

# CLD Corner

By: CLD Task Force

The Cultural and Linguistic Diversity (CLD) Corner was created in an effort to provide information and respond to questions on cultural and linguistic diversity. Questions are answered by members of the TSHA CLD Task Force. Members for the 2009-2010 year include **Ellen Stubbe Kester**, PhD, CCC-SLP (co-chair); **Lynette Austin**, PhD, CCC-SLP; **Gina Glover**, MS, CCC-SLP (co-chair); **Katsura Aoyama**, PhD; **Nelcy L. Cardenas**, MS, CCC-SLP; **M. Ruth Fernandez**, PhD, CCC-SLP; **Barbara Fernandes**, MS, CCC-SLP; **Benigno Valles**, MS, CCC-SLP; and **Jacqueline Lopez**, (student member). Submit your questions to [gina.glover@fwisd.org](mailto:gina.glover@fwisd.org). Look for responses from the CLD Task Force on TSHA's website and the *Communicologist*.

The Cultural and Linguistically Diverse (CLD) Task Force is now offering half and full day trainings for school districts, Education Service Centers, university programs and other agencies on Assessment and Intervention with CLD Populations. For information, contact Gina Glover at [gina.glover@fwisd.org](mailto:gina.glover@fwisd.org).

## **Alternative Service Delivery Models for Bilingual (Spanish) Students Identified with Speech Impairments in the Area of Articulation and/or Language in School Settings**

As speech-language pathologists (SLPs) who work with CLD students, we understand that in order to meet our responsibility, we must be creative! With that in mind, we have decided to share information obtained from pioneers in our professions who have been providing services to our CLD students using an alternative service delivery model.

The CLD Task Force inquired about alternative service delivery models for bilingual students that have been developed and implemented by school districts. Below you will encounter alternative service delivery options, provided in naturalistic, developmentally appropriate classroom settings, designed for Spanish speaking preschool and kindergarten students who are identified with disorders of articulation and/or expressive language.

### **EnLaCe – Enriqueciendo nuestro lenguaje y adquiriendo comunicación educativa**

EnLaCe is a three hour a day program being developed at a pre-school in Irving Independent School District (ISD). In order to participate in the program, students must be Pre-K age by the following school year and their parents must

agree to be active in the student's language development by regularly completing assigned homework. EnLaCe is currently being offered to students identified with a speech impairment once a week by Monica Maruffo, a SLP-Assistant. EnLaCe provides students with a structured setting that prepares bilingual students with language disorders to attend Pre-K while providing intensive language stimulation.

Mrs. Maruffo believes that EnLaCe gives students an opportunity for social interaction, builds their confidence, and encourages them to communicate with peers. Additionally, she believes EnLaCe provides an opportunity for language remediation above and beyond traditional walk-in services. EnLaCe also provides an added benefit of exposure to a structured setting that will help the students be successful in future academic settings. EnLaCe is currently being offered to nine students.

### **Estrellitas del Habla**

Estrellitas del Habla is an alternative intensive speech and language program provided in a developmentally appropriate classroom setting aimed at serving Spanish speaking students ages 3 to 6 years old who have phonological disorders and/or mild to moderate language disorders. This program is offered by Hays County Independent School District Special Education Department. Services are provided at a district elementary campus by a certified SLP and an Instructional Assistant. Children attend the program for four hours weekly. Parents are an integral part of the program's success. The program provides parents with tools to enhance their child's communicative ability by building the home-to-school connection. This is accomplished by providing activities to complete at home to practice and generalize the skills developed in the classroom. The program utilizes books, music and computer programs in the child's native language to aid in facilitation of speech and language skills while building vocabulary, sentence structure, and phonemic awareness.

### **Language Experience for Acquiring Preschool Skills (LEAPS)**

LEAPS is an alternative service delivery model for speech-language intervention provided by Manor ISD. It is designed for preschool-aged students identified with speech and/or language disorders. Phonology, articulation, expressive and receptive language, and/or social communication skills are targeted through language activities incorporating elements

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of the Pre-K curriculum within a small group setting. LEAPS is provided on a walk-in basis as an alternative to speech-language therapy offered at the home campus. Services are provided by a licensed speech-language pathologist (SLP).

### **Preschool Articulation and Language Services (PALS)**

Information obtained from the McKinney ISD website stated that "PALS is a preschool program for students who exhibit expressive language and/or phonological disorders and is taught by a licensed SLP with the help of an instructional assistant. Instruction occurs in the naturalistic setting of a classroom and developmentally appropriate play centers." Jane Kellum, Special Education Coordinator, indicated that students may attend the program two to four times weekly and receive up to eight hours of intervention depending upon their individualized needs. This program is offered to both English-and Spanish-speaking students.

### **Preschoolers Acquiring Language Skills (PALS)**

Pflugerville ISD provides a preschool speech program that focuses on suppression of phonological processes through language-based activities that incorporate both small group and individual intervention. The students participate

in thematic lessons inclusive of stories, art activities and movement games. Identified students participate in the program one to two times weekly for 90 minutes. Services are provided by a speech-language pathologist and an educational assistant in Spanish.

**If you are interested in obtaining specific information regarding any one of these programs, please contact the following individuals in their respective districts:**

#### **Irving ISD, Irving, TX**

Monica Maruffo  
972-600-5050  
[mmaruffo@irvingisd.net](mailto:mmaruffo@irvingisd.net)

#### **Pflugerville ISD, Pflugerville, TX**

Tiffany Barker, Coordinator of Speech Services  
(512) 594-9286  
[Tiffany.Barker@pflugervilleisd.net](mailto:Tiffany.Barker@pflugervilleisd.net)

#### **Hays CISD, Kyle, TX**

Judy Villarreal, M.S, CCC-SLP  
(512) 268-8250 ext. 6989  
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## *Give Hope to Parents of Children with Autism Spectrum Disorder*

As a professional working with parents of children with ASD, the More Than Words® guidebook and companion DVD make it fun and easy to help children develop communication skills.

These resources are tried and true teaching tools for families of children 18 months to 5 years who communicate nonverbally or have very limited verbal skills. The beautifully illustrated book and the companion DVD show parents how to take advantage of everyday interactions with their children to help accelerate speech and language development.

*"More Than Words is a 'must have' reference for parents of children with ASD, and for professionals supporting parents, More Than Words respects the need for parents to be parents and for children to be children – and to learn as children learn, using developmentally appropriate practices. Parents and professionals will love this book and the Hanen approach."*

Barry M. Prizant, Ph.D., CCC-SLP

Visit our online store at [www.hanen.org](http://www.hanen.org) to learn more, or to purchase these outstanding resources!

