



November 2013 Edition

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Our community is better together

Happy Holidays!

1. Will establishing an English-only household help my child learn English faster?

by Sirad AF Shirdon

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As a speech-language pathologist, families often admit that they speak English exclusively in the home. If these families were from English speaking backgrounds, this would be understandable. However, I am increasingly hearing this from families who come from culturally and linguistically diverse backgrounds.

The commonly held beliefs that drive this phenomenon, are that (1) children will learn English faster this way, and (2) if children have a speech/language delay (e.g. they're not speaking yet), it's because the child is confused by the multiple languages they're being exposed to.

Increasingly in our Somali community here in Ohio, you will meet mothers who insist on speaking only English in the household. However, these mothers may not have a good grasp of the English language and end up communicating with their children in broken English.

The first myth

Children will learn English faster, if it is the only language spoken in the home. This widely held belief is incorrect. In my field of speech-language pathology, we are always talking about the importance of modeling language, for young children. Modeling language involves teaching children the sounds, vocabulary, grammar and sentence structure of a given language by talking, reading, reciting poetry etc. Once the child has received a strong foundation in the first language, they will transfer those skills to learning their second language. If we consider a Somali child learning English, we know there are several sounds that are found in English, but not in Somali and vice versa. A child may be learning the English vocabulary for the first time, and be confronted with the English word 'vacuum'. Up to this point, the child has not been exposed to the sound 'v' and will naturally replace it with the closest sounding sound in Somali, 'f'. So the word comes out as 'facuum'. For children who are learning two languages at the same time, these errors are completely normal (ASHA, Advantages of being bilingual). ...Continued in page 3...

Continued... Will establishing an English-only household help my child learn English faster?

The child's developing brain is making sense of the two language systems, and by kindergarten children are able to separate the two languages. In the early years, it is not uncommon to see the child mixing the two language systems.

During this time, it is very important that the parents give the child a strong foundation in their strongest language and for most of us that is afka hooyo, af-Somaali (the mother language, Somali). This way the child will transfer the strong skills into their English language learning, which will facilitate their learning of the language. If parents insist on solely speaking English, children do not receive the benefits associated with bilingualism which includes being able to process information in multiple ways, greater cognitive flexibility, improved problem solving and listening (ASHA, Advantages of being bilingual).

The second myth

Speaking in one's native language confuses the child and contributes to speech/language delays. Increasingly, there are many Somali children who are being diagnosed with speech/language delays.

Many families believe that Somali is confusing, and that since English is the language used in the schools, this too should be the language of the home. This concern is completely understandable, as the stakes are much greater for parents who have a child with a speech/language delay.

However, the advice remains the same: the parent should continue to communicate with their child in the language their most comfortable with (ASHA, Learning two languages). Think of language as a circle, as one system. If the child is learning English and Somali, the circle splits in half.

Any issues with one component of language, say vocabulary, will show up in the other language. For instance, in my practice, I have seen children whose problems saying verbs in one language, show up in the other language.

In sum, there are tremendous benefits to speaking to your child in Somali at home. A solid foundation in Somali will assist your child in learning other languages.

...Continued in page 4...

...Language... continued from page 3

Satisfaction Survey: SomaliCAN Outreach Newsletter

In the early years, Somali children are exposed to many languages, including Somali, Arabic and English; these languages will aid the children and help them to acquire beneficial skills. However, this in large part depends on providing the child with an early, solid foundation in their first language, Somali.

Please visit the American Speech-Language-Hearing Association website, to learn more about bilingualism: <http://www.asha.org/about/news/tipsheets/bilingual/>

References

American Speech-Language-Hearing Association. Learning two languages. Retrieved from <http://www.asha.org/public/speech/development/BilingualChildren.htm>

American Speech-Language-Hearing Association. The advantages of being bilingual. Retrieved from <http://www.asha.org/about/news/tipsheets/bilingual/>

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Up All Night for Autism- Are You Up For It?

Join the Autism Society of Ohio for our signature event at Dave and Buster's Hilliard on November 9th at 11:00 PM – 3:00 AM! Silent Auction, Raffle, DJ, Euchre Tournament, photo booth, food, free game play and much much more! The party features:

DJ

Photobooth

Cornhole Tournament

Pool Tournament

Free play on Dave & Buster video games

Raffles and Silent Auction

Enjoy complimentary food and nonalcolic beverages, cash bar available

Tickets: \$30 for single, \$55 for couple, \$25 each for parties of 8 or more (Please add \$5 at the door)

To Purchase Tickets, visit

http://www.autismohio.org/index.php?option=com_content&view=article&id=4558&Itemid=444

Every dollar raised by the event stays in Ohio to support individuals with autism, their families and professionals who work with them. The Center for Disease Control estimates that one in every fifty school aged child in the country has a form of autism.

For more information, contact us at 614-487-4726 or email us at askASO@autismohio.org Check out the event on FACEBOOK – VISIT <https://www.facebook.com/UpAllNightForAutismAdultLockIn>

In Gurigayga Looga Hadlo Af Ingiriis Keliya Miyay Ilmahayga u Sahlaysaa af Ingiriiska?

Qore: Sirad A F Shirdon

“Waxaan guriga uga hadalnaa Ingiriis Keliya.”

Columbus, OH- Madaama aan ku takhasusay cudurrada hadalka iyo afka, qoysasku waxay badi ii qirtaan inay af Ingiriis keliya guriga uga hadlaan. Haddii qoysaskani ay ahaan lahaayeen kuwo Ingiriiska ku hadli jiray, wax la fahmi karo ayay ahaan lahayd. Hase yeeshee, waxaan in badan ka maqlayaa qoysas ka soo jeeda afaf iyo dhaqammo kala geddisan. Arrimaha badanaa la aaminsan yahay ayaa ah in (1) carruurta ay Ingiriiska dhaqso ku baranayaan sidan, iyo (2) haddii carruurta uu hadalka ama afku ka daaho (tus: aysan hadli karin) waxay ku wareereen afafka badan ee ay maqlayaan. Sida badan, jaaliyaddeenna Soomaaliyeed ee reer Ohio waxaad kula kulmaysaa hooyooyin ku adkaysanaya in Ingiriis keliya looga hadlo reerka.

Hase yeeshee, hooyooyinkani waxa laga yaabaa inaysan si wacan u aqoon af Ingiriiska waxaana khasab ku noqota inay carruurtooda kula hadlaan Ingiriis jajaban.

Khiyaaliga u Horreeya

Carruurta waxay dhaqso baranayaan Ingiriiska haddii reerku afkaas oo keli ah ay ku hadlaan. Arrintaan si aad ah ayaa loo aaminsan yahay, saxna ma ahan. Takhasuskayga cudurrada hadalka iyo afka, waxaan badanaa ka hadalnaa ahmiyadda ay leedahay inaad carruurtaada yaryar afafka u jisho.

Jilitaanka afku waa inaad carruurta barto dhawaaqa, erayada, naxwaha, iyo hab dhiska jumladaha ay luqaddu leedahay adigoo la hadlaya, u aqrinaya, gabyaya, iwm.

....Eeg bogga 6...

Choose CareSource as your Health Plan.

Call: 1-800-488-0134



...AF INGIRIIS KELIYA... KA YIMID BOGGA 5...

Markii ilmuhu uu gundhig wanaagsan oo afka koowaad ah helo, wuxuu xirfaddaas u adeegsan karaa afafka kale ee uu baranayo. Haddii aan tixgelinno ilmo Soomaaliyeed oo Ingiriis baranaya, waxaynu ognahay inay jiraan dhowr dhawaaq oo afka Ingiriiska ku jira oo aan Soomaaliga ku jirin iyo sida kaleba. Waxaa laga yaabaa inuu ilmuhu markii u horreysay baranayo af Ingiriis oo uu la kulmo erayga “vacuum”.

Caruurta labada af isku marka baranaysa, khaladaadkan waa iska caadi (ASHA, Advantages of being bilingual). Maskaxda koraysa ee ilmuhu waxay macno u yeelaysaa hab dhiska labada af, iyadoo markay gaaraan xannaanada ay kala sooci karaan labada af. Sannadaha hore waxaa in badan dhacda in labada af uu ilmuhu isku qaso. Xilligaan waxaa aad muhiim u ah in waalidku ilmaha u sameeyo aasaas xooggan oo afka ay sida ugu wanaagsan u yaqaannaan ah iyadoo badideen uu noqonayo afka hooyo, af-Soomaali. Sidaasuu ilmuhu aqoontiisa af Soomaaliga ugu adeegsan karaa markuu baranayo afka Ingiriiska, taasoo u fududaynaysa barashada afka.

Haddii waalidku ku adkaysto in Ingiriis keliya lagu hadlo, carruurta ma helayso faa'iidooyinka ku jira aqoonta laba af sida in siyaabo kala geddisan warka loo qabto, fahmad furfuran, xallinta arrimaha oo fududaata, iyo dhegaysi hagaagsan (ASHA, Advantages of being bilingual).

Khuraafaadka Labaad

In lagula hadlo afka hooyo way wareerisaa ilmaha waxayna gacan ka geysataa dib u dhaca hadalka iyo af barashada. Waxaa soo badanaya carruur Soomaaliyeed oo laga helo dib u dhaca hadalka iyo af barashada. Qoysas badani waxay aaminsan yihiin in Soomaaliga lagu wareero, iyadoo maaddaama Ingiriis laga isticmaalo dugsiyada, in gurigana ay waajib tahay in Ingiriis looga hadlo. Welwelkan waa la fahmi karaa, maaddaama qoysaska ay la weyn tahay in ilmuhu la daaho hadalka ama af barashada. Hase yeeshee, taladu waa isla tii: waalidku waa inuu ilmaha kula hadlo afka uu sida ugu hagaagsan u yaqaanno (ASHA, Barashada laba af).

U sawiro inuu afku yahay goobaabo, hal unug. Haddii ilmuhu baranayo Ingiriis iyo Soomaali, goobaabadu waxay u qaybsamaysaa labo qaybood. Wixii dhibaatooyin ah ee hal af ku dhaca waxay ka soo muuqanayaan afka kale. Tusaale ahaan, shaqadayda waxaan ku arkay carruur ay ku adag yihiin sida loogu dhawaaqo ficilka/falka hal af, oo afkii kalana sidaas u muuqdo.

Isku soo ururintii, waxaa ku jira faa'iidooyin waaweyn in aad ilmahaaga af Soomaaliga kula hadasho guriga. Saldhig adag oo af Soomaali ah waxay ka caawinaysaa ilmahaagu inuu barto afafka kale. Sannadaha hore, carruurta Soomaaliyeed waxaa lagula hadlaa afaf badan sida Soomaali, Carabi iyo Ingiriis; afafkaan oo ka caawinaya in carruurta ay helaan xirfado faa'iido u leh. Waxayse tanu si weyn ugu xiran tahay in ilmaha yaraanta loogu diyaariyo aasaas adag oo afkooda koowaad ee Soomaaliga ah.

Si aad faahfaahin dheeri ah u hesho, fadlan booq bogga American Speech Language Hearing Association:

<http://www.asha.org/about/news/tipsheets/bilingual/>.

Tix Raac:

American Speech-Language-Hearing Association. Learning two languages. Retrieved from <http://www.asha.org/public/speech/development/BilingualChildren.htm>

American Speech-Language-Hearing Association. The advantages of being bilingual. Retrieved from <http://www.asha.org/about/news/tipsheets/bilingual/>

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3. Job Opportunity of the Month

Senior Services Caseworker - Somali Language- Community Refugee & Immigration Services (CRIS)

Description: part-time, 20 hours/week, to provide individual services to clients based on their eligibility with our program; to recruit eligible clients into our program in order to meet our program goals, to provide management assistance with the Senior Companions, to assist with regular citizenship tutoring that prepares clients for the citizenship interview and exam

Benefits: \$13.00 hourly wage, flexible spending account (FSA) program, 403b tax-deferred retirement savings option, direct deposit, training opportunities

Essential Job Functions:

Regular reporting of all services provided to clients by means of monthly outreach reports, monthly activity reports, and case notes in each clients' file

Regular reporting of all expenses required to offer effective case management including but not limited to mileage, parking fees, etc.

Balance of office and in-the-field work: all case managers are expected to spend at least 20% of their work time in the office conducting necessary business including but not limited to client calls, translations and interpretation services, meeting with supervisors, other case managers, or clients, etc.

Assist with facilitation of senior companion program: this includes phone calls and home visits to companions' and their clients; and interpretation services as needed

Case management of individual clients' needs: this requires proactive involvement with clients to help them with daily needs that arise. In some instances, case managers will provide a direct service, such as translation of mail; in other instances, the case manager will need to research and be aware of services that are available and make necessary referrals based on the needs of the client, such as resource referrals for feeding programs or transportation services

Outreach to meet program goals: each case manager will be given a goal for the total number of clients to reach/serve for each fiscal year. Outreach is conducted by each case manager to facilitate this objective and can include meetings with community leaders, distribution of flyers with program information, gatherings among the community to increase awareness of the program, etc. The case manager will be expected to balance the demands of offering services to current clients, while also increasing the total clients that receive our services (through outreach)

Tutoring individual clients or groups of clients in order to prepare them for the citizenship exam and interview. This may include creating resources to help them practice and study, as well as spending some time each month meeting with the client to practice and review the civics questions.

Education Requirements:

Bachelors Degree or 2 years experience in a directly related profession

Work Experience and Skill Requirements:

Resourceful, pro-active problem-solving ability

Fluency in English and Somali

Skilled in interpersonal and intercultural communication

Strong organizational skills

Valid driver's license, appropriate insurance and good driving required (last only if transporting clients)

Ability to travel (without notice) around Columbus in order to accompany clients

Professional demeanor

5. Central Ohio Community Resources

Police:

Emergency: 9-1-1

Non-emergency: 614-645-4545

Sheriff: 614-462-3333

Mental Health Crisis:

Netcare Access: 614-276-2273

Poison Control: 1-800-222-1222

Columbus Health Department

Free Clinic: 614-240-7430

Legal Matters:

Legal Aid Society: 614-241-2001

Child Abuse and Neglect:

FCCS: 614-229-7000

Housing:

CMHA: 614-421-6000

Information and Referral:

HandsOn: 614-221-2555 or 211

Somali Services

SomaliCAN

614-489-9226

www.SomaliCAN.org

The Omoleky Law Firm

614-441-5305

SOMALICAN SERVICES:

Health Communication and Literacy:

- Patient education
- Prescription access
- Cultural competency training
- Information & Referral

Community Education:

- Youth engagement
- Services in Schools
- Advocacy and Support
- Scholarships
- Annual Graduation
- Crime Prevention
- Disaster Preparedness

SomaliCAN Outreach Newsletter:

- Monthly bilingual newsletter
- Advertisements
- Articles
- Cultural Competency
- Research
- Legislation
- Developmental Disabilities

Immigration Services:

- Green card applications
- Citizenship applications
- Citizenship education

Somali Interpretation & Translation:

Do you require highly qualified interpreters and translators?

Please contact a SomaliCAN specialist today. SomaliCAN provides interpretation and translation in social services, medical, legal, academic and financial settings.

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