

Department of Speech and Hearing Sciences

Indiana University

Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) Program Handbook

2009-2010

This Handbook (hereinafter referred to as the STEPS Handbook) is intended to provide all SLP master's degree students in the STEPS program, or those interested in participating in any of its components, with basic information about the academic, clinical practicum, and scholarship aspects of the program. Read it carefully, and see a STEPS advisor (Dr. Raquel Anderson, Dr. Laura Murray, or Dr. Karen Forrest) if you have any questions about any part of what is written here. This handbook supplements, but does not supersede, the degree requirements found in the Master's in SLP Student Handbook and the Graduate School Bulletin. You should have a copy of the Bulletin and Master's in SLP Student Handbook (both are available online), and you are expected to be familiar with their contents. (The STEPS Handbook contains requirements and policies in effect as of August, 2009. It applies to all STEPS students whose programs are planned after that date.)



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ABOUT STEPS

The Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) program is a multidimensional training program funded by the U.S. Department of Education, OSEP H325K09316, to prepare qualified students to provide appropriate speech-language services to young Latinos and their families, particularly in public school settings, through:

- research-based academic training, including courses that focus on serving Latino children and families
- clinical/field experiences with Latino children and families to foster a multicultural perspective and the application of evidence-based practices
- service learning within these academic and clinical training requirements to prepare students in the provision of parent and educational/professional workshops

The program is an optional track in the Indiana University Master's program in Speech-Language Pathology. Students participating in STEPS must also meet all requirements of the M.A. program.

STEPS PERSONNEL

Director: Dr. Raquel Anderson (raanders@indiana.edu)

Academic Advisors: Dr. Raquel Anderson (raanders@indiana.edu)
Dr. Laura Murray (lmurray@indiana.edu)
Dr. Karen Forrest (kforrest@indiana.edu)

Clinical Supervisor: Melanie Mazur (mmazur@indiana.edu)

Advisory Board: Dr. Arlene Díaz (Director, Latino Studies Program)
Dr. Zobeida Bonilla (Assistant Professor of Applied Health Science)
Lauren Harvey (Assistant Director, English Language Learning and Migrant Education of the Indiana Department of Education)
Gracia Valliant (retired teacher of English language learners, Monroe County Community School Corporation)
Rita Cano (Parent Facilitator, Indianapolis Public Schools)

WHO MAY PARTICIPATE IN STEPS

There are three levels of participation in STEPS:

1. Students who have accepted scholarship money through the STEPS U.S. Department of Education grant

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2. Students who have not received funding through the STEPS program, but desire to participate fully in the STEPS program
3. Students who have not received STEPS scholarship money but who wish to participate *only* in select academic, clinical and/or service experiences with the Latino population

The requirements described in this handbook pertain primarily to students in categories (1) and (2). However, the academic, practicum, and service opportunities are available to students in category (3) provided they meet certain prerequisites. These prerequisites will be described below in their respective sections.

Full participation in STEPS in categories (1) and (2) requires the student to be sufficiently fluent in Spanish so as to participate adequately in Spanish-language clinical practicum, and to practice ethically as a bilingual SLP. Fluency will be judged via a phone or in-person interview in Spanish. The interviewer may use American Council for the Teaching of Foreign Languages proficiency guidelines to judge speaking fluency; a rating of Intermediate High or higher in the Speaking area of proficiency is adequate for participation in STEPS. Preferably, students will also have some written competence in Spanish, although this will not limit their participation in STEPS.

ACADEMIC TRAINING COMPONENT

Students enrolled in the STEPS program will fulfill American Speech-Language-Hearing Association (ASHA) academic requirements for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology, as part of the Master's program. Please see the Master's in SLP Student Handbook for more information about general requirements for the CCC.

Because of the STEPS program's unique dual focus on preparing clinicians to work with Latino families and in public school settings, STEPS participants will be *required* to take coursework necessary for obtaining a school speech-language pathology license in the State of Indiana, as well as courses that will help the student to gain the necessary background knowledge to practice as a culturally competent Spanish-English bilingual speech-language pathologist. Required courses addressing these two components are:

S515: Spanish Language Acquisition and Disorders
S539: Child Bilingualism/Second Language Acquisition
S538: Atypical Language Development
S515 Diversity in Clinical Practice
S534: Language Development in School-Age Children
Latino Studies Seminar (*L101 or L102, or other with approval from a STEPS advisor*)
M463: Methods in Speech and Hearing Therapy in the Schools
M550: School Practicum in Speech and Hearing Therapy (*taken in the semester in which practicum occurs*)

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Please note that there may be additional requirements for licensure as a public school speech-language pathologist in Indiana. Refer to the Master's in SLP Student Handbook and Dr. Elizabeth McCrea for more details.

All of the courses above are **open to any student** in the Master's in SLP program (note that an intermediate level of Spanish is required to enroll in the Spanish Language Acquisition and Disorders course). However, those who desire a certificate indicating completion of the STEPS program and/or those who are receiving funding from STEPS must take all of the academic courses outlined above. Please see a STEPS advisor with any questions on coursework.

CLINICAL PRACTICUM COMPONENT

Requirements

Students participating in STEPS under categories (1) and (2), as described above under "Who May Participate in STEPS", are required to complete certain clinical practicum requirements with Latinos. These practicum opportunities will also satisfy the clinical requirements of the Master's in SLP program. The STEPS clinical practicum requirements include the following:

- At least 50 hours of clinical practicum with Latino and/or Spanish/English bilingual clients prior to externships
- Participation in clinical practicum experiences with Latinos during three semesters prior to enrolling in externship practica
- Completion of a clinical externship in a public school with a speech-language caseload consisting of a significant number of Latino students (*for more information on the externship, please see the section "Externships" below*)

Description

The 50 hours of clinical practicum with Latino and/or Spanish/English bilingual clients may take place in the Department's Robert L. Milisen Speech-Language Clinic and off-site in local schools or other entities. The STEPS personnel will track each participant's number of bilingual practicum hours. Expected off-site clinical practicum sites include public schools in Indianapolis, Bartholomew and Monroe Counties, as well as community locations throughout the region. Transportation to off-site practica will be provided, although students are welcome to secure their own. These practicum experiences may consist of speech-language screenings, evaluations, or therapy with preschool, elementary, middle, or high school-aged children. Please note that background checks may be required for participation in practicum assignments off-campus, as specified by each facility. Students will be notified of such requirements as soon as possible.

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All students participating in STEPS will also be given clinical assignments in the Department Clinic and will participate in therapy and evaluations in English, as all Master's students do. The 50 hours with Latino students required as part of STEPS, as well as the practicum hours accrued while on externship, count toward fulfilling Master's degree and ASHA requirements as specified in the Master's in SLP Student Handbook. Thus, the STEPS clinical hours represent a subset of the total clinical practicum hours expected of Master's students, rather than an additional set of obligations.

Public school externships are described in detail below under the "Externships" heading.

Priority for Assignments

Priority for clinical practicum assignments with Latino clients will be given to students participating in STEPS with funding (category (1)). If more clinical opportunities with Latinos are available in a given semester after those students have been assigned, students participating under category (2) will then be considered, followed by those who wish to pursue participation as a category (3) student. Students not receiving STEPS funding who wish to be assigned to clinical practicum should request this by indicating it on the Student Information Sheet filled out at the conclusion of every semester, *and* by contacting Melanie Mazur at mmazur@indiana.edu prior to the semester in which participation in the practicum is desired.

Eligibility for STEPS Practicum

To provide the highest level of service to our Latino pediatric clients, students completing clinical practicum with this population must possess certain background knowledge regarding their linguistic environments and experiences. Therefore, students will be assigned to STEPS practicum experiences consisting of speech-language *evaluations* and *therapy* following completion of, or with concurrent enrollment in, the S515 Spanish Language Acquisition and Disorders and S539 Child Bilingualism/Second Language Acquisition courses. Exceptions to this rule will be made at the discretion of the program Director, Dr. Raquel Anderson.

EXTERNSHIPS

Placement Procedures

As described in the Master's in SLP Handbook, clinical externships at two different sites are required for the clinical M.A. degree. Students participating in STEPS in categories (1) or (2) must complete a clinical externship in a public school with a significant Latino population. This externship will be arranged jointly by Melanie Mazur, STEPS clinical supervisor, and Dr. Elizabeth McCrea for these students. Category (1) and (2) STEPS students will meet with Melanie Mazur in their first fall semester to begin discussing externship placement options; this will be announced during S561 in the fall. Subsequent meetings or communications will likely

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be necessary to confirm placement options. Students are responsible for contacting Ms. Mazur regarding bilingual externship placements. **Those students in category (1) will have priority over others for bilingual externship placements, in the event that sufficient placement sites are not available to accommodate all students.**

School Placement Options

The STEPS team has relationships with several school corporations throughout the state of Indiana in need of Spanish-speaking SLPs to serve their Latino students and families. Although students may elect a school corporation of their choosing in which to complete the practicum, it must be ensured that the STEPS student will have a caseload in which at least 10% of the students are Latino. STEPS participants are encouraged to complete this practicum in the state of Indiana, although placements in other locations may be approved at the discretion of the STEPS Director. Every effort will be made to secure an appropriate placement site in the region of the student's preference. However, this cannot be guaranteed.

Parent/Community Training

Of note, STEPS students in categories (1) and (2) will be expected to conduct one parent/community training seminar regarding speech-language issues for Latino families while completing their school externship. Assistance from the STEPS clinical supervisor will be available during this time if the student requests it. The presentation must be in a group format and directed to the Latino community (preferably conducted in Spanish), and at least one hour in duration. The topic may be *anything* pertaining to communication development or speech-language pathology services. Sample topics may be communication development in young children with or without developmental delays, strategies for enhancing speech sound development, childhood bilingualism and how to encourage maintenance of the native language, and ways to promote literacy development in children. If you are not sure if your proposed topic is acceptable, please contact an academic advisor or the STEPS clinical supervisor.

Documentation

Students will comply with all rules and regulations set forth by the School of Education and the Indiana Department of Education for school clinician licensing. This includes specific paperwork requirements to be discussed by Dr. Elizabeth McCrea. In addition, students will be asked to complete certain paperwork regarding their externship caseload and experience to comply with U.S. Department of Education requirements for the STEPS program.

All STEPS students in categories (1) and (2) will have records in their department files indicating their progress toward satisfaction of the academic course requirements, grades, clinical practicum hours with Latino clients, and service learning activities.

SERVICE LEARNING COMPONENT

In addition to the academic coursework and clinical practicum experiences, a service learning requirement for STEPS students constitutes an important and meaningful way to gain experiences with and understanding of the issues facing Indiana's (and the nation's) Latino children and families. It is anticipated that students will participate in service learning activities prior to externships, and present a parent/community training session during completion of the school externship (described above under "Externships").

Coursework-based Service Learning

As part of the S515 Spanish Language Acquisition and Disorders course, students will participate in a service learning project to prepare materials for use with the Spanish-speaking community.

During the semester in which they are enrolled in S539 Child Bilingualism/Second Language Acquisition, STEPS students will be required to participate in a service learning project with Latino children as part of their coursework. This project may involve tutoring children learning English as a second language in the local Monroe County Community School Corporation. The instructor of S539 may also offer a different but equivalent option. Satisfactory completion of the service learning opportunity in S539 satisfies both the course requirement and counts toward the STEPS service learning requirement.

Students will participate in another service learning requirement prior to beginning clinical externships as part of the Diversity in Clinical Practice course. This may involve one of the following activities:

- Parent training session
- Professional training session
- Development of materials regarding communication disorders for dissemination to the Latino community

Other Service Learning Activities

Beyond the service learning activities required in STEPS coursework, students will participate in one of the above activities in collaboration with the Clinical Supervisor. The Supervisor may assign students tasks such as writing copy for a brochure, preparing an activity for a parent training session, or presenting a section of a professional training session. It is anticipated that students will participate in one of these service learning opportunities during his/her second fall semester in the STEPS program for those on a two-year M.A. track, or the third fall semester for those on a three-year M.A. track. However, a STEPS student may participate in a service learning activity at any time within his/her program prior to externships.

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The Supervisor will notify STEPS category (1) and (2) students of upcoming service learning opportunities via e-mail. It is the student's responsibility to ensure that he/she has satisfied this requirement prior to departing campus for externships.

Who May Participate in STEPS Service Learning Activities

Service learning opportunities are open to Department students not completing STEPS at levels (1) or (2). Priority in participation in service learning opportunities with Latinos will be given to students receiving funding through the STEPS U.S. Department of Education grant (category (1) students).

Reflection

Students must complete a brief self-reflection form after completing each of the on-campus service learning experiences. Please see the guidelines in the Appendix of this handbook. The self-reflections should be turned in to Dr. Raquel Anderson via e-mail or in her mailbox in the department office. Reflections will be judged according to the rubric provided in the Appendix. Students must receive a rating of "Reflective Practitioner" or "Aware Practitioner" for each experience. Students that do not meet this standard may be asked to repeat a service learning experience or to re-write the reflection. This is at the discretion of the STEPS Director.

LETTER OF COMPLETION OF STEPS

Students who complete *all* STEPS requirements outlined in this Handbook will receive a letter of completion of the STEPS program upon graduation. This letter will be on Indiana University letterhead and signed by the Director of STEPS. Students will be mailed the letter of completion, and a copy will also be placed in his/her departmental file. For a sample letter, please see the Appendix.

This letter of STEPS completion is suitable for use with employers or licensing agencies requesting proof of coursework and/or practicum experiences focusing on bilingualism and the Latino community. *Please note* that currently, ASHA does not offer a bilingual SLP specialty certificate. The State of Indiana does not have a separate licensure for bilingual SLPs. Students are encouraged to check with other states in which they wish to work to determine their licensure and certification requirements.

MENTORS

To ensure student success in the STEPS program, in August of the students' first year in the M.A. program, STEPS students receiving scholarship money will be assigned a faculty mentor. This mentor will be one of the STEPS Academic Advisors. Students and mentors will meet at

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least once per semester. Failure to participate in mentoring meetings may result in withholding of the STEPS completion letter upon graduation.

In addition, students will be paired with a fellow STEPS student to serve as a peer mentor. This pairing will occur when students begin STEPS clinical practicum. During their first year in the program, STEPS students will take the role of mentee. During their second year in the program, students will serve as mentors. This is part of the general M.A. in SLP program. STEPS students will be paired with other STEPS students. Mentees and mentors are encouraged to meet once per semester, or as needs arise. Topics for mentees and mentors to discuss will be provided at the beginning of the school year in the Student Clinician Handbook, and also by STEPS faculty at the STEPS orientation.

STUDENT FUNDING FOR STEPS

The Department of Speech and Hearing Sciences has received funding for STEPS students through a U.S. Department of Education (U.S. DOE) training grant. Students wishing to be considered for STEPS funding should indicate so in their applications to the M.A. program or by contacting one of the STEPS Academic Advisors at the beginning of their M.A. program in August.

Funding Description

Eligible students will be offered a scholarship at the discretion of the STEPS personnel totaling tuition and fees for the M.A. in SLP program (12 credit hours in the fall and spring, and six credit hours in the summer) for one year, as specified in the award letter. In addition, a small stipend will be provided. Students will be notified of eligibility for funding when admissions decisions for the M.A. program are made, or after, via e-mail and U.S. mail. Students will be given until April 15 to decide whether to accept or decline the funding. More information will be provided in the scholarship award letter.

Who Is Eligible

To be eligible for consideration for funding to participate in STEPS, students must be accepted into IU's M.A. in SLP program. In addition, to be eligible for funding, students must attend the M.A. program full-time, and demonstrate fluency in oral Spanish, as described under "Who May Participate in STEPS" above. In addition, students should possess a commitment to working with Latino children and families following graduation, particularly in school-based settings. STEPS participants receiving the funding must also remain in good standing in the M.A. program, as defined by the M.A. in SLP Handbook, throughout the funding period. Students will not be awarded both STEPS funding and other Departmental funding during the same period.

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Due to U.S. DOE requirements, students must be U.S. citizens or legal residents to receive scholarship money. For additional explanation of eligibility, please see <https://www.serviceobligation.org:8443/colleges/colProgramRegs.cfm>.

Program Requirements

Students who accept the scholarship funding for STEPS through the U.S. DOE grant will be required to complete satisfactorily all requirements of STEPS outlined in this handbook, as well as those of the M.A. in SLP program and the University Graduate School. STEPS requirements include academic coursework, clinical practicum, and service learning activities, as detailed in the present handbook.

Students accepting funding will be asked to sign a contract indicating their acceptance of the terms of the scholarship money and their understanding of its obligations. Students who fail to complete the STEPS program, the service obligation (see below), or fulfill requirements of the M.A. in SLP program or the University Graduate School may be asked to return the money received as stipulated in the scholarship agreement.

Service Obligation

As detailed on the website

<https://www.serviceobligation.org:8443/colleges/colProgramRegs.cfm>, STEPS students must fulfill a service obligation following graduation. The following apply to STEPS students receiving funding (category (1)):

- Work in an Indiana public school for **two years** following graduation as an employee of the school district for **each year** that STEPS funding was received.
- At least 10% of the caseload must be comprised of Latino students.
- The STEPS participant must complete the two years of service (for each year of funding) within five years of graduation.
- The STEPS participant must return required surveys (both during and following M.A. program completion) and facilitate in the administration of employer surveys following graduation.

There are penalties for not complying with all of the above requirements. These include: (a) possibly paying back funds received to the U.S. Department of Education, (b) having funding withdrawn because of insufficient academic and/or clinical progress, and/or (c) being dismissed from the STEPS and/or M.A. program. Again, please reference the website <https://www.serviceobligation.org:8443/colleges/colProgramRegs.cfm> for more information. Contact the STEPS Director directly with any concerns or questions.

BILINGUAL SPEECH-LANGUAGE RESOURCES

The following are speech-language resources that may be of interest to bilingual clinicians.

- American Speech-Language-Hearing Association (ASHA) Special Interest Division 14 Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations (http://www.asha.org/members/divs/div_14.htm)
- ASHA Hispanic Caucus (<http://www.asha.org/practice/multicultural/opportunities/constituency.htm>)
- ASHA Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services (<http://www.asha.org/docs/pdf/KS2004-00215.pdf>)
- ASHA Bilingual Speech-Language Pathologists and Audiologists: Definition (<http://www.asha.org/docs/pdf/RP1989-00205.pdf>)
- ASHA Clinical Management of Communicatively Handicapped Minority Language Populations (<http://www.asha.org/docs/pdf/PS1985-00219.pdf>)
- Indiana Department of Education Office of English Language Learning and Migrant Education (<http://www.doe.in.gov/lmmp/welcome.html>)
- Bilingual Therapies Adelante Blog (<http://www.bilingualtherapies.com/bilingual-speech-therapy-blog/>)
- 2 Languages 2 Worlds blog about bilingualism by Dr. Elizabeth Peña, Dr. Brian Goldstein, and Dr. Swathi Kiran (<http://2languages2worlds.wordpress.com/>)

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APPENDIX I: GUIDELINES FOR SERVICE-LEARNING REFLECTION
(PARENT/PROFESSIONAL PRESENTATIONS, MATERIALS DEVELOPMENT, ETC.)

Instructions

1. Reflections should be typed with 1” margins.
2. A one-page limit is suggested if you use single-spacing, or two-pages for double-spaced papers.
3. Please include all elements below in your reflection.
4. Turn in your reflection to Dr. Raquel Anderson via e-mail (raanders@indiana.edu) or in her departmental mailbox
5. Please turn in your reflection within two weeks of completion of the service learning activity for the semester.

Components of the reflection

- **Describe** the activity/experience in which you participated as objectively as possible (one paragraph).
- **Examine** how this activity related to either (a) the needs of the Latino community in Indiana, (b) the needs of speech-language pathologists or educational professionals or (c) both.
- **Articulate what you learned** by incorporating your answers to the following questions:
 - What did I learn?
 - How did I learn it?
 - Why does it matter?
 - What will I do in the future, in light of it?

Grading Rubric

Your reflection must meet the criteria for “reflective” or “aware” practitioner for the service learning activity to count as being satisfactorily completed.

Levels	Criteria
Reflective practitioner	<p><u>Clarity:</u> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student academic/career goals.</p> <p><u>Analysis:</u> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. Analysis has both breadth (incorporation of multiple perspectives) and depth (premises and claims supported by evidence).</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware practitioner	<p><u>Clarity:</u> Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and academic/career learning goals.</p>

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	<p><u>Analysis:</u> The reflection demonstrates student attempts to analyze the experience but analysis lacks depth and breadth.</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
Reflection novice	<p><u>Clarity:</u> There are frequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><u>Analysis:</u> Student makes attempts at applying the learning experience to understanding of self, others, and/or academic concepts but fails to demonstrate depth and breadth of analysis.</p> <p><u>Interconnections:</u> There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><u>Self-criticism:</u> There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>
Unacceptable	<p><u>Clarity:</u> Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><u>Relevance:</u> Most of the reflection is irrelevant to student and/or academic/career learning goals.</p> <p><u>Analysis:</u> Reflection does not move beyond description of the learning experience(s).</p> <p><u>Interconnection:</u> No attempt to demonstrate connections to previous learning or experience.</p> <p><u>Self-criticism:</u> Not attempt at self-criticism.</p>

Sample reflection

This semester, I participated in the development of a parent workshop regarding speech-language development in young children. Specifically, I created a handout for parents in Spanish, and developed one interactive activity for use during the presentation. The first task involved compiling normative information for speech and language milestones in two languages, and explaining it in Spanish in a way that parents could understand. This was more straightforward than creating a workshop activity, which involved thinking more creatively and compiling relevant materials for parents. I also observed the workshop being conducted.

When I began this activity, I was not sure that it would meet any existing need of Latinos in the community. I doubted that many parents wanted to know about speech and language, and thought they might be afraid to come to a presentation like this, because the professionals might tell them there was something wrong with their children. This had been my experience in the past when I worked as an aide in a school – parent turnout for events was not as great as expected. However, as I observed the presentation, I realized that parents indeed had many questions about their children’s development in the area of communication. They asked many questions, especially about bilingualism and how to teach their children Spanish. Some shared that they had been told by other SLPs not to speak Spanish to their families. Due to the parents’ curiosity and the misinformation circulating in the community, I think the information we provided satisfied some of their lingering questions and gave them a sense of confidence in relating to their children in Spanish.

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I learned several things as a result of this service learning activity. Through preparation of the materials and workshop activity, I thought about what the parents may need to know about communication, and how to explain this in Spanish. I discovered that I needed to strengthen my vocabulary in Spanish for this purpose, as I have not had to explain these concepts to the public before in this language. In the end, I relied on my past Spanish courses in writing. To create the workshop activity, I had to discover how the parents might learn best and what they might be comfortable doing. In the past, I never had to speak to a diverse group of learners with different levels of education and experiences with the U.S. educational system. I think I may have learned more than the families did! Watching the families' reactions to the task was interesting because I realized that even those parents that had limited participation in the writing aspect of the activity still were very reflective, and thought critically about what we were telling them in the presentation. They were very articulate, and I realize I may have underestimated them before. Finally, consistent with what was talked about in the diversity in clinical practice course and in S515, the Latino parents who came to the presentation seemed to respond to the informal style of the workshop. I was prepared to see an academic-style lecture, but instead the families participated greatly in the conversational format of it. It surprised me that quality information would be delivered in this way.

In the future, in presenting information to Latino parents, I will remember to use a conversational tone that makes families comfortable in sharing their concerns and questions. I will also remember to not equate level of education with the ability to think and reason. All families deserve to have the same information, regardless of whether they process it by written or spoken form. I will be sure to discuss not only the straightforward aspects of language and speech acquisition, but also the issues that impact it in this community, as suggested by the bilingual language acquisition course and the parents: dual language development, spending enough time speaking each language, and the realities of materials available and ways to maintain the home language.

APPENDIX II: STEPS LETTER OF COMPLETION

To Whom It May Concern:

This letter is to certify that (NAME OF STEPS STUDENT) has satisfactorily completed all requirements of the Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) program, as part of his/her Master's degree in Speech-Language Pathology from Indiana University. (NAME OF STUDENT) completed coursework pertaining to bilingual language acquisition in children, Spanish speech-language acquisition, diversity in clinical practice, and Latino studies, as well as courses focusing on school-age language development and atypical language development. As part of the STEPS program, (NAME OF STUDENT) also completed at least 50 hours of clinical practicum with Latino clients on campus (including diagnostic and therapy services in Spanish), in addition to a 10-week long school externship with a substantial Latino caseload. Finally, (NAME OF STUDENT) participated in three service learning projects directed towards improving speech-language service provision and imparting knowledge of communication development to Latino families. This included a formal parent workshop conducted in Spanish.

After completing the STEPS program and the Master's degree, (NAME OF STUDENT) is well-qualified to serve as a bilingual Spanish-English speech-language pathologist. I would be happy to respond to any questions you have regarding this individual's academic preparation. Please contact me via e-mail at raanders@indiana.edu, or by phone at 812-855-4161.

Sincerely,

Raquel Anderson, PhD
Associate Professor
Department of Speech and Hearing Sciences
Indiana University