CSAD 143: COMMUNICATION DISORDERS IN MULTICULTURAL POPULATIONS Sections 1, 2, and 3

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TEXTBOOKS


Case studies and other handouts are available at Simply Brilliant, 552 Fulton Ave—in Loehman’s Plaza near Chipotle (off Fair Oaks Blvd.) 641-5535; M-F 9-5

Please bring the book of case studies each day starting 2/2/17. 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 (not SacCT!).

PREREQUISITES

Prerequisites for this class include SPHP 112, SPHP 125, and SPHP 126.

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.
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.

These learning outcomes will be assessed with the assessment strategies of grading of examinations and assignments. The following ASHA standards are met by successful completion of this course: Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, development, and linguistic and cultural bases. Specific knowledge must be demonstrated in the area of: Basic human communication processes. Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities. Cultural correlates of articulation differences and disorders are addressed, as are cultural correlates of receptive and expressive language in speaking, listening, and writing. Cultural correlates of social aspects of communication are addressed, as are cultural correlates of communication modalities.

**TOPICS, READINGS, AND DATES**

1/24/17  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*

1/26/17  IMPACT OF IMMIGRANT/REFUGEE STATUS AND RELIGION: IMPLICATIONS FOR SPEECH-LANGUAGE PATHOLOGISTS

*Text chapter 1, 2*

1/31/17  ANGLO-EUROPEAN CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT OF DIVERSE CLIENTS

*Text chapter 3*

2/2/17  AFRICAN AMERICAN LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT

Cultural and linguistic considerations
2/7/17  AFRICAN AMERICAN LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT  (continued)

2/9/17  HISPANIC LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT

Cultural and linguistic characteristics
Assessment and treatment

Text chapter 5

2/14/17  HISPANIC LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT (Continued)

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

2/16/17  Test 1

2/21/17  ASIAN LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT

Cultural and linguistic issues in assessment and intervention

Text chapter 6

2/23/17  ASIAN LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT

Effective assessment and intervention

2/28/17  PACIFIC ISLANDER LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT

Cultural and linguistic issues in assessment and intervention

Text chapter 8

VOCABULARY INTERVENTION ASSIGNMENT DUE 2/28/17

3/2/17  MIDDLE EAST LANGUAGE AND CULTURE: IMPLICATIONS FOR ASSESSMENT AND TREATMENT

Cultural and linguistic issues in assessment and intervention
Text chapter 9

3/7/17 TEST 2

3/9/17 SECOND LANGUAGE ACQUISITION AND BILINGUALISM

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

Text chapter 10

3/14/17 SECOND LANGUAGE ACQUISITION AND BILINGUAL DEVELOPMENT

Types of language fluency: Formal academic language fluency vs. conversational informal language fluency
Additive vs. subtractive bilingualism
Simultaneous vs. sequential bilingualism

3/16/17 Dr. R. going to CSHA Pasadena

ENJOY YOUR SPRING BREAK!

STRATEGIES FOR CONDUCTING ASSESSMENTS

3/28/17 Legal considerations
Foundational issues in distinguishing language difference from underlying language impairment
Standardized tests and cultural-linguistic bias

Text chapter 11

3/30/17 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

4/4/17 ASSESSMENT ALTERNATIVES

Narrative assessment and analysis
Portfolio and curriculum-based assessment
Bilingual support personnel: utilizing the services of interpreters

4/6/17 ASSESSMENT ALTERNATIVES CONTINUED

Alternatives to standardized tests
Working with multidisciplinary teams

4/11/17 Test 3

4/13/17 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

4/18/17 PRACTICAL INTERVENTION STRATEGIES AND MATERIALS FOR ELLs WITH LANGUAGE IMPAIRMENT

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

Text chapter 13, 14

4/20/17 Dr. R. speaking at Indiana’s State convention; read chapter 14

4/25/17 SPECIFIC INTERVENTION STRATEGIES FOR DEVELOPING ORAL AND WRITTEN LANGUAGE SKILLS

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

4/27/17 CONNECTING INTERVENTION WITH COMMON CORE STATE STANDARDS

Connecting with classroom curriculum
Linking intervention with Common Core State Standards

Text ch. 14
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

CONSIDERATIONS IN PROVIDING SERVICES FOR INTERNATIONALLY ADOPTED CHILDREN (IAC) AND OTHER SPECIAL GROUPS

TEST 4

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 2/28/17, 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 30 points—10 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 4/25/17. 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.

1 assignment at 30 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 be to 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.

OTHER
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.-7:00 P.M. Thus, for 65 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 30 in the fall and April 30 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 = 30 points

Total possible for this class = 430 points
I will add the results of your four tests and the summary. Your total will be divided into the 430 total possible points, and a percentage will be calculated and your grade will be given as reflected below.

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