Cultural Competence:
The evidence is in the practice
Part 2

Agenda
- Culturally Competent Assessment Strategies
- Culturally Competent Treatment Strategies

CULTURALLY COMPETENT ASSESSMENT STRATEGIES

WHAT DOES THE EVIDENCE SAY?

Assessment Strategies
- Case History
  - Research: parent interviews provide valid information to help distinguish language difference from true language disorder (Roseberry-Mckibbin, 2002)
  - Ethnographic Interviewing- gain insight on the cultural values, traditions, and attitudes.

Assessment Strategies
- Case History
  - How long has the child lived in the U.S.? How old were they when they moved here?
  - When was English introduced?
  - What language(s) do the parents speak to the child? In what language does the child respond to the parents?
  - What language(s) do the child’s siblings speak?
Assessment Strategies

- Research on Second Language Acquisition Process
  - Home language use
  - "Nonverbal" period (the younger the child, the longer this period will last)
  - Telegraphic and formulaic speech
  - Productive language use (transfer; codeswitching; language loss)

(Tabors, P., 1997)

Assessment Strategies

- Research on Phonology & ELLs
  - Children who began learning English at 6-8 years old continued to have accented speech as adults. (Flege, 1999)
  - Cross-linguistic effects are prevalent when acquiring a new phonological system. (Goldstein, 2000)

Quick Exercise

- Vietnamese
  - Tonal language- each syllable has a tone; each tone changes the semantics of a word
  - No consonant clusters
  - Words are primarily monosyllabic
  - There are six consonants used in final position (/p, t, k, m, n, ŋ/)

Assessment Strategies

- Research on African American English
  - AAE is a systematic language variety (dialect) with a set of rules for its phonology, semantics, & grammar.

Assessment Strategies

- Research on Spanish-influenced English
  - Native language features will likely be seen in the English used by those learning English as a 2nd language
  - "The car green"- Adj. after noun
  - "I work yesterday"- Omit past tense -ed

(Paradis, 2007)

Assessment Strategies

- Research on ELLs & Lexical Acquisition
  - ELLs have better lexical processing skills in native language until 8-10 yrs old, then they shift to English. (Kohnert & Bates, 2002)
  - ELLs’ “lexical accumulation in L2 (English) is very gradual”. (Paradis, 2007)
Assessment Strategies

• Research on ELL’s & morphosyntactic development
  - Grammatical morphemes are acquired by ELLs in roughly the same order as monolingual English children (except with “be” morphemes—tend to be earlier acquisition for ELLs).
  - Non-impaired ELL’s error patterns are similar to those observed in monolingual SLI children

Assessment Strategies

• Research on ELLs & Morphosyntactic development
  - More errors with tense markers; more likely to omit morpheme than to substitute (Paradis, 2005).
  - Months of exposure to English is not a good predictor of mastery of morpheme acquisition (Paradis, 2005).

Assessment Strategies

• Tips for culturally competent practice
  - Use ethnographic interviewing
  - Review literature on phonology, grammatical structures, and pragmatics of client’s cultural and linguistic background
  - Be aware of dialectal differences
  - Be cautious with translated tests—some test items don’t translate well.

CULTURALLY COMPETENT TREATMENT STRATEGIES

WHAT DOES THE EVIDENCE SAY?

Treatment Strategies

• Feelings toward “treatment”
  - May or may not be familiar with work of an SLP/Audiologist
  - May rely on spiritual treatment
  - May look to you as the “expert”
Treatment Strategies

• Family dynamics and support
  • Parents- yes, no, maybe????
  • Extended family may be relied upon
  • Type of support may vary

• Linguistic Considerations
  • Assessment results
  • Linguistic environments & demands
  • Available resources
  • Home language program (Kohnert, et al. 2005)

• Materials and Resources
  • Carefully select materials that are relevant to the individual’s cultural background and experiences.
  • Account for different learning styles.

• Every interaction occurs across cultural lines
• Avoid stereotyping
• Flexibility is critical
• Partnership between all parties involved
• Culture requires that our competence be dynamic

Thanks!!!!!
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References & Resources

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