A Win-Win Partnership: Clinical Practice and the Community

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When the picture taker is too slow...
Introduction

• Goals of today
  1. Discuss challenges faced by SLPs with the increase in the ELL population
  2. Discuss the importance of training culturally competent SLPs
  3. Describe partnership between LCC and urban Catholic school
  4. Describe learning goals and progress of students.
  5. Describe how individuals can incorporate similar community work into their own clinical practice.
Rationale for Partnership

• Racial minorities expected to increase to 30% of population (ASHA, 2000); 18% over five years old speak a language other than English (census 2000)
• 2010, children of immigrants represent 22% of population; of those 50% speak Spanish
• Stockman, Boult, and Robinson (2004) surveyed CAA accredited programs: 77% “strongly committed” to infusing multicultural issues in programs; infusion across the board imperative
• Quality of educational preparation is correlated with quality services provided to public
Developing the partnership

- Prior relationship established between Archdiocese of Baltimore and Loyola
- Stakeholders meeting; identify parochial school to meet needs of archdiocese and University

Parochial School benefits + Loyola benefits = Win/Win
Goals for the school children

• Teacher recommendations
• Screening results
• Maryland Voluntary State Curriculum Standards
• Samples
Long-term Goal #1: To demonstrate kindergarten readiness in the area of phonological awareness by May 2008.

• Short-term Objective #1: All members of the class will identify a word that rhymes with a target word from a field of three with 80% accuracy independently.

• Short-term Objective #2: All members of the class will provide a word that rhymes with a target word with 80% accuracy, independently.

• Short Term Objective #3: All members of the class will clap out the number of words in a given sentence with 80% accuracy, independently.

• Short-term Objective #4: All members of the class will clap out syllables in words with 80% accuracy independently.

• Short Term Goal#5: All members of the class will identify the initial phoneme of a word with 80% accuracy, independently.
Initial phoneme identification
Long-term goal #2: To demonstrate kindergarten level readiness in the area of basic concepts by May 2008.

- Short-term Objective #1: All members of the class will identify the picture that represents the opposite of a target word with 80% accuracy independently.

- Short Term Objective #2: All members of the class will name the opposite of a given word with 80% accuracy, independently.

- Short-term Objective #3: All members of the class will sequence three events related to an activity of daily living with 80% accuracy independently.

- Short-term Objective #4: All members of the class will retell three events related to an activity of daily living with 80% accuracy independently.

- Short Term Objective #5: All members of the class will demonstrate understanding of qualitative concepts (e.g., all/none, full/empty, more/less, long/short) with 80% accuracy independently.

- Short Term Objective #6: All members of the class will be sort objects or pictures into categories in 2 out of 3 trials independently.

- Short Term Objective #7: All members of the class will be able to name 1 item that belongs in a targeted category with 80% accuracy independently.
Basic concepts: colors
Long-term Goal#3: To develop kindergarten readiness in the area of pre-literacy skills by May 2008.

- Short-term Objective #1: All members of the class answer “why” questions with 80% accuracy independently.
- Short-term Objective #2: All members of the class will answer “how” questions with 80% accuracy independently.
- Short-term Objective #3: All members of the class will answer “where” questions with 80% accuracy independently.
- Short-term Objective #4: All members of the class will identify if items were in a story with 80% accuracy independently.
- Short-term Objective #5: All of the students will demonstrate understanding of a text by drawing a picture relating to a story one time during a session.
- Short-term Objective #6: All of the students will make predictions during a story reading with 80% accuracy independently.
Story comprehension
Goals for the clinicians

• 7% of ASHA certified SLPs classify themselves as bi- or multilingual
• 6% consider themselves to be part of a minority group (ASHA 2002, as cited in ASHA, 2004)
• Lack of a shared cultural background
• Sensitivity to different challenges faced by families
A culturally competent future SLP
Increased Cultural Awareness?

• Ten graduate clinicians were given a pre/post measure on the **Color Blind Racial Attitude Scale (Cobras)**, (Neville, Lilly, Lee, Duran & Browne, 2000)

• Starts with the premise that “race does matter”

• How did they do without explicit training, only clinical exposure?
Increased cultural awareness?

• Graduate student results looking at three measures:
  
• *Blindness to White Privilege*

• *Lack of Awareness of Institutional Racism*

• *Lack of Awareness of Blatant Racial Issues*
## Results

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<th>Construct</th>
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<th>Means (SD) post</th>
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<tr>
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<tr>
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<tr>
<td>Institutional Discrimination</td>
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<td>3.31</td>
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<tr>
<td><strong>Likert Scale 1 strongly disagree 6 strongly agree</strong></td>
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Results from Preschoolers: Study

• *Emergent Literacy and Language Assessment* (ELLA) (Wiig & Secord, 2006)

• Pointed questions, modeled and expanded sentences

• Mean length of response in words (MLR-w) has been found to be an accurate measure of morphosyntactic complexity in children who speak Spanish (Aguado, 1989).

• Significant gains in all preschoolers (N=21) in narrative language skills
Results: Year long intervention

• In the kindergarten class, 90% of the goals targeted during the 2007/2008 school year were achieved by the students by the end of the year.
• In the Pre-School and Pre-Kindergarten groups, 66-70% of the goals were achieved, respectively.
• Time constraints and prioritization of goals
• Anecdotally: An increased number of children are reaching the reading and literacy benchmarks for first grade.
Teacher feedback

• “I can’t believe what you have done with [child’s name]. He used to just grunt and now he calls the other kids by name. I can understand what he wants and he can tell me when he has to go to the bathroom.”

• “It has been a great asset for our school to be involved in their help and expertise especially since our students come from disadvantaged backgrounds.”

• “The progress that the students have made since [the program] began is dramatic.”

• “The school uses the DIBELS testing and the students have made great strides throughout the year. We can only hope that the Speech and Language Program from Loyola can continue so that our students may benefit in the future.”
Student clinician feedback
Lessons learned

• Stakeholder buy-in
• Start small
• Bilingual volunteers
• Supportive staff
• Secure outside source of funding
• evidence-based practice
The future

- Middle school
- Parent involvement
- More explicit training in working with diverse population
- Measures indicating increased cultural competence (expand Cobras); ASHA multicultural affairs
- [http://www.asha.org/practice/multicultural/self.htm](http://www.asha.org/practice/multicultural/self.htm)
Applications to non-University setting clinicians

• Community service
• Prevention programs
• Opportunities with faith-based communities
• BHSM programs
• Increased collaboration with non-related services professionals
Thank You...

• ...to the faculty, staff, and students of Archbishop Borders Elementary School, especially Ms. Maryann Zawdowny, Ms. Aileen Semple, and the principal, Ms. Cathy Marshall.
Questions?
References


