

COMDIS and Spanish Students work with preschool English Language Learners

We explored the efficacy of a bilingual narrative intervention and students participated in hands-on activities.



Spring 2019

Main impact points

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- Point 1 Students interact with preschool ELL and Spanish interpreters
- Point 2 COMDIS Students learn how to assess ELLs and interpret their results by comparing performance in both languages
- Point 3 Students work with ELLs by providing a bilingual narrative intervention on narrative skills.

Purpose of CBL project

The master's degree in Speech-Language Pathology in the COMDIS department prepares students for assessment and intervention of communication skills in infants, toddlers, and preschoolers who have or may be at risk for language disorders.

This project was designed to work with preschoolers in our community who are English Language Learners and may be misdiagnosed as having language disorders.

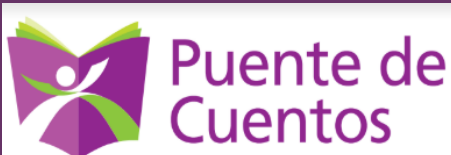
After initial assessment in both Spanish and English, a bilingual narrative intervention was implemented during school days. By providing the intervention in both languages students may transfer skills across languages resulting in gain in English skills while Spanish skills are maintained.

Students' comments:

One thing is to learn about this in school, but it's beautiful to witness it.

This experience has opened my eyes to assessment of children along with interacting with these students.

I learned how wonderful it is working as a team with fellow professionals.



Dual language instruction enhances children's oral language skills in English and Spanish and prepare them for kindergarten.