

Department of Speech and Hearing Sciences

Indiana University

Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) Program Handbook

2020-2021

This Handbook (hereinafter referred to as the STEPS Handbook) is intended to provide all SLP master's degree students in the STEPS program, or those interested in participating in any of its components, with basic information about the academic, clinical practicum, and scholarship aspects of the program. Read it carefully, and see a STEPS advisor (Dr. Raquel Anderson, Dr. Tessa Bent, Erin Peabody, Jennifer Whitley) if you have any questions about any part of what is written here. This handbook supplements, but does not supersede, the degree requirements found in the Master's in SLP Student Handbook and the Graduate School Bulletin. You should have a copy of the Bulletin and Master's in SLP Student Handbook (both are available online), and you are expected to be familiar with their contents. The STEPS Handbook contains requirements and policies in effect as of August, 2020.



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ABOUT STEPS

The Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) program is a multidimensional training program, currently funded by the U.S. Department of Education, OSERS H325K160104, to prepare qualified students to provide appropriate speech-language services to young Latinos and their families through:

- research-based academic training, including courses that focus on serving Latino children and families
- clinical/field experiences with Latino children and families to foster a multicultural perspective and the application of evidence-based practices
- service learning within these academic and clinical training requirements to prepare students in the area of advocacy and community partnerships.

The program is an optional track in the Indiana University Master’s program in Speech-Language Pathology. Students participating in STEPS must also meet all requirements of the M.A. program.

The program was recently awarded (September 2015) the honor of being named a Bright Spot in Hispanic Education by the White House (<http://www2.ed.gov/about/inits/list/hispanic-initiative/bright-spots.html?queries%5Bsearch%5D=postsecondary+completion>).

STEPS PERSONNEL

Director: Dr. Raquel Anderson (raanders@indiana.edu)

Academic Advisors: Dr. Raquel Anderson (raanders@indiana.edu)
Erin Peabody (ecolone@indiana.edu)
Dr. Tessa Bent (tbent@indiana.edu)

Clinical Supervisor: Jennifer Whitley (whitley@indiana.edu)

Advisory Board: Dr. Arlene Díaz (Faculty, History)
Dr. Zobeida Bonilla (Assistant Professor of Applied Health Science, University of Minnesota)
Gracia Valliant (retired teacher of English language learners, MCCSC)
Jane Walter (El Centro Comunal Latino; community advocate)
Patricia Marvin (bilingual diagnostician, MCCSC)
Luz López (parent and community member)

WHO MAY PARTICIPATE IN STEPS

There are three levels of participation in STEPS:

1. Students who have accepted scholarship money through the STEPS U.S. Department of Education grant
2. Students who have not received funding through the STEPS program, but desire to participate fully in the STEPS program
3. Students who have not received STEPS scholarship money but who wish to participate *only* in select academic, clinical and/or service experiences with the Latino population

The requirements described in this handbook pertain primarily to students in categories (1) and (2). However, the academic, practicum, and service opportunities are available to students in category (3) provided they meet certain prerequisites. These prerequisites will be described below in their respective sections.

Full participation in STEPS in categories (1) and (2) requires the student to be sufficiently fluent in Spanish so as to participate adequately in Spanish-language clinical practicum, and to practice ethically as a bilingual SLP. Fluency will be judged via a phone or in-person interview in Spanish. The interviewer may use American Council for the Teaching of Foreign Languages proficiency guidelines to judge speaking fluency; a rating of Advanced Low or higher in the Speaking area of proficiency is adequate for participation in STEPS. This translates to an overall minimum rating of 4 on 5-point scale established for the purpose of evaluating oral Spanish fluency. It is expected that grammatical skill and phonological skill be in the near native proficiency range (4.5 and higher). (See Appendix I for rating scale and scoring criteria.) Preferably, students will also have some written competence in Spanish, although this will not limit their participation in STEPS.

ACADEMIC TRAINING COMPONENT

Students enrolled in the STEPS program will fulfill American Speech-Language-Hearing Association (ASHA) academic requirements for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology, as part of the Master's program. Please see the Master's in SLP Student Handbook for more information about general requirements for the CCC.

Because of the STEPS program's unique dual focus on preparing clinicians to work with Latino children and families, STEPS participants, as general MA students, will be *required* to take coursework necessary for obtaining a school speech-language pathology license in the State of Indiana, as well as courses that will help the student to gain the necessary background knowledge to practice as a culturally competent Spanish-English bilingual speech-language pathologist. Required courses addressing these two components are:

S515: Spanish Language Acquisition and Disorders

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S539: Child Dual Language Learners
 M563: Methods in Speech and Hearing Therapy in the Schools
 M550: School Practicum in Speech and Hearing Therapy (*taken in the semester in which externship occurs*)

Students are also **required** to participate during their Fall I, Spring I, and Fall II semester on bi-monthly or monthly clinical grand-rounds – **Tertulias**. These meetings will occur one evening every other week or very month (depending on semester of training) and may include STEPS alum, first year STEPS students and second year STEPS students. (Students in the regular master’s program will also be invited to participate, as well as clinical academic faculty.) The topics will focus on our work as bilingual speech-language pathologists and will be identified by current students, alum and STEPS faculty (Anderson & Whitley).

Following, is the tentative sequence for the 2017-2018 academic year STEPS courses.

Fall 1	Spring 1	Summer	Fall 2	Spring 2
S515: Spanish Language Acquisition and Disorders Tertulias (2x/month)	M563 (Methods in Speech and Hearing Therapy in the Schools)* S539: Child Dual Language Learners Tertulias (2x/month)	No required courses specific to STEPS	Tertulias (1x/month)	M550: School Practicum in Speech and Hearing Therapy*

*Required of all students.

Please note that there may be additional requirements for licensure as a public school speech-language pathologist in different states. Refer to the Master’s in SLP Student Handbook and the externship coordinator (Amy Piper) for more details.

All of the courses above are **open to any student** in the Master’s in SLP program (i.e. general curriculum). However, those who desire a certificate indicating completion of the STEPS program and/or those who are receiving funding from STEPS **must** take all of the academic courses outlined above. Please see a STEPS advisor with any questions on coursework.

CLINICAL PRACTICUM COMPONENT

Requirements

Students participating in STEPS under categories (1) and (2), as described above under “Who May Participate in STEPS”, are required to complete certain clinical practicum requirements

with Latinos. These practicum opportunities will also satisfy the clinical requirements of the Master's in SLP program. The STEPS clinical practicum requirements include the following:

- clinical practicum with Latino and/or Spanish/English bilingual clients prior to externships which include both diagnostic and intervention
- clinical assignment with STEPS supervisor or program director every semester while on campus
- Completion of a clinical externship in a public school with a speech-language caseload consisting of a significant number of Latino students (*for more information on the externship, please see the section "Externships" below*)

Description

The hours of clinical practicum with Latino and/or Spanish/English bilingual clients may take place in the Department's Robert L. Milisen Speech-Language Clinic and off-site in local schools or other entities. The STEPS personnel will track each participant's number of bilingual practicum hours. **Students will be required to inform the STEPS Director, Raquel Anderson, at the end of each semester, the number of hours accrued during the STEPS clinical assignment.** Expected off-site clinical practicum sites include public schools in Indianapolis, Bartholomew and Monroe Counties, as well as community locations throughout the region. Transportation to off-site practica may be provided, although students are welcome to secure their own. These practicum experiences may consist of speech-language screenings, evaluations, or therapy with preschool, elementary, middle, or high school-aged children. Please note that background checks may be required for participation in practicum assignments off-campus, as specified by each facility. Students will be notified of such requirements as soon as possible after the practicum assignment has been made. It is planned that during each semester, STEPS students will have one clinical assignment with the Latino population, including the service-learning component for S515 (Spanish Language Acquisition and Disorders) during Fall I, supervised by the STEPS director and course instructor, Dr. Raquel Anderson. (Note: Due to COVID-19 Pandemic, the service learning component may be modified and clinical hours may not be accrued.)

All students participating in STEPS will also be given clinical assignments in the Department Clinic and will participate in therapy and evaluations in English, as all Master's students do. The hours with Latino students required as part of STEPS, as well as the practicum hours accrued while on externship, count toward fulfilling Master's degree and ASHA requirements as specified in the Master's in SLP Student Handbook, especially in the area of assessment and intervention with children (speech and language). Thus, the STEPS clinical hours represent a subset of the total clinical practicum hours expected of Master's students, rather than an additional set of obligations.

Public school externships are described in detail below under the "Externships" heading.

Priority for Assignments

Priority for clinical practicum assignments with Latino clients will be given to students participating in STEPS with funding (category (1)) and students planning on completing ALL STEPS requirements who have the necessary language competencies. Students not receiving STEPS funding who wish to be assigned to clinical practicum and are planning on completing all STEPS requirements should inform the STEPS director, Raquel Anderson, in writing by the end of orientation week so that we can identify ways to provide the student with the necessary clinical experiences. Other students not planning on completing the STEPS program, should request interest in working with the bilingual Spanish-English clientele by indicating it on the Student Information Sheet filled out at the conclusion of every semester, *and* by contacting Jennifer Whitley, prior to the semester in which participation in the practicum is desired.

Eligibility for STEPS Practicum

To provide the highest level of service to our Latino pediatric clients, students completing clinical practicum with this population must possess certain background knowledge regarding their linguistic environments and experiences. Therefore, students will be assigned to STEPS practicum experiences consisting of speech-language *evaluations* and *therapy* following completion of, or with concurrent enrollment in, S515 and participation in the bi-monthly *Tertulias* during Fall 2020. To continue with STEPS clinical practica, students must complete the course requirements (S539) and participate in the *Tertulias* during Spring 2021 and Fall 2021 semesters. In addition, students in category (3) who want to complete clinical practicum in Spanish must meet with the STEPS clinical supervisor to verify that they have adequate Spanish skills. Exceptions to this rule will be made at the discretion of the program Director, Dr. Raquel Anderson.

EXTERNSHIPS

Placement Procedures

As described in the Master's in SLP Handbook, clinical externships at two different sites are required for the clinical M.A. degree. Students participating in STEPS in categories (1) or (2) must complete a clinical externship in a public school with a significant Latino population. This externship will be arranged by the externship coordinator for MA students, Dr. Amy Piper, in collaboration with the STEPS clinical supervisor, Jennifer Whitley, and STEPS director Raquel Anderson. In all e-mail communications between Dr. Piper, the externship coordinator, and a STEPS scholar, the STEPS director will be included. In addition, she will participate, whenever possible, in the externship planning meeting between Dr. Piper and the student which usually takes place during the last week of the Fall I semester.

School Placement Options

The STEPS team has relationships with several school corporations throughout the state of Indiana in need of Spanish-speaking SLPs to serve their Latino students and families. Although students may elect a school corporation of their choosing in which to complete the practicum, it must be ensured that the STEPS student will have a caseload in which at least 20 % of the students are Latino. Thus, students should obtain information concerning the demographics not only of the intended school district, but of the particular school where s/he/they will be completing the school externship. Every effort will be made to secure an appropriate placement site in the region of the student's preference. However, this cannot be guaranteed. A list of potential externship sites will be provided to all STEPS students. These are based on recommendations from STEPS alum and on working bilingual clinician who are interested in supervising a STEPS scholar. This list will include both school and medical sites.

Documentation

Students will comply with all rules and regulations set forth by the School of Education and the Indiana Department of Education for school clinician licensing. This includes specific paperwork requirements to be discussed by the externship coordinator. In addition, students will be asked to complete certain paperwork regarding their externship caseload and experience to comply with U.S. Department of Education requirements for the STEPS program. Students are to report the number of clinical hours completed with Latino children/clients and the number of Latino clients served at both school and medical externships.

All STEPS students in categories (1) and (2) will have records in their department files indicating their progress toward satisfaction of the academic course requirements, grades, clinical practicum hours with Latino clients, and service learning activities.

SERVICE LEARNING COMPONENT

In addition to the academic coursework and clinical practicum experiences, a service learning requirement for STEPS students constitutes an important and meaningful way to gain experiences with and an understanding of the issues facing Indiana's (and the nation's) Latino children and families. It is anticipated that students will participate in service learning activities prior to externships.

Coursework-based Service Learning

As part of the S515 course, students will participate in a service learning activity which will also serve to accrue clinical hours. STEPS has partnered with *La Escuelita Para Todos* (School for

All), a not-for-profit organization that provides Spanish language and literacy instruction to Latino children in the Bloomington community. This service learning component will take place every Saturday (10 sessions) during the semester. The schedule will follow IU's schedule of classes (e.g., no sessions will be conducted the Saturday prior and of Thanksgiving week). Said service learning activity will be treated as a practicum placement as well, and weekly lesson plans will be expected, as well as periodic meetings with Dr. Anderson, the supervisor of record.

NOTE: Due to COVID-19, this service learning may not be possible. If this is the case, other service learning activities will be incorporated into the Fall 1 course (S515).

During the semester in which they are enrolled in S539 Child Bilingualism/Second Language Acquisition, STEPS students will be required to participate in a service learning project as part of their coursework. The activity or activities performed will be dependent on what community services/organizations are available for collaboration. Students will be informed of potential service-learning projects during the first week of class (Spring 2021).

Other service learning requirements

As part of the STEPS program, there will be workshop and conference during the fall semesters. Due to COVID-19, this workshop for the AY 2020-21 has been moved to Spring 2021. This event includes a half-day to full-day workshop by a researcher/teacher in the broad area of language diversity and clinical practice. Students will be involved in this workshop during their tenure at SPHS. Responsibilities may include: (1) choosing main speaker to visit and who will provide the workshop; (2) developing a (group) presentation during a conference and general programming; (3) collaborating with the STEPS director and Jennifer Whitley in the general organization of the event. All STEPS students are required to attend the workshop.

Other potential service learning will be made available to the students, where they can choose to volunteer in these endeavors (i.e. health fair information booths, community activities, health screenings). The STEPS director and/or Jennifer Whitley will inform students of any upcoming events in which they may want to volunteer. Students in categories (1) and (2) must participate in one of these activities during their 4 semesters on campus. As with the completion of other community service activities due to COVID-19, adjustments to these requirements may need to be made.

Who May Participate in STEPS Service Learning Activities

Service learning opportunities are open to Department students not completing STEPS at levels (1) or (2), as well as students who are enrolled in the courses with the service learning component (see above).

Reflection

Students must complete a brief self-reflection form after completing each of the on-campus service learning experiences (e.g., *La Escuelita Para Todos*). Please see the guidelines in the Appendix of this handbook. The self-reflections should be turned in to Dr. Raquel Anderson via the canvas site for the course or the *Tertulia* canvas site. Reflections will be judged according to the rubric provided in the Appendix. Students must receive a rating of “Reflective Practitioner” or “Aware Practitioner” for each experience. Students that do not meet this standard may be asked to repeat a service learning experience or to re-write the reflection. This is at the discretion of the STEPS Director.

TERTULIAS

During the Fall I, Spring I, and Fall II semesters, all STEPS students (categories (1) and (2)) are required to participate in our discussion/brown bag sessions. The purpose of the *Tertulias* is to discuss aspects/topics not covered in depth in courses and to provide further information on working with linguistically and culturally diverse populations. Different themes/main areas of discussion will be covered each semester. Fall I *Tertulias* will take place twice a month, while Spring I and Fall 2 will be once a month. The main themes are the following:

Semester	Theme/Main Topic
Fall I	Overview of Spanish grammar <ul style="list-style-type: none"> - A look at the Spanish Language - Spanish Language in Contact - Dialectal Variation
Spring I	Principles of Assessment and Intervention Working with Families
Fall II	Advocacy Ethical Practice

A *Canvas* site will be developed for students to access materials for the *tertulias*. Students in the general M.A. program, as well as academic and clinical faculty, will be invited to participate. The times and dates for the *Tertulias* will be established once the semester begins and academic and clinical responsibilities have been established for the students.

LETTER OF COMPLETION OF STEPS

Students who complete *all* STEPS requirements outlined in this Handbook will receive a letter of completion of the STEPS program upon graduation. This letter will be on Indiana University letterhead and signed by the Director of STEPS. Students will be e-mailed the letter of completion, and a copy will also be placed in his/her departmental file. For a sample letter, please see the Appendix.

This letter of STEPS completion is designed for use with employers or licensing agencies requesting proof of coursework and/or practicum experiences focusing on bilingualism and the Latino community. *Please note* that currently, ASHA does not offer a bilingual SLP specialty certificate. The State of Indiana does not have a separate licensure for bilingual SLPs. Students are encouraged to check with other states in which they wish to work to determine their licensure and certification requirements.

MENTORS

To ensure student success in the STEPS program, in August of the students' first year in the M.A. program, STEPS students receiving scholarship money will be assigned a faculty mentor. This mentor will be one of the STEPS Academic Advisors. Students and mentors will meet at least once per semester. Failure to participate in mentoring meetings may result in withholding of the STEPS completion letter upon graduation.

In addition, students will be paired with a fellow STEPS student to serve as a peer mentor. This pairing will occur when students begin STEPS clinical practicum. During their first year in the program, STEPS students will take the role of mentee. During their second year in the program, students will serve as mentors. This is part of the general M.A. in SLP program mentorship requirements. STEPS students will be paired with other STEPS students to the extent possible. Mentees and mentors are encouraged to meet once per semester, or as needs arise. Topics for mentees and mentors to discuss will be provided at the beginning of the school year in the M.A. Handbook.

STUDENT FUNDING FOR STEPS

The Department of Speech and Hearing Sciences has received funding for STEPS students through a U.S. Department of Education (U.S. DOE) training grant. Students wishing to be considered for STEPS funding should indicate their interest in the program in their applications to the M.A. program **and** by e-mailing Dr. Raquel Anderson once the application has been submitted.

Funding Description

Eligible students will be offered a scholarship at the discretion of the STEPS personnel totaling tuition and fees for the M.A. in SLP program (12 credit hours in the fall and spring, and six credit hours in the summer) for one year, as specified in the award letter. In addition, a semester stipend will be provided (fall and spring). Students will be notified of eligibility for funding when admissions decisions for the M.A. program are made, or after, via e-mail and U.S. mail. Students will be given until April 15 to decide whether to accept or decline the funding. More information will be provided in the scholarship award letter.

Who Is Eligible

To be eligible for funding, students must be accepted to our M.A., attend the M.A. program full-time, and demonstrate fluency in oral Spanish, as described under “Who May Participate in STEPS” above. In addition, students should possess a commitment to working with Latino children and families following graduation. STEPS participants receiving the funding must also remain in good standing in the M.A. program, as defined by the M.A. SLP Handbook, throughout the funding period. Students will not be awarded both STEPS funding and other Departmental funding during the same period.

Due to U.S. DOE requirements, students must be U.S. citizens or legal residents to receive scholarship money.

Program Requirements

Students who accept the scholarship funding for STEPS through the U.S. DOE grant will be required to complete satisfactorily all requirements of STEPS outlined in this handbook, as well as those of the M.A. in SLP program and the University Graduate School. STEPS requirements include academic coursework, clinical practicum, and service learning activities, as detailed in the present handbook.

Students accepting funding will be asked to sign a contract indicating their acceptance of the terms of the scholarship money and their understanding of its obligations. Students who fail to complete the STEPS program, the service obligation (see below), or fulfill requirements of the M.A. in SLP program or the University Graduate School, may be asked to return the money received as stipulated in the scholarship agreement.

Service Obligation

As detailed on the website <https://pdp.ed.gov/OSEP/Home/Regulation>, STEPS students must fulfill a service obligation following graduation. The following apply to STEPS students receiving funding (category (1)):

- Work as an SLP within the U.S. and its territories providing services to children with disabilities. At least 51% of the caseload must include children served under IDEA regulations.
- The STEPS participant must complete the two years of service (for each year of funding) within five years of graduation.
- The STEPS participant must return required surveys (both during and following M.A. program completion) and facilitate the administration of employer surveys following graduation.

There are penalties for not complying with all of the above requirements. These include: (a) possibly paying back funds received to the U.S. Department of Education, (b) having funding withdrawn because of insufficient academic and/or clinical progress, and/or (c) being dismissed from the STEPS and/or M.A. program. Again, please reference the website <https://pdp.ed.gov/OSEP/Home/Regulation> for more information.

Students receiving funding will be provided with written information concerning the service obligation requirement.

Contact the STEPS Director directly with any concerns or questions.

BILINGUAL SPEECH-LANGUAGE RESOURCES

The following are speech-language resources that may be of interest to bilingual clinicians.

- American Speech-Language-Hearing Association (ASHA) Special Interest Division 14 Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations (<https://www.asha.org/SIG/14/>)
- ASHA Hispanic Caucus (<http://ashahc.org/>)
- ASHA Office of Multicultural Affairs and resources (<https://www.asha.org/practice/multicultural/>)
- Indiana Department of Education Office of English Language Learning and Migrant Education (<https://www.doe.in.gov/elme>)
- Bilingual Therapies Adelante Blog (<http://www.bilingualtherapies.com/bilingual-speech-therapy-blog/>)
- 2 Languages 2 Worlds blog about bilingualism by Dr. Elizabeth Peña, Dr. Brian Goldstein, and Dr. Swathi Kiran (<http://2languages2worlds.wordpress.com/>)
- International Children's Digital Library (<http://en.childrenslibrary.org/>)

- Colorín/Colorado – A bilingual site for educators and families of English Language Learners (<https://www.colorincolorado.org/>)

RESOURCES AT INDIANA UNIVERSITY

- La Casa – Latino Cultural Center (<https://lacasa.indiana.edu/>)
- Office of the Vice President for Diversity, Equity, and Multicultural Affairs (https://diversity.iu.edu/?_ga=2.22610427.1701382527.1594551407-1780452897.1438456721)
- College of Arts and Sciences – Diversity and Inclusion (<https://college.indiana.edu/about/diversity-inclusion/index.html>)
- Writing Tutorial Services (<https://wts.indiana.edu/>)
- Academic Support Center (<https://academicsupport.indiana.edu/resources/nso-virtual-resource-center/index.html>)
- Crimson Cupboard Food Pantry (<https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>)
- Disability Services (<https://studentaffairs.indiana.edu/student-support/disability-services/index.html>)

APPENDIX I: TELEPHONE INTERVIEW RATING SCALE

Applicant name _____ Date _____

Evaluator's name _____

Spanish oral skills assessment

Guide for Likert-type scale – 5 = native-like skills, 1 = poor skills

Circle appropriate number on likert scale for each area (See guidelines attached)

A. Comprehension

1 2 3 4 5

Comments:

B. Vocabulary

1 2 3 4 5

Comments:

C. Grammar

1 2 3 4 5

Comments

D. Pronunciation

1 2 3 4 5

Comments:

E. Fluency

1 2 3 4 5

Comments:

F. Content

1 2 3 4 5

General impression/score

1 2 3 4 5

Comments:

Rubric:

A. Comprehension

- 1- Applicant had a difficult time answering questions posed. Responses did not correspond to what was asked. Most questions had to be repeated or re-phrased.
- 2- Some difficulty with comprehension. Applicant, while s/he was able to reply to some of the questions, it was often the case that repetition or re-phrasing was necessary.
- 3- Intermediate level of comprehension. Can follow discussion on most occasions, but requires repetition/re-phrasing at times.
- 4- Good comprehension. Responds appropriately to the questions and requires little repetition/re-phrasing. Can follow conversational exchange with minimal difficulty.
- 5- Excellent comprehension, native like abilities. Follows conversation and responds appropriately to all questions posed.

B. Vocabulary

- 1- very limited vocabulary; frequent use of English or invented words; vocabulary difficulties limits interaction.
- 2- limited vocabulary; although speaks in Spanish, vocabulary is limited to common and frequent words and tends to use English or invented words, including false cognates.
- 3- Moderate-size vocabulary; some use of English or invented words, including false cognates.
- 4- Good variety of vocabulary with mostly appropriate word use; English used (if at all) only for 1 or 2 words or to stress a point.
- 5- Impressive vocabulary (variety and accuracy); no use of English.

C. Grammar

- 1- Little to no control of basic grammatical structures. Frequent errors and limited use of complex sentence forms and morphemes. Errors dominate.
- 2- Some correct use of structures, but these are very basic. Limited use of more complex forms/morphological markers. Errors frequent and affect comprehension/intelligibility.
- 3- Mostly appropriate use of basic structures, but errors are frequent, both morphological and syntactical. Use of more complex sentence structures and morphological markers, but errors are noted even in more simple forms.

4- Good use of Spanish grammar, and use of a variety of sentence types. Some errors present in the use of more advanced morphological markers or SLA typical errors (e.g., subjunctive, sentence embedding, grammatical gender).

5- Native like grammatical skill. No errors noted (if noted, typical of any interaction).

D. Pronunciation

1- pronunciation and stress is poor; significant impact on intelligibility.

2- pronunciation not his/her strong point; although intelligible, it distracts from the content of the conversation/interaction.

3- generally good pronunciation and stress, but some striking non-Spanish sounds; fails to evidence use of certain Spanish sounds (e.g. trill, flap)

4- generally good pronunciation and stress; if some English phonemes used, these were not common or distracting

5- native-like stress and pronunciation

E. Fluency

1- poor; speech frequently hesitant and jerky; significant use of mazes, interjections, and pauses during the conversation; sentences may be left uncompleted

2- fair, though many pauses and hesitations noted as well as interjections

3- some stumbling over words and phrases and some use of mazes, hesitations, pauses, and interjections, but is able to re-phrase and continue; limited impact on intelligibility

4- speech generally natural and continuous; only a few mazes, hesitations, pauses and/or interjections.

5- native like fluency

F. Content

1- little information provided; very superficial; does not expand or provide additional information; some responses inappropriate or irrelevant; mainly uses phrases or simple sentences to respond.

2- superficial information, no further description/insight or expansion on responses to questions. Uses simple sentences to respond.

3- Adequate information provided, with some expansion in responses; not much development of ideas.

4- Provides relevant information and develops ideas, but performance is not consistent across the interview

5- Relevant and original information; ideas developed via multiple sentences; consistent performance across the interview.

G. General impression/score

1- poor skills overall

2- fair skills overall

3- good/intermediate level skills overall

4- very good/low advanced skills

5- native like/advanced skills

APPENDIX II: GUIDELINES FOR SERVICE-LEARNING REFLECTION

(PARENT/PROFESSIONAL PRESENTATIONS, MATERIALS DEVELOPMENT, ETC.)

Instructions

1. Reflections should be typed with 1” margins.
2. A one-page limit is suggested if you use single-spacing, or two-pages for double-spaced papers.
3. Please include all elements below in your reflection.
4. Turn in your reflection to Dr. Raquel Anderson via e-mail (raanders@indiana.edu) or in her departmental mailbox
5. Please turn in your reflection within two weeks of completion of the service learning activity for the semester.

Components of the reflection

- **Describe** the activity/experience in which you participated as objectively as possible (one paragraph).
- **Examine** how this activity related to either (a) the needs of the Latino community in Indiana, (b) the needs of speech-language pathologists or educational professionals or (c) both.
- **Articulate what you learned** by incorporating your answers to the following questions:
 - What did I learn?
 - How did I learn it?
 - Why does it matter?
 - What will I do in the future, in light of it?

Grading Rubric

Your reflection must meet the criteria for “reflective” or “aware” practitioner for the service learning activity to count as being satisfactorily completed.

Levels	Criteria
Reflective practitioner	<p><u>Clarity:</u> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student academic/career goals.</p> <p><u>Analysis:</u> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. Analysis has both breadth (incorporation of multiple perspectives) and depth (premises and claims supported by evidence).</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware practitioner	<p><u>Clarity:</u> Minor, infrequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> The learning experience being reflected upon is relevant and meaningful to student and academic/career learning goals.</p>

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	<p><u>Analysis:</u> The reflection demonstrates student attempts to analyze the experience but analysis lacks depth and breadth.</p> <p><u>Interconnections:</u> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><u>Self-criticism:</u> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
Reflection novice	<p><u>Clarity:</u> There are frequent lapses in clarity and accuracy.</p> <p><u>Relevance:</u> Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><u>Analysis:</u> Student makes attempts at applying the learning experience to understanding of self, others, and/or academic concepts but fails to demonstrate depth and breadth of analysis.</p> <p><u>Interconnections:</u> There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><u>Self-criticism:</u> There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>
Unacceptable	<p><u>Clarity:</u> Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><u>Relevance:</u> Most of the reflection is irrelevant to student and/or academic/career learning goals.</p> <p><u>Analysis:</u> Reflection does not move beyond description of the learning experience(s).</p> <p><u>Interconnection:</u> No attempt to demonstrate connections to previous learning or experience.</p> <p><u>Self-criticism:</u> Not attempt at self-criticism.</p>

Sample reflection

This semester, I participated in the development of a parent workshop regarding speech-language development in young children. Specifically, I created a handout for parents in Spanish, and developed one interactive activity for use during the presentation. The first task involved compiling normative information for speech and language milestones in two languages, and explaining it in Spanish in a way that parents could understand. This was more straightforward than creating a workshop activity, which involved thinking more creatively and compiling relevant materials for parents. I also observed the workshop being conducted.

When I began this activity, I was not sure that it would meet any existing need of Latinos in the community. I doubted that many parents wanted to know about speech and language, and thought they might be afraid to come to a presentation like this, because the professionals might tell them there was something wrong with their children. This had been my experience in the past when I worked as an aide in a school – parent turnout for events was not as great as expected. However, as I observed the presentation, I realized that parents indeed had many questions about their children’s development in the area of communication. They asked many questions, especially about bilingualism and how to teach their children Spanish. Some shared that they had been told by other SLPs not to speak Spanish to their families. Due to the parents’ curiosity and the misinformation circulating in the community, I think the information we provided satisfied some of their lingering questions and gave them a sense of confidence in relating to their children in Spanish.

I learned several things as a result of this service learning activity. Through preparation of the materials and workshop activity, I thought about what the parents may need to know about communication, and how to explain this in Spanish. I discovered that I needed to strengthen my vocabulary in Spanish for this purpose, as I have not had to explain these concepts to the public before in this language. In the end, I relied on my past Spanish courses in writing. To create the workshop activity, I had to discover how the parents might learn best and what they might be comfortable doing. In the past, I never had to speak to a diverse group of learners with different levels of education and experiences with the U.S. educational system. I think I may have learned more than the families did! Watching the families' reactions to the task was interesting because I realized that even those parents that had limited participation in the writing aspect of the activity still were very reflective, and thought critically about what we were telling them in the presentation. They were very articulate, and I realize I may have underestimated them before. Finally, consistent with what was talked about in the diversity in clinical practice course and in S515, the Latino parents who came to the presentation seemed to respond to the informal style of the workshop. I was prepared to see an academic-style lecture, but instead the families participated greatly in the conversational format of it. It surprised me that quality information would be delivered in this way.

In the future, in presenting information to Latino parents, I will remember to use a conversational tone that makes families comfortable in sharing their concerns and questions. I will also remember to not equate level of education with the ability to think and reason. All families deserve to have the same information, regardless of whether they process it by written or spoken form. I will be sure to discuss not only the straightforward aspects of language and speech acquisition, but also the issues that impact it in this community, as suggested by the bilingual language acquisition course and the parents: dual language development, spending enough time speaking each language, and the realities of materials available and ways to maintain the home language.

APPENDIX III: STEPS LETTER OF COMPLETION

To Whom It May Concern:

As is well established, in the United States, there is a critical need for bilingual speech-language pathologists. As defined by the American Speech and Hearing Association, in order for SLPs to present themselves as a bilingual practitioner, they must have first mastered the following areas of competency:

- Native or **near-native proficiency in another language** in the areas of vocabulary, word-meaning, phonology, grammar, and pragmatics.
- Knowledge of **typical language development** for *both monolingual and bilingual speakers* of the language.
- The ability to **administer and interpret diagnostics** in the other language and distinguish between a language difference and a disorder.
- The ability to **provide treatment** in the other language.
- The ability to **recognize cultural factors** that may impact services.

This letter serves to certify that STUDENT NAME received training and coursework in the area of bilingualism via his participation in the Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) program, as part of her Master's degree in Speech-Language Pathology from Indiana University. This is a highly regarded bilingual program, identified as a Bright Spot in Hispanic Education by the White House (2015). STUDENT NAME completed coursework pertaining to bilingual language acquisition in children, Spanish speech-language acquisition and disorders, and a variety of topics related to working ethically as a bilingual speech-language pathologist via established bi-monthly brown bag discussions. As part of the STEPS program, STUDENT NAME also completed at least 3 clinical practicum placements with Latino clients on campus (including diagnostic and therapy services in Spanish). Through the training and coursework in this program, STUDENT NAME established a strong understanding in providing services to bilingual speakers, language development in bilingual speakers, the relationship between speech and language disorders and bilingualism, cultural humility in practice within our field, advocacy, and effective strategies for working with diverse families.

After completing the STEPS program and the Master's degree, STUDENT NAME is well qualified to serve ethically as a bilingual Spanish-English speech-language pathologist. I would be happy to respond to any questions you have regarding this individual's academic and clinical preparation. Please contact me via e-mail at raanders@indiana.edu, or by phone at 812-855-4161.