

SPLH 464/764: Seminar in Multicultural Issues
Speech –Language Services with Multicultural Populations
Part II: Intervention

Spring 2009, 1 credit
Instructors: Betty Bunce, Ph.D., Sandy Banks, M.A.
Meeting Time: Thursdays at 6:30-8:15
Place: 2094 Dole

Purpose: The purpose of this course is to help students become knowledgeable about working with individuals from a variety of beliefs and values. The goal of this seminar is to improve the student's ability to provide culturally sensitive and appropriate speech and language intervention. This course addresses ASHA Standards III-B and III-C (understanding concepts, terminology and theory, and developing a treatment plan based on available evidence)

Upon completion of the course, the student will be able to:

1. Describe their own cultural beliefs and values and how these impact their working relationship with individuals from similar or different cultural backgrounds.
2. Identify the values and beliefs of families from a variety of cultures such as Anglo European, African American, Hispanic, Asian, Native American, Pacific Island, Middle Eastern, as well as the impact of different religious beliefs.
3. Identify and describe ways in which the intervention process can be tailored to be more culturally sensitive.

Students Responsibilities and Evaluation:

1. Students are required to attend class on a regular basis and to contribute to class discussion. Students should come to class having read the assigned reading for that day and be prepared to discuss questions in class. Absences due to illness or other special circumstances should be discussed with the instructors. Each class attendance is 5 pts (total = 40 points). Excused absences will be given 2.5 pts.
2. At the end of each class students will submit a reflection paper via e-mail to the Blackboard site or to the instructors' e-mail no later than the Monday before the next Thursday's class. The reflection paper should address the class discussion, speaker or video or topic of the previous class meeting. The instructors will distribute in class or post on BlackBoard (typically by the Monday following the class) a question or questions that the students will write about using the information that they gained from course readings, class discussion, and speaker information. Specific guidelines for the reflection papers and a grading rubric will be provided prior to the first assignment. Paper should be typed, double spaced and no longer than 2 pages. Each class reflection is 5 pts. (total 35 pts). There is no reflection paper for the last class period. If a student misses a class,

they can still answer the reflection question(s) based on readings and receive 3 points. In addition, if a student needs to miss a class, they can receive full points (with professors approval in advance) if they attend a special cultural event and substitute a reflection on that event instead of a reflection on the class missed. (No more than one class may be substituted).

3. Students will develop a quick reference guide based on a particular culture or sub-culture which will include an overview of beliefs, pertinent information on phonology and language structure, special cultural considerations and possible intervention strategies or principles to be used in developing intervention strategies. A grading rubric will be provided (25 points).

A standard grading scale with a total of 100 points earned will be used.

Required Texts:

Roseberry-McKibbin, C (2002). *Multicultural students with special language needs*. (2nd ed). Oceanside CA: Academic.

Battle, D. (2002). *Communication disorders in multicultural populations* (3rd edition). Boston, MA: Butterworth Heinemann.

Supplementary text: Lynch, E. W. & Hanson, M. J. (2004) *Developing cross-cultural competence*. Baltimore: Paul H. Brookes. (chapters are placed in reserve reading in Haworth 2115 in Lawrence and at the Med Center designated space).

Additional Suggested Resources:

ASHA Multicultural Affairs and Resources

Goldstein, B. & Kohnert, K. (2005). Speech, language, and hearing in developing bilingual children: Current findings and future directions. *Language, Speech and Hearing Services in Schools*, 36, 264-267.

Langdon, H. W. (2008). *Assessment and intervention for communication disorders in cultural and linguistically diverse populations*. Clifton Park, NY: Thomson Delmar Learning.

McLeod, S. (2007). *The international guide to speech acquisition*. Clifton Park, NY: Delmar.

Date	Topic	Reading
1/22/09	Ethnic, Cultural and Language Diversity in Intervention Settings	Project Craft video
2/5/09	Conceptual Framework and Foundations Practical Suggestions for Intervention Phonology/language issues	RM Chapter 14 & 15 Battle, Chapter 14
2/19/09	Families with African American Roots Case studies Video	RM Chapter 4 Culture/cases for reference guides assigned
3/5/09	Families with Middle Eastern roots Families from Pacific island backgrounds Case studies Guest speaker/video	RM Chapter 9 RM Chapter 8
3/26/09	Families with Latino Roots Working with Interpreters Case studies Guest speaker/video	RM Chapter 5 “Conversation for Three”
4/9/09	Families with Anglo-European roots Families with Native-American roots	RM Chapter 3 RM chapter 7
4/23/09	Families with Asian Roots Case studies Guest speaker/video	RM Chapter 6
5/7/09	Case studies Summary Class presentations of Quick Reference Guides	

“The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact one of the instructors privately in regard to your needs in this course.”

Reflection Paper Feedback Rubric (35 total); 5 points per reflection possible

Student:

Reader:

	Does not meet standard (0 pts)	Partial points (2.5 pts)	Full points (5 pts)
Describes class session	Does not answer question	Describes in general	Describes with specific examples
Integrates reading and class information	Does not include at least one reference to reading and class	Presents at least one specific reference to reading and class	Presents more than one reference to reading and class
Writing conventions	Three or more errors	One or two errors	Has no errors
Expresses self clearly	Writing is unfocused and confusing	Writing is sometimes unclear and unorganized	Writing is focused and well organized

Quick Reference Guide
Multicultural Information on _____

Brief case/client information.

Overview of world view-discuss cultural continua regarding family constellation; interdependence/individuality; time; tradition/technology; ownership; rights and responsibilities; harmony/control.

Special cultural considerations (include religious factors as appropriate)

Pertinent information on phonology and/or language

Intervention principles/strategies and Examples

**Rubric for Quick Reference Guide: Each target category = 5 possible points
Total possible points = 25.**

Target	Doesn't meet Standard (0 points)	Partial Points (2-4 points)	Full Points (5 points)
Overview of world view	Doesn't provide information re: world view	Provides 2 or 3 categories of information re: world view	Provides 5 or more categories of information re: world view
Special cultural considerations	Doesn't provide any special considerations	Provides 1 or 2 items for special consideration	Provides 3+ items for special consideration
Phonology/language information	Doesn't provide any information on phonology/language	Provides some information on phonology/language	Provides some specific details re: sound system or language differences and references to resources
Intervention principles/strategies	Doesn't provide strategies or principles	Provides 1 or 2 principles/strategies	Provides 3+ principles/strategies
Examples using strategies	Doesn't give examples	Provides one example of a strategy	Provides 2 or more examples of use of a strategy