Multicultural Issues in Speech Language Pathology

ComD 636-1
Spring 2010, 3 Credit Hours
T, Th 8:20-10:50
125 TLRB

Instructor: Dr. Martin Fujiki
Office hours: 1-2 Th, 130 TLRB, or by appointment (801)-422-5994, martin_fujiki@byu.edu

Teaching Assistant: Gwi-Ok Jang (contact information on blackboard)

Course description: This course will focus on speech and language assessment and intervention with persons from culturally and linguistically diverse backgrounds. Specific topics of discussion will include:

- Service provision to children from diverse backgrounds
- Second language acquisition and bilingualism
- Influence of cultural diversity on learning
- Assessment methods for diverse populations
- Intervention methods for diverse populations

Course Objectives: The overall goal in this course is to provide you with the information needed to assess and treat the communication problems of children from culturally and linguistically diverse backgrounds.

We will focus on the following objectives (objectives are organized to demonstrate how they meet the KASA standards).

Standard III-B Basic human communication processes
demonstrate knowledge of basic terminology related to the study of individuals from culturally and linguistically diverse (CLD) backgrounds (e.g., race, culture).

describe the influence of culture on learning and behavior, with particular emphasis on the educational context.

describe second language acquisition and native bilingualism in typically developing individuals.

describe the influence of different learning contexts on second language proficiency.

describe factors that facilitate or hinder second language learning in typical learners in culturally diverse contexts.

Standard III-C Nature of Speech, Language, and Communication Disorders
contrast language difference with language disorder for the purpose of determining whether a child from a CLD background is a typical or atypical language learner.

Identify cultural factors (e.g., interactional styles) that may influence assessment outcomes and give the appearance of impairment.

describe stages of acculturation and how these might influence linguistic and academic performance in a child from a CLD background.

*Standard III-D Prevention, Assessment, Intervention*

describe programs used to teach typically developing school age children a second language (e.g., various types of immersion, bilingual programs).

describe how a caretakers’ or parents’ cultural views (e.g., on education, disability) may impact service delivery for students from CLD backgrounds.

List and describe the laws and regulations governing service provision to students from CLD backgrounds.

describe the educational service delivery models that students from CLD backgrounds encounter in the United States.

describe how to employ a translator in the assessment and intervention process with parents/caretakers and children from CLD backgrounds.

describe ethnographic interviewing as a method of gathering information from caretakers and parents of children from CLD backgrounds.

describe informal assessment strategies to separate different language systems from impaired language systems.

list the uses and limitations of formal assessment procedures with students with language impairment from CLD backgrounds.

Describe several intervention procedures that would be effective with students with language impairment from CLD backgrounds.

**Text:**

We will use selected readings, which are noted below. Many of the readings are available electronically from course reserve in the Harold B. Lee Library (indicated by **). Other texts are available for check out from course reserve in the library (indicated by *). A few of the materials are not available from the library and can be obtained from the student secretary.

**Course outline and reading assignments:**
The following is a tentative schedule listing when we will be discussing specific topics and reading assignments. Keep in mind that this schedule may change somewhat as the semester progresses.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Intro. to the course</td>
<td>Battle, D., <em>Communication disorders in multicultural populations, 3rd Ed.</em> Chapter 1. Communication disorders in a multicultural society*</td>
</tr>
<tr>
<td>Definitions and overview</td>
<td>Kalyanpur &amp; Harry, <em>Culture in special education</em>. Chapter 1. Cultural underpinnings of special education.**</td>
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<tr>
<td>April 29 Cultural and linguistic diversity and the educational system</td>
<td>Langdon, H. W. <em>Assessment &amp; intervention for communication disorders in culturally and linguistically diverse populations</em>. Chapter 3. Optimal second-language learning for CLD populations.*</td>
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<tr>
<td>April 29 Cultural and linguistic diversity and the educational system (cont.)</td>
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<tr>
<td>Bilingualism and second language learning</td>
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<tr>
<td>May 4 Cultural and linguistic diversity And the educational system (cont.)</td>
<td>Genesee, Paradis, &amp; Crago, <em>Dual language development &amp; disorders</em>, Chapter 6, Second language acquisition in children.*</td>
</tr>
</tbody>
</table>
May 13 cultural diversity (cont.)
May 18 use of interpreters/translators

Langdon, H. *The interpreter translator: Process in the educational setting*. section 1, roles and responsibilities.

May 20 assessment methods and procedures


May 25 assessment methods and procedures

May 27 assessment methods and procedures

Response to intervention


June 1 assessment methods and procedures

Westby, C. There’s more to passing than knowing the answers. Chapter 8 In T. Ukrainetz, *Contextualized language intervention*.

June 3 Intervention methods and procedures


June 8 Intervention methods and procedures

June 10 Open book exam on readings.

**Assignments:**

1. *Quizzes/projects*. (10 points per exam)

There will be 11 short quizzes (about one each session). Most of these quizzes will focus on the material from the last class period. In some cases the assignment will involve an out of class project that will be assigned during one class session and due the next. If an exam is given, you must be in class when it is administered. Make up exams will not be offered unless you have a university excused absence or a note from a physician indicating illness. In these cases you will be asked to write a short paper in place of the quiz. You can drop one quiz. If you perform poorly on an exam and want to earn back up to two points you can write a short paper (1 or 2 pages) on the topic covered by the quiz. The paper must be handed in no later then by the session after the exam is returned. Your lowest quiz score will be dropped.
2. *In-class exam, focusing on the reading assignments (100 points).*

The exam will be administered in class (which means you must complete the exam in the length of time that we have in a class period). The exam will be essay in nature. It is open book, so you can bring all of the readings in and refer to them. The more information you can draw from the readings and incorporate in your answers, the better you will do. You can also incorporate information from readings that were not required, but found in the reference list at the end of the syllabus. Keep in mind that you must highlight the information in the readings to do well on this test. A typical question might ask you about you’re an issue related to bilingualism, and then ask you to draw on at least four sources from the readings to support your answer.

3. *Lesson plan (50 points).*

You will be provided with a case study. Develop a lesson plan for your first intervention session. You should write goals and objectives. The lesson plans should focus on how you achieve your objectives. It should include (but not necessarily be limited to) the following: purpose, preparation, materials, procedures, and data collection. You will not be graded on length, however, your paper should not be longer than 5 pages. Be aware that if you include something in your lesson plan that directly contradicts what you are learning in class you may lose up to 25% of the points. This assignment is due on June 8, but can be handed in earlier.

4. *Participation.*

Your participation in class discussion is important! You can have one unexcused absence, no questions asked. After that you will be penalized 5 points per class session missed, the only acceptable excuses being illness with a note from a physician or an official university excused absence. If you have three or more excused absences you should talk to me about the best course of action from that point forward.

5. *bonus points (5 points possible).*

Attend a lecture, either on or off campus, by an expert on a topic related to a class objective. You may also attend an activity (e.g., an activity sponsored by the BYU multicultural student organization, etc.). To avoid problems you should get the lecture or activity approved beforehand (e.g., eating lunch at Café Rio or going to a movie such as “Ponyo” does not count). Write a one-page paper summarizing what you learned.

You can also earn 2 bonus points by completing the on-line course evaluation at the end of the semester.

<table>
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<tr>
<th>Grading summary</th>
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<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Lesson Plan</td>
<td>50</td>
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<tr>
<td>Reading assignment exam</td>
<td>100</td>
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<tr>
<td>Possible bonus</td>
<td>Up to 7 pts.</td>
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Grades will be assigned on a traditional scale, with 90% being an A, 80% being a B, etc. However, I reserve the right to make adjustment as is appropriate.

Some references:


The university has asked that the following statements be included on each course syllabus:

**Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

**Students With Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.