

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

Spring 2012, 1 credit  
Instructor: Betty Bunce, Ph.D.  
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Meeting Time: Thursdays at 6:30-8:15  
Place: 2094 Dole  
Office Hours: by Appointment

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.

**Disability Resources:**

*“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 the instructor privately in regard to your needs in this course.”*

**Academic Misconduct:**

Students are expected to observe all University Guidelines pertaining to academic misconduct as state in the University Senate Rules and Regulations (2.6.1)

*“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University*

*approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research." Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.*

#### 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. Each class attendance/participation is 3 points (3 x 8 = 24 points). Absences due to illness or other special circumstances should be discussed with the instructors. Typically if a class is missed, participation points can still be awarded if student attends an approved cultural event and submits a 2-page paper describing the student's learning (reflection see below) This can be done for one missed class. (Excused absences may receive 1.5 points).
2. At the end of each class, students will have one week to submit a reflection paper via e-mail to the Blackboard site or to the instructors e-mail. The reflection paper should address the class discussion, speaker or video or topic of the previous class meeting. Each week the instructor will post on Blackboard a reflection question or questions by the Friday following the scheduled class (e.g. the next day!). Therefore **due dates** for reflection papers are the Friday before the next class (e.g, **Due dates** for Reflection 1- Jan. 27<sup>th</sup> ; Reflection 2- Feb. 10<sup>th</sup> ; Reflection 3 – Feb. 24<sup>th</sup> , Reflection 4 – March 9<sup>th</sup>; Reflection 5 – March 30<sup>th</sup> , and Reflection 6 – April 13<sup>th</sup> ; Reflection 7 –April 27<sup>th</sup> ). These papers may be submitted to the instructor via the assignment box on blackboard (or to the instructor by e-mail). 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 2-3 pages. Each class reflection is 7 pts. (7 x 7= 49pts). There will no reflection due for the last class (5/3). (Late reflection papers may be accepted with a maximum of 3.5 points). In addition, if a student needs to miss a class, they can receive full points- both participation and reflection- if they attend a special cultural event and substitute a reflection on that event instead of a reflection on the class missed. They will need to get professor's approval in advance. No more than one class may be substituted.
3. Students will each devise a case study involving a disability of choice (e.g., language impairment, aphasia, phonological disorder, voice disorder, etc.), assessment information, and age of the client. After approval of the case study, "cultures" will be assigned (random drawing). Then, students will develop a quick reference guide based on the particular assigned culture or sub-culture. The guide will include an overview of beliefs, pertinent information on phonology and language structure, special cultural considerations, proposed goals for chosen client, and suggested intervention strategies and/or principles to be used in developing intervention activities to achieve the proposed goals. Appropriate resources including web-sites should be given. A grading rubric will be provided (20 points). If class members agree, the instructor will compile all of the

guides into one document (organized based on the variety of cultures listed earlier) which will then be placed on blackboard for individual class members to download. In this way, you will each have a quick reference guide of intervention strategies for a variety of clients/cultures.

4. Seven intervention articles will be reviewed by the class. Each student will be assigned to a group and each group will lead a discussion of their assigned article during class (1 point for oral discussion). For your assigned article, you are to write a 1-2 page summary (purpose, method, results, etc) to aid you in leading the discussion. The summary is to be turned in at the end of class (6 points). All students should read all of the articles. The articles will be available on blackboard.

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

93-100=A  
90-92= A-  
87-89= B+  
83-86= B  
80-82=B-  
77-79=C+  
73-77=C  
70-72=C- and so forth

**Required Texts:**

Roseberry-McKibbin, C (2008). *Multicultural students with special language needs*. (3<sup>rd</sup> ed). Oceanside CA: Academic.

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

Supplementary text: Lynch, E. W. & Hanson, M. J. (2011) *Developing cross-cultural competence*. 4<sup>th</sup> edition. 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

Dresser, N. (2005). *Multicultural manners: Essential rules of etiquette for the 21<sup>st</sup> century*. Hoboken, NJ: John Wiley & Sons.

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.

Readings:

Kalyanpur, M. (1999) Professional's Perspectives on Parent Styles (Maya's story), 77-113 in M. Kalyanpur and B. Harry *Culture in Special Education*. Baltimore: Paul H. Brookes.

Hammer, C. S. (2011). Broadening our knowledge about diverse populations. *American Journal of Speech Language Pathology*, 20, 71-72.

**Journal Articles:**

2. Inglebret, E. Jones, C., Pavel, D. M. (2008). Integrating American Indian/Alaska Native culture into shared storybook intervention. *Language, Speech and Hearing Services in Schools*, 39, 521-527.
3. Jacobson, P. F. & Cairns, H. (2008). Considering Linguistic Input in a Bilingual Situation: Implications for Acquisition. *Language Speech and Hearing Services in Schools*, 39, 352-364.
4. Kohnert, K., Yim, D., Nett, K., Kan, P.F. & Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language Speech and Hearing Services in Schools*, 36, 251-263.
5. Lorenzen, B. & Murray, L.L. (2008). Bilingual Aphasia: A theoretical and clinical review. *American Journal of Speech Language Pathology*, 17, 299-317.
6. Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with specific language impairment. *Language Speech and Hearing Services in Schools*, 36, 172-187.
7. Park, J. & Turnbull, A. (2001). Cross-cultural competency and special education: Perception and experiences of Korean parents of children with special needs. *Cross-Cultural Education and Training in Mental Retardation and Developmental Disabilities* 36(2), 133-147.
8. Robinson, G. & Stockman, I. (2009). Cross-dialectal perceptual experiences of speech-language pathologists in predominantly Caucasian American school districts. *Language Speech and Hearing Services in Schools*, 40, 138-149.

Date	Topic	Reading
1/19	Overview of course requirements Ethnic, Cultural and Language Diversity in Intervention Settings..	Project Craft video RM Chapter 14 Kalyanpur Chap. 4 Hammer, C. S. 2011
2/2	Conceptual Framework and Foundations Practical Suggestions for Intervention Guest speaker: Bilingual Therapist. Article 6.	RM Chapter15 Battle, Chapter 14
2/16	Families with African American Roots Case studies submitted for approval Article 8 Video	RM Chapter 4 Culture/Ethnicity for reference guides assigned
3/1	Families with Middle Eastern roots Families from Pacific island backgrounds Article 5 Guest speaker	RM Chapter 9 RM Chapter 8
3/15	Families with Latino Roots Article 3 and Article 4 Working with Interpreters Video	RM Chapter 5 “Conversation for Three”
4/5	Families with Anglo-European roots Families with Native-American roots Article 2 Guest speaker	RM Chapter 3 RM chapter 7
4/26	Families with Asian Roots Article 7 Guest speaker	RM Chapter 6
5/3	Summary Class presentations of Quick Reference Guides	

**Reflection Paper Feedback Rubric (49 total); 7 points per reflection possible**  
**Reflection Paper Feedback Rubric (7 pts)**

Student:

Reflection #

	<b>Does not meet standard</b>	<b>Partial points</b>	<b>Full points</b>
Integrates reading and class information (4 points)	Does not include at least one reference to reading and class	Presents at least one specific reference to reading and class and provides a point of view/opinion.	Presents more than one reference to reading and class and point of view is well-developed.
Writing conventions (1 point)	Three or more errors	One or two errors (misspellings, grammar errors..)	Has no errors
Expresses self clearly (2 points)	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 = 20.**

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