Infusion of Culturally and Linguistically Diverse Issues into a University Curriculum

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ASHA Knowledge and Skills document for working with CLD Populations
Voice and Resonance

Resonance/Voice/Fluency

- **9.0 Role**: Identification/Assessment and Treatment/Management of individuals at risk for resonance, voice, and/or fluency disorders. This includes knowledge and skills related to:
  - Current research on preferred practice patterns in the identification/assessment and treatment/management of resonance, voice and/or fluency disorders.
Voice and Resonance

Resonance/Voice/Fluency

- Community standards of typical resonance, voice, and/or fluency patterns.

- Application of the standards of the client's/patient's speech/communication community for dismissal/discharge criteria.
Voice and Resonance

- Areas of consideration for CLD Populations
  - In order to fully understand the impact of a communication disorder on a person’s life, assessment and treatment of communication disorders must be done in the context of the patients language and culture

Voice and Resonance

- Incidence (rate of new occurrences) Prevalence (total cases at one time)
  - Little reliable data on incidence and prevalence for CLD populations

Voice and Resonance


- Race of mother appears to have more influence on production of cleft


- Cao Gio, Bat Gio, Giac, Xong
Voice/Resonance Multicultural Curricula

- Cultural beliefs about cleft lip and palate
  - *Un rayo*
  - Safety Pin
  - *Caida de mollera*
  - Handicapping condition a result of a wrongdoing of individual’s ancestors
  - Handicap a gift from God (Chamorro culture)
  - Handicap a curse (Philippines and China)
Voice/Resonance Multicultural Curricula

- Cultural beliefs about voice disorders
  - Impact of voice disorder on quality of life
  - Collectivism (We) vs. Individualism (I) cultures

Voice/Resonance Multicultural Curricula

- Culturally sensitive and relevant prevention strategies
  - Knowledge of cultural diversity (individual, family and culture)
  - Interactional styles
    - Do not have preconceived notions of client’s assumptions about handicaps and intervention

Voice/Resonance Multicultural Curricula

- **ASSESSMENT**
  - Family-centered approach
  - Ethnic or cultural beliefs regarding examination of vocal tract
  - Use of normative data based on predominantly white subjects
    - ½ of the world is bilingual most data from monolingual speakers

Voice/Resonance Multicultural Curricula

- TREATMENT
  - Cultural mistrust
    - Personal credibility
  - Patient’s perception of norm
    - Participants born outside of North America, in particular participants from Southeast Asia, China, and Hong Kong, believed that English speakers with disorders “could do better if they tried.”

Voice/Resonance Multicultural Curricula

- **TREATMENT**
  - Facilitating techniques and their cultural appropriateness
    - Facilitating techniques for voice
  - Family involvement

Voice/Resonance: References

- American Cleft Palate/Craniofacial Association (ACPA) and Cleft Palate Foundation (CPF) informational booklets in Spanish: [http://www.cleftline.org/espanol/publicaciones](http://www.cleftline.org/espanol/publicaciones)
Voice/Resonance: References

- http://www.asha.org/about/leadership-projects/multicultural/readings/
- http://www.asha.org/about/leadership-projects/multicultural/readings/voice.htm
Language Disorders/Language Theory

- Areas of consideration for CLD population
  - How do we infuse?
  - Multicultural/multilingual instructional goals

- Language theory
  - Tomasello
    - Culture as ontogenetic niche
    - Social/cultural transmission
  - Rogoff
    - Psycho-Cultural Model
    - Bronfenbrenner’s Ecological Model
    - Sociocultural activity & Cultural Tools
Language Disorders/Language Theory

- Laosa
  - Intercultural transition
    - Intercultural change
    - Assimilation vs Acculturation
    - Biculturalism
    - Cultural change & development
    - Funds of knowledge
  - Deficit vs Difference

- Greenfield
  - Independence vs interdependence
  - Belief system & Cultural Scripts
Language Disorders/Language Theory

- Infusion
- Facts
Language Disorders/Language Theory: References

Language Disorders/Language Theory: References

Phonology

- Incidence/Prevalence Data for CLD populations
  - Estimated 5.2 million bilingual children enrolled in U.S. schools
  - A 61% increase since 1994
- ASHA Focused Initiative 2001 (CLD Populations)
Phonology

- ASHA K&S for working with CLD Populations
  - Identification/Assessment
    - Current research and best practices
    - Phonemic and allophonic variations
    - Terminology
    - Standards of client’s speech community
  - Treatment/Intervention
    - Current research and best practices
    - Community standards of typical articulation and phonology patterns
    - Standards of client’s speech community
Phonology

- Areas of consideration for CLD Populations
  - L1 plays large role in L2 phonological development
  - L1 often influences L2 when students are learning L2 (transfer)
  - Errors reflect influence of L1
  - Can occur in all areas: syntax, morphology, phonology, semantics, and pragmatics
  - Determining communication disorder versus communication difference
  - Challenges to providing assessment and intervention due to lack of understanding
Phonology

□ Required Texts

■ Traditional articulation and phonological text

■ Text focused on dialects and linguistic variations
Phonology

- In-Class Activities and Resources
  - Case studies
  - Videos
    - *American Tongues*
      - Discussion questions
        - The nature of dialect differences
        - Manifestations of dialect variation
        - Reasons for dialect differences
        - Attitudes about dialects
        - Dialect identity
        - The uses of standard and vernacular dialects
Phonology

- *Do You Speak American?*
  - PBS
  - Discussion questions
  - Reflective journals

- Assessment critiques
- Handouts
Phonology: Infusion at Work

- Normal development of articulation and phonological skills
- Theoretical issues in articulation and phonological development
- Assessment of articulation and phonological disorders
  - General assessment procedures for articulation and phonological disorders
- Specific treatment approaches
- Typical acquisition in bilinguals
- Theoretical perspectives on speech sound disorders in bilingual children
- Ethnocultural variables of articulation and phonological development
  - Minority language differences
- Evidence-based phonological assessment of bilingual children
- Evidence-based practice and treatment of speech sound disorders in bilingual children
Phonology

- Course Assignments
  - Proficiency exams
  - Case interpretations
  - Journal critiques
  - Online discussion threads
Phonology: References


Phonology: References


Phonology: References


Clinical Education

- Developing awareness & understanding of cultural differences
- Examples of clinical education learning activities
- Connecting Clinic & Academics
- Documentation of cultural competency skills
Developing Awareness of Diversity: Clinical Orientation

- Broad notion of diversity
- Book Club
  - *The Spirit Catches You and You Fall Down* (Ann Fadiman)
  - *What is the What: The Autobiography of Valentino Achak Deng* (Dave Eggers)
  - *Mama May be Better off Dead: The Failure of Healthcare in Urban America* (L.K. Abraham)
  - *There are no children here: the story of two boys growing up in the other America* (Alex Kotlowitz)
Ethnographic Interviewing

Panel Interview

- How long have you been in the US & why did you come?
- What are some differences you initially noticed between American society and that of your home?
- What do you wish Americans knew about your culture?
- How is healthcare in the US different from your home?

Interviewing one another

- Where are you from
- Describe one important holiday in your family and how it is celebrated
- What role does religion play in your family
  - Education; extended family; politics, etc
Learning Activities

- Interview role play incorporating 2nd language users
- Analysis of diagnostic tools: validity with culturally/linguistically diverse populations
- Clinical “Reference Sheets”
  - Dialectical speech/language variations
  - 2nd language use: speech/language variations
  - Cultural guidelines for interacting with families
Broad View of Diversity: Poverty, Disability, Gay Rights (etc)

Photo Voice Websites & books:

- [www.photovoice.org](http://www.photovoice.org),
- [www.photovoice.com](http://www.photovoice.com)

- **Examples of Projects**
Connecting Clinic: Academics

*Spirit Catches you and You fall down*

- **Artic/Phonology:** Viet Namese speech patterns
- **Child Language:** home based parent training program for families from Viet Nam (0-3 yr old child)
- **Counseling:** development of cultural guidelines for interviewing/counseling
- **Dysphagia:** food/feeding recommendations for patient from Viet Nam
Documentation of Clinical Skills

Student demonstrates . . .

- Awareness of own beliefs/biases in clinical interactions
- Respect for client’s background (ethnic, lifestyle, physical/mental ability, religious beliefs/practices, and heritage)
- Ability to modify clinical procedures by considering client’s traditions, customs, values, and beliefs
- Awareness of own limitations in providing services to clients/patients from diverse backgrounds (cultural/linguistic)
- Skill in incorporating strategies that form a bridge between client/patients culture and community or communication environment
- Ability to incorporate values in counseling which are consistent with client/patient values
Documentation (cont)

- Logging of practicum experiences
- Development of portfolio items
  - Artifact cover sheet: “what did you do differently to meet the diversity needs of the client/patient?”
Clinical Education References

ASHA Multicultural Website:  http://www.asha.org/about/leadership-projects/multicultural/readings/reading_5.htm


Fluency

Four main issues:

- Cultural beliefs regarding causes of stuttering
- Cultural attitudes toward stuttering
- Bilingualism and stuttering
- Intervention models for stuttering with CLD populations
Fluency--Beliefs about causes


Fluency-- Cultural attitudes toward stuttering

Fluency-- Bilingualism and stuttering


Fluency – Clinical implications
