

# **SPPA 6630: Speech and Language Intervention in Bilingual Populations**

Spring 2015

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Mondays 5:30 – 8:00; Cramer Hall 042

## **How to Reach Me**

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## **Course Description**

This course will focus on enhancing our ability to holistically consider our Spanish-speaking clientele in order to provide the highest-quality intervention services possible to meet their unique communication needs and goals. Students will learn about cultural and circumstantial factors that may impact service delivery. Students will also examine bilingual education and collaborative service models with particular emphasis on how differing models impact the provision of speech and language services for bilingual speakers.

### **I. Course Objectives:**

Students will be able to:

- Identify areas of need in order to develop appropriate intervention targets for bilingual clients
- Select intervention approaches, materials and activities appropriate to the culture and language of the client
- Evaluate factors that affect the selection of language of intervention
- Identify and include family's goals in intervention
- Recognize circumstantial and cultural factors that affect service delivery
- Describe various models of bilingual education and their impact on intervention planning
- Counsel and communicate with the client's parents and family members regarding the nature and severity of the disorder, treatment plan, progress and outcomes.
- Become familiar with common service delivery models and collaboration activities in a variety of therapeutic settings
- Identify additional support resources for Spanish-speaking clients
- Conduct a self-assessment of cultural competence and develop an individual plan to address areas of need

## **Course Requirements and Grading**

### **II. Assessment and Grading**

In accordance with ASHA guidelines, student learning will be evaluated using both *formative* and *summative* forms of assessment.

*Formative assessment:* ongoing measurement during educational preparation for the purpose of improving student learning. Formative assessment yields critical information for monitoring an individuals' acquisition of knowledge and skills. Such assessment must evaluate critical thinking, decision-making and problem-solving skills. Measures should include oral and written components, as well as demonstrations of clinical proficiency.

*Summative Assessment:* comprehensive evaluation of learning outcomes at the culmination of educational preparation. Summative assessment yields critical information for determining an individuals' achievement of knowledge and skills.

<b>Classroom participation + preparation</b>	10 points
<b>Research Brief</b>	25 points
<b>Bilingual education debate</b>	50 points
<b>Intervention units (2 x 100 pts each)</b>	200 points
<b>Mock IEP meetings</b>	50 points
<b>Final exam</b>	100 points
<b>TOTAL</b>	<b>435 points</b>

Final letter grades are based on the percentage of points earned. A (93-100%), AB (88-92%), B (83-87%), BC (78-82%), C (73-77%), CD (68-72%), D (60-67%), F (59% and lower).

Assignments will be marked down 50% of your grade if received up to 24 hours late, 75% if received up to 48 hours late and thereafter will not be accepted.

### III. Assignment Descriptions: See D2L for specifics and rubrics.

<p><b>Classroom participation + preparation (<i>formative</i>)</b></p> <p>Each student is expected to complete all reading assignments in a timely fashion, to bring reading materials to class, to prepare and submit questions in advance of any guest speakers, to actively listen and to ask and answer questions to contribute to class discussions. <i>10 points</i></p>
<p><b>Research Brief (<i>formative</i>)</b></p> <p>Each student will briefly summarize and discuss an assigned research article during class in Spanish. Briefs will include not only a summary of the findings, but a larger discussion of how the research relates to our field, coursework and directions for future research. Briefs should also pose open-ended questions and/or leading <i>activities</i> to engage the class in discussion. Presentations will be conducted in Spanish. Grade is based upon peer and instructor evaluation. <i>25 points</i></p>
<p><b>Bilingual education debate (<i>formative</i>)</b></p> <p>Working in teams, students will prepare and present a persuasive argument for/against bilingual education. Each team is responsible for developing a handout (1 page, minimum) that outlines the tenets of their position and will participate in a debate during which time teams will be afforded the opportunity to summarize their positions and to individually answer questions. Handouts will include citations for all sources. Teams will be graded on the persuasiveness of arguments, responses to questions posed, presentation style, the participation of all team members and the team handout. Debate will be held in English. <i>50 points</i></p>
<p><b>Intervention units (<i>formative</i>)</b></p> <p>Students will design two intervention units, one for a pediatric client and another for an adolescent or adult client. The pediatric unit will be a literature-based intervention unit using a single work of Spanish literature as a central theme. The unit for the adolescent or adult will use a single work of age-appropriate fiction or non-fiction. Both of your chosen works will require instructor approval. Books and activities should be selected to provide group therapy for the specified age group. Projects will be presented in class in Spanish. Bilingual intervention materials will be electronically distributed to all class members. <i>100 points x 2 = 200 points</i></p>
<p><b>Mock IEP Meetings (<i>formative</i>)</b></p> <p>Students will participate in two mock IEP meetings during which they will take the primary role of the bilingual SLP and subsequently the lesser role of LEA representative. SLPs will share basic speech/language testing results and intervention goals. LEA representative will participate in the meeting, decision making process and determination of placement/intervention frequency. Instructor will provide necessary case histories and play the role of the parent during your meeting. Meetings will be conducted in Spanish. <i>50 points</i></p>
<p><b>Final exam (<i>formative and summative</i>)</b></p> <p>Final exam will consist of fill in the blank, short answer and essay questions. This exam will be cumulative and will cover all course content presented as outlined in course objectives. <i>100 points</i></p>

***Please make an appointment with me as soon as possible if you need course adaptations or accommodations due to a disability.***

#### **IV. Speech Pathology and Audiology Department definition of excused absences from exams**

Accepted anticipated absences:

- Student is away from campus representing an official university function (e.g., participating in a professional meeting, as a part of a judging team, or athletic team.)
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Accepted emergency absences:

- Illness or injury when certified by an attending physician, dentist or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family\* when certified by a letter from the student's parent(s) or spouse.

\*parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces and nephews

#### **V. Policy on multiple exams**

If the student has **four** exams in one day, the student has the option to ask **all four instructors** about the possibility of changing the exam to another time. If none of the four instructors agrees, or if the changed exam time does not fit the student's schedule, the student may contact the College or Registrar staff about the possibility of proctoring a special exam time with the student, if the instructor agrees.

**NOTE:** In the event of severe weather (meaning a situation such that the University is officially closed), the final exam will be cancelled and grades will be calculated on the basis of work completed to date.

#### **VI. Policy on academic dishonesty**

Refer to <http://www.marquette.edu/academics/regulations/acaddishonesty.html> for guidelines and disciplinary procedures relating to academic misconduct.

#### **VII. MU & College of Health Sciences attendance policy**

Students are expected to attend all meetings of the course and to be on time. Class lectures and exams are based on several sources of information including but not limited to your text books. Any absence, regardless of the reason, will prevent the student from getting the full benefit of the course and render the student liable to University censure. It is assumed that no student will be absent from class without reason. Therefore, the instructor does not differentiate between "excused" and "unexcused" absences. Two (2) absences will result in a warning and three (3) will result in being dropped from the course.

#### **VIII. Required texts:**

G: Goldstein, B. (2012). *Bilingual Language Development and Disorders in Spanish-English Speakers*. Brookes Publishing.

K: Kohnert, K. (2013). *Language Disorders in Bilingual Children and Adults*, San Diego: Plural Publishing.

## Course Outline

### IX. Schedule-- **subject to change**

DATE	LECTURE TOPICS	READINGS*	ASSIGNMENTS
1/12	Introduction Cultural Considerations		*Discuss research briefings
1/19	NO CLASS – MLK Day		
1/26	Cultural Considerations (cont'd) (Begin) EI & Parent Participation	K: Chapter 2 ❖ <a href="#">Kummerer (2007)</a> ❖ <a href="#">Kummerer (2010)</a>	*Assign Debate Teams
2/2	EI & Parent Participation (cont'd) (Begin) Preschool	G: Chapter 3 & pages 109-110 ❖ <a href="#">Peña &amp; Fiestas (2009)</a>	*Discuss Mock IEP Meetings
2/9	Finish Preschool	G: pages 124-126, 209-210 K: Chapter 5 + 7	
2/16	Speech Disorders, Fluency Planning Intervention	G: Chapter 16 & pages 285-298, 304-306 ❖ <a href="#">Goldstein &amp; Fabiano (2007)</a>	*Questions for Ms. Delgado and Ms. Kennedy due
2/23	<b>Guests: Holly Delgado &amp; Megan Kennedy</b>	G: Chapter 9, pages 228-230, 143-146 ❖ Gillam & Ukrainetz (2006) ❖ <a href="#">Thordardottir (2014)</a>	*Intent for literature-based intervention projects
3/2	<u>MIDTERMS</u> <i>Bilingual Education Debate</i>	❖ Hakuta (2011) ❖ Kohnert et al (2005)	<b>Bilingual Education Debate</b>
3/9	NO CLASS – Spring break		
3/16	Bi-literacy & Elementary <i>Mock IEP meetings</i>	G: Chapter 12 & pages 260-263 ❖ <a href="#">Hammer (2003)</a>	<b>Mock IEP Meetings</b>
3/23	<i>Mock IEP meetings</i>	G: Chapter 17 ❖ <a href="#">Gorman (2009)</a>	<b>Mock IEP Meetings</b> *Questions for Ms. Croegaert due
3/30	<b>Guest: Caitlin Croegaert</b> Neurogenic disorders	K: Chapter 9 ❖ <a href="#">Ansaldi (2010)</a> ❖ <a href="#">Goral (2010)</a>	
4/6	<i>Pediatric intervention unit presentations</i>	K: Chapter 11 ❖ <a href="#">Kiran (2010)</a> ❖ <a href="#">Penn, et al (2010)</a>	<b>Pediatric literature-based intervention unit due</b>
4/13	Adolescents	❖ <a href="#">Rubinstein-Avila (2004)</a> ❖ <a href="#">Jiménez, García &amp; Pearson (1996)</a>	
4/20	Service Delivery Models Telepractice & Technology	❖ <a href="#">Swanson, Hodson &amp; Schommer-Aikins (2005)</a>	
4/27	Summary & <i>Adult/adolescent intervention unit presentations</i>		<b>Adult/adolescent literature- based intervention unit due</b>
5/4	<b>FINAL EXAM: 5:45 – 7:45pm</b>		

**X. Assigned Articles (Available online at Raynor unless otherwise indicated)**

- Ansaldi, A.I., Saidi, L.G., & Ruiz, A. (2010). Model-driven intervention in bilingual aphasia: Evidence from a case of pathological language mixing. *Aphasiology*, 24(2), 309-324.
- Gillam, R. B., & Ukrainetz, T. M. (2006). Language intervention through literature-based units. In T. M. Ukrainetz (Ed.), *Literate language intervention: Scaffolding PreK-12 literacy achievement* (pp. 59-94). Austin, TX: Pro-Ed. (Raynor Reserve)
- Goldstein, B. A., & Fabiano, L. (2007, Feb. 13). Assessment and intervention for bilingual children with phonological disorders. *The ASHA Leader*, 12(2), 6-7, 26-27, 31.
- Goral, M., Levy, E.S., & Kastl, R. (2010): Cross-language treatment generalisation: A case of trilingual aphasia, *Aphasiology*, 24(2), 170-187
- Gorman, B.K. (2009). Cross-linguistic universals in reading acquisition with applications to English language learners with reading disabilities. *Seminars in Speech and Language*, 30(4), 246-260
- Hakuta, K. (2011). Educating language minority students and affirming their equal rights : Research and practical perspectives. *Educational Researcher*, 40(4), 163-174.
- Hammer, C.S., Miccio, A.W., & Wagstaff, D.A. (2003). Home literacy experiences and their relationship to bilingual preschoolers' developing English literacy abilities: An initial investigation. *Language, Speech & Hearing Services in Schools*, 34(1), 20-30
- Jiménez, R.T., García, G.E., Pearson, P.D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31(1), 90-112.
- Kiran, S., & Roberts, P.M. (2010). Semantic feature analysis treatment in Spanish-English and French-English bilingual aphasia, *Aphasiology*, 24(2), 231-261.
- 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 & Hearing Services in Schools*, 36(3), 251-263.
- Kummerer, S.E.. (2010) Language Intervention for Hispanic Children with Language-learning Disabilities: Evidenced-Based Practice. *Intervention in School and Clinic*. 45(3) 192-200.
- Kummerer, S. E., N. A. Lopez-Reyna, and M. T. Hughes. (2007) Mexican Immigrant Mothers' Perceptions of Their Children's Communication Disabilities, Emergent Literacy Development, and Speech-Language Therapy Program. *American Journal of Speech-Language Pathology*. 16.3 271-82.
- Peña, E.D., & Fiestas, C. (2009). Talking across cultures in early intervention: Finding common ground to meet children's communication needs. *Perspectives on Culturally and Linguistically Diverse Populations*, 16, 79-85.
- Penn, C., Frankel, T., Watermeyer, J., Russell, N. (2010). Executive function and conversational strategies in bilingual aphasia, *Aphasiology*, 24(2) 288-308.

Rubinstein-Ávila, E. (2004). Conversing with Miguel: An adolescent learner struggling with later literacy development. *Journal of Adolescent & Adult Literacy*, 47(4), 2-12.

Swanson, T.S., Hodson, B.W., & Schommer-Aikins, M. (2005). An examination of phonological awareness treatment outcomes for seventh-grade poor readers from a bilingual community. *Language, Speech & Hearing Services in Schools*, 36(4), 336-345.

Thordardottir, E., Cloutier, G., Ménard, S., Pelland-Blais, E., Rvachew, S. (2014 November 7) Monolingual or bilingual intervention for primary language impairment? A randomized control trial. *Journal of Speech, Language & Hearing Research*. doi:10.1044/2014\_JSLHR-L-13-0277

## **Knowledge & Skills Acquisition (KASA) Standards Met By This Course**

1. Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Articulation, receptive and expressive language.
3. Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. Articulation, receptive and expressive language, cognitive aspects of communication, social aspects of communication.
4. Standard IV-G.1e and G.1g: Skill outcomes for Evaluation (Articulation, receptive and expressive language, cognitive aspects of communication, social aspects of communication)
  - Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
  - Refer clients/patients for appropriate services
5. Standard IV-G.2a, b, c, d, e, g. Skill outcomes for Intervention (Articulation, receptive and expressive language, cognitive aspects of communication, social aspects of communication)
6. Standard IV-G.3a, b, c. Skill outcomes for Interaction and Personal Qualities

## **Wisconsin Dept of Public Instruction (DPI) Standards Met By This Course**

This course satisfies knowledge and/or skills corresponding to the Wisconsin Department of Public Instruction PI-34 Knowledge and Skill Standards: 1, 2, and 3,4,5,6,8, 9, and 10

All above assignments are designated for possible inclusion in the DPI Portfolio.