Maximizing Caregiver Engagement in Spanish-Speaking Families: Providing Culturally and Linguistically Relevant Auditory-Verbal Therapy

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LEARNER OUTCOMES

• List reasons why it is critical to provide intervention that is culturally and linguistically relevant

• Gain knowledge regarding how to adjust goals and activities for Spanish-speaking families
WHY PROVIDE INTERVENTION IN THE HOME LANGUAGE?

• Evidence indicates that children with hearing loss can learn multiple spoken languages

• Learning the language of the home does not impede acquisition of the majority language but rather, can accelerate it

(Bunta & Douglas, 2013)
INCREASED HOME CARRYOVER

• When parents are able to “say and do” the intervention, they demonstrate improved retention

Graphic from Caraway (2013)
“LANGUAGE OF THE HEART”

- Encouraging development of the home language facilitates family involvement and maintains the family-child bond.
WHY SPANISH?

• A rising number of children with hearing loss in the U.S are being identified from Spanish-speaking homes: ~25% of CWHL
  (Gallaudet Research Institute, 2011)
• Resulting in an ever increasing need to provide effective intervention in Spanish
• But concepts can be applied to other languages
LEARNING TO LISTEN SOUNDS

• Use sound-object associations that the family would naturally use
  • Why?
    • More authentic for family, less memorization, more home carryover, other family members already familiar

• How?
  • Use guidelines from sample handout
  • For sounds specific to discrimination goals, change vowel
  • When in doubt, ask the family!
### Los sonidos para aprender a escuchar

<table>
<thead>
<tr>
<th>Animales</th>
<th>Oyó</th>
<th>Distinguido</th>
<th>Identificó</th>
<th>Comprendió</th>
<th>Imitó</th>
<th>Usó</th>
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<tbody>
<tr>
<td>Perro: guau guau</td>
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<td>Gato: miau miau</td>
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<td>Vaca: mvuu</td>
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<td>Cerdo/Puerco: oinc oinc</td>
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<td>Caballo: jiii jiii, clic con la lengua</td>
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<td>Oveja/Burro: meeece</td>
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<td>Gallina: qui-qui-ri-qui</td>
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<td>Pollito: pio pio pio</td>
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<td>Pato: cua cua</td>
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<td>Abeja: bzzz bzzz</td>
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<td>Culebra/Serpiente: ssssss</td>
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<td>Ratón: iiii</td>
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<td>Mariposa: fff fff fff</td>
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<td>Chango/Mono: u u fii fii</td>
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<tr>
<th>Vehículos</th>
<th>Oyó</th>
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<th>Identificó</th>
<th>Comprendió</th>
<th>Imitó</th>
<th>Usó</th>
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<tr>
<td>Bus: ba ba ba</td>
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<tr>
<td>Bote/Barco: pa pa pa (en voz baja)</td>
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<td>Camión: na na na</td>
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<td>Tractor: ga ga ga</td>
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<td>Camión de bomberos: wi-wi-wi-u</td>
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<td>Carro: brrrrrr, brrrrrr bip bip</td>
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<td>Tren: wuuuuuu uuuuuuuu Wuuuu</td>
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<th>Otros Sonidos</th>
<th>Oyó</th>
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<th>Identificó</th>
<th>Comprendió</th>
<th>Imitó</th>
<th>Usó</th>
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<tbody>
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<td>Teléfono: rrin rrin hola</td>
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<td>Espejo: hola, hola</td>
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<td>Trompo: da vueltas y vueltas</td>
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<td>Helado: Mmmmmmm</td>
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<td>Bebé: wuuuuuu wuuuuuu</td>
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<td>Payaso: JA, ja</td>
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<td>Reloj: tic-tac tic-tac (en voz baja)</td>
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Nota: Algunos sonidos se pronuncian lo mismo pero solo se escribe de manera diferente!
SONGS & RHYMES

• Ask families! Emotional connection to songs
• To supplement the songs families already sing at home, use traditional Spanish songs—MANY choices!
• Avoid translations of English songs
  • Why?

"Cuando canto esta canción, me recuerda de cuando era niña en Guatemala"

“When I sing this song, it reminds me of when I was a girl in Guatemala"
SONG EXAMPLES

- Los pollitos dicen
- Una vaca lechera
- La vaca lola
- Tres pececitos
- El pato patito
- Pin Pon
- Saco una manito
- Había una vez un avión
- A la rueda de San Miguel
- Cú cú cantaba la rana
- Mariposita
- Corre trencito
- A la rorro niño
- El barquito chiquitito
- Debajo un botón
- Arroz con leche
RHYME/FINGERPLAY EXAMPLES

- Aserrín, aserrán
- El gato de trapo
- Sana que sana
- Tortillas/Papas
- El sol es de oro
- Este dedito compró un huevito
- Esta hormiguita
- Caballito blanco
- Pito, pito, colorito

El gato de trapo

Este era un gato
que tenía los pies de trapo
y la colita al revés.
¿Quieres que te lo cuente otra vez?
CULTURALLY RELEVANT THEMES & HOLIDAYS

• Don’t make any assumptions! (Goes both ways)
• “Memorizing bullet points about cultures reduces people to stereotypes” – Elizabeth Rosenzweig
• Ask: Tell me about holidays/celebrations that are important to your family this time of year
  • What do you do to celebrate in your home? Any special foods, songs, activities, or other traditions?
• In general, stick to neutral seasonal themes
GRAMMATICAL DEVELOPMENT

• Do NOT just translate from English norms
• Some grammatical morphemes/structures don’t exist in both languages
• Some differences in rate/order of normal development
• Resource: CASLSS in Spanish

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VOCABULARY

• Do NOT just translate early developing word lists from English

• Length/difficulty of word:
  • Pop! → Revienta, explota

• Frequency of use in language
  • Pat

• Difficulty translating
  • Roll, rock

• Multiple words/concepts for same English word
  • Roll: Amasar, estirar, aplastar, rodar

Resource: Spanish MacArthur-Bates
*But use only as guide!
DIFFERENCES ACROSS DIALECTS

- Many different ways to say some words
- How to approach families:
  - Be up front about goal: we want the child to speak like his FAMILY
  - Give permission/ask family to correct you
  - Be clear that THEY are the experts in their language
  - During session, have the family be the first to use the word
  - Tell them, there are lots of different ways to use this word (give a few examples). What word sounds best/most natural to you?
HOW MANY WORDS FOR “PIG”??

- Cerdo
- Puerco
- Chancho
- Marrano
- Cochino
TAKE HOME POINTS

- Children with cochlear implants can learn multiple spoken languages.
- Encouraging the home language increases carryover/family involvement.
- Sounds, words, traditions, and songs can be different for many Spanish-speaking families. Can’t just translate! Use what is most natural/authentic for the family.
- Don’t make assumptions.
- Don’t correct the grammar or vocabulary of families.
- Don’t use direct translations from norms for language development in English.
- Express how much you value their language and culture- the FAMILY is the expert.
REFERENCES


“Tell me and I forget, teach me and I may remember, involve me and I will understand.”

– Chinese Proverb