

Assessment and Remediation of the Bilingual/Bicultural/Bidialectal Client
COMDDE 6210
Fall, 2008

Time: Mondays 1:30-3:00
Professor: Dr. S. Manuel-Dupont
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Required Texts:

Multicultural Students with Special Language Needs
Cultural and Linguistic Diversity Resource Guide for SLPs

Course Description:

Equal opportunity education for the bilingual, bicultural, bidialectal client presents unique problems for professionals in the field of Communicative Disorders and Deaf Education. The historical lack of adequate testing materials and insufficient training of personnel working with these clients has led to widespread misclassification, and over- and under-identification for special education.

Before changes can effectively be made to the manner in which these children are assessed, placed, and given educational services, a clearer understanding of their special language situations and needs is warranted.

In this course students will accomplish the following outcomes, with related assessments satisfying KASA standards:

1. Understanding the changing demographics of this country (discussion) (Standard IIIB).
2. Discuss the relationship between language and culture and identify sociolinguistic correlates of language development and disorders (portfolio, oral presentation) (Standard IIIB).
3. Define language difference and language disorder (portfolio, oral presentation) (Standard IIIC).
4. Discuss the relationship between child rearing practices and normal language development within a specific culture (discussion, oral presentation, research paper) (Standard IIIB).

5. Define dialects; learn the origin and features of AAVE, SIE, AIE and the most prominent dialects of the US by region (discussion, film, oral presentation) (Standard IIIB).
6. Discriminate second language acquisition characteristics from language learning disabilities (portfolio, oral presentations) (Standard IIIB).
7. Clearly identify BICS, CALP and higher order thinking skills (portfolio, oral presentation, research paper) (Standard IIIB).
8. Identify types of bias in selected diagnostic instruments for various CLP populations (discussion, research paper) (Standard IIIC).
9. Learn to use portfolio assessment, team-based intervention and family friendly materials in the assessment and intervention process (discussion, portfolio, oral presentation) (Standard IIIB).
10. Modify items or scoring procedures to minimize bias in diagnostic instruments (discussion, presentations) (Standard IIIC).
11. Discuss approaches to treatment of disorders for all disorder types in various CLD populations (discussion, class assignments, presentations) (Standard IIIC).
12. Relate social, educational and health characteristics of various CLD populations to etiology and prevalence of each disorder (discussion, class presentations, final presentations) (Standard IIIC).
13. Identify problems with research in regards to multicultural populations (discussion, class assignments) (Standard IIIF).
14. Describe appropriate research methodologies that accurately and fairly represent the behaviors and abilities of multicultural populations (class discussion, presentations, portfolio) (Standard IIIF).
15. Summarize the legal and ethical reasons for nonbiased assessment and treatment of communication disorders in CLD populations (discussion, portfolio, final presentation) (Standard IIIF).

Knowledge and Skills Assessment (KASA)

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as

delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

Required Textbooks:

Multicultural Students with Special Language Needs
Cultural and Linguistic Diversity Resource Guide for SLPs

Course Policies taken from www.usu.edu/policies/PDF/Acad-Integrity.pdf
(Document is attached to syllabus)

Course Requirements and Grading:

Grading: The following university approved grading scale will be used:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
60-69 = D
< 60 = F

Requirements:

1. Attendance and Participation (100 points)

Everyone is expected to attend every class and participate in group discussions. Currently there are no exams scheduled for this class. If class attendance remains

at 95%, this will remain the case. If overall class attendance drops, exams will be added to the syllabus.

2. Multicultural Poster (50 points)

Each student will produce a multicultural poster which can be displayed in a school setting. It will represent diversity in a positive manner and will help to provide a welcoming presence for diverse students in your work setting.

3. Website Resources (50 points)

Each student will produce a list of 20 websites, which can be used to obtain culture-specific or multicultural information. A short description (one paragraph) and the entire web address must be given for each resource.

4. List of Appropriate MC Books (50 points)

Each student will produce a list of 20 MC books in the age appropriate range and ethnicity of your research group. The list must include the following:

Author. (date). Name of book. Publishing place: Publisher.

5. Secondary Research Paper (100 points)

Students may work alone or in a group of 2 for this project. For undergraduates a 10-15 page paper on a diverse group in the United States must be produced from secondary research. **For graduates this information must also be put into brochure format for parents and teachers. 6 brochures is a minimum.**

Information to be included, but is not limited to:

- a. census data
- b. cultural characteristics
- c. family configuration
- d. income levels
- e. education level
- f. overall health issues
- g. socioeconomic status and considerations
- h. gender issues
- i. educational issues
- j. communication styles

6. List of Needs (25 points)

A one to two page list of needs based on the secondary research paper will be generated by each individual/group.

7. Select a target client or group and an appropriate book or group of books based on a theme (25 points)

Each individual/group will select a target client or group for a literacy based intervention unit. Describe the cultural and linguistics characteristics of the client or group. Describe the book(s) and justify their use with this population.

8. SIOP and Literature Unit (100 points)

Create a literature based intervention unit with pre-, during, and post-activities. The SIOP will direct you to preview the language in the unit, activate background knowledge, use several modalities in the learning process and assess the activity afterwards.

9. Assessment Materials (100 points)

Give a list of standardized tests that will work with your group. If no tests can be found, describe the process of finding, interviewing and hiring a paraprofessional.

Give a list of nonstandardized measures that can be used to collect language information about your client.

Create up a pre- and a post-test for your literature unit.

Create a during reading quiz.

Create a grading rubric for group work.

10. Portfolio (100 points)

You will put everything that you have created into a portfolio to hand in at the end of the semester. Use a 3-ring binder with colored dividers.

11. Graduate Students (100)

Formal, oral Power Point presentation on your portfolio. You will give a ½ hour presentation on your target group and your SIOP unit and assessment.

There will be as many as needed 30-minute oral presentations during the final examination time. Every graduate student will be held to a strict 30-minute time limit. You are to present your portfolio to the class covering the following information at a minimum:

1. Concise description of the target population you are serving
2. List of their unique needs
3. Literature unit

- 4. Sample of activities
- 5. Sample of assessments.

You should plan to make a handout for each member of the class. These can be PP slide notes or a separate document.

The following is an outline of your portfolio.

Section 1: Your research group/client

This is where your research paper and list of needs will go. You can also include any handouts or printouts about your group that you think would be helpful for the reader.

Section 2: Websites and book lists

This will help the reader find more materials on your group and select appropriate books for your group.

Section 3: SIOP of Literature Intervention Unit

Follow the format for the SIOP for your literature intervention unit.

Section 4: Teaching materials

Put all materials for the intervention unit in this section. Color code them or put them in sections together so a teacher could easily pick up this section and use the unit with all corresponding materials.

Section 5: Assessments

Standardized test suggestions, non-standardized language measurements, pre- and post literature unit tests, a during-reading quiz, and a group work assessment rubric.

Syllabus

Date	Lecture	Group Work	Readings for next time
<u>Focus 1: Families and Culture</u>			
Week 1	Intro. Demographics Project	Select topic Work alone or with a partner	MCS Chapters 1-3 CLD pages 1-10, 42-59

Week 2	Dialects In the USA	Topic to me Poster due By Friday	
Week 3	Parenting Families Health Care	Websites due	MCS Chapter 11 CLD 68-77
Week 4	Difference vs. Disorder SIOP	MC books due	MCS Chapters 9-10 Appendices A-D CLD 61-67, 121

Focus 2: Learning and Languages

Week 5	SLA, BICS CALP, MI, Bloom's Taxonomy	Rough Research paper due	MCS Chapters 12-13 CLD 128-136
Week 6	AAVE/ Assessment	Final Research paper due	MCS 4
Week 7	RIOT Assess. AAVE Literacy Issues	List of Needs	MCS Chapter 15
Week 8	Research on CLD groups	Client/Book(s)	MCS Chapter 11
Week 9	SIOP Pre-referral	Outline Lit unit	MCS Chapters 12-13

Focus 3: CLD Groups

Week 10	Native Americans Health Issues	Outline SIOP	MCS Chapter 7
Week 11	Native Americans Literacy Issues	Lit unit in SIOP format	MCS Chapters 5, 14

Week 12	Asian/PI Breadth of A/PI group Gender/family	Lit unit assessments	MCS Chapters 6, 8
Week 13	Asians/PI Literacy Issues	Standard and nonstandard assessments	Readings
Week 14	Hispanic History/Culture	Rough portfolio	MCS Chapters 5, 14
Week 15	Hispanic Language/Literacy	Final portfolio	
Final	Presentation Times and room to be announced		