

CSAD 143: COMMUNICATION DISORDERS IN MULTICULTURAL POPULATIONS

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Spring, 2019

3 units

Class sections: 1, 2, 3,

Times: Tuesday-Thursday 9-10:15, 10:30-11:45, 12-1:15



No professor allows students to take pictures of PowerPoint slides

TEXTBOOKS

Roseberry-McKibbin, C. (2018). Multicultural students with special language needs: Practical strategies for assessment and intervention (5th ed.). Oceanside, CA: Academic Communication Associates. *Required.*

Case studies and other handouts are available at the bookstore.

Please bring the book of case studies each day starting 1/29/19. Once we are done with a case study, you may leave it at home and not bring it back. PowerPoint outlines will be posted on my **website**.

Prerequisite(s): [CHDV 30](#), [DEAF 51](#), [PSYC 2](#), [STAT 1](#), [CSAD 110](#), [CSAD 125](#), and [CSAD 126](#).

Course Description:

Identification, evaluation, and treatment of multicultural, multilingual clients with communication disorders. Discussion of normal second language acquisition, bilingual development, and cultural values related to effective service delivery for multicultural clients.

EXPECTED LEARNING OUTCOMES; STUDENTS WILL:

1. Identify cultural and linguistic variables which may impact speech-language pathology services to members of specific culturally and linguistically diverse (CLD) groups.
2. Explain professional and public policies and laws that relate to clients from CLD backgrounds.
3. Summarize cross-cultural differences in communication styles of various cultural groups, and analyze and critically evaluate how these differences impact speech-language services.
4. Describe typical second language acquisition and bilingual development in children.
5. Contrast communication differences and communication disorders in CLD populations.
6. List practical applications of various theories in the research literature relevant to assessment and treatment of CLD clients with communication disorders.
7. Describe potential limitations of standardized testing with CLD clients

8. Explain how to use alternative, nonstandardized methods for nonbiased assessment.
9. Describe a team-oriented, multidisciplinary approach to identification, assessment, and treatment of CLD clients with communication disorders and discuss professional communications skills necessary to effective team relationships.
10. Plan, implement, evaluate, and modify educational program plans for serving CLD children within the public school setting.
11. Describe appropriate treatment techniques for CLD children with speech-language disorders.
12. Summarize methods and materials for linking intervention to the Common Core State Standards for school-aged children with language impairments.
13. Understand and apply research literature that pertains to effective service delivery to CLD clients.
14. Recognize the need for participation in professional activities that promote lifelong learning about best practices when working with CLD students and their families.
15. Promote the student's knowledge of evidence-based practice through analysis of relevant current research.
16. Incorporate principles of cultural competence as a foundation for all assessment and treatment procedures.
17. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.
18. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

TOPICS, READINGS, AND DATES

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|----------------|--|
| 1/22/19 | Course introduction; review of syllabus and requirements |
| 1/24/19 | INTRODUCTION TO MULTICULTURAL ISSUES IN THE PROFESSION; CULTURAL COMPETENCE |

Professional and public policy; ASHA's position regarding cultural and linguistic diversity, handicaps in communicative disorders
 California and U.S. demographics
 Cultural diversity and special education
 Developing sensitivity to multicultural issues

Text ch. 1

**1/29/19 IMPACT OF IMMIGRANT/REFUGEE STATUS AND RELIGION:
 IMPLICATIONS FOR SPEECH-LANGUAGE PATHOLOGISTS**

Text chapter 1, 2

**1/31/19 ANGLO-EUROPEAN CULTURE: IMPLICATIONS FOR
 ASSESSMENT AND TREATMENT OF DIVERSE CLIENTS**

Text chapter 3

**2/05/19 AFRICAN AMERICAN LANGUAGE AND CULTURE:
 IMPLICATIONS FOR ASSESSMENT AND TREATMENT**

Cultural and linguistic considerations

Text ch. 4

2/7/19 Dr. R. in Texas; please work on your vocabulary assignment

**2/12/19 AFRICAN AMERICAN LANGUAGE AND CULTURE:
 IMPLICATIONS FOR ASSESSMENT AND TREATMENT (continued)**

<i>VOCABULARY INTERVENTION ASSIGNMENT DUE 2/12/19</i>

**2/14/19 HISPANIC LANGUAGE AND CULTURE: IMPLICATIONS FOR
 ASSESSMENT AND TREATMENT**

Cultural and linguistic characteristics
 Assessment and treatment

Text chapter 5

**2/19/19 HISPANIC LANGUAGE AND CULTURE: IMPLICATIONS FOR
 ASSESSMENT AND TREATMENT (Continued)**

Guidelines for culturally appropriate assessment and treatment
 Distinguishing language differences from language impairments

2/21/19	Test 1
2/26/19	<p>ASIAN LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT</p> <p>Cultural and linguistic issues in assessment and intervention</p> <p><i>Text chapter 6</i></p>
2/28/19	<p>ASIAN LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT</p> <p>Effective assessment and intervention</p>
3/5/19	<p>PACIFIC ISLANDER LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT</p> <p>Cultural and linguistic issues in assessment and intervention</p> <p><i>Text chapter 8</i></p>
3/7/19	<p>MIDDLE EAST LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT</p> <p>Cultural and linguistic issues in assessment and intervention</p> <p><i>Text chapter 9</i></p>
3/12/19	TEST 2
3/14/19	<p>SECOND LANGUAGE ACQUISITION AND BILINGUALISM</p> <p>Linguistic and social features of second language acquisition and bilingualism Issues in language loss and codeswitching</p> <p><i>Text chapter 10</i></p>
Have a fun spring break! ☺	
3/26/19	<p>SECOND LANGUAGE ACQUISITION AND BILINGUAL DEVELOPMENT</p> <p>Types of language fluency: BICS vs. CALP Additive vs. subtractive bilingualism Simultaneous vs. sequential bilingualism</p>

- 3/28/19** **STRATEGIES FOR CONDUCTING ASSESSMENTS**
- Legal considerations
 Foundational issues in distinguishing language difference from underlying language impairment
- Text chapter 11*
- 4/2/19** **STRATEGIES FOR CONDUCTING ASSESSMENTS (continued)**
- Standardized tests and cultural-linguistic bias
 Strategies for modifying standardized tests
- Text chapter 11*
- 4/4/19** **BEST PRACTICES IN ASSESSMENT**
- Language dominance and proficiency testing
 Dynamic assessment: Feuerstein's theory of structural cognitive modifiability and practical applications
 Pre-referral and case history considerations
- Text ch. 12*
- 4/9/19** **ASSESSMENT ALTERNATIVES**
- Narrative assessment and analysis
 Portfolio and curriculum-based assessment
 Bilingual support personnel: utilizing the services of interpreters
 Alternatives to standardized tests
 Working with multidisciplinary teams
- | | |
|----------------|---------------|
| 4/11/19 | Test 3 |
|----------------|---------------|
- 4/16/19** **SERVICE DELIVERY OPTIONS AND FOUNDATIONS OF INTERVENTION FOR ELLs WITH LANGUAGE IMPAIRMENT**
- National laws and policies impacting intervention
 Incorporating principles of multiculturalism
 Selecting appropriate goals, materials, and educational settings
 Alternatives for ELL children; ESL, bilingual education options
- Text chapter 13*
- 4/18/19** **PRACTICAL INTERVENTION STRATEGIES AND MATERIALS FOR ELLs WITH LANGUAGE IMPAIRMENT**

Text chapter 13, 14

Working with families; empowering family involvement
 Holistic strategies approach to treatment
 Modifying the physical and linguistic environment across settings

4/23/19 SPECIFIC INTERVENTION STRATEGIES FOR DEVELOPING ORAL AND WRITTEN LANGUAGE SKILLS

Response to Intervention
 Practical treatment strategies for increasing oral and literate language skills

4/25/19 CONNECTING INTERVENTION WITH COMMON CORE STATE STANDARDS

Connecting with classroom curriculum
 Linking intervention with Common Core State Standards

Text ch. 14

4/30/19 CONSIDERATIONS IN PROVIDING SERVICES FOR INTERNATIONALLY ADOPTED CHILDREN (IAC) AND OTHER SPECIAL GROUPS

CLD students with hearing impairment
 CLD students with autism spectrum disorder
 CLD students with developmental delay

Text ch. 15

5/2/19 CONSIDERATIONS IN PROVIDING SERVICES FOR INTERNATIONALLY ADOPTED CHILDREN (IAC) AND OTHER SPECIAL GROUPS (Cont.)

5/7/19 TEST 4

5/9/19 WRAP UP *I will have your test 4 grade as well as your current course total. I will also tell you what will be on the final.*

COURSE REQUIREMENTS

1. EXAMINATIONS

Five examinations will be given. You are required to take at least 4 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF.** You must give me a paper copy of the doctor's note; I don't accept notes electronically. If you are allowed a make-up, the make-up can only be done during the week **before** dead week. (Dead week is the week before finals.) *You are responsible for*

contacting the professor for this makeup. No makeups are given during dead week for any reason, including medical.

If you are unable to take a test on the scheduled day **during class time**, then you are required to take the one offered during finals week.

I can only allow you to take the tests with your section; you cannot take the exam during another class section. You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 5 exams, your lowest score will be thrown out and your 4 highest scores averaged together.

The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to help you guide your studying. You are welcome to review your previous 4 exams. You need to specifically schedule an appointment with me during office hours BEFORE finals week to do this. There is absolutely no note-taking permitted when you see your other 4 tests. You may only look at your other 4 tests in my office or in the adjacent waiting room. No one is permitted to take tests out of my office vicinity.

4 Tests at 100 points each

2. VOCABULARY INTERVENTION ASSIGNMENT

Please gather **3 children's books**—new or gently used (ages 0-12 years). You will choose one vocabulary word, from each book, to emphasize in therapy. On the form provided in your Simply Brilliant book, you will describe three specific activities to teach the vocabulary word you have chosen. On 2/12/19 you will give me the 3 children's books and your written assignment. I will keep the 3 books to give to under-resourced children, and will return your graded assignment some time after spring break. There are several examples of how to do the assignment in your Simply Brilliant book, and we will go over them together in class. The assignment will be worth 60 points—20 points per book. One point will be taken off for each typo, spelling error, and grammatical error. **Complete sentences are required.** This assignment must be handed in **during class time** on the due date. If any part of the assignment is handed in any time after your section's class time on the due date, it will go down 5 points for each day it is late (beginning on the due date) for a maximum of 15 points taken off. You must give me a **hard/paper copy** of the paper. I do not accept papers that are emailed as attachments. The last day the assignment will be accepted is 4/25/19. If it is not turned in by that time, it will be given a score of "zero."

Note: if you recommend an iPad app or youtube video, you need to write down the **exact title of the app or video. It cannot just be a generic activity like "Find a youtube video about tigers" or "use an iPad app that has turtles." Again, you must be specific—thanks!

The assignment must be **typed**.

If you have not stapled your assignment and I have to do it for you, I will take off 3 points.

1 assignment at 60 points

3. ATTENDANCE AND PARTICIPATION

Although attendance and participation are not formally graded, I will informally note them. I will randomly take attendance on days as I choose, especially on days where we have guest speakers.

I anticipate that you will use that time to do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that the lectures will be much easier to follow if you have read the day's assignment before you come to class. Class discussion and lecture will revolve heavily around the readings.

I suggest that you do the following:

1. Before class, read the reading(s) and highlight important information.
2. Attend class, hear the lecture, participate in discussion.
3. After class, re-read the reading(s).

I do not allow chatting, either verbally or in sign language, during lectures. I also ask that when one student is talking, we all listen. Please don't chat unless you have been called upon! I also do not allow texting in class. I will not write letters of recommendation for people who text in my classes.

I will follow university policy regarding cheating and regarding the administration of a grade of "Incomplete." Students are allowed to drop the course only for serious and compelling reasons. Students must avoid plagiarism, described as "the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Incorporation of another's work into one's own requires adequate identification and acknowledgement.

EMAIL

I answer emails Monday through Friday during the school year between the hours of 6:00 A.M.-6:00 P.M. Thus, for 60 hours a week, I answer email and will do my best to reply within 1-2 days. I do not answer emails on weekends or during vacations. Any emails which come to me during vacations will be answered during the first week of the next semester.

LETTERS OF RECOMMENDATION

Please see my website for specifics about this—click on the Courses link, and follow this to Letters of Recommendation. I require a minimum of **4 weeks' notice (28 days)**, and all documents and forms must be turned in at least 4 weeks (28 days) in advance. I do not accept or fill out any requests or forms (hard copies *or electronic*) after **November 15** in the fall and **April 15** in the spring.

Study Tips

1. Review each day's lecture notes later that same day to aid retention.
2. Review a lot. Research with adult learners shows that in order to truly master information, you have to hear it at least 4 times and practice it 6-8 times.
3. Try to make sure you understand what you are reading.
4. Study with other people. *****This is a strong predictor of success!
5. Recite and write. Recite or repeat material out loud. Write it out in **longhand**—not on the computer. Reciting and writing solidify information in your memory.

6. Study **a little every day** rather than having 1 or 2 major cram sessions. It is better to study 10-30 minutes every day than to spend a 6-hour cram session right before the exam.
7. Remember that every course unit = 3 hours of studying outside of class each week. Thus, for a 3-unit class, you would study/do homework 9 hours a week.
8. Make flashcards for key terms. Carry them with you everywhere and review them whenever possible—even for just 1-2 minutes while you are waiting in line somewhere. Put the term on one side of the card and the exact definition on the back.
9. Do the study guides on Dr. R's website.

GRADING CRITERIA

I will calculate your grade objectively. The exact grading criteria are as follows:

4 tests at 100 points each = 400 points

Assignment = 60 points

Total possible for this class = 460 points

I will add the results of your four tests and the summary. Your total will be divided into the 460 total possible points, and a percentage will be calculated and your grade will be given as reflected below.

94.5-100	A	66.5-69.499	D+
89.5-94.499	A-	63.5-66.499	D
86.5-89.499	B+	59.5-63.499	D-
83.5-86.499	B	Below 59.5	F
79.5-83.499	B-		
76.5-79.499	C+		
73.5-76.499	C		
69.5-73.499	C-		

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.
- Standard IV-B: Basic Human Communication Processes
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

Learning Outcomes Competencies:

Mastery of each student learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Course Learning Outcome	Components Indicating Competence Grades Received
1	Exam 1
2	Exam 1
3	Exams 1 and 2
4	Exams 2 and 3
5	Exams 1, 2, 3

6	Exams 3, 4; written assignment
7-8	Exam 3
9	Exams 1, 3, 4
10-13	Exam 4, written assignment
15	Exams 1-4
16	Exams 1-4
17	Exams 1-4
18	Exams 3-4