Improving Bilingual Caregivers' Understanding of Preschool Early Education Program

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Chapter 1: Introduction

Many factors contribute to the success of bilingual education and one of the most important is family actions. Next, language capabilities in early childhood are seen to be important indicators of later literacy development and these may be challenged by bilingual education. The proposed strategy of this project is finding ways to help parents of bilingual children with speech problems be the most effective supporters of their children. Raising parent awareness of proper techniques for aiding bilingual children in C.L. Smith Elementary's no cost Preschool Early Education Program (P.E.E.P.). P.E.E.P. is a program designed to help children three to four years old with expressive and receptive communication disorders prepare for a transition into kindergarten. Through the accomplishment of this goal, each child's success in the classroom would subsequently relate to the creation of parent's increased awareness about the collaborative effort needed to help each child reach their potential.

After interning at P.E.E.P. for just three months, I was able to see how beneficial tips to parents in the classrooms were to children's parents and self-efficacy oriented towards success. Currently there is no resource that works to communicate efficiently with bilingual parents and I would like to create free materials to be used for these parents whose children may not be getting the full range of benefits this free program offers. Along with materials that provide tips and ideas, I would also like to provide an information resource for these parents to ask questions.

Through this service project, I would like to create tool for opening resources to Spanish speaking parents including possible at-home workbooks, instructional guides, and common do's and don'ts that can help their child excel in the PEEP program. For English speaking children at PEEP, there are parent participation classes where caregivers may come into the classroom and
engaging in the activities while learning proper speech pathology techniques alongside the children. In the group of Spanish speaking children who come to PEEP, the parents of these children may have life factors that hinder their ability to participate in these kinds of classroom interactions. Parent finances, perception of the parent's role to the school, language barriers, and parent's recognition of their role as their child's advocate may contribute to a slower prognosis for children of bilingual families in the program.

I would personally like to pursue this project because it encompasses the areas of study I chose to emphasize during my time at Cal Poly. Majoring in psychology, examining the complex and delicate relationship between parents, teachers, and children will require me to think critically about how each party may benefit and what kinds of costs are feasible for the greater goal. Incorporating my double minors in Spanish and child development, I will also be able to practice my communication and understanding of Latin American culture as it pertains to education today, especially within the developmentally crucial time of speech construction as it applies to preschool aged children.

The following chapters will detail the pursuit of proper assessment, analysis, and action to creating materials which are effective. Challenges of ensuring proper analysis of what will relate to effectiveness, and getting the materials to be put into use, may be the most difficult aspects of this project. For the greater goal of bridging this gap, these challenges are essential ideas that must be carefully executed, planned, and built. The following chapters will present an analysis of literature on topics of bilingual education, parental perceptions of language disorders, addressing Mexican culture in American education as well as the methodology, results, and discussion of the project as a whole.
Chapter 2: Literature Review

Thousands of children all over the world are impacted by developmental delays in speech. Within the United States alone, roughly 24% of the 6,068,802 three to twenty-one year olds receiving help under the Individuals with Disabilities Education Act (IDEA) in the public school system were receiving services for speech or language disorders in 2003 (ASHA, 2010). Descriptions by the American Speech Language Hearing Association (ASHA), present a speech disorder as “when a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice.” Some examples provided by their website include: “difficulties pronouncing sounds, or articulation disorders, and stuttering” (ASHA, 2010). Many services are particularly aimed at Specific Language Impairment (SLI), defined as when “children present language maturation at least 12 months behind their chronological age, in the absence of sensory or intellectual defects, pervasive developmental disorders, evident cerebral damage, and adequate social and emotional conditions” (ASHA, 2010). SLI is a common childhood disorder shown to correlate with later difficulties in literacy development that affects about 7% of children who often go undiagnosed until they enter formal schooling. Seen as a serious problem, influences have been investigated and attributed to factors such as “limited parental education, parental history of speech, language, and/or learning problems” each having been associated with elevated rates of SLI (ASHA, 2010).

A review by Henriette Langdon addresses communication disorders in preschoolers with Mexican backgrounds (Langdon, 1999). She brings to attention three main sets of challenges towards efficiently addressing these children's needs: 1. Finding appropriate testing instruments in Spanish. 2. Determining the degree of influence that factors such as family structure, parent
and family formal education, and community resources have on the disorder. Developing the optimal learning environments to overcome intervention issues. Along with these challenges, Langdon also emphasizes the importance of considering what type of exposure is more likely to help a child with a communication disorder. Langdon (1999) also recommends teaching the child in their home language. Using the home language which they have been building upon since infancy will provide a reference data base to check back with when learning English. Langdon (1999) stresses the importance of presenting parents with suggestions that are within their realistic range of action. If a parent cannot read, being able to look at books and tell a story from the pictures will still be able to help their child by building their ability to listen to language in various contexts (Langdon, 1999).

Within California, Latin-American families in particular, are one population in which children with speech delays have an extra hurdle to overcome, dual language learning. Children with delays have trouble in their own native language and when they reach school age the pressure to learn English may only add to the confusion the child may have with language comprehension or expression. As with any sort of delay, early identification and intervention are key aspects to later success for children. Enrollment in programs that begin work on speech after early diagnoses focus on skills such as articulation and expression which are related to literacy skills needed in elementary school (Langdon, 1999). Instilling positive learning habits and exercises before troubled tendencies root themselves in behavior maximizes the potential for success in children.

Factors including children's behaviors and personalities, socialization, family lives, school experiences, and other influences contribute to whether or not early education programs
for preschoolers will work. The path to success for a speech and language student is not a journey solely moved forward by just their efforts; progression in expressive and receptive speech for one child often requires the coordination and cooperation of teachers, students, and parents in a continually connecting web of work, analysis, and adjustment (S. Renard, personal communication, March 15, 2010). One of the most important types of relationships from which children learn is from interactions with their parents. As primary caregivers, parents are sources of encouragement and information which children rely upon. Latinos in America are essentially collectivist groups existing within an individualistic society (Kayser, 2007). As defined by Rogoff (2003) cultural communities are “groups of people who have some common and continuing organization, values, understanding, history, and practices” (p. 80). These communities are continually changing due to the influences of environments and the participants within them. For Latinos in America, a community norm of interdependence upon one another, does not emphasize attending to one individual’s problem. The goals for each community vary, in particular with speech and language delays, having a disorder is not seen as a serious problem that needs special attention. Since communication disorders are not physically threatening or are seen as something that a child will grow out of, parents may not take a child’s placement into a speech program as addressing a high priority concern (Langdon, 1999). Influencing factors such as parent financial status, literacy levels, job status, and comprehension of their roles in education are just a few of the elements that largely affect if children will receive adequate out of classroom help notably at home. Practice with speech exercises outside of the classroom is essential to creating regular and powerful progress within the classroom.

In the P.E.E.P. program, the children have already been identified as needing intervention
services for their speech development and spend one to four hours per week in P.E.E.P. During these class sessions preschoolers are spending time in the classroom working towards developing their speech skills by practicing exercises for thought articulation and understandable speech production. If parents have time they are welcome to participate in the class sessions and observe, first hand, the methods and techniques used by the speech and language pathologists. When limited on time to spare, money with which travel to and from work, or both, the opportunity for parents to view and understand classroom lessons become severely limited.

Ideally parents would take the initiative to fully understand their child's speech pathology and work to support the work done in the classroom at home and in everyday life with their child. Along with this, teachers would ensure that communication with parents reflected the common goals they both share for the child that are realistic and within the child's realm of accomplishment (Langdon, 1999). Frequent observation and adjustment to the child's progress should be made by both the parent and the teacher, ensuring that the child is being challenged at a level that is appropriate to their stage in expressive or receptive speech. In P.E.E.P., teachers work to establish positive communication with parents, but when factors such as lack of understanding of the program or language barriers are present this becomes more difficult.

Teaching parents simple alterations to their current behavior demonstrate a positive influence on language and literacy. One study examines a method of instructing parents on how to read in a thought provoking manner to enhance their children's creative thinking. Crowe, Norris, and Paul (2000), chose to teach mothers a reading technique called a complete reading cycle, where mother and child interactions while reading consist of four elements: "an attentional vocative to establish joint focus, a query to elicit a verbal response, a response to reply to the
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query, and feedback commenting on the accuracy or clarity of the response,” (p. 131). By teaching mothers about this type or storybook reading to their children the researchers also indirectly taught the mothers about healthy interactions that allow for better practices of communication. Often within families when there is a child with a speech delay parents can interrupt their child's progress by attempting to help. By engaging in some common mistakes such as finishing sentences or gathering understanding just from their child's gestures, they replace opportunities for challenge with an easy way out where the child doesn't need to communicate verbally or articulate his or her thoughts. Some parents learn their children's needs by interpreting physical gestures, gibberish, and grunting indicators as a substitute for verbal communication with sentences and properly enunciated words. Crowe et al. (2000) indicate that sentence formation and enunciation are needed by children for adults who don't interact with the child everyday to help them understand the child's needs and desires.

Following the practice of storybook interactions with their mothers, the children in the Crowe et al.'s study showed an increase in verbal turn taking, along with more frequent and semantically complex storybook descriptions overall (Crowe et al., 2000). Each of these practices showed an increase in positive practices towards improving speech as well as language delays by raising standards and creating better opportunities to stretch their current skills. Even when evaluated at later dates the children whose mothers had received the complete reading cycle training showed continued improvement or were able to maintain a high level of communication skills compared to where they were before the project began.

One issue Crowe et al. (2000) do warn against is the interaction of cultural differences in the evaluation of the results. They warn that the questions used in the study may be culture
specific and less likely to occur in other cultures. For example, "African-American mothers
prefer face-to-face over object-focused communicative exchanges with their children," (Crowe et
al., 2000, p. 144). This may hinder the mothers from just talking about what is going on in the
storybooks themselves. Crowe et al. (2000) also mention that "Hispanic mothers did not question
their child about obvious known information, such asking their children to label or describe
pictures in a book,"(p. 144). Reasons for this were said to need more research on the cross-
cultural efficacy of the procedures. These common cultural interactions may explain some
differences and difficulties some children have learning literacy while also having a
developmental delay. From my own work in analyzing the CONAFE program of Mexico,
which focuses on parents', students', and teachers' roles in the many domains of development,
these results indicate similar goals focusing on a deeper level of socially implied information
may have been an aim for the Hispanic mothers. In more collectivist cultures gathering
information on social implications can be seen as more important than obvious information. Also
when mothers view themselves as the teachers of social information gathering the way in which
they practice activities, such as reading, reflect their goals of teaching social cultural values. The
mother may not have bothered asking her child about something that was made clear already by
the story, a job of the school teachers. As mentioned earlier, transferring classroom goals and
practices to the home for repetition and expansion of knowledge is very important. If the cultural
practices of mothers, fathers, and caregivers at home are not used to interacting in these ways it
can be very challenging for parents to reinforce what their children are learning from the speech
and language pathologists in the classroom. To avoid negative feelings about practices that may
be out of the ordinary for families providing explanations and benefits of using slightly altered
methods to what they may already be practicing at home. Drawing from results of Crowe et al. (2000), may encourage behavior that supports speech classroom behaviors.

In Ayala Manolson's Spanish text for parents focusing on speech development, she discusses the 3a formula to help parents support and foster their children's communication skills. The three a's are as follows: aceptar que tome la iniciativa, adaptarnos para “compartir el momento,” and agregar lenguaje y experiencia [to accept that they take the initiative, to adapt to “share the moment”, and to add language and experience] (Manolson, 1995, p.3). Through using these three simple phrases parents can learn to allow their child the time and opportunities to develop their communication skills. Manolson (1995) describes techniques for turning everyday activities into learning experiences for parents by adding simple techniques to their interactions like modeling a phrase, allowing the child's interests to direct an experience, and providing verbal labels to objects not identified before. Encouraging parents to approach children with challenges at their level as well as providing a fun and safe environment to practice in helps parents form habits that create opportunities and provide children with optimal learning environments. Recommended activities such as having a child pretend to be a stage director are fun way for children to practice articulation with confidence fostering imagination where there is no wrong answer. Also, finding ways incorporate music into a child's everyday activities can help them practice phrases that flow as if they were sentences. Songs are practice of articulation, even if it is not a phrase originated by the child, the grammatical patterns can become a template for the child to use when they are ready to form their own sentences (Manolson, 1995).

The impact of children living in bilingual or monolingual Spanish homes is a part of their environment that cannot be ignored. When children are brought to school, the transition
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from their home life to school practices can often be worrisome if children do not understand the language of instruction. Rodriguez, Diaz, Duran, & Espinosa (1995), examined the impact on children's language development of being enrolled in bilingual preschools. Children's ability to speak English and Spanish were measured followed by a comparison between children who attended a bilingual preschool and children who stayed at home in a solely Spanish speaking environment. Rodriguez et al. (1995) concluded that though the children engaged in bilingual environments did progress in the complexity of their English speaking, this did not diminish their capacities in their native language of Spanish. In conjunction with results from other studies, Rodriguez et al. (1995) say their finding “stipulates that a bilingual experience does not usually lead to a language or cognitive loss” (p. 487). Overall, children from the bilingual preschool were able to gain more complex skills with verb phrases in both English and Spanish. The results of this study appear to be hopeful, but the increase in sentence complexity may be contributed to more factors than bilingual exposure, such as attending a preschool which can lead to more language exposure. Children are constantly gaining experience from their environments. Children who stay home experience day to day activities that their parents engage in and may not have the wide variety of play and learning environments that children who attend preschool have the opportunity to participate in. Though a main finding of Rodriguez et al. (1995) showed no loss in home language skills, the researchers warned against possible long term effects in the language shift. In other words, as the children learn more English they may start to favor using it more often and use their home language of Spanish less therefore losing some skills in that language. Caution should be taken not to alienate Spanish speaking parents who may want their child to hold onto their Mexican heritage by continuing to speak Spanish. As within any
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immigrant populations, there is variability in the degree to which parents would like their kids to assimilate into the new majority culture. As a result of being minorities and wanting to succeed in the new culture, some parents may also desire for their children to abandon their native language in hopes for making greater gains in their future job market adapting to the majority language of English in the United States. Other parents may want to ensure that their cultural lives carry on for generations therefore encouraging the child to only use their native language. Between these two extremes are numerous variations on the balance between what type of language is most desirable to both the parents and the children. As with many other aspects of language development, many factors contribute to what results, family socioeconomic status (SES), peer socialization, and the community view of non-English speakers. All impact what kind of effects bilingual exposure and education will have on children.

In a similar study on dual language experiences, Hammer, Lawrence, & Miccio (2008) looked at children enrolled in a Head Start program over a two year period to see if their scores in English and Spanish language abilities changed. Over the two years, measurements showed that both children's English and Spanish raw scores increased, but through analysis, children's scores in English had improved significantly more than Spanish scores. In the Spanish scores, a negative relationship was shown indicating less of an ability in having strong auditory comprehension for Spanish. Hammer et al.(2008), indicated that some likely reasons for this may include, presence of older siblings, exposure to literacy, and SES. Continuing research struggles to find the distinct answers as to what causes communication disorders, particularly SLIs, given the wide range of factors contributing to each child's development impact their language skills. Thus far, the most resounding impact on successful intervention comes essentially from
opportunities for exposure and practice of proper pronunciation and grammatical structure.

Looking deeper into specific practices of parents, Cervantes (2002) examined emotional talk in two groups of Mexican mothers. One group consisted of immigrant mothers and the other of Mexican American mothers. Each groups' use of emotion labels and explanations was observed from a recording of a twenty minute storytelling task they were asked to engage in with their preschool aged child. The story line was to include four elements: “(a) Some pretend parents leave their two children with relatives and go on an overnight trip (separation episode), (b) the two children play in the yard and have a conflict about a toy (conflict episode), (c) the family’s pet dog runs away (loss episode), and (d) the parents return home to the children (reunion episode)” (Cervantes, 2002, p. 145). Via these prompts and the use of Lego props parents and children constructed and narrated stories containing emotional talk without explicit direction to do so. Results indicated that immigrant mothers had a higher tendency to use emotional explanations rather than labels when compared to Mexican American mothers in the storytelling task.

When observing the patterns used by Mexican American mothers, Cervantes saw that what they were saying reflected speech patterns encouraged by U.S. preschools. The greater detail of explanations given by immigrant mothers compared to Mexican American mothers was not expected due to their lower education levels. Taking into consideration cultural emphases, a high interpersonal focus among families of Mexican descent reflects the emphases on respect for others and family orientation common among the population. Through the results of this study, we can see that immigrant mothers used this storytelling task as an opportunity to teach their children via a common cultural practice, dar consejos, providing “nurturing advice about the
social world Mexican-descent parents frequently impart to children” (Cervantes, 2002, p. 158). These practices are used as a way to “promote empathy, awareness of familial expectations, and critical thinking about the social world” (Cervantes, 2002, p. 158). As seen in the practices of the immigrant mothers, *dar consejos* is a way that these mothers reflect the more recent connection they have with traditional Mexican cultural practices of socialization. In the actions of the Mexican-American mothers, a higher awareness of U.S. preschool discourse expectations is seen in the ways they choose to approach tasks with their children. Though this study does not specifically touch upon practices of parents whose children have communication disorders, differences in common Mexican cultural practices can be examined and seen to vary among different types of families who share a common characteristic of Mexican descent.

In the P.E.E.P. program, the population of children changes from year to year including groups of children from both immigrant families and Mexican-American families. Assigning typical practices to one type of group can easily turn into a stereotype, for example all Mexicans lack discourse in the home. Cervantes' 2002 study demonstrates that variations do exist among cultural practices within families who have common ancestry. This reminds clinicians to examine each family separately and encourages them to understand the types of variations that exist, but not to automatically assume that all have the same at home practices just because they are Mexican.

Saracho and Martínez-Hancock (2004) discuss the importance of early educators and the understandings they develop about the culture of Mexican Americans. An easy assumption to make when certain groups of children fall behind in school or consistently perform below expectations is that the children are not smart and that their families don't value their educations.
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Saracho and Martínez-Hancock combat the myth that Mexican American families do not value education and promote that early educators take steps to learn about multicultural practices. Saracho et al. (2004) blame these stereotypes "the pseudoscientific concept of 'deficit thinking'" (Sarachó et al., 2004, p. 257) where the blame is put upon the victim rather than "oppressive and inequitable schooling arrangements" (Saracho et al., 2004, p. 257) Saracho et al. (2004) make known the struggle for equal education opportunity among Mexican American populations and the factors that decrease parent involvement as other reasons for a learning delay in some children.

Breaking stereotypes about Mexican American familial values towards education shows that families do value education, but language barriers, parental education, family issues and more add to the cultural and linguistic complexities for children. In the future, Saracho et al. (2004) advocate requiring early educators to train in multicultural education techniques. By gaining cultural sensitivity and learning simple ways to address variety in cultural beliefs and values, miscommunication between parents and teachers can begin to be alleviated. Tailoring training to the multicultural society present in the United States helps all aspects of education improve: quality of communication between parents and teachers could increase, attention to the child's needs can be addressed in the classroom and at home, as well as the possibility of more overall satisfaction and confidence for children receiving education as a non-native speaker. These results could also result in breaking down the myths that plague minority cultures who are seen as not valuing education. In P.E.E.P. it may appear as if parents do not value education because they are not in the classrooms learning along side their children, but the reality of the situation is that many parents don't have the resources or understanding to properly engage their
children in more beneficial education practices. Creating awareness among educators and training them in better methods to use when working with a multicultural population can have immense effects on parent teacher relationships. This can be done by emphasizing that cultural communities are not ethnic identities or someone's race, but more entities that continually change with the influences of from other people (Rogoff, 2003). Each family can be part of a special cultural community influenced by prior generations with effects that can then reflect on the child's at home learning environment and therefore increase possibilities for more quality progress (Rogoff, 2003).

Another key piece of children's success in early intervention programs are parental perceptions of their children's need for early language intervention. Kummerer, Lopez-Reyna, and Hughes (2007) gathered the opinions of mothers via questionnaires, interviews, and observations about the purposes of their children's language interventions. They studied how the opinions of these mothers changed over time to reflect a more thorough understanding of why their child was receiving services, what areas they were working on, and how they as a parent could help with the process. There is no one specific cause for language delays and often this message is difficult to convey to parents. Often a medical explanation may be the most valid reason for services to be taken seriously, but when a cognitive delay is present there is not always a medical explanation and it can be difficult to explain to a parent who does not believe their child has a disorder. Some of the Mexican American mothers were not highly concerned that their children's speech expression and comprehension did not reflect age appropriate levels. Mothers admitted to noticing a difference between the work of their child and that of others, but often times saw this as something their children would grow out of (Kummerer et al., 2007).
After conducting more interviews Kummerer et al. (2007) saw that Mexican immigrant parents did not practice literacy behaviors centered around common classroom practices (i.e. pretending to read or discussing a book), but rather encouraged literacy through practice of activities normal to daily life (i.e. paying bills or identifying environmental print). Seeing these differences in the cultural actions that support the same type of goal, literacy development, is important that clinicians and teachers acknowledge this difference and create a program that makes practicing accessible to actions parents are familiar with. By encouraging parents to engage in practices like labeling and extending utterances within the common experiences they already provide for their child, it can give them a point to start from with their at home practice of language skills with their child.

Asking mothers what types of recommendations they would have for modifying treatment in the future, Kummerer et al. (2007) found three themes within the responses from the mothers: “Clinicians should speak Spanish, provide information about the therapy process, and use existing techniques with Mexican immigrant families,” (p. 277). Each of these three themes is something this senior project is attempting to address properly. First, speaking Spanish, the teacher in the classroom speaks Spanish, but we would also like to provide a list of bilingual resources in the community that can help parents better understand their child's communication disorder and provide opportunities to practice language skills in Spanish. Second, providing information about the therapy process is a part of the materials distributed to the parents of children in P.E.E.P. Definitions of the types of disorders are simply expressed along with the purposes and goals of P.E.E.P. and a list of common activities done in the classroom. Finally, using existing techniques with Mexican immigrant families, this will be addressed in the
suggestions and ideas for at home practices that parents can engage in. By suggesting activities and small alterations to their current behaviors. These materials will supply methods which parents can use to engage in actions that better supplement the classrooms which is the goal for the materials created.
Chapter 3: Methods

The goal of this service project is to create simple materials that communicate to parents their critical role in the P.E.E.P. program. These materials will be free to the parents in the program. Abbreviating the immense amount of material suitable for presentation required a cyclical method of assessment, analysis, and action. The purpose of this cycle is to gain the best understanding and ensure that any action taken in the project follows a period of assessment and analysis of the project's needs. Continually cycling through each action brings the materials closer to meeting the desires of administrators and parents involved in the program.

Initial planning of this project consisted of critical thinking about the cultural community who would be receiving the materials. It was made clear in meetings with the Spanish program director for P.E.E.P., Susan Renard, that there would be a few obstacles to reaching the population of Spanish-speaking parents. In these meetings, it was clarified that the parents of her students varied in their ability to read, attend sit in sessions at P.E.E.P., and the amount of understanding they had about the purpose of the program. I acted as a researcher trying to narrow down what kind of project would be most useful to the parents in the program and the administrators who try to communicate with them. The first meeting held on March 4, 2010 resulted in aspirations to present a narrated slide show that could efficiently acquaint Spanish speaking parents with low literacy about P.E.E.P. and what they can do to boost their child's chances of success. Ms. Renard's main concerns are that parents do not understand that their children do have a problem, the purposes of the program, or that they have rights to advocate for their children to get the best services to address their needs.

To decide upon what information to present, it was first necessary to decide how and
when the materials would be distributed. Several ideas included one of proposing the DVD be shown during an early meeting with parents, particularly during the Individualized Education Plan (I.E.P.) meeting every parent must go through. Another proposal was for the DVD to be a take home supplement for parents who have children already in the program. Following deliberation it was decided that the DVD was desired to be fitting for presentation at either time for its initial distribution. For parents whose children are already enrolled in P.E.E.P. the helpful information on the DVD may not yet be clear to them and useful to have. Also, communicating the information to parents entering the program can be a beneficial way for them to start the program gaining the right mind set about their key role in their child's progress.

In the primary meeting with Ms. Renard, the basic outline for the final product was conceptualized. Having worked with P.E.E.P. before, I had come up with a ideas for what I thought the program could use. I spent time with Ms. Renard discovering what pieces she thought could work, as well as incorporating others she communicated as needs from her professional viewpoint. The outline produced in this meeting included the following sections:

- What is a language disorder?: Articulation versus Language Delay
- An explanation of why a child gets referred to P.E.E.P.
- An explanation of normal classroom procedure
- Tips for parent behavior that encourage language development
- A listing of resources where parents can get more information or do fun activities

Each section of the presentation would have an underlying goal to create an understanding of how critical it is for parents to work with their children on language development outside of the classroom. The proposed challenge of these goals would be to break
through cultural boundaries and to begin fostering self-efficacy for parents to believe in their ability to teach their child. Hopefully by being aware of how the program works and what they can do, parents would then be able to integrate practices into their home lives which support their child's preparation for kindergarten through early language and literacy development.

After gaining building a clearer idea of what Ms. Renard's perspectives were for what would be helpful to parents and what she expressed would be helpful for her in teaching. In order to ensure that this conceptualization would be appropriate for the parents, a survey was created to assess what parents already know about P.E.E.P., language disorders, current at home practices. Also included in the survey were questions about parents' desire for more information and what form of media would best aid them. This survey was provided in both English and Spanish so that parents could respond in the language they felt most comfortable using. The structure of the survey consisted of three written responses and eight yes or no questions. The purpose of this structure was to create a method of assessing parents in a short length format that could be answered by adults of low and high levels of literacy.

Surveys were distributed to various classes that Ms. Renard works in and following the return of surveys, an analysis of the responses was conducted. From the answers on the surveys it was reflected that parents knew very little about their children's language delay and had vague ideas of what their child does at P.E.E.P. Parents also expressed a desire to have more information about the program and resources for help in a DVD media format. A positive result from the surveys arose in answers that reflected that some parents are already actively engaging their children at home in practices such as reading, practicing sounds, vocabulary, and trying to form sentences. This information helped formulate a strong base upon which to build the DVD's
structure. After the analysis of results, actions were taken to present information that teaches parents about the causes and types of language disorders, the schedule of a day in P.E.E.P., and helpful hints for parents to use at home. Finding a simple way to communicate more clearly what goes on in the classroom will support the needs parents indicated in the surveys.
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Chapter 4: Results

To create the DVD, *Su Parte: Hijos y Padres Hablando*, Microsoft PowerPoint was used to create a presentation containing the information outlined during early meetings with Ms. Renard. Animations were added to each slide in order to create a more aesthetically pleasing presentation. Another purpose of the animations was to reduce the risk of overwhelming viewers with screens full of text. In a population consisting of parents with varying levels of literacy, presenting information which reveals one point at a time would serve the purpose of creating a smoother pace that slowly unraveled information rather than displaying it in dense chunks.

Simple definitions of language and types of language disorders begin the DVD presentation. Accompanying the definitions is a supplemental media clip of speech therapist, Alejandro Dioses discussing the subject of speech and language disorders. Following these explanations, the causes of language disorders were briefly outlined and complemented by another media clip explaining causes of language disorders. Following causes of language disorders, an explanation of P.E.E.P. with emphasis on its importance for children now and in the future is presented. To give parents a better understanding of what goes on in a normal session at P.E.E.P. an outline of classroom procedures was provided with simple explanations of the purposes behind each group of activities. After introducing this information, the next step was to give parents tips on how they could take simple games they already know and incorporate techniques that stimulate language and give parents a fun way to engage their children away from the television. In the explanation of each game a summary of the tips mentioned previously were incorporated into the examples provided. The last section of the DVD included a description of resources within the San Luis Obispo community that parents can use to gain even
more practice with their children that is free, simple, and fun.

Following the creation of the PowerPoint, a script was then created to go along with the slides and also to provide smooth verbal transitions between concepts, ideas, and examples. With the aid of two fluent Spanish and English speakers, the script and PowerPoint were reviewed for concepts translation and vocabulary errors.

After many trials with different programs the DVD was created on a MacBook Pro using the screen recording capabilities of the program QuickTime 7 Pro, the video editing and audio voice over features of iMovie 8.0.6, and finally the menu adding and editing capabilities of iDVD 7.0.4. The first step was to use QuickTime to record the screen through a practice run of the PowerPoint to get the timings recorded correctly with the script that had been written for the presentation. After transferring the file to iMovie the video clip it was able to be edited to contain the elements desired for the final product. Providing a voice over was the next step. Segments were narrated according to the script following the recorded timings of the slides and animations. Once voice-overs were completed, chapter markers were put into place, and the project was converted to a media sharing file compatible with the iDVD programs. In iDVD a menu theme was selected, chapters were titled, arranged accordingly, and aesthetic details were adjusted to fit the project's youthful theme. An original copy of the project was then formatted and burned to a DVD-R disk.

Discovering that the creation and duplication of many multiple copies would be extremely time consuming, other resources were sought out to create the quantity of DVDs desired for distribution. Following trials with numerous at home programs, a resource on Cal Poly's campus was discovered at Media Distribution Services in building 2 room 9. A DVD
copier in the center allows students to make up to three copies at a time off of a master copy DVD. With this resource 100 copies of the DVD were made of the project entitled *Su Parte: Hijos y Padres Hablando* (Your part: Children and Parents Speaking).

Labels containing the title of the DVD, and the phone number where parents can reach P.E.E.P. were placed on each DVD. Another label containing a reference to Ayala Manolson's detailed Spanish text on more techniques and ideas for parents were also placed on the DVDs (Manolson, 1995). Finally, a pamphlet summarizing the key points of the DVD were put into a format that could be accessible on paper for parents who would like to have a summary, do not have access to a DVD player, or would just prefer to read the suggestions.

The final package of materials was provided to Susan Renard to be distributed at the beginning of the 2010-2011 school year. Due to the timing of the project being completed at the end of the normal Cal Poly Spring quarter, which ends at approximately the same time as the elementary school year, there would not be adequate time to distribute the materials to this years' children in the P.E.E.P. program. To aid the P.E.E.P. program administrators with using the provided materials to their greatest potential, a follow up survey was also created to help the teachers gain understanding about what the parents liked and disliked about the DVD, as well as what they would still like to know or don't understand about the program.
Chapter 5: Discussion

Within the projected aims of this service project many of the objectives set were addressed within the formation of the materials. Due to time limitations the effectiveness of these materials will not be evaluated until after the materials are distributed beginning in Fall of the 2010 – 2011 school year. An survey of efficacy will be distributed and interpreted by the administrators at P.E.E.P. responsible for using the materials in a manner which they see most beneficial.

What the materials do address include factors about the receiving audience such as varying literacy levels, a need for simplicity, basic examples of language and speech concepts, as well as language resources for caregivers within the community. The DVD and pamphlet are oriented towards developmental psychological goals addressing children within families that are of diverse backgrounds of Mexican descent. The desire for the children of P.E.E.P. to construct strong foundations in speech and language skills are reflected in the information chosen for the DVD *Su Parte: Hijos y Padres Hablando*.

Several types of limitations influenced the final outcome of the service project. First, limitations of adequate time and a bound knowledge of Spanish by the creator made several elements of preliminary analysis and materials construction unable to be addressed. Next, a desire for a presentation that would be simple for the novice learner to interpret resulted in the reduction of more technically detailed information that was proposed for the project. Finally, technological access to video creating and editing programs were limited by the budget and availability of resources to the project creator.

Total time limitations of a fifteen week planning and executing period contributed to
restrictions which affected the time allotted for each piece of the project. Progressing from each step required a completed assessment of its results that would determine what would happen in the next steps. Without knowing what the results of preliminary assessments, choosing the type of information to be put into the proposed outline was put on hold until sufficient analysis was made. Time was needed to create a parent survey in both English and in Spanish. This process was carried out by having the information translated and back-translated to ensure clear communication of the concepts in the survey. The desire for simplicity due to the unknown levels of literacy among respondents contributed to the structure of the surveys. Three free response questions were used to learn what parents knew prior to the creation of the DVD materials. Following these, five yes or no questions were used to gather information about at home practices, availability of using DVD media, and parents' desires for education about P.E.E.P.

After the distribution of surveys only seven of the twenty five were returned with answers. This lead to the sample of surveyed caregivers being a non-probability, convenience sample. Due to the low numbers of respondents the results of the parent survey may not be representative of all parents who participate in P.E.E.P., and presents a threat to the external validity of the results. Though there was a possibility of response bias in the survey, the information collected about the population was combined with opinions of administrators in discussions to obtain the best idea for program and audience needs. In the future, including an incentive or finding a method of making the survey easier to take could bring to the forefront more accurate contributing factors. The financial status of parents, their cultural view of their role in relation to the school and teachers, and the recognition of their child actually needing help, may have been among the reason for such a low response rate among the parents who
received the survey.

The lack of technological resources accessible to the creator also limited the visual and auditory details of the DVD. Learning to convert, edit, and finalize different formats of media necessary for the project required periods of trial and error within the production process. In the fifteen week execution time frame, each hurdle impacted the next step towards the final product. Initial brainstorms had proposed the possibility of producing both an English and Spanish version of the DVD materials, but due to time constraints following technical difficulties, only a Spanish version was created.

In the future, enhancements to the quality of preliminary surveys, the topics emphasized, and the visual aesthetics would be areas of desired improvement. To gain a better understanding of the projected audience, better initial analysis would be required by the producer. Possibly conducting in person interviews with parents, preschool teachers, and P.E.E.P. administrators could support a stronger image of what parents already know, what the most effective methods of teaching parents from different cultures about language disorders would be, and what the teachers of P.E.E.P. may need to accomplish this. A few simple adjustments to the current survey could begin to lead assessment in the right direction. For instance, supplementing the surveys with interviews, adding questions about how often home practices related to language occur, and providing rough literacy measurement of the parents via their answers to free response questions could provide a more accurate image of the proposed audience.

Emphasizing topics other than language basics for parents may also be an aspect of the program that P.E.E.P. would be interested in providing as a resource to parents. Including more about the 3a formula to *aceptar*, *adaptar*, and *agregar* teachers could expand upon the
relationship of initial language development to education of children later in life. Another aspect that could be emphasized is raising parents' self-efficacy in their ability to teach their children without having to be a speech pathologist. Stressing the benefits for both children and parents in gaining attachment and understanding, while decreasing frustrations could also serve as an area to boost parents' hopes for the future. The final aspect of desired improvement would be seeking out more resources within the community for parents. Finding more resources available after the hours of a normal work day could also be immensely beneficial in raising parent and caregivers' support of the program outside of the classroom.
Chapter 6: Conclusion

Each section of the service project *Su Parte: Hijos y Padres Hablando* relates to an important element of parents' role in their children's language development. Specific factors related to characteristics about the population being serviced and broad concepts related to the development of language in the family environment were particularly focused upon for the final product. The objectives of promoting parents' awareness for their need to participate in their child's everyday language development were supported by research on the role of cultural communities and families in speech development.

As reported by Langdon (1999) there are three main challenges of addressing children's speech development efficiently: 1. Finding appropriate testing instruments in Spanish 2. Determining the degree of influence that factors such as family structure, parent and family formal education, and community resources have on the disorder 3. Developing the optimal learning environments to overcome intervention issues. Due to the limited access to testing materials the first challenge was not addressed in this service project. As mentioned previously, time limitations of the creation period for the materials limited the time spent composing a preliminary survey of the audience. What was surveyed allowed the project creator to glean an impression from the responses to the survey. Based on this information the types of information and practices families were aware of and practiced in the home became the main focus. This survey gathered information about what parents know about the program and their child's language delay prior to any specific instruction on the topic. Less personal information was gathered about families and was also limited by the sample of respondents being from a convenience sample who may not represent the population as a whole. The third challenge, to
develop optimal learning environments, was ultimately the focus of the project. The creator worked with the information from the surveys to compose the most educational and beneficial goals possible with the time and resources available. The key topics addressed in the DVD included:

- What is a language disorder?: Articulation versus Language Delay
- Causes of language disorders
- What is P.E.E.P., and why is it so important?
- An explanation of normal classroom procedure
- Tips for parent behavior that encourage language development
- Five easy games to practice the use of new skills
- A listing of resources where parents can get more information or do fun activities

As mentioned by Rogoff (2003) the importance of recognizing that different cultural communities have individual ways of doing things, addressing bilingual concerns was of great interest to this project. One way of attending to this concern was by ensuring that the translation of the materials into Spanish was worded in a way that was easy to interpret. The process of translating and back- translating the DVD PowerPoint images and Spanish script were accomplished over several hours with a team of bilingual and native Spanish speakers. For each phrase meanings were translated and back-translated multiple times to make sure that the message in Spanish had the same significance as that desired by the creator in English.

Research by Crowe et al. (2000) showed significant improvements in children's verbal turn taking and production of complex sentences by teaching parents a method to stimulate language development in reading. This research by Crowe et al. (2000) supported the method of trying to inform parents about ways to alter their at home practices in a way that could support the expansion of their child's language abilities. Though it would not be an interactive form of instruction to the parents, hopes of this project would be that the presentation of new techniques
with verbal examples would stimulate positive language interactions.

A concern of the creator was that parents who only speak Spanish would be hesitant to help their child in fear that developing language in Spanish would hinder their child's learning in English. Using research by Rodriguez et al. (2005) idea that children in bilingual environments can benefit from learning language in English and Spanish was supported. Developing a strong base of vocabulary and sentence formation in a home language can promote language skills non-native tongue and vice versa. In hopes of disproving this myth this knowledge was incorporated into the DVD and pamphlet to boost the self-efficacy of parents and caregivers who will be viewing and using the materials.

Comprehensively, this service project strove to incorporate research that would make the project an effective teaching tool. Emphasizing simplicity, brevity, and directness this project addressed the concerns of possible low literacy and diversity within at home practices. As a free introduction to the key elements of language development, this project aims to support parents who may feel that only teachers can help their children develop language. By giving parents supportive techniques to help their children, this project hoped to instill confidence and pride in parents' role as teachers to their children as well. In the future these materials may be used to manifest confidence in parents and serve as an introductory supplement to a more detailed seminar or workshop.

In the assembly of these materials a lot was learned about the process of creating materials for a specific population. The trial and error process of gathering the final information into a DVD media format was also a challenge that presented itself, but through the period of formatting and transforming the visual and auditory data a greater working knowledge of various
video editing and production programs was gained by the creator.

In order to actualize *Su Parte: Hijos y Padres Hablando* it was first essential to assess who the population was, what they needed, and what they desired to know. After analyzing assessments, using that information was crucial to making efficient and effective steps forward. Building practical materials in Spanish, a language not fluently spoken by the creator, became a top priority in the objectives for the final goals for the project. Creating a free and informative aid to parent participation in the P.E.E.P. program proved to be a rewarding experience. Combining the developmental aspect of my psychology major with elements from my two minors of child development and Spanish, *Su Parte: Hijos y Padres Hablando* was the perfect way to give back to my community. This senior project also provided a way to help the internship site I enjoyed learning so much from. By incorporating the knowledge I learned while interning into a service project for P.E.E.P., parents, teachers, and children can benefit from the positive experiences in a way that helps them reach their goals of strong language development.
IMPROVING BILINGUAL CAREGIVERS’ UNDERSTANDING OF P.E.E.P.

References


Cuestionario sobre P.E.E.P.

- ¿Usted sabe lo que es un trastorno del lenguaje oral? (marque una)  
  - ¿Qué sabe usted de trastornos del lenguaje oral? Explique.  
  
  Si __ No __

- ¿Por qué está su hijo(a) en P.E.E.P?  

- ¿Qué hace su hijo(a) en P.E.E.P?  

- ¿Qué actividades practica en su casa con su hijo(a)? (marque una)  
  - ¿Lee a o con su hijo(a)?  
  - ¿Practica sonidos con su hijo(a)?  
  - ¿Practica vocabulario con su hijo(a)?  
  - ¿Practica formando oraciones con su hijo(a)?  
  
  Si __ No __ ¿Cada cuánto tiempo? __________  

- ¿Quiere la actividad más información y sugerencias en cómo puede ayudar a su hijo(a) mejorar en el programa P.E.E.P?  
  - ¿Qué método sería mejor para tener? Por ejemplo un DVD informativo o un folleto informativo?  
  
  Si __ No __

- ¿Tiene una máquina de DVD? (marque una)  
  
  Si __ No __

- ¿Miraría un DVD si podría ayudar a su hijo(a) mejorar en P.E.E.P?  
  
  Si __ No __

- ¿Sabe cómo puede contactar P.E.E.P con preguntas y preocupaciones?  
  - ¿Quiere usted saber cómo?  
  
  Si __ No __
Questionnaire about P.E.E.P.

- Do you know what a language disorder is? (mark one)
  ○ What do you know about language disorders? Explain.
  Yes ___ No ___

- Why is your child at P.E.E.P.?

- What does your child do at P.E.E.P.?

- What activities do you practice at home with your child? (mark one)
  ○ Read with your child? Yes ___ No ___ How often? _________
  ○ Practice sounds with your child? Yes ___ No ___ How often? _________
  ○ Practice vocabulary with your child? Yes ___ No ___ How often? _________
  ○ Practice forming sentences with your child? Yes ___ No ___ How often? _________

- Would you like more information and tips on how you could help your child to better at P.E.E.P.?
  ○ What method do you think would be most useful to have? For example an informative DVD or an informative pamphlet.
  Yes ___ No ___

- Do you have a DVD player? (mark one)
  Yes ___ No ___

- Would you watch a DVD if it could help the progress of your child in P.E.E.P.?
  Yes ___ No ___

- Do you know how to contact P.E.E.P. with questions and concerns? Would you like to know?
  Yes ___ No ___
Appendix B: PowerPoint Images

En este DVD
- ¿Qué es el lento aprendizaje del lenguaje oral?
- ¿Qué hace su niño en P.E.E.P.?
- ¿Cuál es su parte en el progreso de su niño?
- ¿En qué puede usted contribuir?
- Recursos

¿Qué es el lento aprendizaje del lenguaje oral?

Lenguaje
- Lenguaje es:
  - Audítico: entendimiento
  - Expresivo: hablando claramente

Tipos de problemas
- Tipos de lento aprendizaje de la lengua:
  - Articulación: dificultades con recepción y expresión
  - Comprensión: dificultades con el entendimiento de lo que se dice
  - Expresión: dificultades con la pronunciación
  - @Entender la lengua: Dibuje el nivel normal por su edad (basado en pruebas)

¿Qué son las causas del lenguaje demorado?
- Pueden ser un resultado de problemas durante embarazo o al nacer
- La falta de exposición o práctica con vocabulario y oraciones

Causas son múltiples
- Es un lugar donde su niño puede practicar técnicas correctas para mejorar su expresión y entendimiento del lenguaje.
- ¡COMPLETAMENTE GRATIS!
- Tiene que aprovechar la ocasión

¿Qué es P.E.E.P.?
Por qué P.E.E.P. es importante:

- P.E.E.P. enseña técnicas que ayudarán a sus hijos a leer y escribir con habilidad en el futuro
- No importa si sus niños practican actividades en español o en inglés
  - Practicando cualquiera de las dos lenguas beneficiará a sus hijos (es la práctica que importa)
  - Se quiere construir una fundación practicando oraciones y aumentando su vocabulario

¿Qué hace su niño en P.E.E.P.?

Horario de la clase

- Primero: Las Opciones
  - dibujar, jugar, hacer ejercicios físicos
- Propósito: Calmar, practicar balance y coordinación del cuerpo

- Segundo: Se sientan en círculo
  - Cuentan canciones: "Who is it? " ¿Quién es?"
  - Leer un libro
    - Escuchan una canción y responden a preguntas sobre el dibujo
    - ¿La viste esta niña o triste en este dibujo?
    - "¡Es feliz!"
  - Juegan a contar algo que relaciona al libro
- Propósito: Ajustarse a sentarse en grupo, tomando turnos, y formando frases organizadas

- Tercero: Actividades
  - Dibujar con crayones
  - Hacer rompecabezas
  - Juegos que fomentan vocabulario y frase
- Propósito:
  - Traducir con otros niños
  - Usar nuevo vocabulario
  - Desarrollar manipulaciones finas (con las manos)

El Futuro

¿Cuál es su parte en el progreso de su niño?

1) Aceptar que su hijo tome la iniciativa
2) Adaptar para "compartir el momento"
3) Agregar lenguaje y experiencia
Estimular el crecimiento de Lenguaje

¿En qué puede usted contribuir?

Conocer a sus hijos, observe:
- Que les llama la atención
- Los expresiones faciales y corporales
- Agregar lenguaje y experiencia adecuados a su nivel de desarrollo

Demuéstrele a su hijo que está escuchando:
- Repita lo que dice claramente
- Conversé sobre lo que su niño haga

Reconociendo errores comunes
- Haciendo sin estar
- Ayudando cuando no es necesario
- Dirigiéndose con desprecio
- Interviniendo
- Suponiendo que sabe lo que el niño quiere decir

Déjelos tiempo para que su niño pueda expresar sus sentimientos, necesidades e intereses

Juega diariamente
- Module Oraciones
- Permitir que el niño inicie y responda en conversaciones
- Presentar preguntas abiertas

Escondite
- Jugar en diferentes lugares (parque, casa, patio)
- Después pueden hablar sobre el juego
- Recuerden donde se escondieron
- Cuenten en cuantos lugares se escondieron

"Te encuentro"
"Ya estaba arriba de la mesa"
"Ya estaba atrás de la puerta"

Adivina, ¿Quién o qué soy?
- Hable animales favoritos
- Unos nombres y preguntas
- Ponga turnos para que usted puede realizar frases que su hijo puede practicar
- Su grito
- ¿Qué sonido hace un gato?

Cinco Ideas Sencillos
1. Adivina, ¿Quién o qué soy?
2. Escondite
3. Contar
4. Leer un libro
5. Ir al parque
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Canta

- Uan canciones de sus niños
- Pregúntenles a sus niños que canciones cantan en la escuela
- Textos
- Dicen de los
- El dibujo de los dibujos
- Impresiones las frases que siguen las palabras con su dedo cuando cantan

Leen un libro

- Practiquen descubriendo las dibujos e historias
- Agreguen vocabulario:
  - Sentidos
  - Formas
  - Números
  - Emociones
- Uan preguntas abiertas para tener una respuesta con frases completas
  - Otras cuentos: Caperucita Roja, El patito feo, Picaros de oro y los
  - tres ositos, los tres cerditos y el lobo negro

Ir al Parque

- Caminen y hablen sobre las cosas que ven: animales, edificios, gente, y actividades
- Hagan preguntas:
  - ¿Qué es eso?
  - Escucha los pajares.
  - ¿Qué es eso?
  - Es un árbol.

Reursos

Adaptive Toy Lending Library:

La Biblioteca de Juegos
(805) 547-1914
21 Zaca Lane, #100
San Luis Obispo
(lleva por días y horas)
Se habla en español

Libros y Cuentos

El primer martes de cada mes a las 4:15 de la tarde
En la sala infantil de la biblioteca San Luis Obispo
595 Palm Street
(805) 788-3773
Libros y regalos gratis para toda la familia

Para Contactar a P.E.E.P.

CEL: Centro Especializado en Lenguaje y Aprendizaje
http://www.calacellcenter.com/
(805) 596-4074
Díganos su nombre, número de teléfono, y que quieren saber o que asunto tienen (que información necesitan)
Lenaguaje

Su Parte: Hijos y Padres

Hablándo

En español o en inglés, practican actividades. ¡No importa si sus hijos

Lenaguaje

Su Parte: Hijos y Padres

Hablándo
Language

Ablando

Su Parte: Hijos y Padres

Aborto: Habiendo en Español o en Inglés
Practican actividades
No importa si sus hijos

Appendix C: Information Pamphlet
1. ¿Qué aprendiste sobre el lenguaje demorada?

2. ¿Qué tan útil fueron explicaciones de:
   (marque una opción para cada pregunta)
   - Las definiciones de las problemas:  a. Muy útiles b. Útiles c. Más o menos d. No fueron útiles e. Me confunde
   - Las causas:  a. Muy útiles b. Útiles c. Más o menos d. No fueron útiles e. Me confunde
   - La horario de la clase:  a. Muy útiles b. Útiles c. Más o menos d. No fueron útiles e. Me confunde
   - Las técnicas para ayudar:  a. Muy útiles b. Útiles c. Más o menos d. No fueron útiles e. Me confunde
   - Las sugerencias de los juegos:  a. Muy útiles b. Útiles c. Más o menos d. No fueron útiles e. Me confunde

3. ¿Qué información les gustaría saber que no estuvo presentado? (Por ejemplo más sobre causas del lenguaje demorada, técnicas para practicar, recursos etc.) Explique.
Evaluation of the information

1. What did you learn about delayed language?

2. How useful were the explanations of:
   (mark one option for each question)
   
   • Definitions of problems:  a. Very Useful  b. Useful  c. A little useful  d. Not useful  e. They confused me
   • The Causes:  a. Very Useful  b. Useful  c. A little useful  d. Not useful  e. They confused me
   • Why P.E.E.P. is important:  a. Very Useful  b. Useful  c. A little useful  d. Not useful  e. They confused me
   • The class schedule:  a. Very Useful  b. Useful  c. A little useful  d. Not useful  e. They confused me
   • Techniques for helping:  a. Very Useful  b. Useful  c. A little useful  d. Not useful  e. They confused me
   • Suggestions for games:  a. Very Useful  b. Useful  c. A little useful  d. Not useful  e. They confused me
   • Resources:  a. Very Useful  b. Useful  c. A little useful  d. Not useful  e. They confused me

3. What information would you like to know that wasn't presented? (For example more about the causes of delayed language, techniques to practice, resources, etc.) Explain.