

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

- Case History
 - Determine cultural viewpoint of:
 - Disability
 - Role of SLP/Aud
 - Children's interaction with adults

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

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?



What does the evidence say about treatment services?

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

Treatment Strategies

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

Treatment Strategies

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

The Evidence is in the Practice

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

Thanks!!!!

csaad@asha.org

References & Resources

- Flege, J. (1999). Age of learning & second language speech. In Birdsong, D. (Ed.), *Second Language Acquisition and the Critical Period Hypothesis*. Mahwah, NJ: Lawrence Erlbaum.
- Goldstein, B. (2000). *Cultural and linguistic diversity resource guide for speech-language pathologists*. San Diego, CA: Singular Publishing Group, Inc.
- Kohnert, K., & Bates, E. (2002). Balancing bilinguals II: Lexical comprehension and cognitive processing in children learning Spanish and English. *Journal of Speech, Language and Hearing Research*, 45, 347-359.
- 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.
- Lynch, E., & Hanson, M. (2004). *Developing cross-cultural competence: A guide for working with children and their families*, 3rd edition. Baltimore: Paul H. Brookes Publishing.

References & Resources

- 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.
- Paradis, J. (2007). *Second Language Acquisition in Children: Considerations for Assessment*. American Speech-Language-Hearing Association telephone seminar.
- Roseberry-McKibbin, C. (2008). Multicultural students with special language needs: Practical strategies for assessment and intervention, 3rd edition. Oceanside, CA: Academic Communication Associates.
- Tabors, P. (1997). *One Child, Two Languages: A guide for preschool educators of children learning English as a second language*. Baltimore: Brookes Publishing