Chapter 4

Intervention with Culturally and Linguistically Diverse Children

Introduction

In the face of many barriers – such as the lack of bilingual staff and other resources – speech-language pathologists and teachers working with culturally and linguistically diverse children will need to think of non-traditional ways to provide the most effective service. In order to provide effective intervention services to young children with disabilities, providers and families must work together. They must establish mutual trust and respect and find ways to clearly communicate with one another about important information, opinions, fears, and expectations. This collaboration becomes more difficult and even more crucial when families and service providers do not share a common culture or language. In this section of the Talk with Me manual, we have assembled a variety of resources that discuss the underlying principles related to providing intervention services to linguistically diverse children and their families. The resources (books, articles, videos, handouts and online resources) in this chapter cover the following:

- Favorite comprehensive resources.
- The importance of supporting native language development and home culture.
- Program considerations.
- Tools for providing intervention for culturally and linguistically diverse students with language disorders, articulation disorders, cleft lip and palate, fluency disorders, deaf/hard of hearing, autism, and social/emotional/behavioral needs.
- Materials for purchase.
- Practical ideas and suggestions from practicing teachers and speech-language pathologists.

We recognize that resources for all languages are not available within this chapter. Hopefully, the resources that are included will stimulate ideas for ways to serve children from other linguistic backgrounds as well.

Favorite Comprehensive Resources for Early Childhood Intervention
The following resources are considered to be some of the most comprehensive books, articles and Websites available in the area of early childhood intervention. They have specific application to planning and carrying out intervention for culturally and linguistically diverse children who have been identified as having special education needs.

**Books for Early Childhood Intervention**

**Creative Resources for the Anti-bias Classroom**
This complete curriculum resource begins with an introduction that states the developmental and anti-bias goals addressed by the activities, explains the format of the book, and provides lists of useful materials and guidelines for teacher interactions. The rest of the book is organized into units for the following age groups: infants (0 to 18 months), toddlers, preschoolers and Kindergartners, and elementary school children.

Examples of the skills include exposure to cultural differences in rhythms and music, participating in non-stereotypic activities and increasing one’s ability to interact with others who are differently abled. The activities are presented in an easily readable format, with the specific objectives, materials needed and suggested instructional approaches and methods listed. The book contains many activities that are appropriate for speech-language sessions or for addressing speech-language skills in a classroom environment. Overall, this book is well organized and easy to use. It is very helpful in learning to incorporate activities that consciously address anti-bias skills along with other developmentally appropriate skills. Some of the activities could also be used to bring elements of a child’s home language and/or culture into the classroom.


**Language Disorders in Bilingual Children and Adults**
This book provides speech-language pathologists with information on how to provide effective services to bilingual children and adults with suspected or confirmed language disorders across the life span. Emphasis is placed on functional aspects of bilingualism as opposed to mere analysis of proficiency in a second language. This book provides the reader with an understanding of both typical and atypical language skills in bilingual children and adults. Assessment and intervention information is provided with consideration to social, cognitive, and communicative systems. Sections on bilingual children focus primarily on developmental language disorder (i.e., specific language impairment, language learning impairment, isolated language impairment, and late talkers) as opposed to language disorders that are secondary to other conditions (e.g., autism, Down Syndrome).

Bilingual Language Development & Disorders in Spanish-English Speakers  New Edition
This research-based text covers assessment and intervention approaches for speech-language pathologists (SLPs) serving bilingual children with language disorders. This comprehensive text offers readers in-depth theoretical and practical information regarding assessment and intervention. Current research with Spanish-English speakers is reviewed and discussed for topics including developmental data, best assessment practices, and appropriate intervention approaches in the following areas: language processing skills; lexical development; morpho-syntactic development; first language loss; grammatical impairments; semantic development; phonological development and disorders; narrative development and disorders; and fluency. Suggestions for language intervention in bilingual speakers are discussed in the final chapter. The following topics are discussed: major purposes of intervention for bilingual children with speech and language disorders, the debate over which language speech-language pathologists should use with bilingual children, and ways to promote gains in both languages. With this resource, speech-language pathologists will understand the complexity of language development in bilingual children and learn appropriate assessment and intervention approaches.


The Bilingual Special Education Interface, 4th Edition
This book describes the major needs of bilingual children who have disabilities and balances practical information with strong research. Chapters highlight the connections between the common knowledge base, programs, and methodologies of special education and those of bilingual education. Other topics include: the legal background supporting bilingual special education; bilingual language development and second language acquisition; issues, considerations, procedures, and techniques related to assessment; development of individualized educational programs, curriculum, methods, and materials; family involvement; and issues in policy development and implementation. This book is an excellent resource for teachers, counselors, psychologists, and speech/language specialists.


Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists
This comprehensive guide is designed for speech-language pathologists who work with individuals from culturally and linguistically diverse populations. It
bridges the gap between existing research and the use of that information in clinical practice. It includes easy-to-access information on normative data, assessment techniques, intervention approaches, and resources. Practical information is included to help readers provide speech and language services that meet the needs of culturally and linguistically diverse populations.


**Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention (3rd edition)**
This third edition of *Multicultural Students with Special Language Needs* provides the reader with practical strategies for assessment and intervention of students from culturally and linguistically diverse backgrounds. Specific information about cultural groups and their customs are addressed. These variables are important to consider when assessing and planning programs for students with language disorders and other special learning needs.


**Online Resources for Early Childhood Intervention**

**Appropriate Services for Young English Language Learners: Language, Culture, and Practice**
This 75-minute webinar adapted from Lillian Duran’s presentation at the 2008 Minnesota Early Intervention Summer Institute can be viewed online at the University of Minnesota’s Center for Early Education and Development’s Website. In addition, PowerPoint slides can be viewed and printed. A review of the research pointing to the need to support home languages is provided together with a discussion of strategies for moving toward evidence-based practice in this area. The talk is organized around practical questions such as “Don’t all children need to learn English?” and “What do I do with an interpreter in my classroom?” This is an excellent tool for self-study or staff development activities.

Duran, L. (2008, June). *Appropriate Services for Young English Language Learner: Language Culture and Practice*. Lecture given at the 2008 Minnesota Early Intervention Summer Institute, Collegeville, MN.
http://www.cehd.umn.edu/ceed/events/summerinstitute/2008institute/appropriate services.html

**Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness**
This 146-page document was created as a “tool kit” to assist communities in building culturally and linguistically meaningful services, supports, programs, and practices related to young children and their families. The tool kit is organized into seven major content sections; 1) Introduction: Rationale, Literature Review, and Definitions; 2) Planning and Implementation: Self-Assessment and Planning Process; 3) Learning About Family and Community: Family Culture and Information Gathering; 4) The Early Care and Education Environment: Curriculum and Family Involvement; 5) Early Learning: Language and Literacy; 6) Family Friendly Communication: Interpreters, Translators, and Translated Materials; and, 7) Training: Provider and Personnel Preparation. Each of the seven sections includes critical questions for communities; key strategies for families, providers, and administrators; guides, tip sheets and checklists; promising practices; and annotated resources.


**Bilingual Therapies Website**

This Website provides a variety of clinical resources for speech-language pathologists working with Spanish-speaking children and families. Lists of informative Websites, electronic educational forms translated into Spanish. Speech-language articles and materials are all available without charge. Two monthly columns, Hortencia Kayser’s “From the Hart” and Henriette Langdon’s “¿Que Tal?” are archived here as well. A series of 10-minute webinars cover evaluation of phonology in bilinguals, intervention with phonologically disordered bilingual children, and autism in bilingual populations.


**Home Visiting for At-Risk Preschoolers: A Successful Model for Latino Families**

This article provides information specifically related to home visiting as an intervention in early childhood.


**Interaction in Bilingual Language Acquisition**

This Power Point on bilingual language acquisition and the interaction between two languages was presented by Brian Goldstein at the Bilingual Therapies
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Symposium. The slides are cited here because the end of the presentation focuses on how to use what we know about interaction in bilingual language acquisition to plan efficient and effective treatment. Choosing therapy targets and the most appropriate therapy approach are addressed. This presentation was presented to bilingual speech-language pathologists who are targeting both languages in therapy.


Gateway Tutorial on Clinical Decision Making with Linguistically Diverse Learners
This tutorial on linguistically diverse learners was developed as part of a multicultural training grant from the American Speech-Language Hearing Association awarded to Drs. Kohnert and Glaze at the University of Minnesota. Presented in PowerPoint format, it provides the user with valuable information on speech and language services for culturally linguistically diverse students. The first part covers bilingual language development – including differences between simultaneous and sequential learners. Assessment information follows, and it includes a description of the documentation necessary under federal special education law. An intervention section explains how to provide speech-language services to bilingual clients. It includes suggestions for choosing the language(s) of intervention and for structuring intervention so that gains are made in both languages.

Kohnert, K., and L. Glaze (2003). Clinical Decision Making with Linguistically Diverse Learners: A Statewide Professional Training Model. ASHA Multicultural Grant Award. See Appendix 1A

Preschool Two-Way Immersion lessons in Spanish and English
Joyce Dual Immersion Preschool in Minneapolis, Minnesota provides dozens of lessons in English and Spanish as part of their online curriculum. They solicit more examples of lessons.

http://curriculum.joycepreschool.org/index.cfm

Supporting the Home Language

Children are better able to learn English when their native language is supported in their preschool programs and in intervention activities. The evidence indicates that there are many benefits for children when continued development of the home language is encouraged. This section includes articles providing information about theory and best practice, practical ideas for supporting the home language in developing bilingual children when a bilingual support person
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is available, or when a bilingual support person is not available, as well as ideas on how to foster home language development in the classroom.

**Articles on Supporting the Home Language**

**Intervention with Linguistically Diverse Preschool Children: A Focus on Developing Home Language(s)**

Speech-language pathologists who are members of the American Speech-Language-Hearing Association (ASHA) can access the full text of this article on the ASHA Website ([www.asha.org](http://www.asha.org)). It provides a good background for beginning therapy with children who speak languages other than those spoken by the speech-language pathologist.


**Home Language Support for English Language Learners with Communication Disorders**

This article discusses the importance of supporting the home language and ways to provide that support.

[http://slhs.umn.edu/assets/pdf/HomeLangSupportArticle.pdf](http://slhs.umn.edu/assets/pdf/HomeLangSupportArticle.pdf)

**Potential Cultural Bias in Training Parents as Conversational Partners with their Children Who Have Delays in Language Development**

This article explores the potential cultural biases in language intervention approaches designed to train parents to interact with their children who have language delays. The goals of such programs are solidly grounded in research on parent-child interaction; however, these studies have focused almost exclusively on white, middle-class families. Therefore, the goals reflect underlying values and beliefs that are not shared by all cultural groups. This article highlights the cultural assumptions that underlie these programs by considering research on language socialization in a variety of nondominant American and non-American cultures and social groups. Culturally relative values, beliefs, and practices underlying parent-child interaction are explored in the areas of (1) aspects of social organization related to interaction, (2) the value of talk, (3) how status is handled in interaction, (4) beliefs about intentionality, and (5) beliefs about teaching language to children. Finally, clinical implications are explored. Speech-
Using Bilingual Support Staff to Support the Home Language

Following is a list of ideas from practicing speech-language pathologists (SLPs) and teachers on ways to support the home language. The home language can be supported with the use of a bilingual support person and without such a person. The bilingual support person may be an interpreter, a trained bilingual educational assistant (EA) or teaching assistant (TA), parent volunteer, trained volunteer, or other trained bilingual staff. Please refer to Appendix 4A: Working with Bilingual Parent Volunteers for more information on how to train bilingual support people. Please refer to Appendix 4B: Bilingual Assistants and Classroom Interpreters for practical ideas of how to effectively involve bilingual support staff in the classroom. Implementation of these ideas will help students to maintain their home language.

When a bilingual support person is available in the classroom or during intervention:

- Include in the IEP, under the adaptation section, that monthly contact will be made with family, and whether or not the family would like an interpreter for due process meetings.
- Use mini-video recorders to record the child interacting with the bilingual support person, the teacher, and/or the speech-language pathologist to send home to families as examples of activities that can be done in the home. With the help of the bilingual support person, follow up with the family and discuss the interaction and how they might use similar activities at home.
- Invite parents from the same linguistic backgrounds to informational parent sessions and provide suggestions for home interventions to all families. This will maximize the bilingual support person’s time and allow families an opportunity to connect and interact with one another.
- Have the bilingual support person call home to tell families about classroom themes, vocabulary and concepts that parents can encourage at home. Follow up by sending pictures, children’s work, etc. that relate to classroom themes.
- Invite parents to school for events or performances where children can demonstrate what they have learned. Be sure to provide interpreters and/or bilingual support staff.
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- Invite parents to volunteer in the classroom. Speech-language pathologists and educators can work with the bilingual support person on coaching parent volunteers (e.g. teaching them how to read books with students, tell stories from their culture, cook with the children, etc.)
- Find out what community organizations families are involved in (specific to their cultures, such as, places of worship, Early Childhood Family Education Classes (ECFE), community centers, cultural centers, etc. and offer to do a presentation about speech and language development at these locations.
- Group students from the same language background in the same class, and use bilingual support staff and volunteers with those students.
- Write down in the native language the stories that children tell when describing their drawings.
- Have families make recordings of story telling or book readings at home, and have them available in the listening center at school.

Supporting the Home Language When Bilingual Support Staff is Not Available

- Make a book of photos of classroom activities, routines, and friends. Students can read the picture books to their families and talk about school routines in the home language.
- Recruit bilingual community members and/or college and high school students who are bilingual or learning a foreign language to be volunteers in the classroom or during interventions.
- Look to local libraries for collaboration opportunities with special education staff during story hours offered in other languages.
- Ask families to send in empty food boxes, cans, packaging, etc. of things they would use at home and put them in the dramatic play or kitchen area. If families are able, ask them to send in traditional clothing items or look for them yourself. Children are more likely to use their home language with items and materials from home with which they are familiar.
- Teach your students about the different cultures and languages represented in your classroom. Have parent volunteers come in and talk about their culture and/or language.
- Include books and materials in the classroom that reflect languages, cultures, and faces of the students.
- Provide welcome and informational signs in the languages that reflect the student population.
- Make sure to send the message that the home language is valued and that parents should continue to speak their native language with their children at home and in the community.
- Help families obtain a library card. Stress with families that they do not need to “Read” the books, but can use the pictures to tell their own stories.
• Use pictures or Boardmaker symbols in the classroom/therapy newsletter. Have the child practice telling what they did at school using a form letter with picture symbols where the child circles the activities they did. Refer to the following Appendices for handouts you might find useful in communicating with families.

Appendix 4C: Spanish/English Teacher Checklist of Daily Activities
Appendix 4D: Hmong/English Teacher Checklist of Daily Activities
Appendix 4E: What I did at School Today with Boardmaker Symbols
Appendix 4F: Informacion Diaria Today I…Spanish/English Checklist of Daily Activities

Routines-Based Intervention

According to Robin McWilliam, Routines-Based Intervention (RBI) involves observing and discussing family routines throughout different times of the day. All families have routines. McWilliam (2001) says, “They are not necessarily things that happen routinely. They are simply times of the day. It is impossible for a family to have no routines. All families wake up, eat, hang out at home, bathe, go places.” The following section lists a variety of resources useful for conducting Routines-Based Intervention. This model of intervention can easily be adapted for a variety of cultures because it focuses on the individual needs of the child and their family. The model encourages families to foster language development in daily routines versus separate educational activities. Teachers and speech-language pathologists working within the RBI model should focus intervention on the family. Durán (2009) suggests that, “through the interpreter you can teach the child’s primary care provider to deliver the instruction you would have. This will build the capacity of the child’s family and will support native language development while working on age appropriate developmental skills.”


Minneapolis Public Schools Routines-Based Interviewing and Intervention Information
This Website provides forms for Routines-Based Interviewing and has information on Routines-Based Intervention.

http://speced.mpls.k12.mn.us/speech-language_staff_development_resources.html

Functional Intervention Planning: The Routines-Based Interview
This article discusses background information on Routines-Based Interviews and the importance of using this model for intervention.


http://www.waisman.wisc.edu/birthto3/WPDP/txt/rbi.html

**Therapists as Collaborative Team members for Infant/Toddler Community Services (TaCTICS)**

This outreach training project, funded by a United States Department of Education Grant, maintains a Website where professionals can share tools that are useful in skillfully navigating the path toward provision of Part C services using the child and family’s daily routines, activities, and events as a context for assessment and intervention.

http://tactics.fsu.edu/

**Siskin Children’s Institute**

This Website offers many downloadable resources for providing Routines-Based Intervention. Although it does not have specific information related to culturally and linguistically diverse children, this model can be adapted to fit the cultural backgrounds of the families you are working with.


**Activities to Do at Home**

Work with an interpreter to help fill out this chart and include different ways a family can work on objectives during daily routines at home.

- Appendix 4G: Activities to do at Home
- Appendix 4H: Activities to do at Home (Blank)

**Program Considerations for Fostering Continued Development of the Home Language**

Preschool programs that foster and encourage continued development of the home language while children are learning English lead to better long-term educational, functional, and social-emotional outcomes. Eugene Garcia (2002) conducted a review of the literature and found these attributes were consistently present in successful programs:

**Seven Successful Attributes of Programs that Foster Home Language Development**
1. Functional communication between teacher and students and among fellow students was fostered (encouraged).

2. Thematic Units were utilized to teach basic concepts. Multiple content areas were grouped (math, science, language, social studies). Themes were chosen by the children.

3. Activities were organized so the children had to talk to each other. The highest level of linguistic and cognitive discourse was observed in these situations.

4. Students continued to progress in their language development and concept development in their native languages. These skills were then transferred to English.

5. Teachers were strong student advocates.

6. Parents of all cultures were involved in school support activities.

7. The importance of literacy was stressed.


**Considerations for Transition from Home-Based Services to Center Based or Community Preschools**

Home-based services are often provided for children that begin to receive services before the age of three. When children turn three they often enter center-based programs, or community-based preschools, where their home language may not be spoken. When children make this transition, the special education team needs to consider how their home language will best be supported. Please refer to Appendix 4I: Things to Consider for Transition, for more information on this topic.

**When I’m 3, Where Will I Be?**
The Illinois State Board of Education (http://www.isbe.net/default.htm) created a workbook in English and Spanish called, “When I’m 3, Where Will I Be? A Family’s Transition workbook.” This workbook can be used with families to help ensure a planned and thoughtful transition from home-based services to center based or community preschools.

English version: http://www.isbe.net/earlychi/pdf/transition_workbook.pdf
Spanish version: http://www.isbe.net/earlychi/pdf/transition_workbook_sp.pdf
Ideas for Developing Programs that Support Culturally and Linguistically Diverse Students

Following is a list of practical ideas and suggestions from practicing speech-language pathologists and teachers to use when initially developing or expanding programs for culturally and linguistically diverse students.

1. Offer in-service and workshop training on bilingualism, second language acquisition, or information on specific cultures.

2. Recruit more bilingual professional and paraprofessional staff, and volunteers.

3. Provide time for teacher collaboration, reflection, interest groups, self-evaluation, study groups, etc.

4. Network with similar programs in other locations.

5. Advocate for support from the administration for program plans and needs.

6. Establish or collaborate with literacy programs for culturally and linguistically diverse parents and children of all ages where they can work toward literacy in their native language and learn English if they wish. This could be offered weekends or evenings.

7. Develop a library of bilingual books and spoken stories on tape in languages appropriate to the population in your area. Allow parents and students to take books home.

8. Develop a volunteer list consisting of parents and other native speakers who are bilingual and are willing to join classes to demonstrate customs and practices from their culture, cook, play, talk and/or read to children.

9. If available, encourage families to enroll in bilingual preschool and ECFE programs.

10. Offer transportation, meals, and child care to school events and functions.

11. Group students who speak the same languages.


This article covers topics such as getting to know your ELL population,
communicating with families, finding ways for ELL parents to participate, volunteer in schools, and building community partnerships.


**Toolkit for Educators: Reaching Out to Hispanic Parents of English Language Learners** NEW

The goal of this toolkit from Colorin Colorado, edited by Lydia Breiseth, 2012 is to provide suggestions and to help staff reach out to Hispanic parents and families effectively and make them a vital part of their children’s education. It includes useful background information about Hispanic cultures and values, helpful suggestions for involving parents in your classroom and school activities, and concrete step-by-step instructions for parent workshops that focus on literacy development. You will also find information about the early stages of reading identified by the National Reading Panel. http://www.readingrockets.org/guides/readingrockets/

**Intervention for Language Disorders**

**How Children Learn a Second Language**

In order to provide effective intervention for a language delay or disorder to a child who speaks a language other than that of the speech-language pathologist, it is first necessary to understand how children learn a second language. **Appendix 4J: How Children Learn a Second Language** contains information on how children learn a second language. For more complete information please refer to the Dual Language Acquisition chapter.

**Guiding Principles for Intervention of Language Disorders**

When providing services for culturally and linguistically diverse students with language disorders, there are certain guiding principles that need to be considered. **Appendix 4K: Guiding Principles for Intervention of Language Disorders** describes best practices, how to choose the language of intervention, and different models of intervention.

**Practical Ideas and Strategies for Intervention**

There are many practical ideas and strategies that speech-language pathologists and teachers can use to ensure development of language skills in all the languages the child speaks. **Appendix 4L: Practical Ideas and Strategies for Intervention** describes a variety of ideas and strategies currently used by practicing speech-language pathologists and teachers.
Classroom Modifications
There are many things speech-language pathologists and teachers can do to help typically and atypically developing culturally and linguistically diverse students to be involved, contributing, and participating members of the classroom. Appendix 4M: How to Respond to Children in Various Stages of Learning a Second Language offers additional ideas on how to promote language growth in the classroom. Refer to Appendix 4N: ASHA ELL Modifications for a checklist of ideas on modifications that can be made within the classroom environment.

Articles on Language Intervention

Addressing Clinician-Client Mismatch: A preliminary intervention study with a Bilingual Vietnamese-English Preschooler NEW
This article describes strategies that an English-speaking speech-language pathologist can use to promote gains in the home and school languages using individually designed computer activities in the native language.


Culturally Consistent Treatment for Late Talkers
The abstract states that, "The authors discuss cultural influences on clinical interactions when treating late talkers, 2- to 3-year-old children with primary language delays. They use the literature to examine the cultural relevance of core components of early language treatment and propose alternative professional actions in the cases of cultural mismatches. Alternative actions include triadic or multiparty treatments, the inclusion of siblings or others, more structured tasks or group settings for language training, and shaping of culturally congruent directive language techniques. Also discussed is the need for an emphasis on social language use and professional clarity regarding links between early child language ability and later achievements in order to motivate treatment." Authors are: Christine Wing, Kathryn Kohnert, Giang Pham, Kelly Nett Cordero, Kerry Danahy Ebert, Pui Fong Kan, and Kristina Blaiser.

http://cdq.sagepub.com/cgi/content/abstract/29/1/20

Language Choice in Intervention with Bilingual Children
Talk With Me

This article answers frequently asked questions about language choice in intervention with bilingual children.


**Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers**

This article focuses on how to identify and select culturally and linguistically appropriate materials for parents and family members.


**Online Resources for Language Intervention**

**Chinese**

*Bilingual web resources on speech language development and disorders-Mandarin-Chinese*

This Website provides information in *Mandarin-Chinese* and English for parents professionals regarding communication development and disorders.

[http://home.comcast.net/~bilingualslp/](http://home.comcast.net/~bilingualslp/)

**Hmong**

*Hmong-English bilingual speakers–resources for speech-language pathologists, educators, and parents*

This Website contains resources for professionals and speech- language pathologists including information on the white dialect of the *Hmong* language, including audio samples of lexical items, tones and phonemes. Temporarily unavailable.

[http://www.tc.umn.edu/~kanx0004/](http://www.tc.umn.edu/~kanx0004/)

**Korean**

*Korea for kids*

This Website has multiple choice counting and simple vocabulary questions in *Korean* and English that may be used with children.


**Multiple Language Sites**
Examples of Materials That Can Be Adapted For Therapy–A Collection of Resources by Judith Maginnis Kuster
This Website contains a wide variety of links to sites that contain materials that can be used during interventions. A section entitled “Other Language Materials - primarily designed for Teaching English as a Second Language, but easily adapted for children with language-learning disorders and adults who are re-learning language following a stroke” is especially useful.

http://www.mnsu.edu/comdis/kuster2/sptherapy.html

International Children’s Digital Library
This Website can be used to search for children’s books in over 50 different languages, as well as to view entire books for on-line reading in other languages.

http://www.icdlbooks.org

Pics4 learning
This Website has many pictures categorized into different topics. All pictures are available for free downloading and may be used for various activities with diverse language learners.

http://pics.tech4learning.com/

Spanish

Colorin Colorado-Spanish
This site provides information, activities, and advice in English and Spanish for educators and families of ELL students, including those receiving special education services. Reading tip sheets are available in 11 different languages.

http://www.colorincolorado.org/about/

Parent-Child Communication Program
This family-based program, designed by Louis J. De Maio, Ph. D., and the University of Minnesota Moorhead, helps teach parents how to support their child’s language learning. The program manual is available in Spanish and English.

Appendix 4O: Parent-Child Communication Program-English
Appendix 4P: Parent-Child Communication Program-Spanish

Rhode Island early learning standards
Printable materials are provided in Spanish and English suggesting activities that families can do with their children to foster development in all developmental domains (motor, reading, writing, play, language, etc.)
Vietnamese

VN speech therapy-Vietnamese
This Website contains information written in Vietnamese and English on language development and disorders. Under the researchers section are word lists varying in frequency that can be used in treatment activities.


Intervention for Articulation Disorders

Guiding Principles for Intervention of Articulation Disorders
When determining the best approach to articulation intervention one must consider the therapy goals and the language of intervention that is most suitable to helping a child meet those goals. Knowledge of the child’s experience with each language, the contexts in which each language is used, as well as the error patterns that occur within each language will help to determine the best language of intervention for each therapy goal. Appendix 4Q: Guiding Principles for Intervention of Articulation Disorders provides suggestions for determining articulation therapy targets, ways to go about achieving therapy goals, and specific strategies for involving families and using the home language within articulation therapy.

Articles on Articulation Intervention

Assessment and Intervention for Bilingual Children with Phonological Disorders
This comprehensive resource is available to members of the American Speech-Language and Hearing Association (ASHA). It provides a brief introduction with background information on the theories of articulation development in bilinguals and gives suggestions for developing appropriate interventions.


Online Resources for Articulation Intervention

Apps in other languages NEW SECTION

Spanish articulation probes
Talk With Me

These 450 pictures can be divided by phoneme, mode of articulation and phonological processes. It includes a means of keeping track of data so that it can be printed later.

**Spanish** Speech with Milo – verbs (iPod/iPad universal ages 2 yrs.– 6yrs.)
Created by a speech-language pathologist (SLP) to build language skills in children. Features an animated pathologist that demonstrates “running,” “jumping,” “skiing,” etc. Instructions on app use are included for parents and speech-language pathologists
Demo: [http://www.youtube.com/watch?v=EevXmw0Y0f4](http://www.youtube.com/watch?v=EevXmw0Y0f4)

**Spanish** Speech with Milo – prepositions (iPod/iPad universal ages 2yrs - 6yrs.)
This app is focused on location words.
Demo: [http://www.youtube.com/watch?v=Iky3Vvieoj0](http://www.youtube.com/watch?v=Iky3Vvieoj0)

Piccolo Picture Books (iPad age 4 and up)
Multiple digital picture books available in five languages: English, **German**, **Dutch**, **French**, **Spanish**. Books can be listened to, read independently, or viewed in ‘learn to read’ mode by reading along with highlighted words. Free bookshelf version and free lite version.

**Apraxia Kids**
Information in **Spanish** for parents about apraxia.


**Articulation in Spanish**  **NEW**
Using the online **Spanish** picture dictionary from the Enchanted Learning website, you can choose a letter and get a group of words beginning with that sound, a translation into English, and a picture to represent the word. These can be printed out as a worksheet.


**Bilingual Therapies**
Leah Fabiano’s ten-minute presentation on phonological treatment in bilingual individuals discusses existing research on bilingual acquisition and intervention with bilingual children. Therapy goal selection and choosing the initial language of intervention are discussed.

[http://blog.bilingualtherapies.com/](http://blog.bilingualtherapies.com/)

**Common Articulation Variations between English and Spanish**
This **Super Duper Handy** handout describes common articulation differences in **Spanish** and English speakers.


**Spanish Articulation Cards NEW**
Decks of cards organized by the sounds in **Spanish** are sold individually. Bilingual SLP.com offers 12 separate decks targeting a wide variety of sounds in many word positions ("b", "d", "k", "l", "m", "n", "p", "r", "s", "t", "g/x" and "y"). Each deck contains 26 pairs of cards, an index card and a card full of fun game ideas, making a total of 54 cards per deck. Each deck contains high quality photographs of common objects with the word printed in **Spanish** to promote literacy. These cards take into consideration the many dialects of **Spanish**.


**University of Iowa**
This Website features information about the **Spanish** phonetic system. Listed on this site is:
- An annotated step-by-step description of how the sound is produced
- Video and audio recordings of the sound spoken in context.
- Classification of consonants by manner, place, or voicing and vowels.
- Interactive diagram of the articulatory anatomy with animated articulatory diagrams of each consonant and vowel.
- The English and **Spanish** phonetics libraries.

[http://www.uiowa.edu/~acadtech/phonetics/about.html](http://www.uiowa.edu/~acadtech/phonetics/about.html)

**Materials for Articulation Intervention**
When working with culturally and linguistically diverse students with articulation disorders speech-language pathologists often find themselves creating their own materials. The following are contributed word documents containing word lists and articulation targets created by practicing speech-language pathologists. These are not exhaustive lists, but hopefully they inspire you to work with your own bilingual support staff, or those knowledgeable in the area of second language acquisition, in creating your own materials.

- **Appendix 4R**: **Spanish** 2 Syllable Words B, M, P
- **Appendix 4S**: **Spanish** 4 Syllable Words
- **Appendix 4T**: **Spanish** 3 Syllable Words
- **Appendix 4U**: Compilation of Trill /r/ Techniques
Intervention for Cleft Lip and Palate

Guiding Principles for Intervention of Cleft Lip and Palate Speech

Although cleft palate is an anatomical condition with specific speech consequences that are observed across languages, there are considerations that can be helpful for native English-speaking listeners who are assessing individuals from different language backgrounds. Appendix 4DD: Guiding Principles for Intervention of Cleft Lip and Palate and Appendix 4EE: Spanish Oral Nasal Contrast Pairs provide cross-linguistic considerations for treatment. This section contains information on providing intervention for children with cleft lip and palate from culturally and linguistically diverse backgrounds.

Online Resources for Cleft Lip and Palate

Bilinguistics - Bilingual Speech Services and Products

The blog section of this Website contains a variety of topics, including: resources for working with Spanish-speaking students with cleft palate, word lists, phoneme targets, and suggested goals and objectives. Developmental milestones for bilingual speakers and related topics are also covered.

www.bilinguistics.com

Bilinguistics provides a list of appropriate target words in English and Spanish to encourage before palatal surgery and words to target after surgery. NEW


Intervention for Dysfluency

When treating stuttering in culturally and linguistically diverse populations, speech-language pathologists must consider the behaviors of the stuttering (speech and nonspeech) and also the feelings, emotions, and attitudes each culture and individual family has about the disorder. Appendix 4FF: Guiding
Talk With Me

Principles for Intervention of Dysfluency aims to provide the reader with background information on the disorder of stuttering, as well as, how bilingualism relates to stuttering intervention.

Letter to Parents
This handout provides information for parents of children with dysfluencies. Suggestions are offered for parents on how to communicate with their child who stutters. The handout is available in English, Spanish, Lao, Tibetan, and Amharic.

Appendix GG = 6L: To the Parents of Dysfluent Children (English)
Appendix 4HH = 6M: To the Parents of Dysfluent Children (Spanish)
Appendix 4II = 6N: To the Parents of Dysfluent Children (Lao)
Appendix 4JJ = 6O: To the Parents of Dysfluent Children (Tibetan)
Appendix 4KK = 6P: To the Parents of Dysfluent Children (Amharic)

Articles for Fluency Intervention

Multicultural Considerations in the Treatment of Stuttering
This article covers information for speech-language pathologists to consider when treating people who stutter who are from cultural backgrounds different from that of the clinician. The article lists a series of questions to consider before beginning treatment. Clinical implications of cultural differences in stuttering are also covered.


Online Resources for Fluency Intervention

Folk Myths about Stuttering
This Website contains a list of cultural beliefs and myths about stuttering.
http://www.mnsu.edu/comdis/kuster/Infostuttering/folkmyths.html

Stuttering and the Bilingual Child
This handout, provided by the Stuttering Foundation, provides information for parents, teachers, and speech-language pathologists about the treatment of stuttering in bilingual children.
http://www.stutteringhelp.org/Portals/english/0110bilc.pdf

Stuttering Around the World
This site includes a list of resources with information about stuttering in other countries. Resources in many other languages such as Arabic, Spanish, French, Chinese, Korean, and Danish are also included.
Talk With Me

http://www.mnsu.edu/comdis/kuster/nonenglish.html

The Stuttering Foundation of America
This comprehensive resource provides a wide variety of free information about stuttering. Browse the site for general information about the disorder and search “bilingual” for more specific information about stuttering and bilingualism.

www.stutteringhelp.org

The Stuttering Home Page
This Website, created by Judith Maginnis Kuster and maintained at Minnesota State University, Mankato, provides a wealth of information on stuttering. Resources listed are appropriate for families and professionals working with children who stutter. Information specific to bilingualism can be found in many areas. From this site one can find many more links for more specific information.

http://www.mnsu.edu/comdis/kuster/stutter.html

Intervention for Deaf and Hard of Hearing

Children with Cochlear Implants Who Live in Monolingual and Bilingual Homes
This study compared the language skills of bilingual and monolingual children with cochlear implants. The study concluded that exposure to more than one language at home did not negatively impact spoken English language development.


Intervention for Autism

Intervention strategies, models, and programs for autism with culturally and linguistically diverse learners with autism are similar to those used with monolingual English speakers. However, the main points of the previously addressed topics of Maintaining the Home Language, Program Considerations, and Intervention for Language Disorders of Culturally and Linguistically Diverse Students are all applicable to students with autism and must be taken into account when planning programs and interventions for students with autism. One cannot just provide services in English without supporting the home language. The following articles and online resources discuss why it is important for children with autism to maintain their home language and how to provide effective intervention and programs.
Articles for Autism Intervention

Intervention Outcomes of a Bilingual Child with Autism (Disease/Disorder Overview)
This article discusses the importance of supporting the home language in early intervention for children with autism. It is available for purchase on www.amazon.com


Is Bilingualism Detrimental for Children with Autism?
This article provides support for why children who are autistic can learn two languages.


To Be or Not to be Bilingual: Autistic Children from Multilingual Families.
Kremer-Sadlik, Tamar (University of California, Los Angeles). Proceedings of the 4th International Symposium on Bilingualism, 2005
This article discusses autism and bilingualism and provides support for why the home language needs to be supported in children with autism, and how to foster family involvement when working with children with autism who speak more than one language.


Online Resources for Autism Intervention

Bilingual Therapies Video Presentation
A 10-minute video presentation discussing language of intervention with children who are autistic and speak two languages is provided.


Center for Inclusive Childcare
This site offers comprehensive inclusion resources including disability specific information for early childhood and school age children. Handouts about autism are available in Somali. They also offer a DVD in Somali, produced by the Somali community that addresses developmental milestones for children and red flags for developmental delays as well covering the topics of early identification and early intervention. This DVD contains interviews with Somali parents of children who have special needs and an interview with a Somali physician. A
resource CD is also included that contains an English script of the DVD, a handout on tips for using the DVD, and other important resources.


**Minnesota Department of Health**
This site contains a variety of resources and information regarding autism in the *Somali* community. One will find reports, fact sheets, and other resources, information in *Somali* for parents, links to national organizations regarding autism in the *Somali* community, links to help find service providers, links for assistance with insurance, and information regarding vaccine safety.

http://www.health.state.mn.us/ommh/projects/autism/index.cfm

**Social/Emotional/Behavior Development**
This section provides information on social, emotional and behavior development in children. The resources provided discuss cultural factors related to social, emotional and behavior development as well as provide information in other languages.

**Articles for Social Emotional Behavior Development**

**A-B-Cs of Bridging Home and School Expectations: For Children and Families of Diverse Backgrounds**

Appendix 4LL: A-B-Cs of Bridging Home and School Expectations describes how miscommunication can occur between parents, students and teachers with differing expectations of children’s behaviors. Strategies to accommodate these differences are also discussed.


**Implementing Positive Behavior Support With Chinese American Families**

Appendix 4MM: Implementing Positive Behavior Support With *Chinese* American Families summarizes embedded cultural values of positive behavior support specifically related to the contrast between Chinese and Chinese American culture.

**Culturally Diverse Families Participating in Behavior Therapy Parent Education Programs for Children with Developmental Disabilities**

Appendix 4NN: Culturally Diverse Families Participating in Behavior Therapy discusses the importance of considering cultural and socioeconomic variables in the development of parent education programs for culturally diverse families.

**Online Resources for Social/Emotional/Behavior Development**

**Center for Early Childhood Education and Development (CEED)--Positive Behavioral Support Resources and References**
This Website offers parenting information and handouts regarding Positive Behavior Support in *Hmong*, *Somali*, *Spanish*, and English. A one to two page document is available on a variety of topics such as Offering Choices, Transitions, Catch Your Child Being Good, etc. In addition you can print out Fridge Tips with reminders parents can use regarding the main topics.


**Parent Child Help**
Mary Sheedy Kurcinka, a best selling author, speaker and licensed parent educator has an excellent Website with books and materials regarding parenting, power struggles, children’s temperament and sleep. She is available for workshops and speaking events regarding these topics and partners with interpreters provided by the hosting organization.

[www.parentchildhelp.com](http://www.parentchildhelp.com)

**Public Broadcasting Service (PBS) Parents: Challenging Behavior**
This Website contains information for parents about challenging behavior. From this page you can access information about 5 facts regarding challenging behavior, contributing factors, reducing challenging behaviors, addressing persistent behavior, and additional resources. View “en Español” to see this page in *Spanish*.


**Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**
The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. Materials are available in *Spanish* and English for teachers and families.
Materials to Purchase for Intervention and Classroom Use

The following websites have links including companies and organizations that offer books, music, computer programs, and speech and language intervention materials that teachers and clinicians can use in their classroom, during therapy, and with families. It contains four different sections, including: books in other languages, music in other languages, computer programs/software in other languages, and companies/organizations that offer a variety of different materials.

Books in Other Languages

Spanish

Big Books by George!
This publisher has big books in English and Spanish and teacher resources to use with the books.

http://www.bbbg.org/Spanish.aspx

Capstone Press
This publisher carries bilingual children’s books in Spanish for curriculum related topics, including leveled reading books.

www.capstonepress.com

Innovative Educators
Board books in English and Spanish and books about diversity in general.

http://www.innovative-educators.com/

Literacy Press International
This publisher has a bilingual English/Spanish book called “My Kindergarten Book/Mi Libro del Kinder” which has notes on each page to help parents work with their child in developing important skills and knowledge of what to expect in Kindergarten.

www.literacypress.com

Third Week Books
These books help parents learn to read to their very young children (1-3 years old) in **Spanish** and English.

www.ThirdWeekBooks.com

**Scholastic Books, Club Leo**
Club Leo (The Scholastic **Spanish** book club) is a source for affordable paperback children’s books that are written in **Spanish**. Book orders can be sent home to parents to provide them with an opportunity to purchase books in their native language. Teacher resources are also available such as “bilingual mini books.”


**Books in Spanish Based on Themes**
This document lists numerous **Spanish** books according to themes with their equivalent English titles and author names.

**Appendix 400**: Books in **Spanish** Based on Themes

**Multiple Languages**

**Ann Morris/Ken Hayman Series**
The Ann Morris/Ken Hayman series of theme books with photos from around the world (Bread, Shoes, Homes, Etc.). Good for describing, comparing/contrasting, teaching vocabulary, and categorization.

**Language Lizard, Inspiring Kids Through Language**
Search for familiar English books translated into *more than 30 languages*.
www.languagelizard.com

**Minnesota Humanities Center**
Order books and audio books in **Hmong** and **Somali**, attend training classes for professionals, or download reading tips for families in multiple languages.

www.minnesotahumanities.org

**Reading a-z.com - Your Reading Resource Center**
Membership is required to print off simple English, **Spanish**, and **French** books and flashcards. Categories include: predictable books, alphabet books, alphabet sounds, and others.

www.readinga-z.com

**Shen’s Books**
Shen’s Books is a publisher of multicultural children’s literature that emphasizes cultural diversity and tolerance, with a focus on introducing children to the cultures of Asia.

www.Shens.com

Music in Other Languages

Spanish

¡Excelente Fabuloso!  NEW
This educational music CD by the Okee Dokee Brothers has 25 tracks-- 13 Spanish songs and 12 bilingual audio tracks that introduce key vocabulary and support language learning.
http://kidslovelanguages.com/merchandise.html

A 62-page A Teacher’s Guidebook is a companion to the ¡Excelente Fabuloso! CD. Topics include the alphabet, animals, basic Spanish grammar, clothes, emotions, family members, numbers, weather, and more. This Spanish curriculum contains: Topic-based vocabulary lists, pronunciation guides, suggested activities and lessons, written dialogues, song lyrics with English translations, cultural highlights, and easy recipes.
http://kidslovelanguages.com/Teacher_s_Guide.html

Jose Luis Orozco, Bilingual Educator, Children’s Author, Recording Artist
Jose Luis Orozco is a Mexican-American singer, songwriter, and educator who has produced many albums of children’s songs in Spanish. His recordings and song books can be purchased from his Website.
www.joseluisorozco.com

Nelson Gill
Nelson Gill is a native of Belize who holds a master’s degree in early childhood education. His music has definite Caribbean rhythms and the lyrics are in English and Spanish. You can play short clips and whole songs from the website as well as copy them onto CDs. You can also purchase CDs.
www.nelsongill.com

Spanish PiggyBack Songs
This book contains a collection of songs that have been set to familiar tunes such as “Frere Jacques,” “The Farmer in the Dell,” and “Pop Goes the Weasel.” Some of the songs are entirely in Spanish while others are half-Spanish/half-
Talk With Me

English. The songs are categorized according to the following topics and themes: fall, winter, spring, summer, me and my world, school and animals.

www.amazon.com

Spanish Songs and Intervention Ideas
This handout has a list of Spanish songs and ideas of ways to use them during intervention.

Appendix 4PP: Spanish Songs and Intervention Ideas

Talk it Rock it NEW

Kids’ Express Train has split into two companies. Kids’ Express Train products will still be available and new products will be developed under the new names. The two new companies are Talk It Rock It, LLC and Kids Can Talk, LLC. Talk it Rock it believes in using music to enhance the speech and language skills in children of all ages and abilities. Digo y Canto 1 and Digo y Canto 2 Drills for Sounds Spanish CD Set focuses on a variety of speech and language tasks in Spanish from simple imitation of sounds, words, and phrases to direction-following tasks. http://www.talkitrockit.com/

The new contact information is listed below. This same information will continue to be available on the Kids’ Express Train Website, www.expresstrain.org until the end of the 2012, but all orders after August 1, 2012 will need to go to the new companies listed below.

Rachel Arntson, Talk It Rock it, LLC www.talkitrockit.com
Chez Raginiak, Kids Can Talk, LLC www.kidscantalk.com

Zero to Three
This Website has songs, rhymes and fingerplays in Spanish and English. Register for the site and get fun materials for infants, toddlers, preschoolers and parent-child play groups.


Multiple Languages

Mama Lisa’s World of International Culture
Talk With Me

Children’s songs and rhymes from a wide variety of countries are available from this Website. You can hear music and obtain a musical score for some songs.

www.mamalisa.com

Computer Programs/Software in Other Languages

Spanish

Learning Fundamentals - Software for Language, Learning, and Speech
This Website contains software in Spanish and English for monolingual and bilingual clinicians to use with Spanish speaking students.


Locutour Multimedia
Locutour offers computer software with games and activities for children in Spanish that monolingual and bilingual clinicians can use for articulation and language intervention.

http://www.locutour.com/products/overview.php

Multiple Languages

Laureate Special Needs Software
Laureate offers software and computer games in other languages. Search for “bilingual.”

www.LaureateLearning.com

Companies/Organizations That Contain a Variety of Materials in Other Languages

Spanish

Conocimiento Fonologico -- una guía de lecciones diarias en Español
A daily curriculum in English and Spanish for children learning primary literacy skills in Spanish
This resource contains a collection of activities to be used to teach phonological awareness skills in Spanish. Written by Denise Joyce Ajpop, MST, CCC-SLP in 2004.

Contact Denise.Joyce@spps.org for purchase information.
Learning Resources
A variety of materials in **Spanish** are available including a phonics kit, language patterns and vocabulary activities, flip charts, vocabulary tools and more. Search for "bilingual" to see available materials.

[www.learningresources.com](http://www.learningresources.com)

**Linguisystems, Inc.**
This company has a variety of **Spanish-English** materials including **Spanish-English** Folder Games, vocabulary, verbs, opposites, and more.

[www.linguisystems.com](http://www.linguisystems.com)

**Me+mi Publishing, Inc.**
A few free online activities are provided for download, but most materials are available for purchase including books and CDs in **Spanish** and English.

[www.memima.com](http://www.memima.com)

**Redleaf Press - Exceptional Resources for Early Childhood Professionals**
Redleaf Press has an extensive list of resources for early childhood professionals. Their bilingual section lists books and music CDs.

[www.redleafpress.org](http://www.redleafpress.org)

**Resources for Reading - Spanish and Bilingual Materials**
Language and phonological awareness materials in **Spanish**.


**Super Duper Publications**
This company offers a variety of resources for intervention in **Spanish** as well as resources for working with students who speak other languages. Search for “**Spanish**” or "bilingual."

[www.superduperinc.com](http://www.superduperinc.com)

**Trabalenguas**
This company provides a variety of materials including **Spanish** phonological awareness games, quick and easy ideas for **Spanish** therapy, and **Spanish** vocabulary cards.

[http://spanishspeech.com/](http://spanishspeech.com/)

**Hmong**

**Hmong Arts, Books, And Crafts: A Hmong bookstore.**
Talk With Me

This is a **Hmong** bookstore that sells CDs, books and other materials in **Hmong** for children and adults. The bookstore is located at: Hmong Town Market on Como Avenue in suite 113 at the Hmong Village on Johnson Parkway in suite 26.  651-293-0019

www.Hmongabc.com

**Multiple Languages**

**Academic Communication Associates, Inc.**
Search for “bilingual” or "multicultural speech language products" for materials to use during intervention activities.

www.acadcom.com

**Asia for Kids**
This Website has a collection of materials that includes books, language textbooks, videos and DVDs, audio CDs, software, dolls, games, posters, crafts, t-shirts and resource materials for parents and teachers. The countries and cultures covered are: **China, Japan, Korea, Vietnam, the Philippines, Laos, Cambodia, Taiwan, Thailand, Hmong, India, Bangladesh, Pakistan, the Middle East, Bali, Indonesia, Nepal, Burma/Myanmar, and Tibet.** They offer the materials in **many languages**: English, **Chinese (Mandarin and Cantonese)**, **Japanese, Korean, Hmong, Vietnamese, Lao, Khmer (Cambodian), Filipino (Tagalog), Thai, Hindi, Tamil, Punjabi, Gujarati, Bengali, Spanish, Arabic, French and Indonesian.**

www.asiaforkids.com

**Culture for kids**
This company has resources for language and culture, including books, DVDS, CDs, posters and traditional games from multiple cultures, and picture dictionaries in **multiple languages**.

www.cultureforkids.com

**Enchanted Learning**
You can subscribe to this Website for $20.00 a year and then have access to printable picture dictionaries, booklets and other teaching resources in a **variety of languages**.

www.enchantedlearning.com

**Lakeshore Learning Store**
Search for “bilingual” to see a variety of materials available in **Spanish** and other languages. Materials include books, dolls, toys, dramatic play items from other cultures, and more. A set of 3 books called the Best Behavior Bilingual Book
Talk With Me

Set, uses simple words and pictures to illustrate appropriate use of hands, words, and sharing in Spanish and English.

www.lakeshorelearning.com

Learning Props
Dual-language books support Spanish, Arabic and Chinese learning. Door-hangers are available in English and Spanish in Basic, Custom, or Carbon Message versions to document your attempt to connect with families. Stickers are available that will allow Learning Props English books to meet White Hmong / English dual language needs. Bilingual game sets are sold in bilingual English/Spanish sets to reinforce the learning of specific concepts.

http://learningprops.com/

Lifebags
Four types of bags are available in English, Spanish, and Hmong. Each bag contains an item plus a conversation sheet coaching parents how to use talking, reading, and writing to make daily activities a learning opportunity.

www.life-bags.com

Pan Asian Publications – Bridging East and West
Children’s books and DVDs are available in Chinese, Hmong, Khmer, Korean, Russian, Tagalog, Thai, and Vietnamese.

www.panap.com/category_s/6.htm

Santinilla USA
A variety of materials are available in English and Spanish, as well as a few materials in French, Creole, and Haitian Creole.

www.santillanausa.com

SpanishToys.com
This Website provides a variety of Spanish language toys, videos, Spanish baby books, Spanish educational software, Spanish children's books and teaching materials in Spanish. Here you will find a very large inventory of Spanish Barney videos and Disney Spanish language videos and software.

www.SpanishToys.com

World Language – The Ultimate Language Store
Books, CDs, DVDs, language tutorials, games, and other resources are available for parents, teachers, and families in over 30 languages.

www.worldlanguage.com