

CLD Corner: Q&A for the CLD Experts

The CLD Corner is a regular column written by members of the TSHA Task Force on Cultural and Linguistic Diversity (CLD).

The CLD Corner was created in an effort to respond to questions on cultural and linguistic diversity (CLD). Questions are answered by members of the TSHA Task Force on Cultural and Linguistic Diversity. Members for the 2007-2008 year include **Lynette Austin, Gina Glover, Katsura Aoyama, Roxanna Ruiz-Felter, Ellen Stubbe Kester, Nelcy L. Cardenas, Catherine Carrasco-Lynch, Beningo Valles, and Julia Pena**. Submit your questions to slaustin@cebridge.net. Look for responses from the CLD Task Force on the TSHA's website and in the *Communicologist*.

The 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 additional information, contact **Lynette Austin** at slaustin@cebridge.net.

QUESTION: I am a bilingual speech-language pathologist in the public schools. I have a Spanish-speaking fourth grade student whom I believe has strong characteristics of Childhood Apraxia of Speech. I am seeking advice on selecting testing materials to help conduct his assessment, in particular Spanish materials for parents of children with Childhood Apraxia of Speech.

ANSWER: Unfortunately, there is limited research on Childhood Apraxia of Speech (CAS) in Spanish-speaking children. According to the *Childhood Apraxia of Speech Technical Report* (ASHA, 2007), an important issue regardless of language is the over-identification of this disorder. An incidence estimate based solely on clinical referral data is that CAS may occur in one to two children per thousand (Shriberg, Aram, & Kwiatkowski, 1997). This is a much lower rate than the rate at which the classification of CAS is currently given.

Based on the characteristics of CAS, there may be some implications for a Spanish assessment. First, English-speaking children with CAS make vowel errors (ASHA, 2007). Spanish has fewer vowels (five) compared to English; therefore, the vowels are more distinct. Thus, the number of vowel errors may not be as high for Spanish speakers. Another common property of CAS is that errors increase with length or complexity of utterances such as multi-syllabic words. In Spanish, the high use of multi-syllabic words may lead a child to make more errors.

The Contextual Probes of Articulation Competence (CPAC) –Spanish (Goldstein & Iglesias, 2006) provides a thorough assessment of the speech sounds of Spanish in all word positions. It also includes many multi-syllabic words, which many single word tests do not include. Super Duper Publications collected normative data on the tool in 2007, but that information has not yet been published.

A useful tool to informally assess CAS in Spanish-speaking children is the *Examines de Apraxia Oral* found in Appendix C of Hortencia Kayser's (1998) book, *Assessment and Intervention Resource for Hispanic Children*.

The website www.apraxia-kids.org provides information on

CAS and has some Spanish information for parents. Access the Spanish information for parents directly at www.apraxia-kids.org/site/c.chKM10P1IsE/b.788469/k.569B/Apraxia_Articles_in_Spanish_Index/apps/nl/newsletter3.asp.

References:

American Speech-Language-Hearing Association. (2007). *Childhood apraxia of speech* [Technical Report] from www.asha.org/policy.

Goldstein, B. A., & Iglesias, A. (2006). *Contextual probes of articulation competence-Spanish*. Greenville, SC: Super Duper Publications.

Kaiser, H. (1998). *Assessment and intervention resource for Hispanic children*. San Diego, CA: Singular Publishing Group, Inc.

Schriberg, L.D., Aram, D.M., & Kwiatkowski, J. (1997). Developmental apraxia of speech: I. Descriptive and theoretical perspectives. *Journal of Speech, Language, and Hearing Research*, 40, 273-285

CLD Student Event is a Success!

The CLD Issues Task Force was privileged to host upper-level undergraduate and graduate students from 15 Texas university programs at a special reception during the TSHA 2008 Convention in San Antonio. Students were nominated for participation by their programs based on their interest in serving CLD populations. Activities included round table discussions of issues related to providing services to individuals from culturally and linguistically diverse backgrounds, drawings for door prizes, food, and fun!

More details will follow in the next issue of the *Communicologist*; however, the Task Force could not wait to thank some of the people who made the event such a success. The Task Force wishes to thank TSHA for providing two \$250 scholarships for the event. These were awarded in a drawing to Heather Robb (Texas Woman's University) and Carmen Acevedo (Stephen F. Austin State University).

The CLD Task Force also wishes to thank the following generous donors for providing door prizes for the event:

Katsura Aoyama
Bilingualistics c/o **Ellen Stubbe Kester**
Bilingual Therapies
Children's Publishing
De La Luz Publications c/o **Cathy Carrasco-Lynch**
Frog Publications
Pro-Ed
Singular-Delmar Publishing

These companies and individuals publish professional resources and therapy materials designed to assist clinicians in serving CLD populations, so check them out!