

CAPITAL UNIVERSITY OF SCIENCE AND
TECHNOLOGY, ISLAMABAD



**Cultural Responsiveness among Children with
Speech Delay: Perspective of Educators on
Emotional and Behavioral Challenges**

by

Fizza Khan

A thesis submitted in partial fulfillment for the
degree of Master of Science

in the

Faculty of Management & Social Sciences
Department of Psychology

2025

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I dedicate this thesis to my beloved husband, Ahmed Javed, whose unwavering support, patience, and encouragement have been my greatest strength throughout this journey. Your belief in me gave me the confidence to keep going, even during the most challenging times. To my precious twin daughters, Abiha and Ayra, your love, laughter, and presence have been my constant source of joy and motivation. You both have filled my life with purpose and inspired me to push beyond my limits. Every word of this work carries the warmth of your smiles and the echo of your giggles. This accomplishment is as much yours as it is mine, a shared milestone that reflects the love, strength, and unwavering support you have all given me. I am forever grateful to have you by my side.



CERTIFICATE OF APPROVAL

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Acknowledgement

First and foremost, I am deeply grateful to Allah Almighty for granting me the strength, patience, and perseverance to complete this thesis. Without His countless blessings and guidance, this accomplishment would not have been possible.

I extend my heartfelt gratitude to my supervisor, Dr. Uzma Rani, for her invaluable guidance, constructive feedback, and continuous support throughout this research journey. Her encouragement and expertise have played a vital role in shaping this study.

I am deeply thankful to my husband, Ahmed Javed, whose constant encouragement, patience, and belief in me have been my greatest source of strength. To my precious twin daughters, Abiha and Ayra, your love, laughter, and presence have been my daily source of inspiration and joy. To my entire family, including my parents and in-laws, thank you for your love, prayers, and unwavering support. Your belief in me has been a constant source of motivation and comfort. A special thanks to my dear brother, Muhammad Noor, for always being by my side with love and motivation.

My sincerest gratitude goes to my wonderful friends Hira and Amna for their emotional support, understanding, and encouragement that helped me through both the highs and lows of this journey.

I would also like to acknowledge Ma'am Samra, my head at work, for her constant support and flexibility, which enabled me to balance my professional responsibilities and academic commitments effectively.

Lastly, I am immensely grateful to all the participants and contributors of this study. Your cooperation, time, and insights were vital to the completion of this research. To everyone who stood by me, supported me, and believed in me—I am truly and eternally thankful. This accomplishment is as much yours as it is mine.

(Fizza Khan)

Abstract

This study explored educators' perspectives on the emotional and behavioral challenges faced by children with speech . Employing a qualitative phenomenological framework, the research investigated the strategies educators use to support children experiencing speech delays, emphasizing how instructional practices are influenced by relevant cultural factors. Data were collected through semi-structured interviews with five educators from diverse cultural backgrounds, enabling an in-depth exploration of their lived experiences. Thematic analysis identified key themes related to cultural awareness, intervention strategies, and the challenges encountered within inclusive educational settings. Findings indicate that cultural responsiveness plays a critical role in addressing the emotional and behavioral needs of children with speech delays and in developing effective, contextually appropriate teaching strategies. This research contributes to a broader understanding of special education, speech delay interventions, and cross-cultural pedagogical practices. Given the study's limitations, including a small sample size and regional focus, future research should incorporate larger and more diverse samples, longitudinal designs, and cross-regional comparisons to further advance knowledge in culturally responsive education for children with speech delays.

Keywords: **Speech delays, Emotional challenges, Behavioral challenges, culturally responsive teaching, Educator perception.**

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Chapter 1

Introduction

1.1 Background of the Study

The development of speech and language skills during early childhood is essential for effective communication, social interaction, and academic success. Many children do however have delays in speech that hinder such abilities and in most cases it translates into emotional and behavioral difficulties. Speech delay manifests as a pattern observed in children encountering verbal communication challenges, stemming from a restricted vocabulary or a slower speech development relative to peers.

The issue of speech delay among culturally diverse learners in education systems imposes some unique difficulties because, in addition to their linguistic cultural backgrounds, cultural values and practices impact in the expression of speech difficulties, as well as the path taken by the intervention ([Boyle, 2011](#)).

1.1.1 Speech Delay and Its Impact on Children

Language and speech development is one important area of development in early childhood and a matter of great concern as it has a huge impact on cognitive capacity, social interaction as well as academic performance. Speech is the verbal production of language, whereas language is the conceptual processing of communication. Language includes receptive language (understanding) and expressive

language (the ability to convey information, feelings, thoughts, and ideas). Language is commonly thought of in its spoken form, but may also include a visual form, such as American Sign Language. Speech and language delays affect 6-7% of children at school entry and can result in problems in one or more areas, such as understanding vocabulary and grammar, inferring meaning, expressive language, sound production, voice, fluency and articulation, and the use of language in social contexts (Boyle, 2011).

Developmental language disorder is a public health concern, associated with increased risk of school failure, poor employment outcomes and social, emotional, and behavior problems. Children who are speech delayed usually show a less complex vocabulary, problems with using grammar as well as some problems in social communication. It is important for the physician to have an understanding of these milestones to determine whether children have a delay in speech or language.

Normal speech progresses through stages of cooing, babbling, words, and word combinations, whereas normal language progresses through stages of understanding and expressing more complex concepts. Development of proficiency in vocabulary and language use depends heavily on family and early school experiences. Families can aid their children's language development by telling stories, playing word games, reciting rhymes and songs, engaging in questions and conversation, and reading books together. Aloudah, 2024.

Such challenges often contribute to frustration, social recession and behavioral disturbance like aggression and difficulty in following instructions (Harrison and McLeod, 2010). These emotional and behavioral issues may have a dramatic effect on children in terms of academic performance and social life in an educational facility(Wren et al., 2023a; Aloudah, 2024).

1.1.2 Challenges in Multicultural Educational Contexts

In speech-language pathology, the adoption of culturally competent practices with culturally and linguistically diverse families and children is a priority behavior

discussed in several important professional documents (Verdon et al., 2015). Although this is acknowledged, schools still have difficulty successfully serving students who represent various populations, and achievement gaps persist in terms of race, socioeconomic status, and gender (Piazza et al., 2015).

In this field, numerous key professional documents highlight the importance of adopting culturally competent practices when working with children and families from culturally and linguistically diverse backgrounds (Verdon et al., 2015). Despite this recognition, schools continue to face challenges in effectively serving students from diverse populations, and persistent achievement gaps remain evident across factors such as race, socioeconomic status, and gender (Piazza et al., 2015).

The cultural value and practices influence the beliefs of the teachers regarding disciplining measures, communicating and assisting in children with speech delays. As a result, teaching strategies can be quite different than the predominant pedagogical approach and this can complicate the provision of proper educational interventions to children that possess various cultural backgrounds at the same time (Fogle, 2020; Ndung'u and Kinyua, 2009). Despite the increased popularity of the already globally considered conception of inclusive education, there exists a severe lack of literature that would cover the issue of culturally responsive delivery of speech delay interventions within the contexts of non-Western settings that accentuates the lack of knowledge and application in practice, in particular (Farooq and Bukhari, 2023).

1.1.3 Cultural Responsiveness in Education

The first six years of a child's life are crucial for developing social skills, self-confidence, and engagement in learning opportunities with adults and peers. Positive identity and belonging enhance school readiness and learning by fostering self-confidence, willingness to participate, and risk-taking in children. Early experiences and quality learning environments are crucial for children's development and school readiness, but discrimination in education and other forms of bias negatively impact their well-being (Jagers et al., 2019). Cultural responsiveness is

the aspect of identifying, appreciating, and adjusting of teaching patterns and behavioral administration plans to suit the cultural diversities of the students (Gay, 2018). It is an outgrowth of multicultural education. Studies show that culturally responsive learning leads to increased classroom involvement, emotional balance, and nurturing social abilities in speech-delayed children (Jagers et al., 2019). Culturally responsive teaching (CRT) utilises students' cultural experiences, supports their identity, native language, and cultural connections, offers diverse learning opportunities, incorporates diverse perspectives, and promotes socio-political consciousness.

Therefore, it is a comprehensive approach that involves a multidimensional approach that includes curriculum content, instructional strategies, achievement assessment, and classroom climate (Gay, 2018).

Another important definitional dimension of culturally responsive teaching is multicultural competencies, or helping students learn more about their own and others' cultures, as part of their personal development and preparation for community membership, civic engagement, and social transformation (Gay, 2015). Teachers can develop culturally responsive pedagogies which are "student-centered approaches to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. This methodology appreciates the role of culture in affecting the communication pattern, emotional display and studying patterns and therefore requires a cultural sensitive intervention that gives consideration to these variations (American Speech-Language-Hearing Association, 2008).

1.1.4 Speech Delay: Definition and Cultural Considerations

Speech delay has been characterized as a delay in the age expected development of the language and failure to develop it to any given standard that would allow healthy communication and social interaction with others (Boyle, 2011). Failing to

align intervention strategies to the cultural practice can aggravate emotional and behavioral challenges and the essence of culturally sensitive interventions (Hoffman et al., 2021).

The quality of preschool education significantly impacts children's cultural intelligence, as research indicates. Early education faces a significant challenge in addressing the unique needs of students from diverse backgrounds due to inadequate teacher preparation, content knowledge, experience, and training. The change necessitates that diverse students, regardless of their race, ethnicity, culture, or language, can effectively tackle their learning challenges within their cultural context. Therefore, teachers must understand students' specific cultures, their impact on learning behaviours, and how to adapt classroom interactions and instruction to accommodate these differences Boyle, 2011. It is the purpose of the current study to bring into the spotlight the connection between the concept of cultural responsiveness and the emotional and behavioral issues of the children diagnosed with speech delay. This study aims to find the implementing strategies of cultural awareness in teaching and interventions by obtaining the vision of educators about the issue (Alfred and Garcia, 2020).

1.1.5 The Need for Culturally Adapted Interventions

It is widely believed that children's language development benefits more from adult-child conversations in which the children are active participants than from conversations in which children are passive listeners (Ribot et al., 2018). Cultural differences are reported in the prevalence, clinical manifestation, diagnosis, treatment response and outcomes for individuals with mental health problems. Globalization is making many countries culturally diverse and this places an enormous responsibility on health care systems to ensure that practice is relevant to the variety of cultural backgrounds of the diverse populations, thereby reducing health disparities through cultural responsiveness, appropriateness, and effectiveness of clinical services.

Lack of cultural competence and cultural adaptations in systems of care is a leading cause of disparity in services for minority cultures leading to poor uptake of

available services, adverse outcomes, and increasing the cost to society. Some interventions offered in a culturally and linguistically competent manner were found to produce more favorable results in children of culturally and linguistically diverse backgrounds than generic interventions that disregard cultural disparities (Durán et al., 2016). Some interventions offered in a culturally and linguistically competent manner were found to produce more favorable results in children of culturally and linguistically diverse backgrounds than generic interventions that disregard cultural disparities (Durán et al., 2016). Cultural adaptation has been defined as “the systematic modification of an evidence-based intervention or intervention protocol to consider language, culture, and context in such a way that it is compatible with the student’s cultural patterns, meanings, and values”.

Second language learners with learning difficulties and disabilities constitute a substantial population requiring specialized programs and strategies. Nonetheless, culturally and linguistically responsive early language interventions have barely been implemented in the past 40 years, and this is a significant gap in practice (Larson et al., 2020). Such a gap frequently leads to a wrong diagnosis, and inefficient interventions, and a lack of family involvement, particularly in multilingual communities, such as Pakistan, where local language resources, such as Urdu, are low (Khan et al., 2018).

1.1.6 Family Dynamics and Cultural Beliefs

Values expressed by families in relation to child development and disability play a key role in whether to accept intervention and interaction with educators and therapists. The cultural orientation associated with emotional expression, role in social life, and schooling requirements also influence the activity of the child with a speech delay in learning conditions (Gillon and Macfarlane, 2016). The influence of culture continues into school as well. Because children bring to school certain skills that influence communication and then teachers place certain communicative demands on children, a mismatch may occur if the child’s communication skills do not meet the teacher’s expectations.

As an illustration, collectivist cultural norms could promote the idea of nonverbal

communication and group harmony that influences the intervention tactics and classroom engagement (Farooq and Bukhari, 2023). Hence, culturally responsive teaching is expected to be adjusted to these cultural dimensions by adjusting instructional practices, culturally pertinent materials, inclusion of families and communities to develop emotional safety, trust, and academic achievement (Naz et al., 2024).

1.2 Gap Analysis

In spite of the increasing numbers of publications on the topic of speech delays and cultural responsiveness, the majority of current publications are dominated by studies on Western groups and culture in general, so the conclusions gained could not be applied to any non- Western setting like South Asia and Pakistan (Roseberry-McKibbin, 2018). Such a west-centric approach ignores the impact that cultural beliefs and practices have in the lives and experiences of speech delays in these parts.

Speech delay in the Pakistani culture tends to be understood with a culturally specific perspective by individuals and the society, which has a critical impact on the provision and reception of early services; impact is burdensome (Bakare et al., 2020). As a result, the results of Western studies do not always reflect the complex cultural environment and intervention issues peculiar to underrepresented regions (Sue and Sue, 2019). One more gap that can be observed is lack of attention to the opinions of practitioners who closely work with the children facing speech delays.

Parent or caregiver opinions have received the most attention in research, but even though they may be helpful do not represent as will a truly comprehensive approach, the beliefs and attitudes of educators under the emotional and behavioral difficulties presented by the children in question to such teachers in school settings (O'Toole and Hickey, 2021). The experience and preparation approaches of educators on culturally responsive instruction have also been somewhat underrepresented even though as a field of study it is extraordinarily significant in an

intervention and inclusion sense. Quantitative methods of research methods (surveys and prevalence research) dominate the field and although they often yield beneficial statistical data trends, they do not usually examine more complex cultural, emotional and behavioral aspects of speech delay (Arooj and Naqvi, 2022). Phenomenological and thematic analysis (qualitative studies) have more in-depth feedback on the cultural responsiveness experiences and preparation of educators but are not applied to this area (Arooj and Naqvi, 2022).

In Pakistan particularly, limited findings have been made on culturally responsive services on speech-language pathology. This absence of local research does not provide an opportunity to develop culturally appropriate interventions, dependent on the linguistic and cultural diversity of the country (Khan et al., 2021).

Moreover, the lack of trained speech professionals, socio-economic factors and a lack of awareness impact the issue by further slowing down early diagnosis and intervention, which is especially true in communities that are not extremely well-resourced (American Speech-Language-Hearing Association (ASHA), 2023). Heritage language maintenance and transmission is further complicated by family language policies, ethnic identity and cultural practices, an issue that is poorly examined in multilingual and collectivist societies in Pakistan (Arooj and Naqvi, 2022).

1.3 Purpose of this Study

The purpose of this study was to explore educators' perspectives on the emotional and behavioral challenges faced by children with speech delays and to examine how cultural responsiveness influenced teaching practices and interventions in diverse educational settings. The qualitative phenomenological method is used to explore the experiences of educators working with culturally and linguistically diverse speech delay children, identify effective approaches to culturally responsive practice, and examine the challenges and demands present within the current education system.

1.4 Problem Statement

There is more to speech delays in children than delay in language development; speech delays in children have severe impacts on emotional communication, building of social relationships as well as proper behavior in the classroom (Boyle, 2011). These challenges are even increased in culturally diverse settings where traditions and beliefs influence communication and expectations of how one should behave. Instructors who must assist with speech delay in children fail to achieve their emotional and academic demands because they do not have specific training and culturally reasonable materials (Sue and Sue, 2019). It is sad that in most cases, the teachers do not exactly know the causes of the emotions or behaviors of such children. The studies in the speech delay domain have also failed to address the views of teachers, as the attention is habitually paid to caregivers and clinicians and therefore, the perspectives of educators are not included in the frame, thus, missing the possibility to understand how teachers are facing difficulties each day working in the sphere of the culturally different and underrepresented regions (Irani et al., 2020).

Another study revealed that most of the children that show up in pediatric rehabilitation wards (more than 60 percent) are affected by language delay and there is a gender bias with a larger portion of males being afflicted (Khan et al., 2024). In spite of this prevalence, trained speech-language pathologists (SLPs) are in a very low number. It is approximated that in Pakistan, there are fewer than 200 registered SLPs in the whole country and the number is not enough to provide help to over 22 million individuals with the issues of speech and language disorders (Kiyani, 2023).

There are public and private special education institutions that enroll children with speech delays and other disorders in their classes, however, the teacher-to-student ratio is disastrous; e.g., in Punjab province alone, there are nearly 48 000 children in government schools with special needs and less than 600 trained special teachers to attend to them (Rashid and Mahmood, 2021). The lack of trained professional workers, coupled with the inadequate resources, negatively

affects early identification and intervention approaches as they are important to deal with emotional and behavioral issues associated with speech delays ([Tariq et al., 2023](#)).

Independent facilities such as the Autism and Special Education Center (A.SEC) and Speech Lingua Spot offer a few services; however, they are inadequate to support the demand of the whole country ([Arab News, 2023](#)). These statistics underscore on the necessity to extend culturally responsive training packages and allocate more funds to assist children with speech delays and teachers in Pakistan.

In addition to this, speech delays have also been associated with the cause of being annoyed by the child, isolation and behavioral problems which may be detrimental to the academic life and psychological well-being of the children over the lifespan ([Harrison and McLeod, 2010](#)). The mismatch in communication may cause the frustration that translates into maladaptive behaviors and makes it even more difficult to handle classroom management and interventions.

Nevertheless, there is a lack of culturally responsive teaching practices and interventions, and they are particularly underdeveloped in non-Western settings like in the present case of Pakistan, where cultural beliefs significantly affect the understanding of speech delay and the acceptance of such interventions. ([Bakare et al., 2020](#))

Moreover, the study has been primarily on west population and the parental feelings leaving a huge gap in knowing what teachers who are the key people in early intervention and inclusive learning experience ([Roseberry-McKibbin, 2018](#)). It is mostly quantitative research where the emotional, behavioral and cultural intricacies are usually neglected and could be brought to light by implementing a qualitative study ([Arooj and Naqvi, 2022](#)).

The research was used to fill these gaps by examining the personal experience of educators and their strategies that could enable them to cope with emotional and behavioral issues of children with speech delays, focusing on cultural responsiveness. The conclusions were aimed to guide the establishment of culturally acceptable and approachable education systems to serve the children with speech delay better in various communities and in resource-limited environments.

1.5 Research Questions

1.5.1 Research Question 1

How do educators perceive the emotional and behavioral challenges of children with speech delays while incorporating culturally responsive approach?

1.5.2 Research Question 2

What strategies do educators use to support children with speech delays while collaborating with parents and speech therapists in a culturally responsive manner?

1.6 Research Objectives

1.6.1 Research Objective 1

To explore educators' perceptions of the emotional and behavioral challenges faced by children with speech delays, focusing on how they incorporate a culturally responsive approach in addressing these challenges.

1.6.2 Research Objective 2

To explore the strategies educators use to support children with speech delays through collaboration with parents and speech therapists while incorporating culturally responsive teaching practices.

Chapter 2

Literature Review

2.1 Speech Delays: Emotional and Behavioral Challenges

Speech delay in children affect their fluency and intelligibility. Delay in their diagnosis and treatment increases the risk of social impairment and learning disabilities ([Shahin et al., 2019](#)) Frustration, withdrawal, and aggression were among the most common emotional and behavioral issues in children with delayed speech, mostly because of inability to express themselves and perception of others ([Chowdhury et al., 2020](#)). Recent research has demonstrated that there is a relationship between communication disorders, emotional disorders, and behavioral disorders in children and adolescents. The literature strongly suggests that children with delays or disorders of development in speech or language are 'at risk' for both psychiatric and learning disorders.

Most speech-language pathologists who work with children and adolescents with communication disorders have been challenged by the behavioral and emotional difficulties experienced by some of their clients All this frequently resulted in the feeling of social exclusion that in turn amplified emotional crises and caused low psychological health rates ([Aloudah, 2024](#)) . All this frequently resulted in the feeling of social exclusion that in turn amplified emotional crises and caused low psychological health rates ([Chowdhury et al., 2020](#)). It was found that children

who experience delayed development of verbal communication and vocabulary are at a higher risk of developing anxiety, depression, problems in peer relations, although pragmatic language difficulties are the most related to developing further emotional and behavior problems ([Aloudah, 2024](#)).

Language is an important part of human life because it allows us to communicate and express our thoughts, emotions, and needs. Humans learn language from birth and continue to develop it throughout their lives. Speaking is the ability to pronounce articulated sounds to express, convey, and state thoughts, ideas, and feelings. Young children may show not only language delays but also behavioral/emotional problems. Conceptualization of psychopathology in children often uses the typology of two major domains of behavioral and emotional problems: internalizing problems, such as anxiety/depression, withdrawal/shyness, emotional reactivity, and somatic complaints; and externalizing problems, such as inattention, over activity, noncompliance, poor impulse control, and aggression. ([Henrichs et al., 2013](#)).

There is a growing body of research on the individual and societal impact of childhood social, emotional and behavioural difficulties (SEBD), with evidence of immediate and long-term consequences. This includes the development and continuity of internalising and externalising disorders and an increased risk of adverse outcomes across a range of domains of functioning. Emotional problems in childhood have been associated with increased risk of educational underachievement, unemployment, substance abuse, teenage pregnancy, poor physical health, and future suicidal behavior ([Hoffman et al., 2021](#)).

These difficulties were further increased by multicultural environments, where the schools often neglected the development of a child due to cultural attitudes discouraging the quest in support of them or simply misunderstanding their behavior ([Chowdhury et al., 2020](#)). To a large extent, the rates of early language delay were of particular concern because they were measured in ethnically diverse and deprived communities that demonstrated significantly higher rates of this issue as opposed to people living in superior socioeconomic status or monolingual society ([Maryville, 2024](#)). It has been stated that the model of high-quality collaboration

between educators, parents, and speech-language therapists (SLTs) is one of the pillars of effective intervention of children with speech delays (Klatte, 2020). Partnering is a part of collaboration, which facilitates the exchange of crucial family and child data, with customized, culturally aware treatment to consider family values, cultural practices, and beliefs (Ralli et al., 2022). Culturally responsive teaching implies the need to learn and integrate the cultures of families, to develop trust and partnership by establishing bi-directional communication and provide family engagement options based on their individual expectations (Ralli et al., 2022).

Regarding speech delay, the role of parents along with speech therapists cannot be overlooked because therapists will ensure the uniformity of therapy methods at home where parents can reinforce them and achieve better results (Klatte, 2020). Having an open dialogue between teachers, SLTs, and families enables parents and acknowledges the cultural differences in perspectives about educational roles and positions, which is essential in a community, where cultural practices vary in terms of various norms . In addition, it has been shown that speech delay is accompanied by other developmental issues, such as social-emotional and behavioral challenges, the support of which, in turn, ought to be culturally sensitive, i.e., should be approached with the knowledge of the culture and language needs of children (Ralli et al., 2022). The delay in speech also influenced academic performance because due to the early development of language, the children had an increased risk of reading disorders and learning disabilities later in life (McLaughlin, 2011). These were analytical problems due to the phonological awareness as well as vocabulary and grammar, which also hindered the learning process of reading as well as writing. It was stressed by experts that early intervention and detection were essential because consistent speech delays were associated with continuing academic and social problems (ekidz.eu, 2020).

2.2 Cultural Responsiveness in Educators

A vast body of research literature is available on exploring the significance of utilizing cultural diversity in education, with a specific focus on culturally responsive

pedagogy. Studies based on exploring the significance of culturally responsive pedagogy are not just confined to language classrooms in school, college, or university settings; studies have also been conducted on its role in subject classrooms at different levels. Cultural responsiveness referred to educators' ability to recognize and incorporate students' cultural backgrounds into teaching and classroom management. This skill was especially important in supporting children with speech delays, as cultural beliefs and communication norms significantly influenced both the identification of speech problems and the acceptance of intervention strategies (Gay, 2018).

In addition to acquiring culturally responsive dispositions, teacher educators need to assume knowledge about diversity and how it affects the schools for which they are preparing future teachers. It is a pedagogy aimed at educating students in terms of intellectual, social, emotional, critical and democratic competence, considering the cultural values and references that affect the knowledge, skills and attitudes of students.

This pedagogy helps learners understand and make sense of the world, with reference to their cultural values and cultural differences. Both learners and teachers benefit from the effects of culturally responsive teaching (Alfred and Garcia, 2020).

We refer to culture in this article as relating to language, race, and ethnicity, although we recognize that culture can include other important facets, such as gender, class, and religion. Teacher educators who are culturally competent understand and value the role of diversity in today's societies, including schools and classrooms.

Educators and students thrive in a learning environment that integrates the identities and beliefs of all. Educators then understand their own identities, examine their own philosophies, and endeavor to grasp the context within which they are teaching (Jenkins and APTD, 2018).

Cultural and linguistic diversity is a valuable resource in urban schools and that teachers who combine culturally responsive teaching practices with caring, ethics-based approaches have the means of to do "a far better job" of educating our urban

students. Teachers who were culturally aware were better equipped to create inclusive environments and to interpret children's emotional and behavioral manifestations within the context of their cultural backgrounds (Al-Saadi and Rababah, 2020). Language learning and teaching in linguistically and culturally diverse classrooms is a challenge for both teachers and learners. Although multicultural classrooms are not rare in educational institutions in the Asian context, English language teachers' utilization of the distinct cultural identity that students bring into the classroom is not a common practice in many Asian countries, including Pakistan and Korea (Al-Saadi and Rababah, 2020). The classrooms of the Pakistani private schools are quite culturally diverse, which is determined by the diversity of local ethnic and linguistic mosaics. According to a 2022 study on the academic and cultural capital of students, their teachers in the public and the private schools had reported that their students have diverse cultural backgrounds and as such the instructional practice in these schools needed to recognize and leverage this diversity (Yasmeen et al., 2022).

To back up this point a 2025 study of Pakistan education system suggests that there are more than 70 languages spoken in the country and the class rooms of the urban private school frequently contain students belonging to many different language and cultural groups. This diversity presents challenges such as language barriers but also underscores the critical importance of culturally responsive teaching to ensure inclusive and effective education (Pakistan Lawyer, 2025).

As societies all over the world become increasingly diverse, educators are often at the forefront of efforts to promote more equal distributions of opportunity and representation across groups. Multicultural education, peace education, and other pedagogical approaches have been developed to help schools cultivate the type of inclusive and open-minded culture that, if spread, could contribute to more peaceful, cohesive, and democratic nations (Karatas and Oral, 2015).

Nonetheless, due to a lack of cultural responsiveness training, attitudes towards behaviors and emotional difficulties were not only easily misinterpreted, but in some cases, teachers might attribute all of the said issues to a problem of discipline but not of a communication barrier (Al-Saadi and Rababah, 2020). It had been

noted that the process of uniting cultural beliefs and evidence-based practices presented a significant challenge in the course of successful education, especially within the context of multicultural and multilingual environments (Ndung'u and Kinyua, 2009). The teachers in most non-Western settings complained of not having adequate resources to accommodate the needs of various learners because of resource limitation, training, and a shortage of culturally relevant materials (Fitriani, 2020).

2.3 Challenges Faced by Educators

Pre-school education prepares children to excel in further school years by enhancing development in the following areas: linguistic, psychological, and social. Being the manifest portrayal of cognitive intelligence, children with language development problems are vulnerable to acquiring other cognitive, emotional, social, and school-related issues. Any impairment in the development of linguistic competence in children at their critical period becomes a central issue of early education studies since it serves as an attentive indicator of children's overall development (Machmud et al., 2023).

Teachers had to respond to a variety of challenges such as the professional development providing them with the necessary level of knowledge and skills to address the children with speech delays, lack of resources, and the absence of culturally responsive strategies (Roberts and Jones, 2022). Emotional and behavioral issues were viewed by teachers as disciplinary problems; it was possible to cause delays in child development and aggravate the problem the child already has (Noor et al., 2021).

As far as research on CRT in Pakistan is concerned, one of the research studies conducted in the Pakistani context explored whether culturally responsive teaching was practiced in primary schools and whether teachers were provided opportunities to learn ways to employ this kind of pedagogy in their classrooms. The findings of the study not only indicated the absence of culturally responsive teaching in schools but also revealed the absence of any training based on this kind of

teaching for in-service teachers in the country. Since there was no component on culturally responsive pedagogy in the curriculum designed for teacher education programs in Pakistan, the study draws attention to the need for incorporating it in the curriculum along with providing in-service training to teachers so that they can employ it in their classrooms. (Roberts et al., 2018).

These issues were further compounded by the scarcity of speech-language professionals and assistance resources in resource-wealthy settings, like rural or low-income urban settings (Cheung et al., 2023). The strategies used by teachers in these environments were based much on the classroom management methods, peer modeling, and small group strategies to tackle the language barrier, yet, at the same time were left without fully adequate support in the field of comprehensive intervention (Fitriani, 2020). The schools are highly used to work with speech delays, but teachers claim that they are unprepared and experience information overload, which is why special training related to speech delay is urgently required as well as systematic assistance (Fitriani, 2020).

Moreover, research included the role of early and culturally sensitive intervention that the sooner the speech delays were treated, the lower the probability of lifelong academic and social problems (ekidz.eu, 2020). Teachers should act as advisors and facilitators of students and should have a positive view of their parents, regardless of their cultural values, and should ensure that parents share their culture-based experiences and skills in the classroom environment by involving parents and families into learning environments when necessary. To offer help to educators in diverse environments, the literature requested further studies concerning the efficient pedagogical strategies and the creation of culturally responsive resources (Fitriani, 2020).

2.4 Theoretical Framework

Bronfenbrenner's own definition of human development is "the process through which the growing person acquires a more extended differentiated, and valid conception of the ecological environment, and becomes motivated and able to engage

in activities that reveal the properties of, sustain, or restructure that environment at levels of similar or greater complexity in form and content”. According to Bronfenbrenner the utmost goal of any scientific effort is to understand in a systems way the processes and results of human development as a common equation of man and environment. The use of Bronfenbrenner’s Ecological Systems Theory (1979) enables educators to comprehend and resolve the emotional and behavioral problems of children suffering from speech delays in culturally sensitive ways. Based on this theory, a child’s growth is affected by different environmental systems, and especially the microsystem and mesosystem. In this case, we look at the particular surroundings that the children find themselves in, for instance, their classrooms and one-on-one talk with teachers and caregivers.

The role of this layer is important because it affects the educators’ perception and management of emotional and behavioural problems related to speech delays. In the presence of cultural diversity in classrooms, it is important for the educators to adapt their approach to instruction and communication to ensure inclusiveness and optimal results (Bronfenbrenner, 1979). It includes networks and relationships between various microsystems, specifically cooperative efforts of educators, parents, and speech therapists. These connections are important to inform educators on the best practices to address speech delays and behavioral issues while being culturally sensitive. When educators collaborate with parents and specialists, children receive reliable support in schools and homes that leads to enhanced emotional well-being and achievement (Tudge et al., 2009). Focusing on these two layers, this research studies educators’ perspectives and practices in addressing speech delays in culturally responsive manners. Since the scope of the study is limited to classroom interactions and parent-educator relationships, the aspects concerning institutional policy or broader societal factors have not been thoroughly explored, so the exosystem and macrosystem have been omitted from the scope of this research. This framework facilitates an in-depth analysis of the personal experiences of educators and their interaction in microsystem (the classroom) and mesosystem (collaboration with parents and specialists) that influence their understanding and approaches. It also refers to the importance of

cultural responsiveness in creating interventions that consider the linguistic and cultural diversity of children with speech delays (Gay, 2018). The Ecological Systems Theory by Bronfenbrenner is especially practical in researching children with speech delays and culturally responsive practices of educational leaders due to its comprehensive structure that helps explain the various environmental layers that contribute to the development of a child. The theory enables one to understand the experiences of the child as a whole by having the interactions between the child and his or her immediate environment like family, school and community and the society and culture at large (Bronfenbrenner, 1979). This practice focuses on the collaboration between educators, parents and speech therapists, as it has been established that it is through this interrelated system that both speech and language development can be influenced as well as emotional and behavioral outcomes. Another aspect of the model, which promotes the incorporation of culturally responsive teaching practices, is that it emphasizes cultural and situational consideration, and accommodates the cultural background and values of families. That is why, the theory by Bronfenbrenner is most appropriate when it comes to interventions aimed at managing speech delays in a culturally competent, context-specific way, including the desire to establish a productive cooperation and achieve the best developmental results (Bronfenbrenner, 1979; Bay of Wonders, 2025)

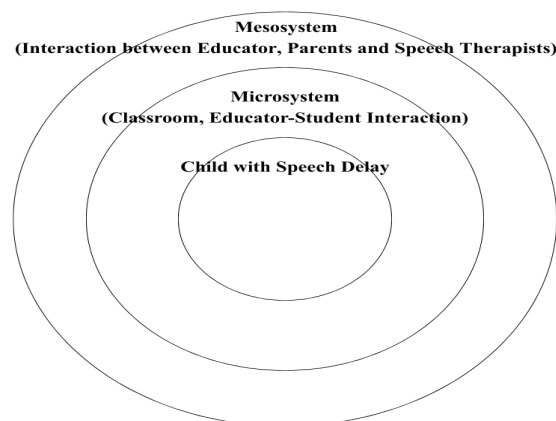


FIGURE 2.1: Diagrammatical Illustration of the Conceptual Framework

Chapter 3

Research Methodology

The idea of using a qualitative phenomenological approach in the research thesis entitled Cultural Responsiveness among Children with Speech Delay: Perspective of Educators on Emotional and Behavioral Challenges was based on the fact that this research method was appropriate when addressing the personal experience of the educators working with children with speech delays in culturally diverse learning institutions.

The method was selected in order to extensively investigate the impacts of cultural responsiveness on the perceptions and the handling of educators to the emotional and behavioral needs of these children.

The research design of phenomenology (qualitative research design) gave the study an advantage of exploring the experiences of the educators in a perceived way (subjective), going deep as to what educators meant by their interaction with the children with diverse cultural backgrounds. This method offered a wider perspective into the coexistence of the culture and emotional and behavioral issues and their connection with educational practice by having a dialogue in which not only the narratives of the educators were taken into account but also the interpretations of the researcher. The phenomenological paradigm allowed knowing in depth how teachers interpreted these issues given the context of their respective cultures and this was vital in developing culturally fair teaching practices as well as interventions. This approach was quite suitable as it concentrated on the reality of

the personal experience of educators, not just on the visible behaviors but also on the meanings and mainly the cultural influences that had contributed to their perceptions and reactions.

The chosen methodology makes it possible to examine the many connections, viewpoints, and approaches that are sometimes overlooked by quantitative measurements yet are crucial for comprehending the human condition. (Creswell and Poth, 2018).

3.1 Research Design

In this research, a qualitative research design was adopted; however, a phenomenological approach was used to address the questions and understand the opinion of educators concerning cultural responsiveness and emotional/behavioral issues of children with speech delays. The study selected a phenomenological design as it enabled a deep insight into the personal experience of educators who provided their services in culturally diverse learning environments. By adopting this method, the researcher sought to give an in-depth representation of the perceptual, approach, and difficulties of the educators in assisting children with speech delays especially as contextualized by culture.

3.1.1 Sampling and Population

The sample size of this research was 5 educators who had the first-hand experience to work with children diagnosed with speech delay in multicultural educational backgrounds. The participants of a phenomenological study are usually identified in light of their personal experience with the phenomenon being studied and thus they offer extensive, thick descriptions (sarah lee, 2025). Thus the study targeted educators as an effective sample data since they play influential roles to assist children with the issue of speech delays and how the educator addresses cultural responsive issues in a classroom. The sample was selected among mainstream schools where children belonging to different linguistic and cultural backgrounds

were admitted and the study could explore culturally responsive teaching issues and problem in regards to emotional and behavioral issues in speech-delayed children in a real sense. (Moser and Korstjens, 2018)

3.1.2 Participant Selection

Among these, a typical method of phenomenological research which was employed is purposive sampling; the latter was applied to ensure participants which fit certain criteria applicable in the context of the research (Alhazmi and Kaufmann, 2022). The inclusion criteria were inclusion of teachers who have more than one year of experience in teaching children with speech delays in an environment with culturally diverse classrooms. This criterion sampling allowed guaranteeing the fact that the participants gave enough exposure to the phenomenon and could give informative reflections on their personal experiences (Moser and Korstjens, 2018). To obtain a wide array of opinions, subjects were drawn into 3 various schools as they represent the difference in the cultural setting and the amount of available resources. Five to seven teachers were invited to take part in the procedure, as phenomenological research rules suggest using a reduced number of people interviewed since it enables them to explore the problem in detail (Starks and Trinidad, 2007).

3.1.3 Data Collection

The semi-structured interviews that are the most common in the phenomenological research were selected as the method of data collection as they give freedom to the respondent to tell a detailed story and the freedom to focus on the emerging themes (sarahlee, 2025). The semi-structured model helped the researcher to lead the interview on the most important issues like cultural responsiveness, emotional and behavioral problems among children who have speech delay, and ways of intervention applied by teachers (Stenfors-Hayes et al., 2013).

Interviews were done in person and using safe online media, whichever was more convenient and available to the participants. The interviews were also recorded

using audio machines using permission of the interviewees and last between 45 and 60 minutes. The recordings were written exactly as it was recorded so that it could be well analyzed thematically. It was important to create a safe and confidential atmosphere to promote open communication and free sharing of experience which plays a crucial role in the process of qualitative inquiry (Yates et al., 2012) (Bruce, 1997).

3.2 Instrument

The first data collection tool in the proposed study was a semi-structured interview guideline that would help extract information about the personal experience of educators with respect to the cultural responsiveness, emotional, and behavioral needs of children with speech delays. The choice to use semi-structured interviews was guided by the need to have a flexible, but focused structure, where the participants are free to give detailed and rich stories, and on the other hand, the researcher should be able to dig deeper into the themes that come up during the interview (Oerther, 2021).

3.3 Interview Guide

Interview guide was created consistent with the set research objectives and based on the critical overview of the previous literature available. The guide was pilot tested on one study participant to determine how appropriate and clear it is to use. The results of the pilot phase have been analyzed based on the feedback information and the differences observed to make necessary revisions that would support the increased effectiveness and cultural responsiveness of the guide. The interview guide was also created in such a way that would help the research reflect the phenomenological approach to the study, and not subject the object of research (the personal experience of educators) to preconceived interpretations. They were non-leading, open-ended, and clearly defined questions that did not use technical language to allow participants to express themselves in their voices. This guide

was arranged on the basis of the important thematic areas based on the research questions, such as:

- a: The perceptions of cultural responsiveness by educators in their classrooms
- b: Emotional and behavioral difficulties in speech delay affected children Observed
- c: The means adopted to deal with such difficulties and threats
- d: The impediments and gifts to culturally responsive teaching

Consistent with the phenomenological approach to research, the interview guide was geared towards the profound reflection and the rich description of personal experience as opposed to the causal explanation and generalization. Introductory script also formed a part of the interview protocol to create rapport, introduce the purpose of the study and assure confidentiality and the participants were communicated that they could take a break anytime or stop the study. This ethical direction was used to provide the proper safe and trust-filled environment that would promote a free and open communication (Oerther, 2021).

3.3.1 Pilot Study

A pilot study is a small-scale test run of a larger research project, method, or program to evaluate its feasibility, acceptability, and potential problems before a full-scale implementation. Its goal is not to prove an intervention's effectiveness but to gather information to refine the study's methodology, identify challenges in data collection and management, assess recruitment strategies, and determine if the larger project can be successfully carried out. To obtain high-quality outcomes, a good research study with relevant experimental design and accurate performance is required. Analyzing its feasibility prior to performing the main study (also known as the full study or large-scale main trial) can be very beneficial for this purpose. A pilot study is the first step of the entire research protocol and is often a smaller-sized study assisting in planning and modification of the main study.

Based on the feedback obtained in pilot interviews, the piloted questions were edited in terms of wording to facilitate the flow and make them clear and culture-sensitive. This cycle-by-cycle procedure helped to improve the effectiveness of the

guide in obtaining detailed and significant data that are pertinent to the research purposes (Han and Ellis, 2019).

3.3.2 Ethical Consideration

This study conducted an ethical research practice, as it strictly followed the provisions of the ethical principles as stipulated by the American Psychological Association (APA). Considering them, the participants were notified of the objectives of the study, the means of accomplishing it, and the confidentiality of the research as well as notified on an informed basis, and their consent was taken voluntarily before the collection of data. The participants were informed that their participation was completely voluntary, and that they had every right to decline participation at any moment without ramification. Anonymity and confidentiality were also carried out by use of pseudonyms when analyzing and reporting the data collected and all the data was stored securely so as to protect the privacy of the participants. Since the topic of the study was sensitive in terms of emotional and behavioral difficulties the study was also carried out in decent and caring atmosphere. Moreover, cultural sensitivity was employed during the research in respect of different cultures and views of educators participating in the research. Prior to collecting data, approval by Ethics Review Committee which is a part of Faculty of Management Social Sciences at CUST (Capital University of Science and Technology) was sought and obtained.

3.4 Proposed Data Analysis

The research utilized thematic analysis as the core method of processing qualitative information to be obtained by semi-structured interviews. It is a common knowledge that thematic analysis is versatile and useful in detection, examination, and documentation of the patterns (themes) in qualitative data, thus it is appropriate to describe phenomenological studies that intend to investigate the way the participants experience life (Guest et al., 2012).

The approach would allow exploring the perceptions, challenges, and culturally responsive practices of educators regarding caring about children with speech delays and corresponding emotional and behavioral issues in-depth.

3.4.1 Familiarization with Data

The first stage entailed familiarity with the data in which the researcher engaged in reading and re-reading of interview transcripts several times to allow them to have a clear idea on what is being read (Clarke and Braun, 2014). Audio recordings were also considered to record the details like the tone, pauses, and emotion on the face which added to the textual information (Guest et al., 2012). With the help of this process, the researcher gets fully familiar with data, with preliminary notions and any possible patterns that may be of interest to the research questions.

3.4.2 Initial Coding

Systematic identification and labeling of meaningful portions of the data on experiences and perceptions of educators were done through initial coding after familiarization. The start of coding was inductive as themes were expressed in the data but it was also guided by the research questions and the theoretical Professor background, cultural responsiveness, and speech delay (Xu and Zammit, 2021). The codes identified the inclinations of teachers in dealing with emotional and behavioral issues, their knowledge about being culturally responsive, perceived obstacles and facilitators in a classroom environment. Manual coding was done.

3.4.3 Theme Development

The categorization of related codes into wider themes was conducted after the coding process, and the themes were regarded as important patterns of the entire dataset (Clarke and Braun, 2014). Personal experiences of educators were reflected in the themes that the researchers identified which included but were not limited to: strategies educators follow to implement culturally responsive teaching, behavioral issues management, and how cultural beliefs can affect the effectiveness of

interventions. Themes creation consisted of a review workflow of back-and-forth discussions and corrections to ascertain that the themes are concerned, specific and comprehensible (Xu and Zammit, 2021).

3.4.4 Interpretation of Themes

To carry out themes interpretations, themes involved analyzing not only the meaning and implication of the identified themes with regard to research questions and existing literature (Guest et al., 2012). This stage aimed at shedding light on the impact of cultural responsiveness on the perceptions and practices of educators and emotional and behavioral issues that appeared and were addressed in various classroom situations. The interpretation also took socio-cultural and educational background of Pakistan into account and included voices of participants in the development of rich and contextual information.

3.4.5 Connecting Themes

At this step, relations of themes were examined in order to create a viable account, which demonstrated the complexities of the experiences of educators (Xu and Zammit, 2021). The relationships demonstrated how cultural forces intersected with emotion and behavior issues and influenced the approaches to teaching. This synthesis allowed finding their general patterns and tensions, and this process enabled making general conclusions about the phenomenon under study and making recommendations concerning culturally responsive practices in education.

3.4.6 Validation and Reflexivity

It is in this step that the connections between the mentioned themes were examined to form a coherent story explaining the complexity of the experiences of teachers. A number of measures were taken to ascertain validity and reliability of the analysis. Member checking was used by showing the participants the initial findings so that they could confirm the accuracy and relevancy of the themes.

Triangulation was employed to reinforce the validity of findings where the data set of the teachers in the various schools, cultural background, and settings were compared. In particular, it consisted of the collection of data on a wide range of participant groups to triangulate the results, minimizing the role of personal biases and the level of the analysis. The researcher ensured that reflexivity was kept alive as she engaged in reflection during the research process in a critical manner on personal biases, assumptions and how those might affect the interpretation of the data. With that purpose, they kept reflective journals and engaged in continuous self-examination that assisted in reducing the subjective bias and contributing to transparency. These two methodological strategies enhanced the rigor of the study by providing the research finds that are true accounts of the experience of participants.

Chapter 4

Results

4.1 Results of the Study

The results chapter presents a synthesis of the key findings derived from the phenomenological approach, aiming to deeply understand the experiences of educators working with children who have speech delays. To ensure a rigorous and structured analysis of the rich qualitative interview data, thematic analysis was employed. Thematic analysis enables the identification, organization, and interpretation of recurring patterns and themes, which effectively capture the essence of participants' views.

It is particularly suitable for this study as it allows detailed exploration of the emotional, behavioral, cultural, and educational dimensions affecting both children and their teachers. Importantly, thematic analysis is compatible with phenomenological research, as it supports uncovering the meanings and lived experiences of participants while providing flexibility and clarity in data interpretation [Sundler et al., 2019](#). Hence, thematic analysis was selected not only for its methodological rigor but also because it complements and enhances phenomenological inquiry by focusing on patterns across experiences without losing depth.

Thematic table of the key themes and subthemes identified on the basis of the data is provided below. Development of each theme is presented below in details with verbatim quotes of the participants and supporting scholarly literatures. Such a

presentation is well organized and leaves no doubts as to its clarity and consistency in demonstrating the complicated realities of children with speech delays who have to cope within culturally different educational environments as viewed by their teachers. The following table summarizes the demographic details of the respondents of the individual interviews.

TABLE 4.1: Profile Details of the Respondents of the Individual Interviews

Respondent	Gender	Age	Location	Profession
Participant 1	Female	30	Rawalpindi	Teacher
Participant 2	Female	34	Rawalpindi	Teacher
Participant 3	Female	37	Islamabad	Teacher
Participant 4	Female	28	Islamabad	Teacher
Participant 5	Female	39	Islamabad	Teacher

TABLE 4.2: Themes of Emotional and Behavioral Challenges of speech delays
Master Theme 1: Emotional and Behavioral Challenges

Initial Themes	Constituent Themes
”speech delay kids feel anxious and also frustrated and angry sometimes because they do want to share their thoughts but can’t get the right word.” (Participant 2)	Emotional Challenges due to speech delay
”he used to get really rude sometimes and also feel frustrated.” (Participant 4)	
”I have seen these kids getting frustrated and they feel socially withdrawal and show emotional outburst” (Participant 1)	Aggression and physical outburst
”Aise bache Class activities me b participate nae kartay aur apna ghussa cheese phenk k nikaltay hai.” (Participant 5)	

Table 4.2: Continued From Previous Page

Initial Themes	Constituent Themes
<p>”speech delay bacho ka aik aur problem ye b hai sometimes wo apke sath physical ho jatay hai.” (Participant 4)</p>	
<p>”speech delay kids face problem in interacting with teachers and also with his peers.” (Participant 4)</p>	<p>Social interaction difficulties</p>
<p>“There was a kid with speech delay he did his work on the wrong page and he skipped few pages.”(Participant 4)</p>	<p>Task misunderstanding and outburst</p>
<p>“After doing the wrong work he got so hyper and wo ghusse me agaya and he started shouting.” (Participant 4)</p>	
<p>“I start showing the kid a lot of love and also a lot of affection and iska boht positive effect aya student pe.” (Participant 4)</p>	<p>Positive behavior change through emotional support</p>
<p>“he used to obey me even if I say k apne ghr ja k apna ye kaam complete karna hai.” (Participant 4)</p>	<p>Compliance improvement</p>
<p>“In previous class the kid was not performing well but he got promoted in next class with very good grades all because he felt relax with me and in the class.” (Participant 4)</p>	<p>Academic progress</p>

Table 4.2: Continued From Previous Page

Initial Themes	Constituent Themes
<p>“agay ja k bacho me anxiety k issues zyada dekhne ko mil rae hai I don’t know why but it’s very alarming.” (Participant 3)</p> <p>“jb bacha explain nae kar sak raha hota k use problem kya hai to wo</p>	Rising anxiety
<p>frustrated feel karta hai and jb use sai se bat nae ho rai hoti to wo socially awkward ho jata hai jiski waja se uski self esteem low ho jati hai kuk wo bol nae pa raha hota lkn he can feel everything.” (Participant 3)</p>	Social withdrawal and low self-esteem
<p>“speech delay kids are very hesitant they rarely interact with their friends and teachers jiski waja se unki needs ko samajhna bht mushkil ho jata hai.” (Participant 3)</p>	
<p>“kabhi kabhi speech delay bachay aise gestures show karte hai k feel hota hai that the child is facing some kind of issue lkn wo khud apni problem boht rare share kartay hai.” (Participant 3)</p>	Hesitant Social Interaction
<p>“Inclusivity I think love hai I want mere bachay safe feel karay mere around.” (Participant 3)</p> <p>“I always tell my students that I’m just like your mother and you should always open up.” (Participant 3)</p>	Emotional safety and teachers support

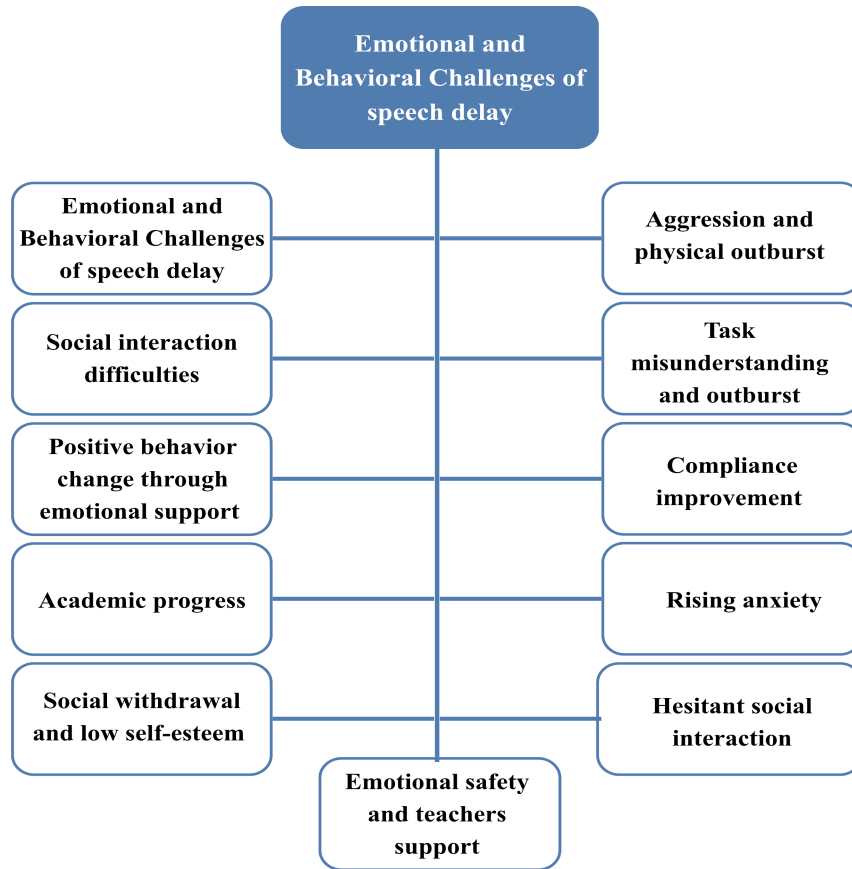


FIGURE 4.1: Figure showing impact of Emotional and Behavioral Challenges of speech delay reported by Educators

TABLE 4.3: Themes of Impact of culture on communication
Master Theme 2: Impact of culture on communication

Initial Themes	Constituent Themes
“Culture bht zyada impact karta hai bacho ki communication pe.” (Participant 1)	Culture impacts communication
“when we focus on communication styles to jo un bacho k communication skills hai that actually reflects the cultural identity.”(Participant 4)	
“ I think cultural responsiveness is how much you understand the cultural background of the child and phr uske according like hur bachay	

Table 4.3: Continued from Previous Page

Initial Themes	Constituent Themes
<p>ko mind me rakh k teaching strategies banatay ho". (participant 3)</p>	
<p>"pathan kid he talks in Pushto in his house... he can not communicate in English and urdu" (Participant 4)</p>	<p>Language barrier due to home language</p>
<p>"her mother belong to a very backward area she even cant not talk in urdu properly She talks in punjabi ." (Participant 4)</p>	
<p>" mere pass age group 3 to 11 years k darmyan hai and yes all the kids they come from different backgrounds lika Punjabi sindhi pathan so their mother language does affect the way they speak in the class".(Participant 2)</p>	
<p>"kuch family bht hi chup chap rehti hai to unke bachay b wohi cheez adopt karte hai aur zyada bat nae kartay." (Participant 5)</p> <p>first try to understand the mother language of the child phr ahista ahista official language sikhana shurur karay gay." (Participant 4)</p>	<p>Family communication style</p>
<p>"speech delay bacha apni taraf se apni bat samjha deta hai lkn apko khud predict karni parhti hai and bat ko samajhna parhta hai" (Participant 3)</p>	<p>Need for gradual language transition</p>

Table 4.3: Continued from Previous Page

Initial Themes	Constituent Themes
<p>”kuch culture me they promote k bacha vocal ho agay se questioning karay response den lkn kuch gharo me sikhaya jata hai k chup kar k beth jao and accept karo situation ko.” (Participant 3)</p>	Cultural expression norms
<p>”kuch culture me bachay agay se cheekhte hai rotay hai and we get to know that the child is facing some problem wo bt zyada kabhi loud ho jatay hai hand gestures se b apni bat explain kar dete hai but kuch culture me bacha blkl hi chup ho jata hai ander se dara wa b hota hai lkn apko show nae karay ga bat nae karay ga .” (Participant 3)</p>	Quiet vs loud emotional re-action
<p>”Agar bacha aisi family se araha hai jaha uski family me sb bht confidently bat karte hai to uski communication style me ye bat aye gi wo khud b bht confident ho ga lkn agar koi bacha bht conservative family se araha ha to us bachay ki self esteem b low hoti hai and wo class me bht zyada participate b nae karta .” (Participant 3)</p>	Impact of family culture
<p>“ agar hum pathan family ki bat karay to unki family me rules bht strict</p>	
<p>hotay hai like you are not allowed to talk to their parents unki ankho me dekh kr” (Participant 3)</p>	Strict family norms

Table 4.3: Continued from Previous Page

Initial Themes	Constituent Themes
<p>“on the other hand in some cultures if the child is very firm and wo ankho me dekh kr bat kar raha hai to use sign of confidence liya jata hai” (Participant 3)</p>	Confidence difference
<p>“every child is equal in my class, koi kisi k tradition cultre ko bura na kahay” (Participant 3)</p> <p>“if the child is speech delay and he or she belongs to some other culture so I make Sure that during our school events me uske culture ko promote karu” (Participant 3)</p>	Culture respect inclusion
<p>“ usualy hamare schools me class décor b aisa hota hai k usme sb bacho k culture ko potray kiya ho”(Participant 3)</p>	

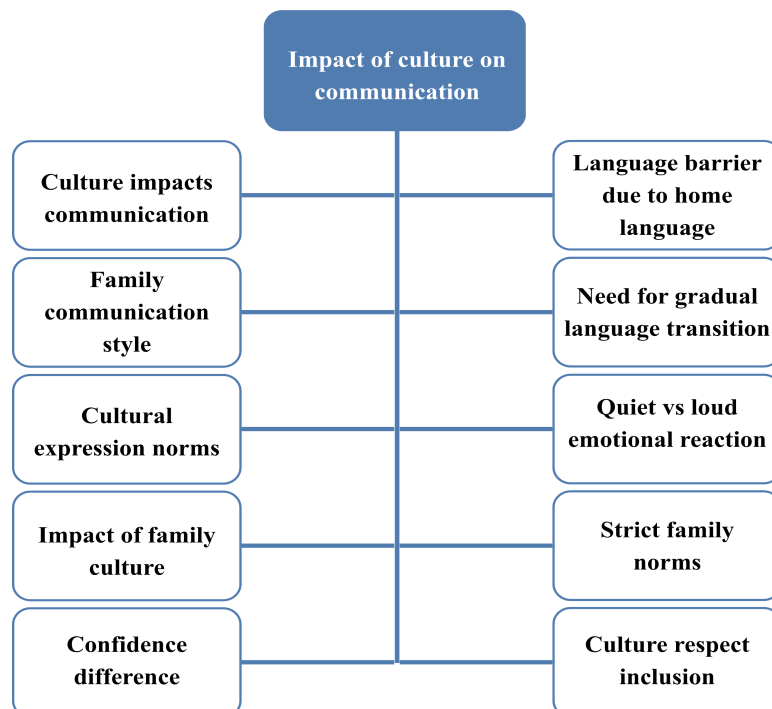


FIGURE 4.2: Figure showing impact of Culture on Communication reported by Educators

TABLE 4.4: Themes of Culturally responsive teaching practices
Master Theme 3: Culturally responsive teaching practices

Initial Themes	Constituent Themes
<p>“we are told in the school that teaching k do-ran cultural factors ko zarur integrate karay” (Participant 1)</p>	<p>Integration of cultural factors into teaching</p>
<p>“ me and my section head we used to sit together and make strategies to help the child for example aik teacher Punjabi hai ya uske customs and traditions students se different hai so she should try to implement the students customs and tradition in her teaching practices and this is very important too” (Participant 4)</p>	
<p>“as one size does not fit everyone so hume apni teaching practices ko modify karne ki zarurat hai keeping in mind each child’s cultural background” (Participant 1)</p>	<p>Modify teaching practice according to cultural backgrounds</p>
<p>“during teaching visual aids, storytelling and nonverbal gestures really help”. (Participant 1)</p> <p>“ I use visual aids, different hand gestures and also support from friends”. (Participant 3)</p> <p>During lecture role plays and visual ques ka boht use hota hai”. (Participant 2)</p>	<p>Use of visual aids, storytelling, gestures</p>
<p>“the kid who was speech delayed was punjabi so I took the help from Punjabi rhymes to make him more comfortable” (participant 5)</p> <p>“me class me multiple language ka use karti hu jb b possible ho”. (Participant 2)</p>	<p>Use of culturaly relevant material</p>

Table 4.4: Continued from Previous Page

Initial Themes	Constituent Themes
<p>“me try karti hu k speech delay bacho ko me aise students k sath bithao jo zyada vocal hai takay unhe dekh k bacha zyada confident feel karay” (Participant 3)</p>	Peer groups
<p>“ me pairing hamesha dekh k karti hu k aik speech delay bacha hamesha us student k sath bethe jo empathetic ho”. (Participant 1)</p>	
<p>“I always give him love and my time takay us student ko feel ho k me important hu for the teacher” (participant 1)</p>	Building students trust
<p>“hamare school me proper training di jati hai k teachers kaise bache ka trust gain kar sakti hain”. (participant 4)</p>	
<p>“right from the start of the session I try k class ka mahol bht zyada welcoming ho” (participant 1)</p>	Creating a welcoming environment
<p>“as every child is coming from different cultures so I try k me school events me hur culture ko promote karu takay koi left out feel na karay ” (Participant 3)</p>	Cultural celebrations

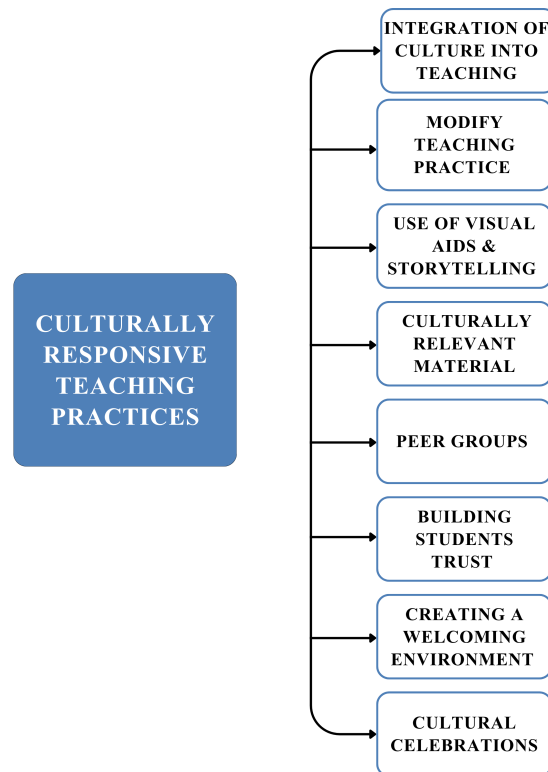


FIGURE 4.3: Figure showing Culturally Responsive Teaching Practices reported by Educators



FIGURE 4.4: Figure showing Collaboration with Parents and Specialists reported by Educators

TABLE 4.5: Themes of Collaboration with parents and specialists
Master Theme 4: Collaboration with parents and specialists

Initial Themes	Constituent Themes
<p>“teachers should collaborate with parents to deal with the problems that arise due to speech delay in kids ” (Participant 4)</p>	<p>Understanding the perspective of parents culture</p>
<p>“Teachers as well as parents are more concerned about the milestones delay and they even come to us and compare the kid with other students that hamara bacha class me kaha stand karta hai” (Participant 3)</p>	
<p>“I always try k me parents k bat ko bht dehan and ghaor se sunu they should feel comfortable taking to me and I never want to impose my descision on them ” (Participant 1)</p>	<p>Empathetic listening</p>
<p>“first thing is respect I always try k me bht respectful way me parents se bat karu and unki bat samjhu and unke sath regular meetings rakhu” (Participant 2)</p>	<p>Respectful communication with parents</p>
<p>“aik bar mere pass aik speech delay bachay ki mother ai thi she was really worried, first thing is I made her comfortable and mene unko ya-keen dilaya k apki bat sunni jaye gi.” (Participant 4)</p>	
<p>Kabhi aisa bhi hota hai k parents itnay responsive nae hotay, belief system cultural beliefs pe hota hai.” (Participant 1)</p>	<p>Parental resistance due to cultural beliefs</p>

Table 4.5: Continued from Previous Page

Initial Themes	Constituent Themes
"mother was not ready to understand, she was constantly comparing the child with her son"	
"speech therapists are very rare in schools but agar koi available ho to I try to work with them very closely." (Participant 1) "meri hamesha se koshish hoti hai k me speech therapist k sath mil kr interventions ko Culturally relevant banao" (Participant 5)	Collaboration with therapist
"faida hota hai lkn collaboration only tb possible hoti hai when the therapist is available and wo bookish bato se hat k bat karay kuk kabhi kabhar hamare culture se bookish batay bht different hoti hai" (Participant 4)	Therapist standardized approach
"usually therapist just follow the textbook approach" (Participant 3)	
" according to me therapists ko b cultural sensitivity pe proper training milni chhaiye" (Participant 4)	Need for cultural sensitive training of therapist
" hamari society me therapist woi follow karte hai jo unko parhaya jata hai I think proper cultural sensitivity pe training honi chahiye unki" (Participant 2)	

TABLE 4.6: Themes of Barriers and needs
Master Theme 5: Barriers and needs

Initial Themes	Constituent Themes
<p>“speech therapy me jo resources use hotay hai it usually don’t support urdu language.” (Participant 1)</p> <p>“we are short of resources, na speech rooms hai na specialized materials hai” (Participant 4)</p> <p>“according to my beliefs awareness create honi chhaiye, teachers ko proper training milni chahiye.” (Participant 1)</p>	<p>Lack of culturally appropriate resources</p>
<p>“I think sbse pehle to training zaruri hai teachers ko speech delay k bare me awareness honi chahiye” (Participant 4)</p>	<p>Need of awareness and teachers training</p>
<p>“ different workshops honi chahiye jaha teachers ko ye sikhaya jaye k cultural differences ka communication pe kitna impact ata hai” (Participant 3)</p>	
<p>“ most cases me teachers usualy give up. Wo ya to bacho ko ignore kar deti hai ya ghtl treat karti hai halake end pe us bachay ka psychological problem hoti hai” (Participant1)</p>	<p>Teachers helplessness</p>
<p>“Paksitan me bht km teachers ko childs special needs ya phr cultural inclusion k topic pe koi formal training milti hai” (Participant 2)</p>	<p>Lack of specialized training</p>

Table 4.6: Continued from Previous Page

Initial Themes	Constituent Themes
<p>“policy me inclusive education k baray me likha hota hai lekin ground reality ye hai schools k pass bilingual books, sign books, ya audio tools k liye budget hi nae hota” (Participant 5)</p>	
<p>“Hamare yaha class me students itnay zyada hota hai upper se time b short hota hai phr course completev karne ka pressure bht zyada hota hai aur na aise resources hai k hum speech delay bacho ko proper facilitate karay” (Participant 2)</p>	Resource constraints
<p>“hamara curriculum b bht rigid hota hai k speech delay bacho ko ya aise special bacho ko extra time dene ka time hi nae bachta” (Participant 2)</p>	
<p>“ hamare schools me proper facility nae hai aise students ko accommodate karne k liye upper se course itna zyada hai k target course completion pe hota hai “ (Participant 3)</p>	
<p>“proper teachers training honi chahiye workshops conduct karani chaiye jaha teachers ko sikhaya jaye k how to handle speech delay kids” (Participant 1)</p>	Need for professional development
<p>“there is a need for different interventions jo hamare culture se related ho” (Participant 5)</p>	

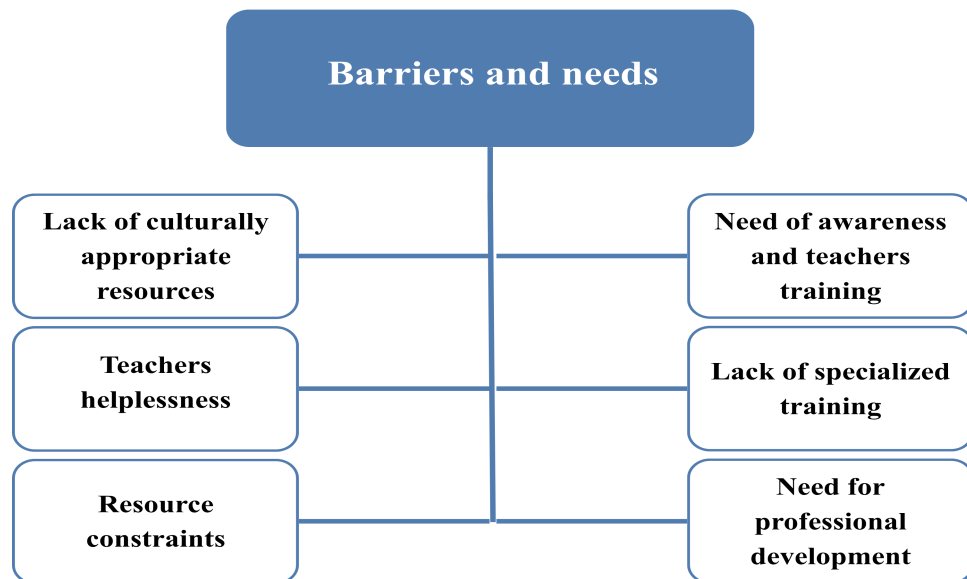


FIGURE 4.5: Figure showing Barriers and Needs reported by Educators

The lived experiences analysis of the educators revealed five master themes that are interrelated and together inform the perceptions and practices of educators towards children with speech delays.. The themes are interrelated to show the impact that the perspectives of educators on emotional and behavioral issues, cultural factors, instructional behaviors, teamwork, and obstacles have on their attachment to situations in educational institutions.

The initial theme emphasizes emotional and behavioral issues experienced by children with speech delays such as frustration, shyness, attention issues, which have negative effects on classroom interactions and peer-to-peer interactions.

This theme is closely connected to the third topic, culturally responsive teaching practices, in which the educators focus on modifying strategy to correspond to the cultural background of the students, e.g. speaking home language and using cultural references, to minimize frustration and enhance engagement. The second theme on how culture influences communication provides an idea on how the

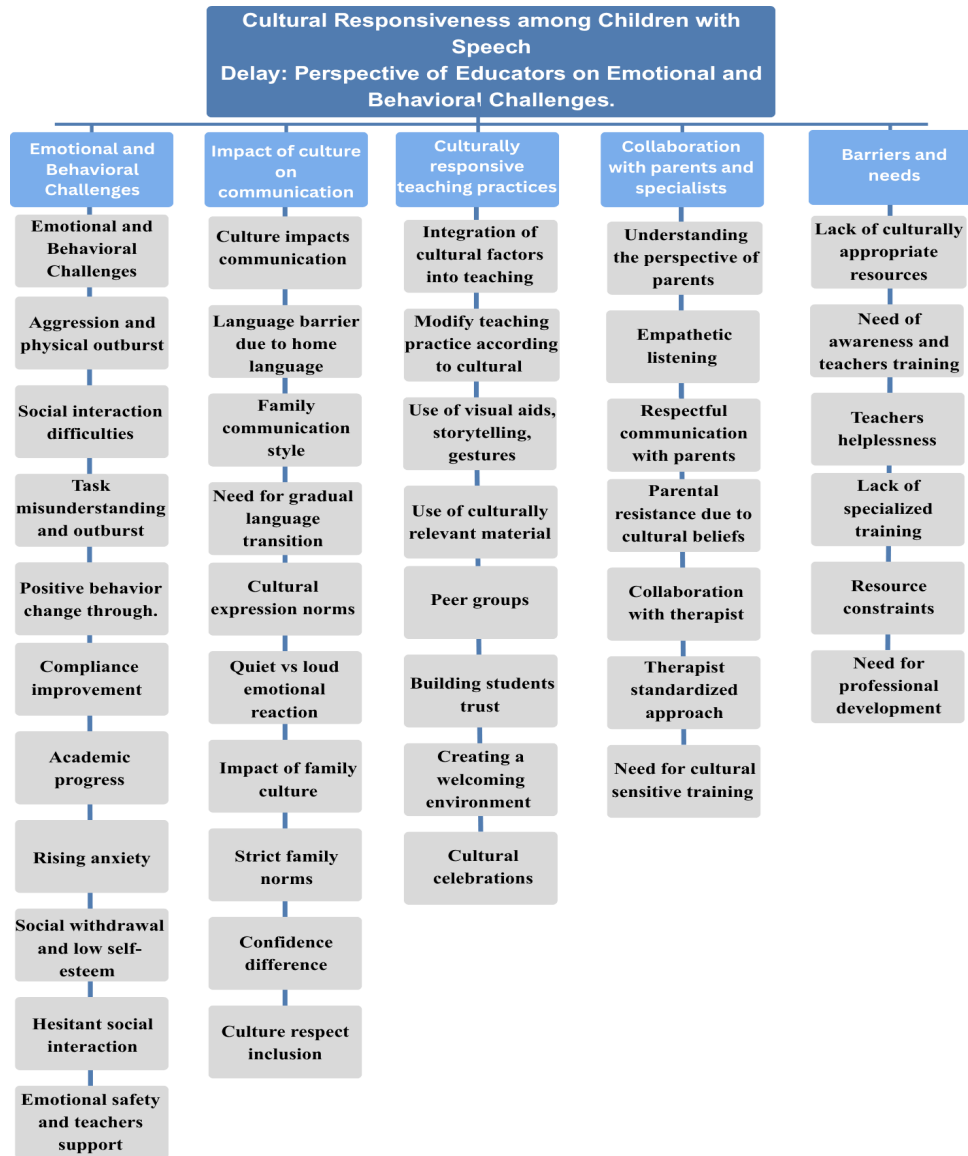


FIGURE 4.6: Flow chart showing Cultural Responsiveness among Children with Speech Delay: Perspective of Educators on Emotional and Behavioral Challenges

educators view cultural differences in emotional expression and speech related behaviors which guide their responses and instructional techniques.

The fourth theme is collaboration as it implies the use of speech therapists and parents as essential tactics to facilitate speech development in children due to the common cultural knowledge and similar reinforcements in both school and home settings.

This partnership overlaps culturally responsive practices by incorporating knowledge related to families and communities in educational planning as it is reflected

in the fifth theme that concerns barriers and needs. Issues like lack of resources and a inability to establish communication linking with culturally diverse families impact the successful operation of these strategies and predetermine the necessity of the professional development and the system support.

In combination, all these themes demonstrate that the perceptions of educators and the practices are rooted in a dynamic process of emotional, cultural, and collaborative influences with a heavy focus on the holistic and culturally oriented approach to helping children with the speech delay. The interdependence of the themes indicates the complexity of the experience of educators and the relevance of contextually sensitive and responsive interventions to meet speech-related and other problems related to behavior.

Chapter 5

Discussion and Conclusion

This section provides discussion of the study under the structure presented by the objectives of the research. The data were analyzed in accordance to five master themes that lend some understanding about the perception and practices of teachers in relation to children with speech delays. The themes help to depict how educators perceive and manage emotional and behavioral difficulties, the influence of culture on the communication process, culturally responsive learning methods application, parent and expert consultations, challenges and requirements faced when implementing the practice. The discussion of results follows below as per each research objective.

5.1 Research Objective 1

To explore educators' perceptions of the emotional and behavioral challenges faced by children with speech delays, focusing on how they incorporate a culturally responsive approach in addressing these challenges. The following master themes are the most significant contributors towards this objective.

5.1.1 Master Theme 1: Emotional and Behavioral Challenges of speech delay

Teachers illustrated some emotional and behavioral challenges experienced among children with speech delay that included frustration, shyness, and difficulties paying attention. The challenges affect the learning and interaction with peers, which

explains the importance of sensitive and adaptive teaching styles.

5.1.2 Master Theme 3: Culturally responsive teaching practices

Teachers focused on the significance of culturally responsive interventions to serve these difficulties. In illustration, speaking to students in their home languages (such as pashto), referencing to cultures, and the use of cultural information and references minimized frustration levels and increased levels of engagement. The teachers indicated developing communication and classroom management that included more diverse learners.

5.1.3 Master Theme 2: Impact of culture on communication

The teachers understood that culture backgrounds shape expression of emotions and speechdelay- related behaviors among children. The awareness of these cultural peculiarities helped teachers get a better insight into what happened to understand the actions and respond accordingly.

5.2 Research Objective 2

To explore the strategies educators use to support children with speech delays through collaboration with parents and speech therapists while incorporating culturally responsive teaching practices. This Objective is supported by

5.2.1 Master Theme 4: Collaboration with parents and specialists

Teachers emphasized how the cooperation with parents and speech therapists plays a vital role in the development of a speech in children. Good communication and

understanding of the same culture between the teachers and the families were viewed to be critical components in reinforcing learning and intervention strategies in both settings (home and school).

5.2.2 Master Theme 3: Culturally responsive teaching practices

Other than dealing with behavioral problems, culturally responsive teaching also entailed the incorporation of family and community wisdom in education planning. This contributed to a more balanced learning process which accorded children their culture.

5.2.3 Master Theme 5: Barriers and needs

Some of the challenges identified by educators included few resources, inexperience and problems of reaching out to families with diverse cultural backgrounds. These obstacles have a detrimental impact on the quality of teamwork and culturally responsive practices implementation, which indicates to the need of additional support and professional growth.

After the presentation of the results according to the objectives of the research, the following section gives a detailed elaboration of each of the master themes and the sub themes associated with them. To relate the findings to the available literature and obtain a more detailed picture of perceptions and practices of teachers about culturally responsive education among children with speech delays these discussions were facilitated by a related research.

5.3 Theme 1: Emotional and Behavioral Challenges

Speech delay in children is a common complication that causes various emotional and behavioral challenges to the children which mutilate their education and social lives. Teachers have noticed that such children frequently become frustrated,

withdrawn and emotionally distraught, their anxiety and self-perception is lower. This kind of behaviors mostly hails back to the problem of communicating needs, thoughts, and feelings that might result in miscommunication, social isolation, aggression, or avoidance of communication situations. Its dissatisfaction-behavior loop is well-founded, and, according to the research, daily communication failures are more common and children with speech delays face an elevated risk of behavioral risks than their typically developing counterparts (Wren et al., 2023a). Knowledge has always indicated that such emotional and behavioral struggles could lead to long term effects when not resolved at an early age. As an example, children with a history of speech disorders are at higher risk of development of peer problems, emotional, and even depressive symptoms in adulthood (Wren et al., 2023a). The psychological consequences go further than the classroom, at the level of interpersonal relations and overall good in adolescence and adulthood. To reduce these risks and help generate positive developmental outcomes, it is of vital importance to deploy interventions targeting emotional literacy, selfregulation, and healthy communication environments (Aloudah, 2024).

5.3.1 Emotional Frustration, Withdrawal, and Outbursts

Participants pointed out that children with speech delay tend to be emotionally frustrated and withdrawn and this fact can sometimes turn into emotional outbursts. One teacher said, *“speech delay kids feel anxious and also frustrated and angry sometimes because they do want to share their thoughts but can’t get the right word.”*

(Participant 2) Another member had this to say, *“I have seen these kids getting frustrated and they feel socially withdrawal and show emotional outburst.”*

(Participant 1) Such emotional reactions indicate how children have difficulties in expressing themselves verbally. This is consistent with the findings available since recent studies have suggested that children with speech delays require more emotional distress and withdrawal due to communication challenges (Aloudah, 2024).

5.3.2 Aggression and Physical Outbursts

Some of them described frustration as the cause of aggression and physical outbursts in some cases. A teacher was quoted saying, "*Aise bache Class activities me b participate nae kartay aur apna ghussa cheeze phenk k nikaltay hai.*" (Participant 5) Another said, "*speech delay bacho ka aik aur problem ye b hai sometimes wo apke sath physical ho jatay hai.*" (Participant 4) Such behaviors seem like coping skills of the children with difficulties in communicating their needs. To support this, [Roberts et al. \(2018\)](#) established that children with delayed speech tend to behave in an externalized manner, including being aggressive because of having communication difficulties.

5.3.3 Social Interaction Difficulties

Teachers have noted that children who have delays in their speech have challenges when it comes to socializing with the teacher and other peers. One of the participants said "*speech delay kids face problem in interacting with teachers and also with his peers.*" (Participant 4).

This social reluctance may restrict their interaction and end up feeling isolated. Similar results were also found in a study conducted by [Wren et al. \(2023b\)](#), which claimed that persistence of speech disorders is linked to greater challenges in the social and peer interaction attempts.'

5.3.4 Task Misunderstanding and Outbursts

The participants explained that a misinterpretation of schoolwork is a common occurrence that in most cases causes behavioral tantrums. As an example the following ones can be pointed at: "*There was a kid with speech delay he did his work on the wrong page and he skipped few pages.*" (Participant 4) another example is the following one "*After doing the wrong work he got so hyper and wo ghusse me agaya and he started shouting.*" (Participant 4) These examples only highlight the inadequacy of communication barriers that may be frustrating to children and

that may interfere with the occurrence of classroom activities. This corresponds to the study of [Roberts et al. \(2018\)](#) who also associated speech delays with more problems with the understanding of the task.

5.3.5 Positive Behavioral Change through Emotional Support

Teachers shortened the influence of emotional support on behavior positively. One cited *“I start showing the kid a lot of love and also a lot of affection and iska boht positive effect aya student pe.”* (Participant 4) This indicates that a caring kind of treatment can help the child with delayed speech to have better emotional control and behavior. Recent research on engagement in the invigorating influence of culturally pertinent and emotive supportive teaching in advancing advantageous behavioral responses ([Fahim et al., 2025](#)).

5.3.6 Compliance Improvement

There were observed improvements in compliance when the parents were consistent in their support *“he used to obey me even if I say k apne ghr ja k apna ye kaam complete karna hai.”* (Participant 4) It means that cooperation increases with trust and feeling of safety. The positive teacher-child interactions are also an important aspect highlighted by [Wren et al. \(2023a\)](#) in enhancing compliance of speech difficulties in children.

5.3.7 Academic Progress

A teacher quoted: *“In previous class the kid was not performing well but he got promoted in next class with very good grades all because he felt relax with me and in the class.”* (Participant 4) These improvements are usually associated with personalized emotional and instructional guidance. According to the study conducted by [Curtis et al. \(2018\)](#) [Curtis et al. \(2018\)](#), children who have speech

delays receive an academic advantage when they are given full attention to help them with emotional as well as communication needs.

5.3.8 Rising Anxiety

The participants have marked the growing anxiety among the children: *“agay ja k bacho me anxiety k issues zyada dekhne ko mil rae hai I don’t know why but it’s very alarming.”* (Participant 3) It is an indication of the necessity of early emotional interventions. Aloudah (2024) Aloudah(2024) also found children with speech and language delay exhibiting high levels of anxiety.

5.3.9 Social Withdrawal and Low Self-Esteem

Poor self-esteem and withdrawal of the social character were frequent. According to one of the participants, *“jb bacha explain nae kar sak raha hota k use problem kya hai to wo frustrated feel karta hai and jb use sai se bat nae ho rai hoti to wo socially awkward ho jata hai jiski waja se uski self esteem low ho jati hai kuk wo bol nae pa raha hota lkn he can feel everything.”*

(Participant 3). It aligns with the study by Wren et al. (2023a) concluding that social problems and low self-esteem are associated with speech delays.

5.3.10 Hesitant Social Interaction

It was mentioned that children were reluctant to socialize. *“speech delay kids are very hesitant they rarely interact with their friends and teachers jiski waja se unki needs ko samajhna bht mushkil ho jata hai.”*

(Participant 3) and *“kabhi kabhi speech delay bachay aise gestures show karte hai k feel hota hai that the child is facing some kind of issue lkn wo khud apni problem boht rare share kartay hai.”* (Participant 3) This hesitation makes it more complex to know what they require. Indeed, the same issue of social hesitancy is emphasized by Wren et al. (2023a) as a widespread issue in children with speech delays.

5.3.11 Emotional Safety and Teacher Support

Value was given on emotional safety and teacher support. *“Inclusivity I think love hai I want mere bachay safe feel karay mere around.”* (Participant 3) and another explained *“I always tell my students that I’m just like your mother and you should always open up.”* (Participant 3) These assertions help highlight the importance of an encouraging environment.

According to (Fahim et al., 2025), culturally responsive and emotionally supportive practices will lead to emotional safety and a better outcome of communication.

5.4 Theme 2: Impact of Culture on Communication

Culture is the key determinant in the communication styles of children, development of their language and participation in the classroom. In this research, the teachers observed that the cultural expectations, family communication rules and norms and home languages of children determine exactly how they interact and communicate in school.

To illustrate, collectivistic cultured kids can be more group-oriented and less inclined to express themselves as individuals and the frameworks of families that have closed or strict communication can be rather reserved in class or unwilling to talk. The language barriers are also complicated by the nature of home language not being the language of instruction, which has an academic and social integration ramification (Farooq and Bukhari, 2023).

Current studies substantiate the priority of the cultural background in development of communications emphasizing that the children with various linguistic and cultural backgrounds are facing particular difficulties in the mainstream educational environments. Such issues may be in the form of misunderstanding, social isolation, or lack of involvement especially when the norms of cultural expression in the school are not congruent with that in the school. To ensure and facilitate

effective communication and the development of inclusion, culturally responsive teaching that recognizes and accommodates students cultural identities is highly necessary (Farooq and Bukhari, 2023).

5.4.1 Culture Impacts Communication

The subjects emphasized the aspects which greatly influence the culture on children communication process. One teacher remarked, *“Culture bht zyada impact karta hai bacho ki communication pe.”* (Participant 1) and the other stated, *“when we focus on communication styles to jo un bacho k communication skills hai that actually reflects the cultural identity.”* (Participant 4) The other participant stated, *“ I think cultural responsiveness is how much you understand the cultural background of the child and phr uske according like hur bachay ko mind me rakh k teaching strategies banatay ho”.* (Participant 3) These facts point to the fact that not only language use but also communication styles can be identified as being influenced by the cultural background. This confirms with the evidence that the cultural background profoundly shapes the way of children communicating, and constructing their identity shapes whether in terms of verbal or non-verbal communication (Maryville, 2024).

5.4.2 Language Barrier Due to Home Language

A number of respondents mentioned language barriers created by native languages of the children. One teacher stated *“pathan kid he talks in Pushto in his house... he can not communicate in English and urdu”* (Participant 4) another said *“her mother belong to a very backward area she even cant not talk in urdu properly she talks in punjabi .”* (Participant 4) One more teacher replied, *“ mere pass age group 3 to 11 years k darmyan hai and yes all the kids they come from different backgrounds lika Punjabi sindhi pathan so their mother language does affect the way they speak in the class”.* (Participant 2) These assertions bring the implication of home languages diversity on classroom communication. This agrees with the facts that the home language of children encourages them to acquire and use

the official language of the school leading to complication in communication and learning (Maryville, 2024).

5.4.3 Family Communication Styles

Respondents observed that children develop pattern of communication depending on the communication within the family. According to one of the teachers *"kuch family bht hi chup chap rehti hai to unke bachay b wohi cheez adopt karte hai aur zyada bat nae kartay."* (Participant 5) This implies that children internalize the norms of communication in their families thus they may not pronounce themselves in schools. These results can be justified by the data arrived at in the course of research stating that the way children communicate is based on the manner in which the parents and the family interact (Maryville, 2024).

5.4.4 Need for Gradual Language Transition

Teachers emphasized on the need to transition language gradually to children being taught a new language. One replied: *"first try to understand the mother language of the child phr ahista ahista official language sikhana shurur karay gay."* (Participant 4) and another stated *"speech delay bacha apni taraf se apni bat samjha deta hai lkn apko khud predict karni parhti hai and bat ko samajhna parhta hai"*. (Participant 3) This explains why attention to patience and culturally appropriate teaching techniques should be observed. Such practice can be found in the best practice recommendation that encourages a sequential implementation of the official languages and not denying children use of their native language and establish contact attempts (Maryville, 2024).

5.4.5 Cultural Expression Norms

The study participants have noted that cultural norms affect the way children express themselves. One teacher observed that, as a matter of fact, *"kuch culture me they promote k bacha vocal ho agay se questioning karay response den lkn"*

kuch gharo me sikhaya jata hai k chup kar k beth jao and accept karo situation ko.” (Participant 3) This is an indication on how cultures are designed so that some promote use of the mouth in participation, whereas others promote subtle acceptance. Studies substantiate the views that emotional expression and communication patterns different in terms of cultural variations, and the educator should be aware of this to teach successfully (Danialmolbeck, 2025).

5.4.6 Quite vs Loud Emotional Reactions

Teachers themselves spoke of opposite emotional responses depending on culture, *”kuch culture me bachay agay se cheekhte hai rotay hai and we get to know that the child is facing some problem wo bt zyada kabhi loud ho jatay hai hand gestures se b apni bat explain kar dete hai but kuch culture me bacha blkl hi chup ho jata hai ander se dara wa b hota hai lkn apko show nae karay ga bat nae karay ga .”* (Participant 3) This is a display of the fact that expression of emotional shades among children differs culturally thus influencing the way they are viewed. This can be found in the literature showing that the social mores determine whether there will be open expression of emotions or suppressed emotions (Danialmolbeck, 2025).

5.4.7 Impact of Family Culture

The members emphasized the importance of family culture in determining the level of confidence of the children when communicating. One of them told me *”Agar bacha aisi family se araha hai jaha uski family me sb bht confidently bat karte hai to uski communication style me ye bat aye gi wo khud b bht confident ho ga lkn agar koi bacha bht conservative family se araha ha to us bachay ki self esteem b low hoti hai and wo class me bht zyada participate b nae karta .”* (Participant 3) This points out to the importance of family atmosphere towards building communication abilities and self-worth. Studies support this argument that family cultural values have an impact on how young children become confident and become active in social and academic life (Maryville, 2024).

5.4.8 Strict Family Norms

It was reported that strict family norms introduced changes in the way children communicate. One respondent said, “*agar hum pathan family ki bat karay to unki family me rules bht strict hotay hai like you are not allowed to talk to their parents unki ankho me dekh kr*” (Participant 3) These norms can restrain an open dialogue and upset the expressiveness of children. This is in line with the researches that have indicated that when culture is distinguished by much rigidity, it can inhibit the nature of verbal interactions of children and their social development (Maryville, 2024).

5.4.9 Confidence Differences

Teachers observed that some cultural variations exist in the expression of confidence. One told me “*on the other hand in some cultures if the child is very firm and wo ankho me dekh kr bat kar raha hai to use sign of confidence liya jata hai.*” (Participant 3) This emphasizes the fact that culture is a factor that directs confidence and respect. This conclusion is in line with the studies on the differences between the culture in various communication styles and nonverbal communications (Maryville, 2024).

5.4.10 Cultural Respect and Inclusion

The participants stressed the significance of respecting and incorporating every culture. These were statements like, “*every child is equal in my class, koi kisi k tradition cultre ko bura na kahay.*” (Participant 3) and another statement is that “*if the child is speech delay and he or she belongs to some other culture so I make sure that during our school events me uske culture ko promote karu.*” (Participant 3) The other one told “*usualy hamare schools me class décor b aisa hota hai k usme sb bacho k culture ko potray kiya ho.*” (Participant 3) These show some attempts to enhance cultural diversity in schools. In line with this, Maryville (2024) points out that acknowledging the cultures of children encourages

them to support acceptance, positive self-concept, and assures them of confident socialization.

5.5 Theme 3: Culturally Responsive Teaching Practices

Culturally responsive teaching strategies entail the application of cultural contexts of students in instruction plans, teaching resource, and school activities. Teachers in this sample reported to use visual materials, telling stories, body language, and culturally-relevant resources, among which are rhymes in native language of kids, to ensure meaningful learning to every child, including children with speech disorders. It was also noted that the pairing of peers and multiple languages usage could be additional effective strategies to achieve a state of comfort in learning and friendly participation among linguistically diverse students (Farooq and Bukhari, 2023). The study proves that culturally responsive pedagogy is effective in enhancing engagement, motivation, and attainments of learning by children of minority backgrounds. Teaching the students to use their own cultural identity makes them more comfortable with communication, creating confidence, self-esteem, and trust in the classroom as well. It is advisable to professionally develop and offer continual professional training to all teachers on the strategies involved in being culturally responsive so that they are skilled with the skills to handle the unique needs of their students (Naz et al., 2024).

5.5.1 Integration of Cultural Factors into Teaching

The participants insisted on the significance of considering the cultural factors in the teaching practice. One teacher replied that *“we are told in the school that teaching k doran cultural factors ko zarur integrate karay”* (Participant 1) other teacher said, *“me and my section head we used to sit together and make strategies to help the child for example aik teacher Punjabi hai ya uske customs and traditions students se different hai so she should try to implement the students customs and*

tradition in her teaching practices and this is very important too.” (Participant 4) These quotes point at the conscious attempts of the teachers to integrate the cultural background of students in the methodology as applied by the teachers. This is in line with what culturally responsive teaching means, best explained as a student-centered instructional practice that enables educators to capitalize on the cultural advantages of students in order to encourage student success and healthy growth ([University of San Diego, 2024](#)).

5.5.2 Modify Teaching According to Cultural Background

Teachers agreed that there was a necessity to redesign the teaching strategies to match and learn the differences in the different cultural groups. According to one of our participants, *“as one size does not fit everyone so hume apni teaching practices ko modify karne ki zarurat hai keeping in mind each child’s cultural background.”* (Participant 1) This indicates the awareness that culturally responsive teaching implies flexibility and differences in order to address the needs of an individual student. This change is informed by the studies indicating that sound teaching in heterogyne classrooms requires that he or she adjusts teaching techniques to the cultural backgrounds of the students ([Madeline Will Ileana Najarro, 2025](#)).

5.5.3 Use of Visual Aids, Storytelling, and Gestures

Some of the participants commented that *“during teaching visual aids, storytelling and nonverbal gestures really help”*. (Participant 1) As an instance, there are such phrases as, *“ I use visual aids, different hand gestures and also support from friends”*. (Participant 3) Another one said, *“During lecture role plays and visual ques ka boht use hota hai”* (Participant 2) These are some of the strategies that can be applied in narrowing the language gap and involve students in a cultural and cognitive aspect.

This methodology is aligned with culturally relevant pedagogical practices established relying on various forms of communication in order to reach a set of diverse students ([Marcus Guido, 2021](#))

5.5.4 Use of Culturally Relevant Materials

Teachers gave a definition of using culturally relevant materials to put the students at ease “*the kid who was speech delayed was punjabi so I took the help from Punjabi rhymes to make him more comfortable*” (Participant 5) another one stated “*me class me multiple language ka use karti hu jb b possible ho*” (Participant 2) Using popular cultural material advises interaction and identity construction. The relevance of materials such as culturally relevant ones is supported by research when used as an aspect of culturally responsive pedagogy to create inclusiveness and motivation (Kristin Burnham, 2024).

5.5.5 Peer groups

The participants underlined peer pairing method to help the children who had speech delays. In regards to working on oral production with delayed speakers one educator focused on the statement, “*me try karti hu k speech delay bacho ko me aise students k sath bithao jo zyada vocal hai takay unhe dekh k bacha zyada confident feel karay*” (Participant 3)and another one added, “*me pairing hamesha dekh k karti hu k aik speech delay bacha hamesha us student k sath bethe jo empathetic ho*”.

(Participant 1)The peer support is beneficial when it comes to social interaction and language development. The concept of peer pairing has been considered one useful culturally responsive practice which promotes collaborative learning and teaching aimed at promoting social inclusion (University of San Diego, 2024).

5.5.6 Building Student Trust

It was noted that building trust was essential. One teacher commented “*I always give him love and my time takay us student ko feel ho k me important hu for the teacher.*” (Participant 1) Another one stated “*hamare school me proper training di jati hai k teachers kaise bache ka trust gain kar sakti hain*”. (Participant 4) Trust makes learning and communication safe. In this study, trust and relationship

building were emphasized as important factors in culturally responsive teaching with the aim of encouraging student engagement and student success ([Madeline Will Ileana Najarro, 2025](#)).

5.5.7 Creating Welcoming Environment

Students aim at establishing employer-friendly classrooms. It had such statements as *“right from the start of the session I try k class ka mahol bht zyada welcoming ho”*.

(Participant 1) In these settings cultural identities are reinforced in the students and a sense of belonging accomplished.

The establishment of self-inclusive and friendly classrooms is one of the primary ideas of culturally responsive pedagogy ([University of San Diego, 2024](#)).

5.5.8 Cultural Celebration

In school activities they also bring out cultural celebration by teachers. According to one respondent, *“as every child is coming from different cultures so I try k me school events me hur culture ko promote karu takay koi left out feel na karay.”*

(Participant 3) The declaration of cultural diversity in the open helps the students to identify and feel proud. One of the effective methods which can be used to establish the affirmation of diversity and community in culturally responsive classrooms is actually cultural celebration ([Madeline Will Ileana Najarro, 2025](#)).

5.6 Theme 4: Collaboration with Parents and Specialists

Proper cooperation with parents and specialists is critical towards treating children with speech delays especially when there exists some form of cultural diversity. Teachers emphasized that it was necessary to realize the cultural worldviews of

parents, learn to listen with empathy, and communicate in a respectful way. Some difficulties like resistance of parents because of cultural beliefs and scarcity of culturally competent therapists were, however, common. Others stated that they asked community elders or guardians to help communicate and resolve cultural barriers (Noor et al., 2021). Research has noted that schools, family and specialist partnerships that are culturally responsive go together with improved children performance regarding children with communication issues. The ability of collaborative solutions that focus on family service and respect their cultural values, allow collaboration with multidisciplinary teams, and help to support the needs of children with worse speech delay background are the most appropriate that address linguistic and emotional needs of children with speech delays (Aloudah, 2024).

5.6.1 Understanding the Perspective of Parents Culture

The respondents suggested that an efficient collaboration with parents should comprise recognizing their cultural backgrounds. One of the teachers said, *“teachers should collaborate with parents to deal with the problems that arise due to speech delay in kids”* (Participant 4) and another one said *“Teachers as well as parents are more concerned about the milestones delay and they even come to us and compare the kid with other students that hamara bacha class me kaha stand karta hai”* (Participant 3) These remarks emphasize the fact that understanding the views and issues of parents is the basis of cooperation. It corresponds to the recommendations of the research that the creation of culturally responsive partnerships demands that educators understand the culture and culture-based values of families to establish trust and an appropriate communicative relationship (Choi and Bigelow, 2024).

5.6.2 Empathetic Listening

Teachers expressed the employ of empathetic listening and steering away of unilateral decisions on parents. One respondent was quoted as saying *“I always try*

k me parents k bat ko bht dehan and ghaor se sunu they should feel comfortable taking to me and I never want to impose my descision on them ” (Participant 1) This kind of approach gives enough consideration to parents as individuals with autonomy and allows open communication. This aligns with the best practices which include inviting families to interact with the educators instead of showing deference and empathy (Rosana G. Rodríguez, 2023).

5.6.3 Respectful Communication with Parents

Proper communication was emphasized to be very important. One teacher wrote, *“first thing is respect I always try k me bht respectful way me parents se bat karu and unki bat samjhu and unke sath regular meetings rakhu”* (Participant 2) and another teacher said, *“aik bar mere pass aik speech delay bachay ki mother ai thi she was really worried, first thing is I made her comfortable and mene unko yakeen dilaya k apki bat sunni jaye gi.”* (Participant 4) This is confirmed by research that the ethical approach to communication where communication is consistent and being respectful can improve the degree of parental involvement and cooperation (Bashir et al., 2023).

5.6.4 Parental Resistance Due to Cultural Beliefs

Respondents have experienced resistance on the part of the parents, which was based on very strong cultural views. One teacher commented that, *“Kabhi aisa bhi hota hai k parents itnay responsive nae hotay, belief system cultural beliefs pe hota hai.”* (Participant 1) and the other teacher stated, *“mother was not ready to understand, she was constantly comparing the child with her other son”*. (Participant 4) The two examples show that cultural values and belief systems may affect the readiness of parents to recognize the developmental delays and seek implementation of the suggested interventions. Studies have shown that these cultural beliefs may dictate the parents and their attitudes towards developmental issues and intervention methods, therefore, as an educator, one ought to be culturally sensitive and patient during such a time (Marshall et al., 2007).

5.6.5 Collaboration with Therapists

Work along with speech therapists was regarded as a benefit though constrained by access. One of the teacher stated, *“speech therapists are very rare in schools but agar koi available ho to I try to work with them very closely.”* (Participant 1) and another one indicated, *“speech therapists are very rare in schools but agar koi available ho to I try to work with them very closely.”* (Participant 5) It is important to work closely with therapists in order to make interventions more culturally sensitive. Studies outline how the cooperation of educational workers and therapists benefits children with speech delays (Marshall et al., 2007).

5.6.6 Therapist Standardized Approach

Participants observed that collaboration is based on the availability of therapists because of the following concern: *“faida hota hai lkn collaboration only tb possible hoti hai when the therapist is available and wo bookish bato se hat k bat karay kuk kabhi kabhar hamare culture se bookish batay bht different hoti hai”* (Participant 4) another one stated *“usually therapist just follow the textbook approach”*. (Participant 3) That is indicative of findings that even minimal culturally sensitive training of therapists may be one of the impediments to effective collaboration (Marshall et al., 2007).

5.6.7 Need for Cultural Sensitivity Training of therapist

Cultural sensitivity training has been emphasized among Therapists: That we should also train therapists in the aspect of cultural sensitivity *“according to me therapists ko b cultural sensitivity pe proper training milni chhaiye”* (Participant 4) another one stated *“hamari society me therapist woi follow karte hai jo unko parhaya jata hai I think proper cultural sensitivity pe training honi chahiye unki”* (Participant 2) training will be crucial to culturally relevant service delivery since cultural competence in speech-language pathology directly affects client outcomes, decreases the potential of inappropriately diagnosis, and guarantees effective and

equitable patient treatment in diverse backgrounds (Fulton, 2025). Studies emphasize that cultural insensitivity may result in poor treatment services and disrupted therapeutic relationship, whereas culturally responsive practice enhances involvement, satisfaction and success in the therapeutic process (Number Analytics, 2025)2. Cultural responsiveness as a continuing learning process is also an essential duty of the speech-language pathologists to provide the best assessment and intervention services (American Speech-Language-Hearing Association, 2017)

5.7 Theme 5: Barriers and Needs

One of these barriers was established by teachers as the outage of culturally sensitive materials (the materials promoting Urdu language therapy as well as bilingual picture cards and special speaking rooms). Teachers also showed that they needed more awareness, professional development, and training to cover speech delay and cultural diversity in the classroom.

Problems associated with poor budget, inflexible curriculum, and huge classes are also other systemic factors that inhibit initiation of inclusive and culturally responsive practices. Indicators of helplessness and burnout included by the teachers who did not receive sufficient support (Noor et al., 2021; Khan et al., 2018). This is evidenced by the fact that the literature studies have pointed to resource limitations, inadequate teacher training as well as shortage of culturally adjusted interventions as challenges that have plagued the Pakistani education system. The needs can be addressed through investing in culturally conversant resources, continuous education of teachers, and changes in policies to promote a child-with-speech-andlanguage- delay inclusive learning environment (Noor et al., 2021).

5.7.1 Lack of Culturally Appropriate Resources

Shortage of materials and specialized materials has been reported, as well as a lack of support of Urdu language users through speech therapy material: *“speech therapy me jo resources use hotay hai it usually don’t support urdu language”*

(Participant 1) another one stated *“we are short of resources, na speech rooms hai na specialized materials hai”* (Participant 4) The result of this is that there are few resources in Urdu and culturally meaningful resources which limit intervention. [American Speech-Language-Hearing Association \(ASHA\) \(2023\)](#) supports this idea further by emphasizing that there are very few validated measures assessing the Urdu population and the current lack of culturally and linguistically appropriate therapy materials to be used with Urdu speakers. On the same note, [Noor et al. \(2021\)](#) established that there is a lack of standardized linguistically appropriate speech and language therapy instruments in Pakistan and hence practitioners use adapted or informal instruments.

5.7.2 Need for Awareness and Teacher Training

Teachers emphasised the need to develop awareness and train: there was the concept of developing awareness: *“according to my beliefs awareness create honi chhaiye, teachers ko proper training milni chahhiye.”* (Participant 1) Another one stated *“I think sbse pehle to training zaruri hai teachers ko speech delay k bare me awareness honi chahhiye”* (Participant 4). Another one said *“different workshops honi chahiye jaha teachers ko ye sikhaya jaye k cultural differences ka communication pe kitna impact ata hai”* (Participant 3) Training is considered vital in order to inform the teachers on information concerning the speech delay and cultural effects. This is compatible with the data provided by ([Kiyani, 2023](#)) who argues that, although improvement is made, the need in professional development and awareness of educators and speech-language pathologists in Pakistan in dealing with speech and language disorders is still high.

5.7.3 Teachers’ Helplessness

Teachers emphasized on the necessity to raise awareness and offer training: Some participants even shared their feelings they think teachers are often helpless without proper supportive measures and might quit or neglect the issue of speech delay *“most cases me teachers usualy give up. Wo ya to bacho ko ignore kar*

deti hai ya ghtl treat karti hai halake end pe us bachay ka psychological problem hoti hai” (Participant 1) another one said *“Paksitan me bht km teachers ko childs special needs ya phr cultural inclusion k topic pe koi formal training milti hai”* (Participant 2) This brings out the emotional and practical issues among teachers. Though direct research on teacher helplessness is insufficient, the lack of opportunities and education outlined in the works ([American Speech-Language-Hearing Association \(ASHA\), 2023](#); [Noor et al., 2021](#)) suggests that the given feelings can be a consequence of structural discrepancies.

5.7.4 Lack of Specialized Training

Respondents observed, *“policy me inclusive education k baray me likha hota hai lekin ground reality ye hai schools k pass bilingual books, sign books, ya audio tools k liye budget hi nae hota”*. (Participant 5) This finds support in the study by [Noor et al. \(2021\)](#) which revealed that formal education on culturally and linguistically appropriate assessment and intervention is scarce among the Pakistani speech-language therapists and educators.

5.7.5 Resource Constraints

Teachers reported institutional blockages, including inability to afford bilingual books or audio equipment: *“Hamare yaha class me students itnay zyada hota hai upper se time b short hota hai phr course completev karne ka pressure bht zyada hota hai aur na aise resources hai k hum speech delay bacho ko proper facilitate karay”*

(Participant 2) one more stated *“hamara curriculum b bht rigid hota hai k speech delay bacho ko ya aise special bacho ko extra time dene ka time hi nae bachta”* (Participant 2) another one said *“hamare schools me proper facility nae hai aise students ko accommodate karne k liye upper se course itna zyada hai k target course completion pe hota hai”* (Participant 3) high numbers of students in a classroom, fixed curricula, and testing pressures restrict outreach hands. The echoes of these systemic issues can be found in [Kiyani \(2023\)](#) who states that even with the policies

that encourage inclusive education, the practice is set back by a lack of resources, cluttered classes, and inflexible curriculum.

5.7.6 Need for Professional Development

The requirement of professional development or teacher training was stressed upon: *“proper teachers training honi chahiye workshops conduct karani chahiye jaha teachers ko sikhaya jaye k how to handle speech delay kids”* (Participant 1) another one said *“there is a need for different interventions jo hamare culture se related ho”* (Participant 5) Constant training is essential to effective intervention. [Kiyani \(2023\)](#) also believes that more frequent workshops are required as well as training programs that should assist in raising the capacity levels of educators and speech-language pathologists in Pakistan.

5.8 Conclusion

The basic idea of this qualitative study was to study the opinion of educators about the emotional and behavioral needs of a child with speech delay, paying special attention to the role of cultural responsiveness in the educational organization. The results demonstrate a multifactor and multidimensional interaction between the emotional well-being of children, cultural background, the way of teaching, cooperation with the families and specialists, and the systemic barriers that define the experiences of children in schools.

Speech delay in children was systematically reported to leave the affected children in a state of increased risk of frustrations, withdrawal of interest in communication, eruption, and in some instances, aggression or refusal to communicate. Such challenges were usually based on the inability of the children to communicate their needs and ideas properly which resulted in misinterpretation and anti-social attitude as well as low self-esteem.

These observations align with the existing studies suggesting that the presence of communication problems during early childhood may imply far-reaching outcomes

in terms of emotional regulation, social interactions, and academic attainments [Wren et al. \(2023a\)](#); [Aloudah \(2024\)](#). This chain of angry reactions and subsequent behavioral action prove that early diagnosis and increasingly specialized support of children with speech and language problems is imperative.

Culture became a strong factor that affected the way people communicated, language growth, and involvement in the classroom. Teachers emphasised the role of home language, family language norms, and cultural expectation on the direct effect of their children to communicate, to express themselves, and to respond to curriculum. In the case of numerous kids, it was not the same language that children heard in the home every day and language that children were taught in school, which further contributed to the obstacles of delayed speech and resulted in the academic and social issues.

Classroom dynamics were further complicated by collectivist cultural values; strict family communication styles; reserved family communication styles; and difference in norms on expression of emotions in the family. The results are consistent with studies that explain that culturally and linguistically diverse students encounter specific obstacles to mainstream school settings and support solutions need to be based on the knowledge on cultural context ([Farooq and Bukhari, 2023](#); [Khan et al., 2018](#)).

One of the main topics in the study was the value of culturally responsive teaching practice. Those teachers, who have considered the cultural backgrounds of students, discussing them within the frames of their instructional techniques, by means of visual aids, personal narration, gestures, peer-pairing, or culturally interesting materials, placed emphasis on an increased interest and comfort level on children with speech delays.

Cultural diversity, usage of multilingual environment, adoption of teaching strategies to align with the teaching experience of students were found to be instrumental in facilitating inclusion and ensuring positive results. Such behaviors have a solid research foundation that indicates that culturally responsive pedagogy not only offers improvement in communication and learning, but also establishes trust, self-esteem and perceived belonging in the students ([Naz et al., 2024](#)). It was

also brought out that the cooperation with parents and specialists is very crucial. Teachers were also taught to be empathetic listeners, have the proper form of communication with families, and be culturally sensitive when discussing their idea with them; this aspect particularly applied when some parents were resistant to their idea due to their understandable cultural beliefs or the stigma of having a developmentally delayed child. Community leaders and caretakers were sometimes needed to fill in culture and language gaps. Nevertheless, issues like shortage in number of culturally competent therapists and interventions that were standardized and textbook-based are commonly mentioned. These results are reflected in the literature where it has been pointed out that successful and culturally sensitive collaboration among schools, families, and professionals is linked to a positive outcome among children who struggle with communication ([Aloudah, 2024](#)).

Although there are some areas of good practice, the system barriers contribute greatly to a lack of culturally responsive provision to children with speech delay. The absence of culturally appropriate resources was the established issue: the absence of culturally appropriate resources was established such as Urdu-speaking therapy material, bilingual picture cards, and speech rooms with specialized features. The teachers have indicated a lot of urgency in increasing their awareness, continuous training and professional development to counter both speech delay and cultural diversity in the classroom. Limited budgets, big classes, resource limitations and inflexible curriculum further limited implementation of inclusive practices. The systemic reform is needed as a significant number of educators felt helpless when dealing with these challenges and burnt out. Such results are in line with the studies showing existing deficiencies in resources, training, and culturally modified interventions in the educational system in Pakistan ([Noor et al., 2021](#)).

Policy and practice have numerous implication points on the insights obtained through the current study. Early intervention in the case of children with speech delay is evidently necessary, and the speech should be regarded through the lens of the emotional well-being and social inclusion.

Culturally responsive pedagogy, linguistic diversity, and family engagement are priorities of teacher education programs and professional development strategies

that should focus on them. Effective intervention therefore needs the development and distribution of culturally and linguistically appropriate assessment instruments and therapy materials especially in Urdu and other regional languages. Intervention models based on the participation of family members, specialists and community members have to be reinforced and should consider a cultural sensitivity and respect to other opinions. There should be reforms at the systemic level to ensure there is lack of resources available, fewer learners in a classroom, and designing flexible curricula to suit every learner.

In contrast to the research that has been conducted before, the current study aims at identifying specific concerns of the lived experience of educators, in addition to their culturally responsive management of emotional, behavioral, and speech delays in children, but not necessarily clinical or parental perspectives. It is the only source that discusses cultural influence on the communication and learning in the educational context, outlining the cooperation between educators and parents and speech therapists as the essential aspect of education. Also, phenomenological approach and thematic analysis supplement each other in this study to profoundly describe the multifaceted resonance between cultural, emotional, and behavioral variables and yield detailed findings that are not apparent in the literature on descriptive literature. This focus on the views of teachers within culturally diverse settings fills this gap by bridging the gap between cultural responsiveness and the actual challenges and strategies of the support of children with delays in speech ordering.

To sum up, this research study emphasizes the impact of culture on the emotional, behavioral, and communicative life of children with a speech delay as really strong. The key to development and inclusion of these children is culturally sensitive teaching, polite work with families and experts, and elimination of structural limitations.

Through the focus on cultural context and the need to accept diversity, the educators and the policymakers will be able to make learning environments more equal and efficient so that no child, no matter their language or background, is left without a chance to succeed.

5.9 Implications

The documentation of the results was a very positive work in realizing the real time scenario of the instructors on the matter of managing emotional and behavioral problems, on the matter of managing children with speech delays in the culturally diverse classrooms. This study turned out to be the source of knowledge on the need of cultural responsiveness that allowed the development of more culturally sensitive instructions and interventions.

The implications of the study will be helpful in focusing on cultural competence and awareness about speech delays during teachers training. Besides, the study confirmed the necessity to incorporate the voices of educators into the practice of speech-language pathology and this specifically concerns the domain of inclusive education where the perspectives of educators might be underrepresented e.g. in the case of Pakistan.

Finally, the goal of these results was to help improve the academic as well as socio-emotional performance of children with speech delays through creating culturally sensitive and supportive learning behavior..

5.10 Limitations

This research had various limitations which must be used in making findings. It was also hard to observe changes in the perspective and practices of educators over time using a crosssectional design; the longitudinal method could be used to better investigate this process of change with greater depth regarding the perspective and practices of teachers as they learned to cope with the emotional and behavioral needs of children with speech delays. Also, the targeted cultural and regional context as part of the study reduced the application of the study findings.

Another limitation of the study is that it does not involve the perspective of the parents and the school administration. The perspectives of parents can also be valuable information as to how to do proper interventions and teaching strategies accommodating the needs of the children with special needs. Likewise, meeting

with administrative personnel might enhance the current knowledge of the organizational problems and facilitating structures in educational environments. Moreover, scarcity of resources measures one of the limitations to the study because it restricts the access of the schools and professionals to implement comprehensive and culturally responsive assistance provided to children with speech delays and related emotional and behavioral issues. Further studies that engage such stakeholders and resource constraints will lead to a more rounded picture and possible improvement of the educational processes of such population.

Final conclusions might not be carried out to other parts with varied cultures and educational traditional standards. Further studies which may involve bigger and more diverse samples should be considered in finding out the generalizability of the strategies found in this study to other diverse cultural contexts. Nevertheless, this study provided practically applicable knowledge concerning cultural responsiveness in instilling speech delays in children that were relevant and contextual.

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Appendix A

Informed Consent Form

I, Fizza Khan, a student of MS Clinical Psychology at Capital University of Science and Technology, invite you to participate in my research study titled **”Cultural Responsiveness among Children with Speech Delay: Perspective of Educators on Emotional and Behavioral Challenges.”**

To participate in this research, you will be asked to take part in a semi-structured interview regarding your experiences, perspectives, and culturally responsive strategies in supporting children with speech delays. The estimated time for the interview is 30-45 minutes. Your responses will be kept confidential, and your identity will not be disclosed in any reports or publications.

Participation in this study is entirely voluntary, and you have the right to withdraw at any time without any consequences. If you withdraw before completing the interview, no data will be recorded. If you withdraw after completing the interview, your responses will be discarded and will not be included in the final analysis. All responses will remain confidential and used solely for research. Data will be securely stored for three years and then permanently discarded.

If you have any questions or concerns about this study, feel free to contact me at:

Email: Fizza.khan94@hotmail.com, Mobile No: 03359967751

By signing below, you confirm that you have read and understood the study details and voluntarily agree to participate.

Participapnt’s Signature: _____

Date: _____

Appendix B

Interview Guide

"Thank you for taking the time to participate in this interview. This study aims to explore how educators perceive and address the emotional and behavioral challenges of children with speech delays, particularly through a culturally responsive approach. Your insights will be invaluable in understanding effective teaching strategies and support mechanisms. This interview is semi-structured, meaning I will ask a set of key questions, but you are encouraged to share any additional thoughts or experiences. You may skip any question you are not comfortable answering. Shall we begin?"

1. Can you tell me about your experience working with children who have speech delays?
 - a) How long have you worked with such children?
 - b) What age groups do you primarily work with?
2. How do you define cultural responsiveness in your teaching practice?
 - a) What role does culture play in shaping a child's communication and learning style?
3. What emotional and behavioral challenges do you commonly observe in children with speech delays?
 - a) Do you notice differences in how children from different cultural backgrounds express these challenges?
 - b) Can you provide an example?
4. How do children with speech delays typically interact with their peers and teachers?

-
- a) What difficulties do they face in social interactions?
 - b) How does this impact their classroom engagement?
 5. What strategies do you use to support children with speech delays while considering their cultural background?
 - a) How do you ensure inclusivity in your teaching methods?
 6. Can you share an example of a time when you had to modify your teaching approach based on a child's cultural background?
 - a) What was the outcome of that adjustment?
 7. How do you engage with parents from diverse cultural backgrounds to support their children's speech development?
 - a) Have you encountered any cultural barriers in parent-teacher communication?
 - b) How do you address them?
 8. How do you collaborate with speech therapists to provide culturally responsive interventions?
 - a) Do you believe speech therapists incorporate cultural considerations in their approaches? Why or why not?
 9. What challenges do you face when implementing culturally responsive strategies for children with speech delays?
 - a) Are there any institutional or resource-related limitations?
 10. What recommendations would you suggest for improving culturally responsive interventions in speech-language support?
 - a) What support or training do you think educators need in this area?

Appendix C



Capital University of Science & Technology
Your Journey Awaits

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Ref. CUST/BD/PSY/Thesis-1458
March 26, 2025

SUBJECT: REQUEST FOR DATA COLLECTION

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Fizza Khan, registration number **MSP233018** is a bona fide student in MS Psychology program at this University from Fall-2023 till date. In partial fulfillment of the degree, she is conducting research on "Cultural Responsiveness among Children with Speech Delays: Perspective of Educators on Emotional and Behavioral Challenges". In this continuation, the student is required to collect data from your institute.


Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned if you have any query in this regard.

Best Wishes,

Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk

Appendix D



Capital University of Science & Technology
Your Journey Awaits

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Ref: CUST/FMSS/REC/2025-02
March 26, 2025


RESEARCH ETHICS COMMITTEE CERTIFICATE OF REVIEW AND SUPPORT

This is to certify that Project titled: ***“Cultural Responsiveness among Children with Speech Delays: Perspective of Educators on Emotional and Behavioral Challenges”*** submitted by Scholar: **Fizza Khan MSP233018** and supervised by: **Dr. Uzma Rani** reviewed by the Research Ethics Committee of Faculty of Management and Social Science, meets the requirements of the American Psychological Association’s Ethical guidelines for Human Research and is **REVIEWED** and **APPROVED** by Research Ethics Committee of Faculty of Management and Social Sciences.

It is the Scholar’s responsibility to ensure that all researchers associated with this project are aware of the conditions of approval and which documents have been approved.

The Scholar is required to notify the Research Ethics Committee in case of any amendment in the project, specifically:

- Any significant change to the project and the reason for that change, including an indication of ethical implications (if any)
- Serious adverse effects on participants and the actions taken to address those effects
- Any other unforeseen events or unexpected developments that merit notification
- The inability of the Principal Investigator to continue in that role, or any other change in research personnel involved in the project
- A delay of more than 12 months in the commencement of the project; and,
- Termination or closure of the project.



Dr. Sabahat Haqqani
Convener, Research Ethics Committee
Faculty of Management and Social Sciences
Capital University of Science and Technology
Islamabad

Appendix E

Interview 1

Participant 1: Ms.Lk

Education: Masters

Experience: 3 years

Age: 30 years

1. Can you tell me about your experience working with children who have speech delays?

a) How long have you worked with such children?

b) What age groups do you primarily work with?

Okay so I have been working in school settings for almost 3 years now. And experience mera 3 se 12 saal k bachay k sath tha. Experience was really challenging as you know this speech delay autism ADHD ye aj kal bacho me bht zyada barh raha hai shaid pehle b tha lkn ab logo me insight bht agai hai they really look for solutions for these kids and as a teacher hamare liye b ye bht challenging ho gaya hai. We need to be more careful more mindful to while dealing with such kids.

2. How do you define cultural responsiveness in your teaching practice?

a) What role does culture play in shaping a child's communication and learning style?

Cultural responsiveness ka meaning hai k ap acknowledge karo respect kro cultural backgrounds us bachay k apni teaching practices k doran ya jis time ap bachay ko sikha rae ho usme hum cultural factors ko integrate karay. Isme mukhtalif element ajatay hai jaise sbse pehle to apko culture ki norms values wagera pata honi

chahiye. Different culture me kis tarha communicate ki jati hai non verbal cues kya hotay hai verbal cues kya hotay hai. Kis tarha se hamari learning ki styles pe ya learning k ways pe impact kar rai hoti hai usko samjhna aur teaching methodology ka part banana is cultural responsiveness for me.

Mere khyal se culture bht zyada impact kar raha hota hai bacho ki communication process pe aur wo kis tarha se engage kar rae hai environment k sath for example agar koi bacha collectivistic culture se araha hai to uska socially dekho to uska joint family system b hai to uska tareeka bht group oriented ho ga han agar koi aisa bacha hai jo aisi family background se araha hai jo k nuclear hai ya thora sa individualistic hai Pakistan me wese aisa km hota hai lkn kuch families aisi hoti hai jinho ne apna nuclear family system adopt karna shuru kardiya hai to wo apne apko bht independly express kar rae hotay hai is tarha ki differences asaktay hai kuch bachay hotay hai wo social desirability ka factor zyada ajata hai they would unki communication ka way hai wo group me kar rae ho ga wo apne apko express aise kar rae ho gay jo nuclear se ho gay wo apni uniqueness ko zyada barkarar rakhay gay I think this is one of the factor.

3. What emotional and behavioral challenges do you commonly observe in children with speech delays?

a) Do you notice differences in how children from different cultural backgrounds express these challenges?

b) Can you provide an example?

Acha jb speech delay ki bat aye to mujhe aisa lagta hai k it is very much related to frustration and social withdrawal and may be emotional outburst as well. When they experience the difficulty to express themselves jb bacha bol nae pata to it comes with lot of frustration kuk wo bat convey nae kar pa raha hota apko to socially usko feedback b negative milta hai uski waja se bht sari aisi social activities se bacha withdraw karne lag jata hai. These are the things which I have observed in students who have speech delay aik aur cheex jo unme nazar ati hai wo signs of low self esteem and anxiety hai jo k ap different social activities me nazar asakti hai class room me wo kaise initiative leta hai kitna zyada dusre bacho k sath engage kar rae hai us way me nazar asakti hai these are things which i think are emotional

and behavioral components that are associated with speech delay. Meri class me b bacha tha usme mene yei cheese dekhi thi jb wo sai se express nae kar pa raha hota tha to wo frustration feel karta tha aur socialy awkward ho jata tha.

Yes children from different cultural background express the frustration differently for example kuch culture me resilience jo hai sorry being assertive encourage kiya jata hai to if you getting frustrated about something you like to express this but in some culture it is not encouraged. Kuch culture me unka outward expression jo hai uska sign of authenticity samjha jata hai kuch culture me nae samjha jata kuch culture me ap jitna daba k rakho gay jaise k ghusa araha hai aur ap express nae kar rae ronay ko kis tarha dekha jata hai ye sari cheeze influence karta hai is jaga me gender ki b difference ajata hai for example if a child see his father never cry in front of him so there are chances wo behavior learn ne karay ga this is an emotion usko express nae kiya jaye ga.

4. How do children with speech delays typically interact with their peers and teachers?

a) What difficulties do they face in social interactions?

b) How does this impact their classroom engagement?

Culture me jaha pe value ki jati hai khamosh rehna compliance show karna waha pe b speech se regarding challenges ajati hai with withdrawal and silence jb k children who comes from culture who encourage verbal expression may exhibit the louder and more assertive behavior. Matlb bolne me to uska delay a hi raha hai lkn nor verbal cues se wo apni need ya apni desires concern kis tarha se expereess kar raha hai wo vary karta hai. These children do face challenges in starting the conversation and interaction and also following the social cues and this can leads to social isolation and most of the time misundestsnding between the peers most of the time miscommunication ki waja se bht si misunderstanding hoti hai aik taraf se communication hai hi nae dusri taraf se misunderstanding ho sakti hai. Ya kisi nonverbal cue ko inaccurately perceive kiya ja sakta hai but the other student. And all this can affect their academic progress as well lkn it also depends on the expertise of instructor k wo kitna holistically bacho ko class me leke chal raha hai.

5. What strategies do you use to support children with speech delays while considering their cultural background?

a) How do you ensure inclusivity in your teaching methods?

I employ visual aids I integrate these in my teaching methodology storytelling and also culturally relevant strategies jo mujhe lagay takay communication zyada easy ho jaye speech delay me jo k non-verbal cues zyada important hotay hai because these are the ways children are expressing themselves to usko read karna ya aisi strategies adopt karna that include more non-verbal gestures and visual aids really helps story telling b bacho ko in general bht achi lagti hai to it helps.

6. Can you share an example of a time when you had to modify your teaching approach based on a child's cultural background?

a) What was the outcome of that adjustment?

Yes in my experience wise kafi dafa hova hai k bachay k cultural background ki Waja se teaching approach ko hume modify karne ki zarurat hui hi kuk jb bachay aik class room me hotay hai to wo different cultural background se hotay Hai unke cultural difference b but hotay hai family difference b but hotay hai aur unke accordingly hume apni approach ko amend karna parhta hai kuk one size does not fyt everyone culture ko samjhte hove hume strategies ko amend karna hota hai change karna parhta hai and then implement karna parhta hai takay bachay ki understanding enhance ho basically teaching methodology me humne ye dekhna hota hai k bachay ko sai se samajh ariya hain ya nae arai uske lie hum jo b strategy use karay wo bht productive hoti hai outcome kya Hai us adjustment ka to dekhe agar to hum culture ko mind me rakhte we bacho ko nae parha rae ya bacho ko nae sajha rae to bacha us tarha se adapt nae karay ga aur agar Aisa b ho sakta hai k use theoretical work samajh ajaye lkn implication uske liye mushkil ho jaye gi kuk wo ye dekhe ga k theory ye keh rai Hai lkn jis family se me araha hu ya his culture se me belong Kar raha hu uski implecation difficult Hai to us point ko mind me rakhte hove bht zyada zaruri hai k jb hum bachay ko parha rae hai to hum usko is tarha se parhaye k wo apne apko odd one out na samjjay ya usme sir se bat guzar na rai ho sirf uski understanding develop ho rai ho,

7. How do you engage with parents from diverse cultural backgrounds to support

their children's speech development?

a) Have you encountered any cultural barriers in parent-teacher communication?

b) How do you address them?

So basically since abhi speech delay k bht zyada concern b area Hai aur obviously saray parents itnay sound ya itne welcoming nae hotay towards this approach ya this idea to unko samjhanay k liye unke sath interact karne k liye bachay ki behtri k lie bht zaruri hai k Hume aik understanding ho that from where they are coming thk hai agar hum unke prespective ko unke backgrounds ko nai samjhay gay to unko b hamari bat ki samajh nae aye gi to understanding develop karne k liye family background cultural background ka pata hona bht zaruri hai takay hum jo bat us to convey karna cha are hain uske accordingly mold Kar sakay. Agar cultural barriers Ki bat karay to use mene ye notice Kiya Hai k jb cultural barriers area hotay hai to use jo first emotion surface pe ata Hai that is usually aggression aur aggression b isliye araha hota hi k parents ko lag raja hota hai k hum unki bat samajh nae pa Rae halake bat beshsk evidence base ho scientific ho lkn culture beech me ajata hai to use agar hum is cheez ka khayal nae rakhay gay to aggression parents me ajaye ga aggressive ho jatay hai because when it comes to their child they get very possessive.

Usually jb me aisi situation counter karti hu uske ye hota hai k when I observe k parent ko aisa lag raha Hai k me aisi bat Kar rai hi jo unki understanding k liye mushkil ho rai Hai ya me aisi bat bol rai hu Jo wo agree nae kar pa rae to strategy that worked and helped me was k unki bat Pehle tasali aur ghor se Sunay. And to acknowledge all their feeling. Jo k bht important hoti hai . One thing in me is that I didnt want to impose my decision on them I just tell them k this is what I feel and may be I'm wrong. To isko mazeed evaluate Karne k liye you can go to this aur that place. Apni taraf se me unko recommendation DE deti hu k wo aur opinions dekn len. To jb is tarha ki cheez ati Hai jb wo dekhte hai k benefit of doubt b Hai. It's a gray area blkl black and white nae hai to wo understand Kar lete hai.

8. How do you collaborate with speech therapists to provide culturally responsive interventions?

a) Do you believe speech therapists incorporate cultural considerations in their approaches? Why or why not?

To be honest we recommend the student to speech therapist. aik collective of speech therapist mere pass hai jo mujje pata hai cultural responsiveness ka b khyal rakhay gay me unhi ko recommend karti hu Yes I think aise bht achay speech therapist hai jo k cultural responsive hai. Apni methodology me aur wo consider kartay hai in cheezo ko to specially jo k seasonal speech therapist hai ab jo new area hai unko thori si practice ki zarurat his to wo b culturaly challenging ho jaye gay.

9. What challenges do you face when implementing culturally responsive strategies for children with speech delays?

a) Are there any institutional or resource-related limitations?

So basically jaise hamara culture hain pakistn hai isme tharay se challenges humain aa jatay hain aur unn challenges mein ye hta hai k humara parent bht responsive nhi hta aur unn ka jo belief system hta hai wo xayada tr cultural beliefs pe hta hai ya non professional advice pe hta hai. Unn ko speech disorder ki itni know how nhi hai, tou jb hum speech therapies ko khtay b hain tou aik reluctance parents ki trf se ati hai, secondly jo humaray paas speech therapy resource material hai Pakistan mein hai. Wo urdu language ko itna support nhi krtay xayada tr material English mein hai ya foreign cultures pe hai tou jb hum unhian apnay cuilture mein inculcate krtay tou wahn pr aik bht bara barrier aa jata hai q k humaray Pakistan mein bht diverse culture k log hain tou iss time pe kafi mushkil ho jati hai.

10. What recommendations would you suggest for improving culturally responsive interventions in speech-language support?

a) What support or training do you think educators need in this area?

First and the basic thing is iss se related awareness create hni chahye q k bht speech disorders k sign and symptoms hain wo ignore ho jatay hain aur bht xyada jo delayed mile stones htay hanin wo b ignore aur misunderstood ho jatay hian. So basic awareness and know how bht zaruri hai, secondly teachers ko training milni chahye k wo kch non verbal cues htay hain wo note krein especially jo early years k teachers hain jn k paas bchy aty hin 3 + agr wo properly trained or educated hain

related to this knowledge tou wo identify mein help kr skti hain and secondly wo strategies aur interventions b plan kr skti hain toi support the child, abi Pakistan mein kia hta hai agr humaray paas delayed milestone k sath bchaa ata tou teachers usually give up wo yaa to usay konay mein bithaa dein gee ya ignore krein gee unn ko basically bchaa handle krna nhi aa rha hta and its more harmful for the child. So basic awareness and knowledge is very important. And secondly institutional resources ki baat krien tou humain properly speech therapist nhi provide kye jatay. Agr krein b tou unn ka material humaray culture se relate nhi krta., agr koi aisi intervention bn jae jo humaray culture se related ho tou wo bht helpful ho jae gee.

Interview 2

Participant 2: Ms.AR

Education: Masters

Experience: 7 years

Age: 34 years

1. Can you tell me about your experience working with children who have speech delays?

a) How long have you worked with such children?

Well I have been an early year teacher for about 6-7 years and almost every year I have atleast 1 to 2 children in my class struggling with speech. In our school the average students in the class are 25 to 30 and isme almost 2 to 3 students lag behind in speaking clearly. Mere pass age group 3 to 11 years tk hai and yes they come from different cultures different backgrounds like Punjabi sindhi pathan so their home language does affect the way they speak in the class. I often use English or urdu in the class. But I have seen jb koi aisa word aye jise speech delayed bachay familiar na ho to wo hesitate kartay hai

b) What age groups do you primarily work with?

Jaise k I have already told you the classes It starts from early years to grade 3 and apko pata hai yei foundation banati hai bachay ki. Base bnti hai the most important years. Isme agar hum rule out karlen k bacha speech delay hai to bht easy ho jata hai phr early intervention b use kar lete hai aur it does not prolong. As I am in this role for several years now I have developed methods like one on one talk time and visual aids especially for these kids.

2. How do you define cultural responsiveness in your teaching practice?

Well cultural responsiveness means including each child's cultural background as an asset in learning or your teaching practice. Agar me apni teaching ki bat karu to I try to include the customs language and local stories of different students while teaching. i might connect and urdu word with a word in child home language to give the concept. Istarha lesson becomes more engaging and fun. I always encourage the kid who talk in different languages to share their experience, songs and

different stories aise bacho ko bht welcoming environment lagta hai and they feel more comfortable.

a) What role does culture play in shaping a child's communication and learning style?

Culture plays a huge role in communication and learning. Ap dekhe har bacha apne culture ko sath le k chalta hai aisa kabhi nae hota k log apne cultural backgrounds bhula den agar aik pathan family hai wo ghr me apni zaban me hi bolay gay although wo bilingual rakhay gay apne bacho ko school me promote karay gay English ya urdu me bat karay lkn ghr me kabhi pasho se hat k bat nae karay gay. Have you even seen kids of Punjabi family they are more confident even on weddings they are dancing on Punjabi songs whereas agar hum pathan ki bat karay to they have their typical dance attan wo woi kartay hai aur baray confident k sath kartay hai no body is ready to leave their customs their tradition people enjoy such things,. I have also noticed that Pashto kids they use more respectful form when they are talking to while they are talking in urdu they speak slow and I think a culturaly responsive teacher wait for the kids jo polite hotay hai and don't rush for things unhe samjhna chahiye k ye aise bolta bachay ki traditions me hai.

3. What emotional and behavioral challenges do you commonly observe in children with speech delays?

According to my experience I think speech delay kids feel anxious frustrated and sometime angry because they do want to share their thoughts but they cant get the right word balke they cant get the word Cleary jiski waja se wo chup ho jatay hai and ander hi ander feel kartay hai. Kabhi kabhi it leads to temper outburst in the class. Specially when they are misunderstood or teased. kabhi kabhi wo shy b ho jatay hain. Ive seen students they avoid raising hands and speaking in groups out of embarrassment. Sometimes we need to understand the emotions k bacha kabhi kabhi isliye angry ho raha hai k something in bothering him. There was a kid in my class agar me use kuch puchti to wo fidgeting start kar deta idher udher dekhne lag jata. Clearly shows k wo anxious ho raha hai

a) Do you notice differences in how children from different cultural backgrounds express these challenges? *Yes I do notice the difference kuch cultures me bacho*

ko samjhaya jata hai k they have to be loud apne liye stand lo while kuch ghro me bacho ko kaha jata hai k kuch b ho jaye be respectful to your elders unke samne zara b awaz nae raise karni to definitely it makes a difference. The kids who are loud they tell other when they are suffering while the quite one usually suffer in silence. I remember a pathan boy he use to stamp his feets on the floor and shout when he is feeling frustrated wo chup ya shy nae hota tha balke agay se cheekhe marta tha he could not speak in words but yells at the other person.

b) Can you provide an example?

ek dafa meri first grade ki class mein do bache thay jinko stammering ka issue tha lekin dono ka background bohat different tha. Ahad aik urban middle class Urdu speaking family se tha Agar koi uski slow baat pe hans deta toh woh seat se uth ke rone lagta tha bilkul panic mein aa jata On the other hand madiha aik conservative village family se thi Jab koi usse tease karta, toh woh chup ho jati thi aankhon mein aansu hotay thay, lekin woh kuch bolti nahi thi. Yahan mujhe clearly samajh aya ke cultural background ne dono ke emotional response ko shape kiya Ahad felt ke woh open ho sakta hai loudly rote huay help maang sakta hai Jabke madiha ne seekha tha ke emotions ko andar rakhna hai is liye woh chup reh kar react karti thi Dono ko support ki zarurat thi lekin tareeqa alag tha Ahad ke saath mujhe softly baat karni parti thi usko reassure karna parta tha ke it's okay beta agar baat ahista se hoti hai toh koi baat nahi Aur madiha ke saath mujhe uski har chhoti si koshish ko notice karke praise karna parta tha taake uska confidence dheere dheere build ho.

4. How do children with speech delays typically interact with their peers and teachers?

Speech delay k bachay they often use hand gestures and non verbal cues. In class rooms I have seen them using hand signals even sometime they draw the picture when they cant explain. Lkn they do face difficulty being understood. Ji inke class fellows hai unko to samajh nae ati like unki age group k hai to wo kabhi kabhi un bacho k bolne se pehle predict kar lete hai ya stigmatized b kar diya hai k ye bol nae sakta ya sakti to phr aise bachay try b nae kartay I always try to create a safe space so they feel comfortable Otherwise a child might just say mujhe nahin pata

all the time or act uninterested because it's less frustrating than trying to speak.

a) What difficulties do they face in social interactions?

The main difficulty is engagement. Sometimes it is misunderstood as laziness but real me wo anxiety hoti hai bachay they avoid talking in the class out of frustration unse bola nae ja raha hota but they are misunderstood k shaid wo ignore kar rae hai ya phr avoid kar rae hai. Usualy group activity me wo silent members ban jatay hain aur kabhi kabhi teachers b unhe tang nae karti k ye to bolta hi nae hai and as result wo bolna blkl hi chor deta hai try b nae karta.

b) How does this impact their classroom engagement?

Umm it ofter leads to failing behind academically and socially Hamari class mein ek bacha tha Bilal Bohat eager hota tha sunne ke liye aur concepts bhi easily samajh leta tha Lekin kyunke woh class mein zyada bolta nahi tha uski performance weak samjhi jaati thi Teacher ko lagta tha ke shayad woh try hi nahi kar raha lekin asal mein usse sab kuch aata tha bas jab bolne ki baari aati thi toh woh freeze ho jata tha Is wajah se jo bachay speech delay ka shikar hotay hain unka assessment bhi biased ho jata hai Language based tasks mein woh naturally low score karte hain fast paced activities mein unko skip kar diya jata hai aur peer learning ka bhi chance miss ho jata hai Yeh sab unki confidence pe asar karta hai phir woh khud sochnay lagtay hain ke shayad mein kar hi nahi sakta sirf is liye ke kisi ne unki awaz suni hi nahi.

5. What strategies do you use to support children with speech delays while considering their cultural background?

Main apni class mein bohat si inclusive strategies use karti hoon. Sabse pehle, main multiple languages ka use karti hoon jab possible ho jaise agar koi bacha Pashto ya Punjabi bolta hai aur mujhe thoda idea ho uski language ka toh main instruction Urdu ke baad uski home language mein repeat kar leti hoon. Aur agar woh kisi bhi language mein jawab dena chahta hai toh I allow that as long as woh express kar raha hai. Jab naye words sikhate hoon, toh unko link karti hoon un lafzon se jo woh apni zaban mein already jante hain. Stories aur songs bhi cultural context se link karti hoo Jaise counting ya colors sikhate waqt, main Urdu rhyme Machli Jal Ki Rani ke saath ek Punjabi folk rhyme bhi use karti hoon jo mujhe ek child ki mom ne sikhayi thi. Yeh bachon ko familiar feel karwata hai aur anxiety

kam hoti hai. Roleplay aur visuals ka bhi bohat use hota hai jaise bazaar scene ya cricket game act karna. Speech delay walay bachay gestures ya chhoti chhoti baaton se participate kar lete hain, bina pressure ke. Lessons ko jab unki real-life cheezon se relate karte hain jaise Eid, Ramadan, ya ghar ke scenes toh woh zyada connected feel karte hain aur apne culture ko value hota dekh kar motivate hotay hain.

a) How do you ensure inclusivity in your teaching methods?

Inclusivity ensure karne ke liye, main mixed ability groups banati hoon. Ek speech delay walay bache ko kisi helpful aur sympathetic peer ke saath pair karti hoon woh uski help karta hai, patiently sunta hai, ya uski baat rephrase kar ke repeat karta hai. Is tarah delayed child ko support milta hai bina awkward feel kiye. Main apni language simplify karti hoon short sentences aur visuals use karti hoon. Heavy English grammar sab bachon ko confuse kar sakti hai, speech delay walon ko aur zyada. Circle time mein, ya jab group discussion hoti hai, main intentionally extra time deti hoon 2 3 seconds rukti hoon before expecting a response. Kyunke kai cultures mein bachay seekhte hain ke foran bolna badtameezi hoti hai. Group recitation mein, ek bacha Urdu mein lead karta hai aur doosra apni zabaan mein repeat karta hai is se har bacha feel karta hai ke unki zaban ki bhi value hai. Agar kisi bache ko drawing ka shauq hai aur woh apni tradition se inspired cheezein draw karta hai, toh usay picture story ke zariye express karne ka chance milta hai.

6. Can you share an example of a time when you had to modify your teaching approach based on a child's cultural background?

a) What was the outcome of that adjustment?

Once there was a girl name Ayesha she was pathan and Pashto speaking. She used to be very shy and did not respond in the class. As it was because of his language she could not understand urdu properly uski mother and elder sister se meri bta hui she said hum ghr me bs pashto bolte hai so I decided to use Pashto in my teaching methodology mene dekha tha she was not that comfortable with male staff to I asked asked old Pashto instructor to be my co teacher she helped me in teaching in the class she often use Pashto examples for her ise hova ye k she started to feel more confident use that mujhge samjhna wala koi hai. And I always use

to translate it in urdu too to usne with the passage of time urdu k bht words seekh gaye thi. I used to ask her kya apko samajh agai hai and she responds g haan. To mujhe uski bat se laga k use ab urdu ki samajh anay lag gai hai just by being a little culturally responsive she started participating in the class. Ayesha visibly feel relaxed. I saw a clear boost in her confidence she smiled and made eye contact and eventually answered simple yes no questions.

7. How do you engage with parents from diverse cultural backgrounds to support their children's speech development?

First thing is respect I try k me bht respectful way me parents se bat karu regular meetings karu. Agar mujhe thori bht unki language ati ho to I try ko unke comfortable karnay k liye me unki zabarn me thori bat karlu like preferably we talk in English but agar uski language k words use karlo to they feel comfortable I often tell them the activities we do in the class so that parents b ghr me practice kar len. I also invite parents to school events like cultural days so they see a supportive environment. Seeing their child recite a verse or draw a picture in school can encourage them to participate more in learning at home.

a) Have you encountered any cultural barriers in parent-teacher communication?

b) How do you address them?

Haan, definitely kuch cultural barriers hotay hain. Hamare yahaan kuch cultures mein parents especially fathers yeh samajhtay hain ke education sirf ratta laganay ka naam hai. Toh jab unka bacha socially struggle karta hai unhein samajh nahi aata ke problem kya hai. Kayi mothers jo rural backgrounds se aati hain, woh Urdu achi tarah nahi bol paatein ya teacher se baat karte hue sharma jaati hain. Ek baar meri class mein aik mother aayi jo samajh rahi thi ke unki beti ka chup rehna sirf bashiradgi (sharmaana) hai, na ke koi speech issue. Ek aur family thi jo ek conservative Pashtun household se thi wahan father kisi female teacher se personal masail discuss nahi karte thay, aur mother ko akelay school bhejne ki permission nahi thi. Aisi situations mein, main hamesha cultural sensitivity aur clear communication pe focus karti hoon. Pehli wali mother ke saath maine Urdu easy words aur chhoti chhoti drawings ka use kiya taake unhein explain kar saku ke speech delay hota kya hai. Phir humne milke ek simple plan banaya har din

sirf 5 10 minutes ki picture book reading at home. Strict household ke case mein, maine ek male school staff member se request kiya ke woh father ko meeting ke liye bulaye taake cultural boundaries break na hoon. Aur ek female teacher ko unke ghar bheja gaya, taake woh mother se calmly baat kar sakein. Hamari school mein ek guardian circle bhi hai jahan kuch buzurg aur respectful log hotay hain jo parents se unki language ya dialect mein calmly baat karte hain. Yeh bohat helpful rehta hai. Sabse important cheez patience hai. Main hamesha parents ki baat pehle sunti hoon. Kayi parents yeh maante hain ke bacha time ke saath theek ho jaega ya kisi buzurg ke dua se sab kuch theek ho jaega. Main unka belief discredit nahi karti bas gently unhein examples deti hoon, mostly unke apne culture se, ke dekhein, agar hum choti si practice roz karein, toh zyada faida hoga. Jab parents feel karte hain ke unki baat ko izzat di ja rahi hai, toh wo open ho jaate hain. Us Pashtun family ke saath bhi jab home visit hua, toh unhone agree kiya ke unki beti school ke evening story reading sessions attend kare jo ke uski speech ke liye bohat helpful sabit hua.

8. How do you collaborate with speech therapists to provide culturally responsive interventions?

a) Do you believe speech therapists incorporate cultural considerations in their approaches? Why or why not?

During my experience speech therapist is quite rare in schools but agar koi available ho to I try to work very closely I try k me hur bachay ki progress lu unse aik bar session ho jaye I do share the childs home language and other cultural things jo unko zarurat ho. And therapist then makes his plan accordingly. Agar wo mujhe koi technique batate hai to itry ko me usko apni class me incorporate karu like agar koi mushkil word hai wo tareeka bataye use kaiese bolna hai to me help zarur leti hu.

And I have mixed expressions there are some therapist jo include karte hai culture ko especially those trained in inclusive methods. For example jaise aik therapist hai wo urdu rhymes use kar rae hai instead of English flash cards. In general, I think there is growing awareness policies encourage therapists to work with local languages, but it's not always the case in practice. I often have to bridge the gap

myself by translating or explaining cultural context to the therapist.

9. What challenges do you face when implementing culturally responsive strategies for children with speech delays?

a) Are there any institutional or resource-related limitations?

Ek bohat bara challenge yeh hai ke resources aur training dono bohat limited hain. Pakistan mein bohat kam teachers ko special needs ya cultural inclusion ke topics pe formal training milti hai. Is wajah se kabhi kabhi mujhe khud bhi lagta hai ke main properly prepared nahi hoon. Mere school mein na koi speech therapist hai, na koi dedicated speech room, aur na hi specialized materials. Class size bhi 30+ students ki hoti hai, toh ek ek bache ko one-on-one time dena mushkil ho jaata hai especially jab kisi bache ko speech delay ya extra support chahiye hoti hai. Curriculum bhi kaafi rigid hai matlab flexibility nahi hoti ke main content slow karke ya alternative language use karke samjhaun. Extra curricular activities bhi kam hoti hain because of time constraints. Is wajah se jab main culturally tailored ya different teaching approaches try karti hoon, toh lagta hai ke basic lesson plan manage karna hi aik juggle ban gaya hai.

Institutional issues bhi hotay hain. Policy mein likha hota hai inclusive education lekin ground reality yeh hai ke school ke paas signs bilingual books ya audio tools ke liye budget hi nahi hota. Administration ka pressure hota hai ke exam results ache aayein isliye teachers ko bola jaata hai ke syllabus jaldi complete karo instead of spending extra time on ek aise bache ke sath jisko zyada support chahiye. Kayi textbooks sirf Urdu ya English mein hoti hain local cultures ko ignore karti hain — toh mujhe khud se materials bananay parte hain. Aur sabse dukh ki baat yeh hoti hai ke social stigma bhi ek barrier hai. Community mein kai parents apne bache ki issue ko accept nahi karte. Unko lagta hai ke thoda bolne mein time lag raha hai, theek ho jaega. Jab tak woh help lene aate hain, tab tak delay zyada serious ho chuka hota hai. Yeh sab systemic issues hain.

10. What recommendations would you suggest for improving culturally responsive interventions in speech-language support?

a) What support or training do you think educators need in this area?

Mere nazdeek, teacher training ka barhna bohat zaroori hai. Aisi workshops honi

chahiyein jo speech delay, communication strategies aur cultural responsiveness pe focused hon. Yeh training sirf in service nahi, balkay pre service level pe bhi honi chahiye jese Punjab ka education plan ab inclusive methods sikhane pe focus kar raha hai. Humein aur zyada aise hi initiatives chahiyein. Agar schools ke paas local language resources hon jaise picture books audio recordings flashcards jisme Urdu aur regional language dono ke labels hon toh yeh bohat help karega. Schools local community leaders ya NGOs ke saath milke storytelling sessions arrange kar sakte hain, ya community elders ko involve kar sakte hain taake education zyada culturally relevant ho. aur agar budget allow kare, toh har school mein kam az kam aik speech-language resource teacher hona chahiye jo teachers aur parents dono ko guide kar sake.

(a) Teachers ko ongoing support aur mentoring bhi chahiye hoti hai. Yeh nahi ke aik dafa training de di aur bas. Humare schools mein specialists hone chahiye jaise speech therapists ya inclusive education coaches jo time to time schools visit karein aur practical techniques model karein. Teachers ke darmiyan peer support networks bhi bohat kaam aate hain. For example, aik WhatsApp group ho jahan hum local rhymes, bilingual games ya working strategies share karein. Kabhi kabhi aik choti si idea kisi bache ke liye gamechanger ban jaata hai. Aur bohat important cheez yeh hai ke teachers ko cultural sensitivity training milni chahiye. Jaise ke local languages ke key words sikhna, ya samajhna ke kuch religious ya cultural norms kya kehte hain bachon ke behavior ke bare mein. Yeh sab cheezein help karti hain taake hum zyada empathetic aur effective response de sakein. Simple lafzon mein, agar humein better training, local materials, aur community involvement mil jaye toh hum apne schools mein culturally responsive speech support ko kaafi improve kar sakte hain.

Interview 3

Participant 3: Ms.MA

Education: Masters'

Experience: 8 years

Age: 37 years

1. Can you tell me about your experience working with children who have speech delays?

a) How long have you worked with such children?

I have 8 year of experience teaching kids aur usme almost start wali classes me koi na koi bacha speech delayed hota hi tha inititaly itni insight nae hoti thi lkn ab to ye psychological terms bht common hoti ja rai hai to in cheezo pe focus b zyada barh gaya hai teachers as well as parents are more concern about the milestone delays and they even come to us and compare their kids k hamara bacha kidher stand karta hai class me.

b) What age groups do you primarily work with?

Almost 5 to 11 years age group banta hai I sometimes take senior classes but unme speech delay ka masla nae ata. Like starting years are the crucial years speech development k liye and agay ja k bacho me anxiety k issues zyada dekhe ja rae hain. I don't know why it's happening with kids but it's very alarming.

2. How do you define cultural responsiveness in your teaching practice?

I think cultural responsiveness is how much you understand the cultural background of the kid and phr uske according like hur bachay k cultural background ko made-nazar rakh k teaching strategies banatay ho. Like agar aik teacher Punjabi hai ya unke traditions and customs different hai student se to she should try to implement the students customs tradition in her teaching practices and ye bht important b hota hai.

a) What role does culture play in shaping a child's communication and learning style?

I think every family has its own culture. And that culture shapes the child's communications and learning style. For example agar hum aik pathan family ki bat karay unki family k rules bht strict hotay hai like you are not allowed to talk to your parents unki ankho me dekh k. you need to be very respectful on the other hand kuch culture me if the child is firm wo ankho me dekh k bat kar raha hai that show the sign that he is confident. I think agar bacha aisi family se araha hai jaha uske ghr me bht confidently sb bat karte hai to uski communication style me ye cheex aye gi wo khud b confident ho ga lkn agar koi bacha bht conservative family se hai to wo bacha me low self esteem k sath aye ga school bht zyada participate b nae karay ga.

3. What emotional and behavioral challenges do you commonly observe in children with speech delays?

Umm speech delay bachas can not speak so they cant express their emotions to uski waja se obviously bacho me anxiety, frustratuion, social withdrawal ye cheexe zyada ho jati hai jb bacha explain nae kar pata k problem kya hai to wo frustration feel karta hai aur jb use bat hi nae hoti to eo socialy awkward ho jata hai jsiki waja se uski slef esteem b km ho jati hai kuk wo bol nae pa raha lkn he can feel everything. To uski waja se wo aur quite ho jata hai.

a) Do you notice differences in how children from different cultural backgrounds express these challenges?

Different cultures me different tareke se samjhaya jata hai k how you should express your emotions. Kuch cultures me they promote k bacha vocal ho agay se questioning karay response karay kuch gharo me sikhaya jata hai k chup kar k beth jao and accept karo situation ko. Si I think its like that kuch culture me bachay agay se cheekhte hai rotay hai and we get to know that the child is facing some problem wo zyada loud ho jatay hai hand gestures se bata dete hai but in some cultures bacha blkl chup ho jata hai wo ander se dara wa hota hai lkn kbhi apse bat nae karay ga show nae karay gay wo I guess it the nature of the child as well as the family culture and training.

b) Can you provide an example?

Yes there was a kid in my class arhan wo bacha bht peacefull the like he was speech

delayed lkn uski mother use bht hi pyar se tackle kartai thi his parents were super supportive he was really doing good in academics haan jaisewo bara ho raha tha uske aggression barh raha tha butb the mother wo bht hi achy se use samjha leti thi use kabhi kisi bachay pe ghusa ata to wo use marta b tha as uski build baki bacho se zara huge sit hi he has more power lkn next day uski mother ne use samjhaya hota tha wo a k apne way me sorry bolta tha hamesha. Samjhdar bacha tha wo lkn I guess it was his family tradition agar yei wo kisi toxic family se aya hota ghr me cheeko pukar suni hoti to he would have done the same.

4. How do children with speech delays typically interact with their peers and teachers?

a) What difficulties do they face in social interactions?

These kids are very hesitant they rarely interact with peers and teachers jiski waja se unki needs ko samjhna bht muhskil ho jata hai. Kabhi kabhi aise gestures show karte hai k hume feels hota hai that the child is facing some issue wrna wo khud apni problem bht rare share karay gay khud se hi I guess unpen azar rakhni parhti hai aur thora zyada concern show karna parhta hai.

b) How does this impact their classroom engagement?

Wo bol hi nae rae to class room engagement kya honi hai unki zabardasti bht encourage kar k kaho to agay se one word answer de b den gay aur kabhi kabhi aisa hota hai kcuh bacho ki therapies chal rai hoti hai to unki koi apni hi zaban hoti hai usko understand karna bht mushkil hota hai like are trying to tell you something wo apni taraf se samjha dete hai lkn wo bat apko predict karni parhti hai bht mushkil ho jata hai unko class me engage rakhna.

5. What strategies do you use to support children with speech delays while considering their cultural background?

a) How do you ensure inclusivity in your teaching methods?

I use visual aids, different gestures and peer support me koshish karti hu aise bacho ko me kisi aise student k sath bikthao jo zyada vocal hai takay bacha comfortable feel karay ahd use dekh k khud b bolay. Inclusivity I think is love I want mere bachay safe feel karay I always tell my class that im yourb other and you should always open up mere sath jo dil me bat hai koi problem hai ye nae sochna k maam

dant den gi I always try k class me aik bht welcoming mahol bana rahay. Koi kisi k culture tradiutions ko buran ae kahay even hamari c;lass me aik student haio she is Christina hum uske traditions festivals ki b respect kartay hai we always greet her. Like every child is equal in my class if the child is speech delay and she or he belongs to some different culture to I makje sure during our school events me uske culture ko promote karu uski language wo bachay apne culture k according dressup ho k aye. I think ise bachay ko kafi feel hota hai k baki log mujhe understand kar rae hain wo bacha acha feel karta hai. And even bat na b karay uski body language se pata lag jata hai that he is happy.

6. Can you share an example of a time when you had to modify your teaching approach based on a child's cultural background?

a) What was the outcome of that adjustment?

Yes once there was a pathan kid and I think paksitan me baki languages ka itna masla nae hota lkn pathan apne ghr me pashto hi bolte hai to wo bacha aik to speech delay upper se jo wo halka sa bolta b tha wo b Pashto me to hume blkl samajh nae ati thi to mene phr Pashto me kuch songs lagaye class me phr Pashto to urdu translation cards liye use bht farak para tha bacha bht confident feel karta tha wese to wo hamesha blank response deta tha lkn jb se humne pashto ko class me include kiya wo bht happy rehta tha jaise hi pashto song lagta wo meri taraf dekh k smile pass karta use mujhe samajh ai k nae he is happy dusra uske speech therapist ne b yei kaha tha k pehle ise aik language seekhne de iskjo 2 3 me confuse na karay to us time mushkil to hota tha lkn somehow humen manage karliuya uski waja se uski self esteem bht boost hui.

7. How do you engage with parents from diverse cultural backgrounds to support their children's speech development?

a) Have you encountered any cultural barriers in parent-teacher communication?

I always tell the parents that we respect all the culture all the tradition uska masla nae hai han ye hai kuch backward log hotay hai unke culture me speech delay ko aik taboo samjha jata hai to I make sure to tell the parent that your child will be fine uski zaban me aik 2 words bol deti hu to wo zara khush ho jatay hai secondly mene class ropm décor b aisa kiya wa hai jsime sb cultures ko potray kiya hai to

wo khush hotay hai ye dekh kr and they feel comfortable talking to me and share their concerns.

b) How do you address them?

I always tell them k ye speech delay is getting very common these days but with early intervention we can help the child. And me unko hamesha educate karti hu I always ask them to meet our school psychologist. And different references ka b bata dete hai takay wo sai se bachay kis screening karaye aur early intervention se bacha thk b ho jaye. Bs yei zyada hota hai k parents denial me hotay hai bachay se zyada parents ko educate karne ki zarurat hoti hai and once parents ye bat samajh jaye to bachay ki b improvement ho jati hai.

8. How do you collaborate with speech therapists to provide culturally responsive interventions?

a) Do you believe speech therapists incorporate cultural considerations in their approaches? Why or why not?

Hamare school me b psychologist hai to me aksar unse meeting karti hu to better understand the child aur dusra bachay ki apni therapies b chal rai hoti hai to kabhi zarurat paray to we arrange a meeting with their therapist bs ye hai I think kabhi kabar kuch therapist me cultural consideration ki kami hoti his they treat all the kids same halake hur bachay ki apni pace hoti hai apna culture hota hai bacha urdu nae bol raha Pashto k kuch words to bol hi raha hai lkn therapists ka apna hi criteria hota hai agar bacha uspe utar raha hai to wo nae dekhte like unke tests wagera wo kabhi kabhar hamare culture k liye to nae banay we wo to western culture k according hotay hai like hamari learning different hai unse to farak to parhta hai I think ispe aur kaam karne ki zarurat hai.

9. What challenges do you face when implementing culturally responsive strategies for children with speech delays?

a) Are there any institutional or resource-related limitations?

Sbse bara challenge to yei hai k parents are not willing to accept that the child is having a problem. Parents sbse zyada denial me hotay hai. Uske ilawa agar resources ki bat karay to han schools me proper facility nae hai like bahir k mulko me in bacho ko normal schools me rakhtay hai aur proper IEP banaya jata hai like

unko normal bacho k sath leke chaltay hai lkn Pakistan me kuk hmari class me bacha itna hai to bacho me focus karna aur phr aise special bacho ko proper time dena bht difficult ho jata hai to shaid agar hume proper ise related training di jaye aur phr hume extra staff diya jaye to zyad faica ho sakta hai.

10. What recommendations would you suggest for improving culturally responsive interventions in speech-language support?

a) What support or training do you think educators need in this area?

Agar cultural responsive intervention ki bat karay to cultural competency training zaruri hai. Schools wagera ko diverse training and resources provide karnay chahiye and I think aik link banana chahiye between the teacher and the therapist takay wo dono mil k kaam kar sakay and agar aisa koi bacha ata hai schools me to uski dono mil k help karay I think collaborative approach is very important and secondly culture ko mind me zarur rakhna chahiye kuk hur culture me different approach hoti hai aik culture me ap koi activity practice kar rae hotay ho and zaruri nae hai k dusre culture me b wo follow ho isliye koi b intervention banana se pehle saray cultures ko mind me zarur rakhna chahiye.

Interview 4

Participant 4: Ms.MR

Education: Bachelors

Experience: 2 years

Age: 28 years

1. Can you tell me about your experience working with children who have speech delays?

a) How long have you worked with such children?

b) What age groups do you primarily work with?

Okay so I have been in this teaching profession for than a year now and throughout this journey I have had a chance to work with many diverse students including children with speech delays. My experience have taught me patience empathy and the importance of individualized support. Working with these students have been both challenging and a blessing. Now I have actually primarily worked with early years age 3 to 8 years actually.

2. How do you define cultural responsiveness in your teaching practice?

a) What role does culture play in shaping a child's communication and learning style?

Acha agar ab hum cultural responsiveness ki bat karay to cultural responsiveness is respecting one another how we can respect each other cultures. As an individual I know that every student in my class is coming from different backgrounds different cultures and one way to make sure is that we are respecting each other and every Individual who is present in my class, every child should be treated equally. Iske liye what the teachers can do and they should do is focus on the communication styles jo unke communication skills hai that actually reflects the cultural identity and that shows wo jo sari cheexe hai jb ap unhi k culture k baray me bat karay gay so the child will feel very happy. It will play a very vital role in shaping the child commination pattern. This is very important agar ap bachay k waha pohanch kar bat kartay hai jaha wo comfortable hota hai to it will help the child a lot. Agar hum different culture k baray me bat karay jaise pathan bacha he talks in Pushto in his

house so there are possibility that the bacha he can not communicate in English and urdu. It gets very difficult for the child and the teacher kuk uska culture different hai ghr me wo bolta hai Pashto to yaha a k use Pushto k ilawa kuch samajh nae aye gi so now it is the role of the teacher that how she is going to keep the child feel comfortable in the class and usko samajh k phr ahista ahista ap us bachay ko official language sikhana shuru karay gay and it a very vital role played by the teacher.

3. What emotional and behavioral challenges do you commonly observe in children with speech delays?

a) Do you notice differences in how children from different cultural backgrounds express these challenges?

b) Can you provide an example?

One student that particularly comes to my mind is a kid. I still remember him communicating with him was very difficult for me and it was very challenging as well and what I used to notice was as he was unable to communicate his thoughts to the class or to me and other teachers as well so he used to get very rude sometimes he used to get frustrated as well because he was unable to express himself. So by looking at his behavior it was very challenging for me. We used to sit together me and my section head and we used to make strategies to help the child along with his parents to deal with his problem as a result of speech delay.

4. How do children with speech delays typically interact with their peers and teachers?

a) What difficulties do they face in social interactions?

b) How does this impact their classroom engagement?

It is very understandable that the speech delay kid face problem in interacting with the teacher with his peers wo apni thought apko nae bata sakta ya wo apni feelings apki deliver nae kar sakta to their comes a time when the child becomes super aggressive and they face difficulty in social interaction. Wo apke sath rude b ho ga and sometimes wo apke sath physical b ho jata hai. So these are the challenges basically the teacher faces. Particularly I remember one day I was teaching my class and mene unko aik written kaam diya tha. The kid with speech delay he did

his work on the wrong page like he skipped few pages and he was writing I saw that kid doing the work mujhe samajh agai that he skipped few pages but he was able to complete his work. So I said okay arham im gona paste these few pages that you skipped. Usko laga patane shaid mene phar diye hai pages ya mujhe pasand nae aya and sadly he was unable to communicate properly or maybe I was not able to communicate well us time wo aik dm se bht hyper hova and wo ghusse me aya and he started shouting. He threw his book ghuse se basically ye uska aggressive behavior tha uske bad my section head came the psychologist she came and they took care of arham and use sambhal liya. He got so hyper and that wa the very first time this thing happened to me so these are things that are very much understandable k hum unse communicate nae kar pa rae to ye sb emotions dekhne ko milay gay.

5. What strategies do you use to support children with speech delays while considering their cultural background?

a) How do you ensure inclusivity in your teaching methods?

Every child in our class comes with different backgrounds hur kisi k different situation hoti hai ghar k andar the culture is different it is diverse hur bacha apni upbringing k lehaz se cheezo ko le k chal raha hota hai. Unka culture and unka home environment it actually reflects in their behavior. If I talk about another student his name was gohar wo jo bacha tha wo hyperactive tha and sath hi speech delayed he belong to a neglected family. Uske bht hi neglected parents thay and us bachay ko pyar nae mila tha us tarha se jaise milna chahiye. Wo bacha kya karta tha just to gain attention he used to do very odd things kabhi class ko distract karta tha kabhi he used to fight with his peers does not listen to the teacher just because usko attention milay. What I did was I gave him a lot of love like a lot I started giving him love and affection because I knew is bachay ki life me ye wali cheez missing hai so iska bht positive effect aya.

6. Can you share an example of a time when you had to modify your teaching approach based on a child's cultural background?

a) What was the outcome of that adjustment?

Keeping in mind the previous example of gohar as I told you before pehle mene

normal teaching methodologies lagai but nothing worked for him then what I did was I gave him a lot of love like I used to give him time love and affection so he should feel that im important and as a result what happened was wo meri bat manta tha like whatever I asked him to do he used to obey me even if I say that bacha apne ghr ja k ye kaam karna hai so the next day usne meri bat puri ki hoti thi as a result mujhe mila k he started working as well as he showed good results. When he was in previous class he was on conditional promotion but in my class he promoted in next class with very good grades. We worked really hard with him bht samjhaya use but result was worth it.

7. How do you engage with parents from diverse cultural backgrounds to support their children's speech development?

- a) Have you encountered any cultural barriers in parent-teacher communication?
- b) How do you address them?

As I was talking about gohar he other belongs to a very backward area she could not even talk in urdu she usually talks in Punjabi so as teacher what I did was I assured her and made her comfortable I also talk with the father as he was well educated person so it was easy to convey my message to him but when it comes to mother unko mujhe kafi strategies laga k samjhana para first she was not ready to understand she was constantly comparing the child with her other son the other child was polite she was constantly saying mera dusra beta to aisa nae hai like agar wo aggressive hota tha to agay se uski mother usko phusicaly marti thi so mene kafi tareeke se unse bat ki bari mushkil se unko samjhaya k ap mere sath cooperate karay and try to understand k ye bachay ke future ki bat hai khair bari msuhkil se I was able to made her understand unke level pe a k bat ki unko different examples di phr ja k she was able to understand.

8. How do you collaborate with speech therapists to provide culturally responsive interventions?

- a) Do you believe speech therapists incorporate cultural considerations in their approaches? Why or why not?

Honestly speaking collaboration only happens when a therapist is actually available lekin bohat se schools including mine dont even have speech therapists and that is

a very big gap jab therapist available hotay hain to I try my best to explain the cultural context of the child like what kind of environment he comes from kis language mein usay zyada comfort feel hoti hai aur kya cheezein uske behavior ko trigger karti hain but the ground reality is that many therapists just follow a textbook approach they apply the same assessment scales to every child without realizing ke har culture mein communication styles aur expectations alag hoti hain for example Gohar used to make noise not because he wanted to disturb others but just because he wanted attention lekin agar usay sirf behavior ke base pe judge kiya jaye to he would be labeled as a disruptive child therapists need to understand the background of the child taake wo uske liye zyada effective strategy design kar saken no doubt I strongly believe ke therapists ko bhi cultural sensitivity pe proper training milni chahiye because no child is just a case every child has an emotional and cultural background that really matters.

9. What challenges do you face when implementing culturally responsive strategies for children with speech delays?

a) Are there any institutional or resource-related limitations?

Challenges to honestly bohat zyada hain sabse pehle to resources ka shortage hai humare paas na speech rooms hain na specialized materials and class size bhi itna bada hota hai like 30 plus students ke saath har bache ko one on one time dena almost impossible ho jata hai especially for kids like Gohar jinko special attention chahiye hoti hai lekin hum teachers multitasking kar rahe hotay hain we have to teach manage behavior and give support all at once curriculum bhi bohat rigid hai agar mein speech delay wale bache ke liye pace slow karna chahun to mujhe kaha jata hai ke syllabus cover karna zaroori hai and when there is assessment pressure phir extra time dena aur bhi mushkil ho jata hai.

10. What recommendations would you suggest for improving culturally responsive interventions in speech-language support?

a) What support or training do you think educators need in this area?

Sabse pehle training zaroori hai teachers ko speech delay ke baare mein awareness honi chahiye aur yeh samajhna chahiye ke har bacha same method se respond nahi

karta workshops honi chahiye jahan teachers ko yeh sikhaya jaye ke cultural differences kis tarah communication pe asar daalte hain aur yeh sab local context mein ho jese ke Gohar jese bacho ke examples use kiye jayein taake theory real lage educators ko proper support milna chahiye jaise ke speech therapists jo schools ko regular visit karein aur inclusive education mentors jo teachers ko practical guidance dein ek peer learning network bhi hona chahiye jahan teachers apne proven strategies share karein WhatsApp groups bhi kaafi helpful hotay hain for exchanging bilingual stories local rhymes and classroom tips mujhe lagta hai ke agar school system thoda flexible ho curriculum thoda adjust ho jaye SMCs active ban jayein aur local languages ko acknowledge kiya jaye to speech interventions kaafi effective ho sakti hain sabse important baat yeh hai ke teachers ko train kiya jaye ke kaise wo bache ka trust jeet sakte hain kaise unko feel karwaya jaye ke they are important jab Gohar ne yeh feel kiya ke main usay value karti hoon tabhi usne apna behavior change kiya and started showing real progress.

Interview 5

Participant 5: Ms.SS

Education: Masters

Experience: 11 years

Age: 39 years

1. Can you tell me about your experience working with children who have speech delays?

a) How long have you worked with such children?

b) What age groups do you primarily work with?

Basically right now I'm working with age group 4 years till 9 years. Isme speech delay k 2 3 Hai wo bachay they talk at home they talk with friends but when we are talking about education they are silent or aik bacha Hai uska speech delay ka issue hai he is 4 years old. Wo bolta nae Hai he is in EY 2 but he still can't hold the pencil and no grip and humne uske parents ko tb bataya tha k Hume ye autism ki taraf chalta wa nazar araha hai jb wo 2 saal tha ap iska checkup karaye. I don't know unho ne kis doctor se check karaya and they told us that the bacha is normal but hume nae lagta tha. To abhi tk he is not having any therapy and he is speech delayed. Parents are still not ready to accept the fact. Actually we wanted a proper report for the school but unho ne nae di might be to avoid stigma. We felt that the parents were not accepting this. Ab now what they are doing is usko memorize karate Hai the student has no concept he is not understanding what he is talking. Wo sunta Hai but he is lacking apni baat ko explain nae karta.

1. How do you define cultural responsiveness in your teaching practice?

Cultural responsiveness means that im paying attention to every Child background and usko apni teaching practice me kaise include krti hu so that every child feels safe and secure around me. Taking an example of Ahmed shaded Pathan Hai to I took the help from Punjabi rhymes to make him feel comfortable and usko concept samajh ae. Same agar meri class me koi Sindhi bacha hova to I would take the help from some sindhi poems. I often greet these kids unhi ki zaban me so they feel k teacher Hume samjhti hai. I also make sure k me different festivals and different

cultures k celebration include karu school me. Me koshish karti hu k bachay ki zabaan ka khyal rakha jaye although we encourage the child to talk in English.

a) What role does culture play in shaping a child's communication and learning style?

would again talk about the family background of course kuk unka bht bara role hota hain first of all yei k log denial me hotay hai that sorry its not like this. If we teachers are telling that there is a problem in the child to usko parents should consider but they don't. culture has a vey big role in childs communication and learning. If child is coming from a place jaha saray bht soft spoken hai unko ghr se respect sikhai ja rai hai to they will definitely respect and unke bolne k tareke se samajh aye ga but agar wo aise ghr se araha jaha bht freely bat kartay hai the parents are outspoken to definitely asar ata hai bachay me b they are too outspoken. Language ka tyo sbse zyada asar hai if the child speaks Pushto in house to usko school me bht mushkil hoti hai to understand English or urdu. Dusra jo hum 90 ki generation hai I don't know hum bacho k sath kya kar rae hai shaid jobs me busy hai bacho se bat hi nae kartay screens pakra di hai communication khtm hoti ja rai hai. Bacha shaid share karna cha raha hai parents are not willing to listen and they are busy baki ghr me kuch buzarg hotay hai wo apni batay bata rae hotay hai k hamare time me aisa tha i think ye saray factors hai.

3. What emotional and behavioral challenges do you commonly observe in children with speech delays?

If the child is not able to speak obviously he is not able to share the problem. they sometimes feel upset and embarrassed that they can express them selves as easily as others. Me dekhti hu kuch bachay bht shy ya withdrawn ho jatay hai. Class activities me b participate nae kartay aur apka ghusa cheeze phenk k nikaltay hai ya phr constant ronay lag jatay hai shaid bacho ko b anxiety hoti ho gi like they want to explain k kya masla hai lkn kar nae pa rae. And speech delay bachay phr kisi se comfortable honay me b time lagatya hai and I don't know phr unko b apni bat kaise samjahatya hai. I have a student ahmed usko speech delay ka masla hai uske parents usko lene nae aye to wo bs betha wa tha and phr ronay lag gaya I was so shocked mene use bat karnay ki koshish ki k ap batao like kuch to batao k

problem hai lkn bs wo bacha nae bola bs roo raha tha.

a) Do you notice differences in how children from different cultural backgrounds express these challenges?

G g blkl actually kuch family bht chup chap rehne walay hotay hai unke bachay b yei cheex adopt krtay hai of they are facing any problem to wo bs chup beth k withdfrawal mehsoos karay hai khamosh ho jaye gay silent tears bahaye gay but on the other hand jo bachay thori liberal family se belong kartay hai agar unko koi problem aye to wo agay se shout kartay hai loud ho jatay hai apna batatay hai k hume kya problem hai kuch na b kaye to atleast mun bana k side pe ho jatay hai mun hi me kuch bolte hai but they do respond mujhe lagta hai it's the family background jaha se bacha shaded seekhte hai.

b) Can you provide an example?

Je mere schools me aik student tha ahad he was basically a pathan jb use ghuse ata tha to wo bahir chala jata tha ya silent tears ajatay thay lkn bolta ne tha uski mother k sath bht attachment thi uski mother bht submissive sit hi lkn on the other hand aik sindhi bachi thi salika wo itni loud ho jati thi taubaa wo use kuch bolo agay se foran jawab and she used to shout alooot. Lkn I think ahad chpkse se bacho ko marta b tha so I think when kids are not able to express themselves they gets aggressive. Aik aur example thi uske parents bht toxic thay to bachay me aggression to zarur ajata hai.

4. How do children with speech delays typically interact with their peers and teachers?

According to my experience speech delay kids try to interact with teachers and kid but slowly slowly like somethime the use gestures kabi wesi hi apse close hotay hai hath se ishara karay gay. Group activities me they are usualy quit lkn agar teachers zara slow down ho jaye ya unko encourage karay like clapping karay to they do try to speak aur 1 word hi lkn they do answer. Lkn uske liye patience and guidance chahiye.

a) What difficulties do they face in social interactions?

Sbse bari problem communication k hi hoti hai like during a group activity jaha responses apne verbaly dene hotay hai to these kids they become shy and avoid the

situation. Baki bachay b thoray tang area hotay hai k unko bar bar explain karna parh raha hota hai basically special schools me to focus in bacho pe hi hota hai lkn main stream schools me in bacho ko sath chalana difficult ho jata hai kuk baki bachay understand nae kartay and jb speech delay bacho ko samajh nae ata to wo aggressive ho jatay hai.

b) How does this impact their classroom engagement?

Class room engagement pe bht asar parhta hai actuly kafi activities me like show and tell jb sb bachay they are telling and speaking these kids are just listening and phr inki bari aye to sb bachay b bolna shuru ho jatay hai k this kid does not talk. To bachay ka confidence wese ki km ho jata hai wo bachay blkl hi bolna chor dete hai and they lack behind.

5. What strategies do you use to support children with speech delays while considering their cultural background?

Aise bacho k liye I use bilingual approach. For example if the kid is Pathan or sindhi to aksar I use google translator and convert the statemen but uske bad I explain that thin g in English and urdu too takay uska concept clear ho and baki language b samajh aye. I also use flash cards visual aids. Takay cultural context se bachay relate kar sakay. Kuch bacho k liyer hum uni k culture ya language k poems b lagatay hai takay they feel good and rest I encourage the kids who are more vocal to sit with such kids to explain the concept aur achay se unko samjha sakay.

a) How do you ensure inclusivity in your teaching methods?

Inclusive k liye I try that the environment of my class should be welcoming and safe for every child. I always tell kids not to make fun of the other child agar koi bacha problem me hai to uska Mazak nae banao balke usko sikhao. I also try k group activities me different studernts should be involved. School funtions me and class room décor me b cultural diversity nazar ani chahiye kisi aik culture ko highlight nae karna chahiye takay sb bachay equal mehsos karay.

6. Can you share an example of a time when you had to modify your teaching approach based on a child's cultural background?

Yes there was a pathan kid in my class and ghr me they use to talk in Pashto school me I used explain the concept in english and then I got to know that he

couldn't understand then what I did was I use Pashto poems and showed him different landscapes and puri story dikhai end pe he was very happy and Pashto me he start saying 1 2 words which was an achievement for me kuk wo blkl nae bolta tha.

a) What was the outcome of that adjustment?

Iska bht positive result aya he start participating in the class pehle sunta tha and then hand raise karne lag gaya mujhe laga uska confidence bht raise hova hai is change se. wo bolta to nae tha itna lkn non verbal gestures show karne lag gaya In sab se ye sabit hua ke choti si culturally relevant change ne bache ke learning aur engagement par bara asar dala hai.

7. How do you engage with parents from diverse cultural backgrounds to support their children's speech development?

Sab se pehle to yeh hota hai ke un ke cultural background ka khayal rakhna chahiye. Main unko batati hoon ke hum class mein bhi bachay ke cultural background ka khayal rakhein. Hum unko videos dikhte hain aur yeh batate hain ke aap bachon ke culture ko promote karein. Balkay doosri tareeqay mein hum kehte hain ke aap usay translate karein. Agar uski zaban Pashto hai, aur woh Pashto bolta hai, to usko English ya Urdu mein explain karne ki koshish karein. Matlab main totally unko batati hoon ke I respect your culture, I respect your values. Balkay doosri tareeqay mein hum unko English ya Urdu ki taraf lana chah rahay hain. Different speech exercise k bafray me bataty hai.

a) Have you encountered any cultural barriers in parent-teacher communication?

b) How do you address them?

Ji bilkul, kabhi kabaar culture barriers aate hain, jaise kuch families bohot conservative hoti hain, woh nahi maanne lagte hain. Jiske liye teacher unse baat karte hain, especially Pathan, Pathan families bohot conservative hoti hain. Woh kehte hain ke hamare bachay mein koi masla nahi hai. To unko samjhane ke liye tareeqay se, pyaar se aur respect ke saath baat karni parti hai. With a lot of patience and with a lot of respect, we have to tell the parents This is the problem your child is facing, and we need to help them. Please consider meeting a speech therapist.

8. How do you collaborate with speech therapists to provide culturally responsive

interventions?

Main speech therapists ke saath mil kar interventions ko culturally relevant banane ki koshish karti hoon. Agar school me therapist aata hai, to hum bachon ke weekly progress discuss karte hain. Main therapist ko bacchon ke cultural background ke baare me batati hoon jaise ghar ki zubaan ya unki pasand. Us hisab se therapist apni exercises me changes laa sakta hai. For example, agar therapist ne ek kahani sikhani ho aur originally story America ki di gayi ho, to main suggest karti hoon ke hum uski jagah koi Pakistani kahani ka use karein. Main apne classroom me therapist ke diye hue speech exercises follow karwati hoon; agar unhone koi special words ya practice batayi ho, to main har roz wohi words class me repeat karwati hoon. Kabhi kabhi therapist ko bhi humare tareeqe se seekhne ko milta hai.

a) Do you believe speech therapists incorporate cultural considerations in their approaches? Why or why not?

Kuch speech therapists definitely cultural considerations rakhte hain, lekin aam taur par unka focus standard techniques par zyada hota hai. Meri nazar me, agar therapist local hai to usko zyada pata hota hai ke kis bache ke ghar ka mahaul kaisa hai, aur wo examples ussi tarah choose karta hai. Magar agar training zyada tar foreign-based hai, to woh English Urdu methods hi use karta hai. For example, ek therapist ne ek bacche ko hippopotamus ke baare me poocha, lekin hamare bachon ne hippopotamus kabhi dekha hi nahi tha – issi liye maine bola ki “why not uske liye local animal dikhain, jaise sher ya bandar.” Mujhe lagta hai ke agar therapists ko hamari madad se un bachon ki zubaan aur culture ka pata chale, to bohot behtar interventions ho sakte hain. Abhi ham me se zyada ko khud hi ye cheeze sikhaani padti hain.

9. What challenges do you face when implementing culturally responsive strategies for children with speech delays?

In culturally responsive strategies ko implement karne mein hamare sab se bade challenges limited resources aur time hain. Meri school me ek teacher ke paas 30-35 bachon ki class hoti hai, jin me se kuch speech delays ke saath hain. Itne saare bachon me individually focus karna mushkil hai. Material resources bhi kam hain – hamare curriculum me bilingual ya culturally tailored books nahi hain, humme

khud ghar ka kitaben banani padti hain. Teachers ko special education ya inclusive training bhi nahi mili hoti; admission ke baad ham seekhte hain.

a) Are there any institutional or resource-related limitations?

Bilkul. Institutional barriers bhi hain: hamari government or school policies abhi inclusive education ko bahut prioritize nahi karti. Special needs ke liye koi extra support staff jaise special educators ya counselors typically nahi milte. Classrooms overcrowded hain, aur har teacher ke liye ye mushkil hai ke har bache ko extra time de sake. Resource wise, jaisa maine bataya, proper materials jaise picture cards in multiple languages, bilingual books, speech therapy tools available nahi hote. Hamare area me speech therapists bhi zyada aasani se nahi milte agar hote bhi, to ek bachay ke liye session arrange karna mushkil hota hai. Is sab se, hamare strategies limited rehte hain ki ham apne dam par khud innovate kar sakein.

10. What recommendations would you suggest for improving culturally responsive interventions in speech-language support?

Meri sab se badi recommendation yeh hogi ke education department aur schools culturally responsive teaching aur speech intervention par awareness barhayen. Iske liye teacher trainings aur workshops honi chahiye jahan hame sikhaaya jaye ke kaise har culture ko samajh kar bachon ki madad karein. Schools ko bilingual aur multicultural resources provide karne chahiye jaise Urdu-Pashto-Sindhi picture books, audio rhymes, aur flashcards, jo social contexts me helpful hon. Mera yeh bhi khayal hai ke community involvement aur parent education programs hon, jismein parents ko bataya jaye ke unki apni culture aur zubaan ka istemal bachay ki speech development ke liye kitna faida mand hai.

a) What support or training do you think educators need in this area?

Teachers ke liye sab se zyada training ki zaroorat hai language development aur cultural competence ke liye. Hame aise seminars chahiye jahan speech therapists aur inclusion experts teachers ko practical tips den, jaise visual aids banane ke tareeqay, code-switching strategies, aur kaise apni existing resources culturally relevant banayein. School administrators ko bhi samajhna hoga ke ek teacher ke liye class manage karna tough hai; isliye chhote class size, teaching assistants, aur ek

inclusion coordinator jaise positions honi chahiye. Online communities ya mentor programs bhi bohat useful hain, jahan teachers ek dusre se best practices share kar sakein. Agar hame ye support mile – training, resources, aur organizational backing – to main yakeen karti hoon ke hum culturally responsive speech support ko kaafi behtar bana sakte hain.