

CSAD 143: COMMUNICATION DISORDERS IN MULTICULTURAL POPULATIONS

Instructor: Celeste Roseberry-McKibbin, Ph.D., C.C.C.-SLP

Email: celeste@csus.edu

Website: www.hhs.csus.edu/homepages/SPA/Roseberry

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3 units

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*.

The copy book with case studies and other handouts is available at the bookstore. You can go to the bookstore in person or request that they mail the copy book to you.

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 typical second language acquisition, bilingual development, and cultural values related to effective service delivery for multicultural clients.

This class will focus primarily on how linguistic principles impact our speech, language, and hearing services for diverse clients. We will especially emphasize differentiating speech and language differences from disorders in order to ensure linguistic justice/human rights, equity, and access for all of the clients we serve. There is a strong focus on research-based practice with an emphasis on scientifically-supported assessment and intervention materials and methods.

EXPECTED LEARNING OUTCOMES; STUDENTS WILL:

1. Explain the terms *equity*, *access*, and *linguistic justice/linguistic human rights* and how these concepts relate to provision of services to culturally and linguistically diverse (CLD) clients with communication disorders.
2. Incorporate principles of cultural competence, responsiveness, and humility as a foundation for all assessment and treatment procedures.
3. Summarize the history of disabilities and principles of ableism.
4. Explain professional and public policies and laws that relate to clients from CLD backgrounds.
5. Describe typical second language acquisition and bilingual development in children.
6. Contrast communication differences and communication disorders in CLD populations.
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. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.
17. Focus on principles of evidence-based practice as a foundation for all assessment and treatment strategies.

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

1/25/21 **Course introduction; review of syllabus and requirements**

INTRODUCTION TO MULTICULTURAL ISSUES IN THE PROFESSIONS; CULTURAL COMPETENCE AND HUMILITY

Professional and public policy; ASHA's position regarding cultural and linguistic diversity
Linguistic justice/human rights and language as power

Text ch. 1

- 1/27/21 INTRODUCTION (continued)**
Developing cultural competence, responsiveness, and humility
Providing access and equity
- 2/1/21 HISTORY OF DISABILITIES AND ABLEISM (Dr. Darla Hagge, guest speaker)**
- 2/3/21 HISTORY OF DISABILITIES AND ABLEISM continued (Dr. Darla Hagge, guest speaker)**
- 2/8/21 IMPACT OF IMMIGRANT/REFUGEE STATUS: IMPLICATIONS FOR COMMUNICATION DISORDERS PROFESSIONALS**
- 2/10/21 BUILDING EDUCATIONAL EQUITY THROUGH SUPPORTING CHILDREN OF IMMIGRANTS IN PURSUING A HIGHER EDUCATION (guest speaker Yadira Puebla- Castillo)**
- 2/15/21 MAINSTREAM U.S. CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT OF DIVERSE CLIENTS**
Text chapter 3
- 2/17/21 SERVICE DELIVERY TO SPEAKERS OF AFRICAN AMERICAN ENGLISH: DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DIFFERENCES VS. DISORDERS AND RESEARCH-BASED INTERVENTION STRATEGIES**
Foundations of culturally responsive assessment and treatment
Distinguishing speech and language differences from speech and language impairments
Research-based intervention strategies
Text ch. 4

Assignment due 2/17/21

2/22/21 Test 1

- 2/24/21 SERVICE DELIVERY TO SPEAKERS OF SPANISH-INFLUENCED ENGLISH: DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DIFFERENCES VS. DISORDERS AND RESEARCH-BASED INTERVENTION STRATEGIES**
Foundations of culturally responsive assessment and treatment
Distinguishing speech and language differences from speech and language impairments
Research-based intervention strategies
Text ch. 5

**3/1/21 SERVICE DELIVERY TO SPEAKERS OF ASIAN--INFLUENCED ENGLISH:
DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DIFFERENCES VS.
DISORDERS AND RESEARCH-BASED INTERVENTION STRATEGIES**

Foundations of culturally responsive assessment and treatment
Distinguishing speech and language differences from speech and language impairments
Research-based intervention strategies

Text ch. 6

**3/3/21 SERVICE DELIVERY TO SPEAKERS OF ARABIC-INFLUENCED ENGLISH:
DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DIFFERENCE VS.
DISORDERS AND RESEARCH-BASED INTERVENTION STRATEGIES**

Foundations of culturally responsive assessment and treatment
Differential diagnosis of communication differences vs. communication disorders

Text chapter 9

3/8/21 TEST 2

3/10/21 SECOND LANGUAGE ACQUISITION AND BILINGUALISM

Linguistic and social features of second language acquisition and bilingualism
Issues in language loss and codeswitching

Text chapter 10

**3/15/21 SECOND LANGUAGE ACQUISITION AND BILINGUAL
DEVELOPMENT**

Types of language fluency: BICS vs. CALP
Additive vs. subtractive bilingualism
Simultaneous vs. sequential bilingualism

3/17/21 STRATEGIES FOR CONDUCTING ASSESSMENTS

Legal considerations
Foundational issues in distinguishing language difference from underlying language impairment

Text chapter 11

Enjoy spring break!

3/29/21 STRATEGIES FOR CONDUCTING ASSESSMENTS (continued)

Standardized tests and cultural-linguistic bias
Strategies for modifying standardized tests

Text chapter 12

3/31/21 *No class; Caesar Chavez Day*

4/5/21 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

4/7/21 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

4/12/21	Test 3
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4/14/21 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

4/19/21 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

- 4/21/21 SPECIFIC INTERVENTION STRATEGIES FOR DEVELOPING ORAL AND WRITTEN LANGUAGE SKILLS**
- Response to Intervention
Practical treatment strategies for increasing oral and literate language skills
- Text chapter 14*
- 4/26/21 CONNECTING INTERVENTION TO COMMON CORE STATE STANDARDS**
- Providing access to the curriculum
Practical intervention strategies for improving expository reading skills
Practical intervention strategies for increasing morphological awareness
- 4/28/21 CONSIDERATIONS IN PROVIDING SERVICES FOR CLD CHILDREN WITH AUTISM SPECTRUM DISORDER AND THEIR FAMILIES (Guest speaker Teresa Godinez-Rodriguez)**
- 5/3/21 CONSIDERATIONS IN PROVIDING SERVICES FOR INTERNATIONALLY ADOPTED CHILDREN (IAC) AND OTHER SPECIAL GROUPS**
- CLD students with hearing impairment
CLD students with intellectual disability
CLD students with Autism Spectrum Disorder
Internationally adopted children and their families
- Text chapter 15*
- 5/5/21 CULTURAL AND LINGUISTIC CONSIDERATIONS IN SERVICE PROVISION FOR ELDERLY CLD PATIENTS AND THEIR FAMILIES (guest speaker Fidela Bouathong)**
- 5/10/21 CONSIDERATIONS IN SLPA-PROVIDED SERVICES FOR CLD CHILDREN AND FAMILIES (Guest speaker Aisha Mohammadi)**
- 5/12/21 TEST 4 scheduled; Class will meet and we will wrap up; I'll tell you what is on the final and we will dismiss early**

COURSE REQUIREMENTS

4 Tests at 100 points each

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.** 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 or after dead week for any reason, including medical.

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 not be cumulative; it will only cover certain information. I will specifically review this information with you in order to guide your studying.

Examinations are based on lectures, readings, guest speakers, and case studies. Lectures will cover some of the book information plus additional information not covered in the text. Thus, class attendance is encouraged.

Examinations will include 50 true-false and multiple choice questions worth 2 points each. Thus, each exam is 100 points total. Exams will be posted on Canvas. You will have a window of 72 hours to take each exam; when you open the exam, you will have 90 minutes to take it.

Examinations will be taken open note and open book. I will not be focusing a camera on you.

2. VOCABULARY INTERVENTION ASSIGNMENT

Children's Book Assignment 60 points

Please find (personally or on line) 3 children's books. You will write a short paper about the books. For each book, you will write up 2 language therapy activities related to the book. Please write up two activities that support increasing vocabulary skills. You will need to pick **one** target vocabulary word for each book and base your therapy activities on teaching that particular word. For example, you might pick the word "airplane." The paper should be 1-1.5 pages long single spaced. Please see the copy book for specific examples of past papers that have received 100%.

I would prefer it if you could find books related to culturally diverse themes, though this is not required. I encourage to focus on creating therapy activities that are multimodal and geared toward English learners with language impairment.

This assignment is worth 60 points. Please make sure you use **complete sentences** and correct grammar and punctuation. One point will be taken off for each incomplete sentence, misspelled word, instance of incorrect grammar, and instance of incorrect punctuation. This assignment must be turned in on 2/17/21 by 11:59 PM for you to be eligible for the whole 60 points. If it is late (comes in after 11:59 PM on 2/17/21), I will begin taking 5 points off per day. I will take off 5 points per day for a maximum of -20 points. The last day the assignment may be turned in to me for consideration is

4/5/21. Any paper posted after that will receive a zero. I am very happy to see papers turned in early!
 ☺

Please post your assignment on Canvas. I'll write comments and feedback for you. It will take me a couple of weeks to grade your assignment.

****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!

1 assignment at 60 points

3. ATTENDANCE AND PARTICIPATION

I will be teaching synchronously and recording all lectures on Canvas; lectures will remain posted till the end of the semester. In order ensure maximum access to all the information, you may listen to lectures any time you would like. I would like you to attend class synchronously, but understand if you cannot do this. I would prefer for your camera to be on, but this is not required.

During class, I strongly encourage you to use the chat function in Zoom, as I carefully monitor it so I can answer your questions as they come up in real time. Whole group verbal discussion plus the chat have been the most productive ways I've found to include everyone. I'm excited about our great semester ahead!

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 attend 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 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 10** in the fall and **April 10** 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. **Write your own test questions in the instructor's style.**
10. 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