

RSF-EARTHSPEAK Resource Kit, for use in Ecuador and other Latin American countries

A. Websites

1. **For both parents and professionals:** <http://www.espaciologopedico.com/> This seems to be a website by and for speech-language professionals in Ecuador. They have links to information for parents and professionals alike and list a number of books and intervention materials on related topics for purchase on the right.
2. National Institute on Deafness and Other Communication Disorders (NIDCD), US: The first 2 links provide identical basic information about speech and language development in Spanish and English. The target audience includes parents and professionals. The third link is to a list of free Spanish language publications in a wide variety of areas including autism, aphasia, typical developmental milestones, hearing health, hearing loss, and stuttering. In Spanish: http://www.nidcd.nih.gov/health/spanish/speechandlanguage_span.html, in English: <http://www.nidcd.nih.gov/health/voice/speechandlanguage.html>, Pubs in Spanish: http://www.nidcd.nih.gov/order/pubs_type.asp?type=spanish
3. These 2 websites (Traba Lenguas and Super Duper) provide therapy materials in Spanish. http://www.spanishspeech.com/bilingual_educational_web_sites.html and <http://www.superduperinc.com/search/search.aspx?searchstr=spanish>
4. **For parents:** NICHCY <http://www.nichcy.org/spanish/Pages/default.aspx> has a variety of publications in Spanish for parents. Some might be related to the US context, but others provide information about specific disabilities or about disability in general (from the US perspective, of course).
5. The ASHA website has many excellent resources that have relevance for Spanish speaking individuals (some in Spanish).
 - a. Policy documents: i) Clinical Management of Communicatively Handicapped Minority Language Populations, <http://www.asha.org/docs/html/PS1985-00219.html> , ii) Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services, <http://www.asha.org/docs/html/KS2004-00215.html> and, iii) Cultural competence, <http://www.asha.org/docs/html/ET2005-00174.html> .

- b. The Hispanic Caucus provides many useful resources: i) Commercially available materials which lists books on multicultural and multilingual issues as well as resources, <http://www.ashahispaniccaucus.com/commerciallyavailableresources>, ii) Articles /websites, <http://www.ashahispaniccaucus.com/journalswebsites>.
 - c. Also available are resources through the multicultural affairs and resources section of the website, <http://www.asha.org/practice/multicultural/>
 - d. A comprehensive list of Spanish tests is available through the Directory of Speech-language Pathology Assessment Instruments, <http://www.asha.org/assessments.aspx?type=&lang=Spanish>
 - e. Spanish developmental information is available from <http://www.asha.org/public/speech/development/chart.htm?LangType=1034>
6. Cleft Palate
- a. Ann Kummer, expert in craniofacial disorders and their assessment and treatment provides many resources on her website: <http://www.cincinnatichildrens.org/svc/find-professional/k/ann-kummer.htm>
 - b. Kuster, J. M. (2010, December 21). Resources for clients with cranio-facial abnormalities. *The ASHA Leader*. This article provides many useful resources including articles on oral motor intervention efficacy, assessment and intervention; assessment protocols and intervention resources. All resources are in English. <http://www.asha.org/Publications/leader/2011/101221/Resources-for-Clients-With-Cranio-Facial-Abnormalities.htm>
 - c. The Cleft Palate Foundation has a large amount of information about cleft palate and its treatment on its website, <http://www.cleftline.org/> as well as various publications that are available for free in Spanish, <http://www.cleftline.org/docs/puborderform.pdf> . Of note are feeding videos http://www.cleftline.org/parents/feeding_your_baby available to view on-line (in English). A complimentary copy can be ordered.
 - d. The American Cleft Palate Cranio-facial Association <http://www.acpa-cpf.org/> publishes the Cleft Palate-Craniofacial Journal and sponsors other research in the area.
 - e. The Cleft Lip and Palate Association is based in Britain and provides a lot of information about Craniofacial disorders. It provides a nice list of publications (in English) <http://shop.clapa.com/publications.php>

7. Phonetics

- a. The University of Iowa Phonetics website gives articulatory descriptions and auditory/visual examples of all sounds in the Spanish language (as well as English and German), <http://www.uiowa.edu/~acadtech/phonetics/>

B. Books and articles

1. Spanish Language: structure and development/Hispanic culture/Assessment and treatment (written in English)

- a. Goldstein, B.A. (2007). Spanish Speech Acquisition. In S. MacLeod (Ed.). *The International Guide to Speech Acquisition*. Toronto: Thompson Delmar Learning Inc.
- b. Goldstein, B. (2000). *Cultural and linguistic diversity resource guide for speech-language pathologists*. San Diego, CA: Singular Publishing. (Especially useful are pp. 20 – 36 which provides information about the Spanish language and its development; the resources listings in Section VI are out-of-date).
- c. Centeno, J., Anderson, R., & Obler, L. (Eds.) (2007). *Communication disorders in Spanish speakers*. Toronto: Multilingual Matters. This book is in 3 sections: Preliminary considerations, research in children and research in adults. Monolingual Spanish and bilingual issues are covered.
- d. Lopez, L. (2001). Spanish. In J. Garry & C. Rubino (Eds.), *Facts about the world's languages* (pp. 690 – 684). New York: The New England Publishing Associates. Short chapters describing many languages of the world including Spanish.
- e. Kayser, H. (1998). Assessment and intervention resource for Hispanic children. Clinical competence series. San Diego, CA: Singular Publishing. Chapters on Hispanic cultures, bilingualism, nonbiased assessment, language analysis and intervention. Preschool screening test in English and Spanish, Appendix E. Very useful resource list, Appendix F. Excellent English-Spanish dictionary of professional terminology, Appendix G. Focus is upon Hispanic children in the US.
- f. Roseberry-McKibbon, C. (2008). Multicultural students with special language needs. Practical strategies for assessment and intervention. Oceanside, CA: Academic communication Associates. Sections on cultural and linguistic diversity (Chapter 5, Families from Hispanic backgrounds), unbiased assessment and intervention strategies. Good description of possible cultural beliefs and

pragmatic differences. Evidence based. Focus is upon Hispanic children in a US context.

2. Culturally appropriate parent training, written in English. All 3 articles focus on parent training programs that teach positive parenting skills to parents of children with oppositional disorders. All have interesting discussions of Latino cultural constructs and suggestions about how to make parent training more culturally sensitive and appropriate.
 - a. Calzada, E. (2010). Bringing culture into parent training with Latinos. *Cognitive and Behavioral Practice*, 17, 167–175. Examines the cultural notions of respeto and familismo and discusses their impact on parent training.
 - b. Barker, C., Cook, K., Borrego, J. (2010). Assessing cultural barriers in parent training programs with Latino families. *Cognitive and Behavioral Practice*, 17, 157–166. Discusses factors such as respeto, personalismo, machismo, marianismo, and acculturation and examines how parent training programs can be made more culturally appropriate.
 - c. Webster-Stratton, C. (2009). Affirming diversity: Multicultural collaboration to deliver the incredible years parent programs. *International Journal of Child Health and Human Development*, 2, 17 – 32. This article attempts to define culturally sensitive parameters that can be applied generally in parent programs, across cultures to an evidence based, efficacious approach to promoting positive parenting skills.

3. Cleft palate (English resources)
 - a. Peterson-Falzone, S., Trost-Cardamone, J., Karnell, M., Hardin-Jones, M. (2006). *The clinician's guide to treating cleft palate speech*. St. Louis, MO: Mosby Books. Development, assessment and intervention. Excellent resource, with CD. Quality of CD clips not always good.
 - b. Peterson-Falzone, S., Karnell, M., Hardin-Jones, M. (2010). *Cleft Palate Speech (4th edition)*. St. Louis, MO: Mosby Books. Nature of craniofacial disorders, physical management, speech and language assessment and intervention, social, psychological and educational issues. Excellent resource, very useful illustrations.
 - c. Kummer, A. (2008). *Cleft Palate and craniofacial anomalies. Effects on speech and resonance (2nd edition)*. Clifton Park, NY: Delmar Cengage Learning. Nature of craniofacial disorders, associated anomalies, speech assessment and intervention. Excellent resource with CD with useful speech samples.

- d. Gooch, J., Hardin-Jones, M., Chapman, K., Trost-Cardamone, J., & Sussman, J. (2001). Reliability of listener transcriptions of compensatory articulations. *Cleft Palate–Craniofacial Journal*, 38, 159 – 67. Results showed low transcription reliability compared to a “gold standard” (Trost-Cardamone’s transcription of CMAs. Mean = ~40% agreement, range = 19 – 71%. Slightly better agreement for developmental errors and correct productions. Coarticulated glottal stops showed particularly low transcription reliability.
4. Treatment Efficacy
 - a. Non-speech oral motor exercises. Ruscello, D. (2008). An examination of nonspeech oral motor exercises for children with velopharyngeal inadequacy. *Seminars in Speech and Language*, 29, 294–303. Reviews the intervention literature and concludes that nonspeech oral motor exercises such as blowing and sucking do not change VPI. However, velum resistance during speech activities (CPAP) and biofeedback have some support in the literature.
 - b. Tyler, A. (2008). What works: Evidence based speech intervention for children with speech sound disorders. *Seminars in Speech and Language*, 29, 320–330. Treatment approaches to speech disordered children: reviews the efficacy of a variety of approaches to speech intervention, not specific to children with cleft.
5. Resources in Spanish for therapists
 - a. Jon Miller’s text on Down syndrome translated into Spanish:
http://www.elsevier.es/libros/ctl_servlet?_f=1045&pid=9788445809754
 - b. A “Manual of Speech-Language Therapy” by Jordi Peña-Casanova (2002):
http://books.google.com/books?id=y0G1qzZam0kC&dq=problemas%20desarrollo%20habla%20lenguaje&lr=&source=gbs_similarbooks
 - c. “Language Intervention: Methods and educational resources: Specific application for auditory deficits” Miguel Puyuelo Sanclemente (2002):
 - d. http://books.google.com/books?id=ZWaMKIS1nEcC&dq=problemas+desarrollo+habla+lenguaje&lr=&source=gbs_book_similarbooks
 - e. “Child language: Normal development, evaluation, and disabilities” Juan Narbona and Claude Chevrie-Muller (2001):
http://books.google.com/books?id=jvFXfLG9FsMC&dq=problemas%20desarrollo%20habla%20lenguaje&lr=&source=gbs_similarbooks
 - f. “Language Evaluation” Miguel Puyuelo Sanclemente, J. A. Rondal, & Elisabeth H. Wiig (2000):

http://books.google.com/books?id=FgzjIBGb1NIC&dq=problemas%20desarrollo%20habla%20lenguaje&lr&source=gbs_similarbooks

- g. “Manual of language development and disorders: Evolutionary (developmental???) and pathological aspects in children and adults” Miguel Puyuelo Sanclemente (2003):
http://books.google.com/books?id=nAcYmk3y150C&dq=problemas%20desarrollo%20habla%20lenguaje&lr&source=gbs_similarbooks
- h. “Revista de logopedia, foniatría y audiología” (Journal of Speech and Language Therapy and Audiology). Published three times a year by the Spanish Association of Speech and Language Therapy and Audiology:
<http://dialnet.unirioja.es/servlet/revista?codigo=2017>