Chapter 9  
Staff Training and Continuing Education Opportunities

School teams may decide to use the resources found in this guide to create and/or enhance their own staff development programs. This chapter highlights recorded lectures, recommended books and articles by experts in the specialized field of culturally and linguistically diverse children with special needs. These lectures as well as other video or computer training modules could be viewed and discussed as a group. Many of these resources offer Continuing Education Units (CEU’s).

Free Staff Training Opportunities

Appropriate Services for Young English Language Learners: Language, Culture, and Practice

This 75 minute webinar adapted from Lillian Durán’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. The 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 webinar is an excellent tool for self-study or staff development activities.

Durán, 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

Assessment and Intervention Strategies for Internationally Adopted Children

See Appendix 8D to view the PowerPoint slides from Deborah Hwa-Froelich and Kelly Harris’ presentation at the Missouri Speech-Language Hearing Association conference on March 6, 2009. The slides give an up-to-date synopsis of the research, although it can be difficult to follow if one is new to the information since it was designed to accompany a live presentation. The authors provide
significant information about intervention with internationally adopted children which makes this presentation unique.


**Assessment and Treatment of Fluency Disorders in Bilingual Children**
Kerry Danahy, CCC SLP Ph.D., uses this PowerPoint presentation to discuss fluency issues in bilingual children.

Powerpoint slides handout:
http://slhs.umn.edu/assets/pdf/Bil-fluency%20lecture.ppt#256

**Assessment of Phonology**
Brian Goldstein’s 10 minute video covers completing a case history specific to phonological skills, completing an independent analysis, completing a relational analysis and linking results from the evaluation to intervention goals.

http://blog.bilingualtherapies.com/2008/03/

**Bilingual Therapies Video Presentation on Autism – Bilingual Therapies Website**
This 10-minute video presentation discusses language of intervention with children who have autism and speak two languages.


**Early Childhood Bilingualism: Perils and Possibilities**
In this 1 hour and 7 minute podcast, Dr. Fred Genesee addresses the questions and concerns often expressed by parents, early childhood educators, teachers and speech-language pathologists when it comes to bilingual education and raising children bilingually. He cites research studies to support the assertion that early bilingualism benefits learning and language development. This podcast is part of the Minerva Lecture Series, which was created to foster discussion between Canadian researchers and citizens from across the country. The podcast can be downloaded in an MP3 format or listened to online. It is available on the Website of the Canadian Council of Learning/Conseil Canadien sur L'Apprentissage under "Podcasts" and then under "Minerva Lecture Series." A PowerPoint which accompanies the podcast can also be downloaded at the site.

Direct link to the podcast:
Talk with Me

http://www.ccl-cca.ca/CCL/Events/Minerva/PastLectures/PastLecturesGenesee.html

Direct link to the PowerPoint:


Gateway Tutorial on Clinical Decision Making with Linguistically Diverse Learners
See Appendix 1A to view the PowerPoint tutorial on linguistically diverse learners that was developed as part of an American Speech-Language-Hearing Association (ASHA) multicultural training grant awarded to Drs. Kathryn Kohnert and Leslie Glaze at the University of Minnesota. Presented in PowerPoint format, it provides the user with valuable information on speech and language services for culturally and 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.


Interaction in Bilingual Language Acquisition
This PowerPoint was designed for speech-language pathologists, and it covers bilingual language acquisition and the interaction between two languages. It was presented by Brian Goldstein, Ph.D. at the Bilingual Therapies Symposium in 2008. A portion 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.

http://blog.bilingualtherapies.com/archived-posts/interaction-in-bilingual-language-acquisition/

Linguisystems offers free CEUs such as:

**Intervention Strategies for ELL with Language Learning Disabilities** NEW by Celeste Roseberry-Mckibbin. .2 CEUs This course describes intervention
Talk with Me

materials and strategies for English Language Learners (ELL) with language-
learning disabilities (LLD). Therapy techniques and materials appropriate for
students in preschool through adolescence are presented. Suggestions for
integrating strategies and materials and working with families are included.

http://www.linguisystems.com/ceu/course/index?courseid=10

Phonological Treatment with Bilingual Individuals
Leah Fabiano, Ph. D presents a 10 minute discussion reviewing the research on
bilingual speech acquisition, current approaches to bilingual speech therapy,
selecting therapy goals, and choosing the language of intervention. On the
Bilingual Therapies Website.

http://blog.bilingualtherapies.com/archived-posts/phonological-treatment-with-bilingual-
individuals/

http://blog.bilingualtherapies.com/

Office of Head Start National Dual Language Institute: A Time for Action
October 28 - 31, 2008
PowerPoint presentations for three keynote addresses related to dual language
learners are available on the Early Childhood Learning and Knowledge Center’s
(ECLKC) Website http://www.eclkc.ohs.acf.hhs.gov/hslc They can be found by
selecting “DLL: Professional Development” from the side bar of the section titled
“Dual Language Learners and Their Families.”

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-
linguistic/Dual%20Language%20Learners/pdm/management/HeadStartProgra.htm

• "Keynote Address: Assessing Young Dual Language Learners—What You
Need to Know and Why-Part I" by Carol Scheffner Hammer: This
presentation covers eight main points about the language development of
dual language learners and the implications for assessment.

learners—What you need to know and why (Part I). Keynote address at
the Office of Head Start National Dual Language Institute, Washington
D.C.
http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/Dual%20Language%2
0Learners%20General%20Session/CarolHammer.htm

• "Keynote Address: Assessing Young Dual Language Learners—What You
Need to Know and Why-Part II" by Linda M. Espinosa. This presentation
focuses on the underlying goals of assessment of young dual language
learners, language development factors that need to be considered and
the processes for completing authentic assessments that yield the most
reliable results.

- “Keynote Address: Myths and Realities about Dual Language Learning” by Fred Genesee. This presentation focuses on five unfounded beliefs surrounding dual language development 1) early dual language learning is confusing 2) code switching is a sign of confusion 3) children easily “pick up” languages 4) more and earlier exposure to English is better and 5) monolingual staff cannot support dual language development. Research findings and implications are used to promote appropriate learning environments for dual language learners.


Staff Development Video Training and Articles for Purchase

American Speech-Language-Hearing Association (ASHA) Special Interest Division 14 Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations www.asha.org

The Division 14 newsletter, Perspectives, offers a variety of articles by national leaders in the area of services to CLD populations. The mission of the Division is to provide leadership and advocacy for best practices relating to speech-language pathology and audiology services to members of CLD populations, and research, networking and mentoring opportunities for its members. Members of ASHA have the option to purchase membership in Division 14 and receive the newsletters which come out three times per year and provide the opportunity to earn up to .3 CEU’s for each issue by reading the articles and responding to the questions.

http://div14perspectives.asha.org/about/index.dtl

Assessing Children who Speak Spanish: Milestones in Spanish Grammar Development www.asha.org

This two-hour audio course is available through the American Speech Language Hearing Association (ASHA) for .2 CEUs. Information is presented on the patterns of grammar development in young Spanish-speaking children between the ages of 2 and 5 years. This seminar addresses ways in which language
contact situations may affect Spanish-speaking children’s grammatical development. Strategies for developing sound assessment procedures for Spanish grammar in young children (both typical and atypical learners) are presented by Raquel T. Anderson, PhD, CCC-SLP. The audio CD and manual are for sale.

www.asha.org

View Continuing Education Opportunities - Multicultural Issues

Bilingual Phonological Development and Disorders
In this audio recording of a 2008 ASHA Teleseminar, Brian Goldstein, PhD., CCC-SLP, provides you with critical information on Spanish and English phonology, bilingual phonological development in Spanish- and English-speaking children and current approaches for least-biased assessment and intervention. It is available for purchase through ASHA. You can earn .2 CEUs.

www.asha.org

View: Continuing Education Opportunities - Multicultural Issues

Bringing the Evidence into Your Practice with Young Dual Language Learners: Where are We, and Where Do We Go? NEW
This presentation was designed and presented by Lillian Durán, Ph.D. to answer practical questions about providing services that best support young Dual Language Learners. During this workshop, background research was presented to provide a well-rounded picture of bilingual development and the relationship of native language support to improving long-term academic outcomes. The presenter then led the participants through a series of activities to support them in improving their current practices with culturally and linguistically diverse populations through evidence-based practices in teaching in the classroom, while home visiting, and when conducting screening and evaluations with this population of children and their families. Included are Lillian Durán’s Power Point handouts from her session at the 2011 the Center for Early Education and Development (CEED) Summer Institute Intensive Session and her list of resources.

Durán, L. (2011, June). Bringing the Evidence into Your Practice with Young dual Language learners: Where are We, and Where Do We Go? Lecture given at the 2011 Center for Early Education and Development Summer Institute, Collegeville, MN.

**Effective Interventions for English Language Learners**  [www.asha.org](http://www.asha.org)
This American Speech-Language-Hearing Association (ASHA) self-study DVD with a manual outlines intervention principles, as well as factors to consider when planning intervention programs for English Language Learners (ELL) —such as cultural identity, academic achievement, home communication, cross-linguistic transfer and facilitation factors. The prioritizing of intervention goals is explored through case studies. Specific areas of language intervention for ELL children with language disorders are discussed, including vocabulary, grammar, story structure and phonemic awareness, in addition to preventive techniques for the classroom and home to address ELL children’s general language needs. Presented by María Adelaida Restrepo, PhD, CCC-SLP .2 CEU’s through ASHA through 1/23/2013.  [www.asha.org](http://www.asha.org)

Bilingual Dictionary of Key Terminology by Penny Chesner-Morris, M.A., CCC-SLP . 2006. This Glossary is from English to **Spanish**.

Bilingual Dictionary of Key Terminology Phrases & Goals for Intervention  [NEW](http://www.essentialspanish.com/products.htm)
This new book helps to find the translation of terms that occupational therapists frequently use with children and adults with this quick reference **Spanish** dictionary.

All three can be found at:  [http://www.essentialspanish.com/products.htm](http://www.essentialspanish.com/products.htm)

**Phonological and Speech Sound Disorders in Bilingual Children**
Explore ways to enrich your work with culturally and linguistically diverse clients, students and families through this journal self-study.  This collaborative project between ASHA’s Professional Development and Special Interest Division 14
Talk with Me presents four articles by experts in the field of child bilingualism. Topics include common theories of language organization in bilingual individuals, the implications of typical phonological development for assessment and intervention strategies, tailoring phonological evaluations for bilingual children and the use of evidence-based practice in treating speech sound disorders. The journal can be accessed online or downloaded and printed. You can earn .2 CEUs through 5-3-2013.

www.asha.org

View: Continuing Education Opportunities - Multicultural Issues

Portraits of the Children: Culturally Competent Assessment [Video and CD-ROM]
This multi-media professional development resource package from the National Association of School Psychologists highlights four culturally diverse case studies that feature students from preschool to high school age levels with challenging learning issues. Interviews with leading psychological assessment experts and general educators, related services personnel, English as a Second Language specialists, administrators and parents create meaningful discussion on (1) the use of interpreters; (2) bilingual assessment and (3) the role of culture, race and language on school performance. The CD-ROM includes (1) the entire video in an interactive format; (2) a User’s Guide with suggested previewing and post-viewing discussion questions; (3) extensive hand-outs, reference lists and Web links and (4) Office of Special Education Program’s (OSEP) discretionary grant information.

http://www.nasponline.org/resources/culturalcompetence/featuredresources.aspx

Second Language Acquisition in Children: Considerations for Assessment.
This audio CD and manual from the American Speech-Language-Hearing Association (ASHA) is presented by Johanne Paradis, Ph.D. When performing language assessments in multilingual contexts where English is the second language (L2), important questions must be answered before meaningful assessment can occur. What are the similarities and differences between the first language (L1) and L2 acquisition patterns for phonology, the lexicon and morphosyntax? What factors cause individual differences in children learning a second languae? How long does it take for L2 children to perform as well as their native-speaking peers? What happens to the L1 of minority children learning English as a second language? This audio self-study provides an overview of the research on children learning a second language, with a special focus on
informing language evaluation in multilingual contexts when English is the L2. You can earn .2 CEU’s from ASHA through 2-1-14.

www.asha.org

View: Continuing Education Opportunities - Multicultural Issues

Second Language Literacy and Learning Connection, LLC. (SLLLC) NEW
(Multiple Online and Live Offerings)
SLLLC offers multiple webinars and workshops on intervention and assessment issues with second language learners. Courses are presented by Deborah J. Chitester, M.S., CCC-SLP. Review course offerings at:

http://www.slllc.org/site/component/seminar/

Speech, Language, and Hearing in Developing Bilinguals
A hallmark of developing bilingualism is variability in time frames and patterns of language acquisition. This journal self-study course, edited by Brian Goldstein, Ph.D., is available in print form or online through ASHA. It specifically addresses sources of this variability and the clinical challenges of serving developing bilinguals. Topics include comparison of phonological skills, language processing, conceptual scoring and effects of classroom noise on bilingual children. .9 CEUs are available through 9-12-13.

www.asha.org

View: Continuing Education Opportunities - Multicultural Issues

SpeechPathology.com offers CEUs such as:

Eight Best Practices in Assessing the English-Language Learner Parts I & II
(SpeechPathology.com Online Course) NEW
"This a two part presentation addressing best practices in evaluating, assessing and diagnosing language disorders in the student who is a second language learner - age 3-14. Special emphasis will be placed on application of these best assessment practices within the demanding constraints of the public school setting. A model will be presented which can be used with students of any language background." Presented by Jomar K. Lococo. Offered for 0.2 ASHA CEUs. Access online at:

www.SpeechPathology.com
Speech and Language Development, Assessment and Intervention with Bilingual Children (SpeechPathology.com Online Course) NEW

“This presentation will provide an overview of the speech and language development in bilingual child populations with attention to normal first and second language acquisition processes. Implications for speech-language assessment and intervention with bilingual child populations will also be addressed.” Presented by Dr. Toya Wyatt. Offered for 0.2 ASHA CEUs. Access online at:

www.SpeechPathology.com

Special Training Opportunities

Community Building: Cultural Proficiency - Workshops for Today’s Diverse Workplace NEW

Presented by Neighborhood House in Saint Paul, Minnesota, these workshops presented to your workplace by cultural representatives of Minnesota’s new immigrant groups, provide relevant, timely information to effectively navigate an ever-expanding cultural landscape. Cultural introductions to the following groups are available: Somali, Hmong, Ethiopian/Oromo, Karen, Latino, and American Indian culture.

http://www.neighb.org/cultural_proficiency.aspx or 651-789-2543

Serving Culturally and Linguistically Diverse families - Minnesota Department of Education Interagency Master Cadre NEW

The Centers of Excellence are working to build regional capacity towards “Serving Culturally and Linguistically Diverse (CLD) Families: Assessment, Evaluation, and Intervention Practices” for children birth to three years of age and their families. The Centers of Excellence have recruited Master Cadre members comprised of selected practitioners from the state of Minnesota who are currently participating in training and coaching with Dr. Lillian Durán, who is a national expert in working with CLD families. After going through training with Dr. Durán, professional development opportunities will be provided to practitioners throughout the state, on a regional basis. New cadre members will be added yearly.

http://www.ecsu.k12.mn.us/programsServices/specialeducation/cyoungChildrenDisabilities.html

http://www.mndec.org/cec.html
Talk with Me

Spanish classes for Early Childhood Educators
LeAnn Taylor, MA CCC-SLP offers setting-specific Spanish instruction for speech-language pathologists and educators who work with preschool aged Latino children. Classes taught at your workplace are typically five, two-hour sessions (10 hours total), although that can be varied. Material covered includes only those key phrases and vocabulary that you need for your workplace. They are presented in a building block manner that avoids the need for complicated verb conjugation and memorization. The students receive lists, flashcards and a CD of the phrases and songs learned so they can continue to practice and study on their own. Additional materials include a picture dictionary that is an excellent classroom/therapy resource and additional data regarding bilingual development and Spanish-speaking norms.

Teaching is done through fun and games that are common for native Spanish speakers and, in that way, the students learn not only the information, but also new, culturally appropriate ways to use it in the classroom. Lesson plans usually include one children’s book and up to three songs per session, as well as activities that present numerous bilingual resources.

Bilingual Workplace
LeAnn Taylor, MA, CCC-SLP
651-260-9688
taylorleann@hotmail.com

Conferences and Workshops

Bilingual Therapies Symposium  http://www.bilingualtherapies.com/
Bilingual Therapies has been offering the Bilingual Symposium annually since 2001. Locations have been in Mexico, Puerto Rico, and Central America. The Symposium is a two-day event featuring several experts in different areas delivering lectures pertaining to evaluation and intervention for bilingual individuals. The information is not necessarily limited to the Spanish-English speaking client. The 2009 Symposium had an emphasis on monolingual speech-language pathologists who work with bilingual individuals. Scholarships are available and some presenters have had ongoing consultations with attendees. Some presentations from previous events are available on the Bilingual Therapies Website.

http://symposium.bilingualtherapies.com/conference-information/

Dual Language Conference La Cosecha
The annual Dual Language Conference has been held for over 15 years in Albuquerque, New Mexico. It brings together educators, parents, researchers and community members who support dual language enrichment education.

http://lacosecha.dlenm.org

**Minnesota Humanities Center** [www.minnesotahumanities.org](http://www.minnesotahumanities.org)

The Humanities Center offers high-quality, content-rich professional development opportunities for Minnesota’s teachers. These are rigorous opportunities for early literacy and K-12 educators. Through in-depth presentations by leading local and national scholars, educators gain content knowledge they can use to help their students achieve academic excellence in English literature, American history, world history, civics, world languages and social studies. One- and two-day workshops are organized around a specific content area and are designed to connect educators with both research-based classroom resources and high-quality scholarship.

http://www.minnesotahumanities.org/pd


NAME celebrates cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NAME believes that multicultural education promotes equity for all regardless of culture, ethnicity, race, language, age, gender, sexual orientation, belief system or exceptionality. Multicultural education enables the individual to believe in one’s own intrinsic worth and culture, to transcend monoculturalism and, ultimately, to become multicultural. They have held annual international conferences since 1991.

http://nameorg.org/conferences/

**National Association of Bilingual Education Annual Conference (NABE)**

The National Association for Bilingual Education is the only national professional organization devoted to representing bilingual learners and bilingual education professionals. NABE’s mission is to advocate for our nation’s bilingual and English language learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research and professional development that yield academic success, value native language, lead to English proficiency and respect cultural and linguistic diversity. They have held annual conferences for over 40 years.

http://www.nabe.org