Adapting Auditory-Verbal Therapy: Culturally and Linguistically Relevant Intervention for Spanish-Speaking Families

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SARAH RADLINSKI, M.S., CCC-SLP, LSLS CERT. AVT
AUDITORY-VERBAL CENTER, INC. ATLANTA, GA
DISCLOSURES

• Employed by the Auditory-Verbal Center Inc.
MY FAMILIES

- 80+ Spanish-speaking families over 5+ years
- Mexico, Guatemala, El Salvador, Cuba, Dominican Republic, Venezuela, Colombia, Ecuador, Peru, Panama
LEARNER OUTCOMES

• List reasons why it is critical to provide intervention that is culturally and linguistically relevant
• Gain knowledge regarding how to adapt, not just translate, LSL intervention
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)
PARENTS MUST BE THE PRIMARY LANGUAGE TEACHERS FOR THEIR CHILD

We can’t teach them every word they need to know!

- 1 yr: 1-10 exp words
- 18 mo: 50 exp words
- 2 yrs: 300 exp words
- 3 yrs: 900-1000 exp words
- 4 yrs: 1500 exp words
- 5 yrs: 2500 exp words

(Heavner & Vemelson, 2013)

Due to the degraded acoustic signal/reduced bandwidth, children with hearing loss need three times the exposure to learn new words

(Pittman, 2008)
WHY MAXIMIZE FAMILY ENGAGEMENT? SIMPLE MATH.

- Average 2 year old: **4,032** waking hours per year
- We see families for about **42-45** hours a year (Caraway & Horvath, 2012)

“If you give a man a fish, he eats for a day. If you teach a man to fish, he eats for a lifetime”.

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WHY SPANISH: INCREASING NEED

- 25% of children with hearing loss are identified from Spanish-speaking homes (Gallaudet Research Institute, 2011)
- Higher rate of HL in Hispanic children (Meghra, Eavey, Keamy, 2009)
- As English (or majority language) proficiency decreases, positive healthcare outcomes also decrease (Squires, Peng, Barron-Vaya, Feldman, 2017)
TAPPING INTO CAREGIVER POTENTIAL

Child profile: 3.5 years old, ANSD, ASD, ADHD, premature

Parent profile: Family income <20K, limited maternal education level, monolingual Spanish-speaker

Prior Intervention: Speech tx in English 3 words expressively at 3.5 years
WHAT WAS THE "MAGIC"?

- 6 months later: 150 words, 3 word combinations.
- Assessments showed over 1 year of progress in 6 months.
“Es mi deber como madre preparar a mi hijo para el futuro. Tengo que aprovechar al máximo porque ése, cuando se pierde, no vuelve. Hacer la terapia, para mí, es tan importante como darle de comer, porque sé que esto alimenta su vocabulario, su expresión, y su independencia. Sé que tal vez no soy la mejor madre, pero creo que soy la que él necesita. Lo amo con el alma.”

“It is my duty as a mother to prepare my child for the future. I have to take maximum advantage of this time because when you lose it, it doesn’t come back. For me, doing therapy is as important as giving him food to eat because it nourishes his vocabulary, his expression, and his independence. I may not be the best mother, but I believe I am the one that he needs. I love him with my soul.”
“LANGUAGE OF THE HEART”

- Encouraging development of the home language facilitates family involvement and maintains the family-child bond.
LING 6 SOUNDS

Same sounds but written differently
CULTURALLY MEANINGFUL ROUTINES

- Coach families on LSL strategies to build language around routines they are already doing
CULTURALLY RELEVANT THEMES/HOLIDAYS

• Don’t make any assumptions! (Goes both ways)
• “Memorizing bullet points about cultures reduces people to stereotypes. Cultural humility says I don’t know it all but am willing to learn.” – Elizabeth Rosenzweig
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
  • TIP: Ask the family!
### Los sonidos para aprender a escuchar

**Animales:**

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<th>Opio</th>
<th>Discrécido</th>
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<th>Comprendió</th>
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<td>Gato</td>
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<td>Cerdo/Puerco/Cocho/Manojo: oye oye</td>
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<td>Gato</td>
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<td>Burro: La-la-la-uu-uu-uu</td>
<td>la-la-la-uu-uu-uu</td>
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<td>jinjiu</td>
<td>oye con la lengua</td>
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<td>meeeo</td>
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<td>Gallo: quiquiqui</td>
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<td>Gallina/pollo: eecoco/eecoco</td>
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<td>Pavo/pajarito: pipa</td>
<td>pipa</td>
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<td>Pollo o Palomito: pío pío</td>
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<td>Pato</td>
<td>cu cu</td>
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<td>Abeja</td>
<td>buzz</td>
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<td>Calabria/Serpiente: Vborca: ssesss</td>
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<td>Mariposa: lal lal lal</td>
<td>lal lal lal</td>
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<td>Rana: croa croa/croa croa</td>
<td>croa croa</td>
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<td>Gato: cri cri</td>
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<td>Chango/Morre: u-u-a-a/a-a-t-t</td>
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<tr>
<td>Bus/Auto/Auto: Camión de pasajeros*: Be ba ba</td>
<td>Be ba ba</td>
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<td>Info/Barco*: pa pa po (en voz baja)</td>
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<td>Camión*: na na no</td>
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<td>Tractor*: go go go</td>
<td>go go go</td>
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<td>Camión de bomberos: L-a la/niño niño</td>
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<td>Avión: canoa/AA/Aeropuerto</td>
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<td>Barco: barran barran pipi</td>
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<td>Train: choo choo choo choo pipi</td>
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*Para practicar los consonantes

**Otros Sonidos:**

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<td>Teléfono: mía mi</td>
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<td>Tambores: tan tam para para</td>
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<td>Puerta: toc toc toc</td>
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<td>Campana: tic tic talón talón</td>
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<td>Trompos: padas y padas</td>
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<td>Saco: aya aya aya aya aya/a/tuchu/tuchu/pau/pau</td>
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<td>Helado/nieve: Amam</td>
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<td>Barbajos: purr purr</td>
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<td>Bife: lubu lubu Stihab</td>
<td>lubu lubu Stihab</td>
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<td>Payaso: UA, ja</td>
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<td>Reloj: Rota, roto (en voz baja)</td>
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*Nota: Algunos sonidos se pronuncian de la misma manera pero escritos de manera diferente!
OTHER SOUNDS AND EXPRESSIONS

Drum: tun tun/pom pom
Knocking on door: toc toc toc
Bell: tilín tilín/tolón tolón
Crying: ¡bua, bua!
Bubbles: pum pum pum
Ew: uuu/iu/uy/uf/fuchi/guácala/puf/puaj/fo
Ow/ouch: ¡Ay! ¡Uy!
Wow: ¡Guau! ¡Uy!
Yay!: ¡Hurra!, ¡bravo!, ¡Eeeeh!
Uh oh: oh oh
Mmm: ¡Am!, Mmm
Achoo: Achís
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
- Mariposa
- Corre trencito
- A la roro niño
- El barquito chiquito
- Debajo un botón
- Arroz con leche
RHYME/FINGERPLAY EXAMPLES

• Asemín, a serrán
• 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
VOCABULARY

Do NOT just translate early developing word lists from English

Why?

• Length/difficulty of word
• Frequency of use in language
• Difficulty translating
• Multiple words/concepts for same English word

Resource: Spanish MacArthur-Bates
*But use ONLY as a guide!"
DIFFERENCES ACROSS DIALECT

- Cerdo
- Puerco
- Chancho
- Marrano
- Cochino
- Cuche
- Cocho
- Gornio
HOW TO APPROACH FAMILIES

• Be up front about goal: we want the child to speak like his FAMILY
• Give permission/ask them to correct you
• Be clear that THEY are the experts in their language
• 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?
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: CASLLS in Spanish
SPEECH SOUNDS

- **Vowels:** 5
  - Diphthongs
- **Consonants**
  - Differ between languages
  - *Careful: written vs. spoken
- **Order of typical sound development**
- **Impact of dual language learning**
- **Accents**
TAKE HOME POINTS

• Children with cochlear implants can become bilingual. We have no right to take away that home language.
• 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 use direct translations from norms in English (vocabulary, grammar, speech sounds etc.)
• Express how much you value their language and culture- the FAMILY is the expert. Honor families.
Interested in Learning More?

Fall 2019: “LSL in Spanish: Impactful Intervention to Support the Home Language” & “LSL in Spanish: Delving Deeper into Intervention for Spanish-Speaking Families”

https://community.hearingfirst.org/learning-experiences
REFERENCES

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

- Chinese Proverb

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