research-based programs, created by experts in early childhood development. A child-led approach that builds upon each child's own abilities." Classes for children ages 0-22mo. For more information please visit Gymboree Play & Music at gymboreeclasses.com

Toddler Time SD: "Our mission is to create a better toddler class. Using play-based learning, sensory play, and lots of movement and exploration your toddlers will be engaged and learning without even knowing it." For more information call 619-940-5824 or visit Toddler Time SD at www.toddlertimesd.com. Provides class for 18mo-3yrs old.

San Diego Mommy & Me: Open to Moms + Little's 0-12mos. Topics are geared toward navigating the maternal experience and are open to Moms + babies up to 1-year-old. Most moms join at 4-16 weeks postpartum. Groups are packaged as a 7-week series. This structure allows each new mama cohort to develop and foster authentic friendships. For more information visit San Diego Mommy and Me at sdmommyandme.com.

HDS C3 Developmental Class series! Our goal is to create an inclusive and supportive environment where every child and their family feel valued. In our classes, C3 clinicians model activities and guide parents as they engage in play with their child or participate in group interactions. Classes are tailored based on a child's age and developmental stage, including options like Infant Time, Young Toddler Time, Toddler Time, Preschool Time, and Camp. For more information, please check out our website at www.rchsd.org/hds.

Interested in setting up a play date for your child but not sure know where to start?

Check out these website and tips:
Playdate Tips:

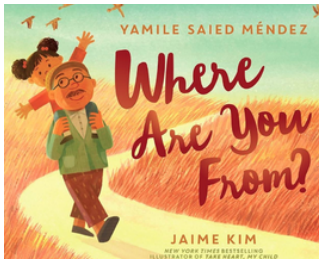
[How to Plan a Playdate – Happiest Baby](#)

Playdates 101: [Your Guide On What to Do on a Playdate](#)

DIVERSITY, EQUITY AND INCLUSION LIBRARY

Our favorite DEI books to learn about multilingualism and multiculturalism

Compiled by Louise Tolentino, Project Coordinator

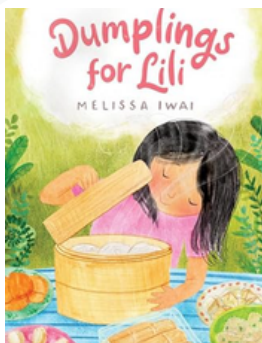


Where Are You From? / ¿De Dónde Eres?

by Yamile Saied Méndez

A story of a young girl who constantly gets asked a simple question but doesn't have a simple answer. She turns to her abuelo for help and he tells her a story of where they came from.

Read aloud in **English** and **Spanish**



Dumplings for Lili

by Melissa Iwai

Lili loves to cook baos, and Nai Nai has taught her all the secrets to making them, from kneading the dough lovingly and firmly to being thankful for the strong and healthy ingredients in the filling. But when Nai Nai realizes that they are out of cabbage, she sends Lili up to Babcia's apartment on the sixth floor to get some.

Read aloud in **English**



Tomatoes for Neela

by Padma Lakshmi

Neela loves cooking with her amma and writing down the recipes in her notebook. It makes her feel closer to her Paati (grandmother). Today, Neela and Amma are going to the green market to buy tomatoes to make Paati's famous sauce.

Read aloud in **English**



What's My Superpower?

by Aviaq Johnson

In a little house of a small Inuit town was a little girl named Nalvana. Everywhere she goes, she wears her superhero outfit. Nalvana doesn't know what her superpower is yet—but she's determined to find out what it is.

Read aloud in **English**



Your Name is a Song

by Jamilah Thompkins-Bigelow

Frustrated by the teachers and classmates mispronouncing her beautiful name, a little girl tells her mother she never wants to come back to school. On the walk home, her mother teaches her about the musicality of African, Asian, Black-American, Latinx, and Middle Eastern names.

Read aloud in **English**

COMPASSION CORNER

Affirmation for caregivers and providers



I am strong and capable



Nobody is perfect all the time and I allow myself to be imperfect



If I want and need it, I will ask for help and/or support



I trust myself to make the best decisions I can



I accept all parts of myself



CURRENT SERVICE WAIT TIMES

INTAKE & REGISTRATION

2 WEEKS

Upon receiving the referral, our team will contact family to complete registration and schedule client for a 90-minute developmental screening.

DEVELOPMENTAL SCREENING

1 WEEK

During this appointment, a Developmental Specialist will utilize the Ages and Stages Questionnaire-3 and SE-2 to determine if there are any delays. M-CHAT (if applicable) and a Caregiver Well Being Checklist will also be administered. Recommendations for further assessments and/or community resources will be provided at the end of appointment.

For more information about
Healthy Development Services/C3:

WWW.RCHSD.ORG/HDS