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Preface to the Fifth Edition

When students from culturally and linguistically diverse backgrounds fail to perform successfully in the classroom, the cause of their poor performance is often difficult to identify. Educational professionals who serve students with communication disorders and other special needs are being challenged to think creatively and strategically about best practices for assessing and teaching these students. Meeting the needs of the ever-increasing English language learner (ELL) population is especially challenging for educational professionals who speak only English. How does one determine if a child's learning problems can be attributed to limited proficiency in English or to a "disorder" that is affecting his or her ability to acquire language skills? Should instruction be provided in the home language, English, or in both languages? Can the language learning needs of the student be met within the general education curriculum or are the services of a speech-language pathologist needed?

Designing appropriate programs for the diverse population of multicultural students in our schools is a complicated puzzle that has many pieces. Close collaboration among classroom teachers, bilingual specialists, speech-language pathologists, and other professionals is necessary to put the pieces of the puzzle together in a way that will maximize learning of the language skills that are necessary for academic success and for effective communication in social contexts.

Students who speak a language or dialect other than Standard American English can be easily misidentified as having language impairment if standardized tests are used as the sole basis for educational decisions. The language needs of students with "differences" resulting from limited exposure to the language of instruction should be met within the general education curriculum. Enrollment in speech and language therapy programs is appropriate only for students who have an impairment that affects their ability to acquire language skills.

Educators need to evaluate their instructional programs to determine how these programs can be adapted to best serve the interests of students from diverse cultural and linguistic backgrounds. Speech-language pathologists especially need practical assessment strategies and resources to help them differentiate language difference from language impairment in ELLs.

The previous edition of this book included a comprehensive review of strategies for assessing and teaching culturally and linguistically diverse students with special language needs. The current edition includes updated research information and evidence-based practices for identifying and

teaching culturally and linguistically diverse students who have special language needs. Recent research on second language acquisition is reported that has direct relevance to the identification of communication disorders in ELL populations. This book addresses many of the challenges faced by educational professionals who work with culturally and linguistically diverse students:

1. *Increasing linguistic diversity within individual classrooms.* Many schools throughout the United States have experienced dramatic increases in the number of languages spoken by students within individual classrooms. A single classroom may have students who speak Spanish, Vietnamese, Arabic, and other languages. By the middle of the 21st century, approximately half of school-age children will come from linguistically and culturally diverse backgrounds.
2. *Impact of poverty on school performance.* Many more children are impacted by poverty today than in past years. Refugees who enter the United States often have limited resources. Poor living conditions, limited access to medical care, and a variety of other problems can affect children's development and learning. School professionals often need to provide parents with sources of support to help them deal with problems that can affect their children's development and learning.
3. *Pressure to target specific curriculum standards.* Federal legislation continues to have a major impact on the educational services provided to students with special learning needs. The Common Core State Standards, for example, are designed to provide students with the sophisticated knowledge and thinking abilities necessary for careers in a globally competitive market. Learning these skills is often a challenge for ELL students who have been identified as having language impairment. Although it is important for students to develop language skills relevant to success within the classroom, it is also important for them to acquire the skills necessary to satisfy basic needs, communicate with family members, and interact in everyday social contexts.

This book was written to provide speech-language pathologists and special education specialists with information about cultural differences and with practical strategies for assessing and identifying culturally and linguistically diverse students with speech and language impairments. Among the topics included in this book are the following:

1. Research-based "best practices" are described for distinguishing language differences from problems that result from language impairment.
2. Issues are reviewed relating to the impact of poverty on school performance. Recent world events have increased the number of refugee and immigrant students in the U.S., and many of these students and their families experience poverty.
3. Guidelines are presented for using nonstandardized methods of assessment. Research-based, reproducible tools are included that can be used to assess ELLs. These forms can be used with speakers of any language and can be helpful in identifying students with language impairment.
4. Strategies are described to help students develop language and literacy skills that are critical for success in reading and for the mastery of Common Core State Standards.
5. Suggestions are included for use of the iPad and other technological innovations with ELL students. Specific iPad apps are recommended that have been used successfully with ELLs from a wide range of language backgrounds and cultures.

6. Suggestions are included for developing collaborative approaches to instruction and for implementing Response to Intervention (RtI).
7. Study questions are included at the end of each chapter. Some of the questions are based on “case studies” and require students to think about what they have learned in the chapter. These questions should facilitate learning of the “multicultural” competencies that are critical for the Certificate of Clinical Competence in Speech-Language Pathology.
8. Information relating to second language learning and bilingual language instruction has been updated to reflect new research.
9. Information is included about the Every Student Succeeds Act (ESSA) signed by President Obama in December, 2010. At the time of this writing, with the current administration in Washington, the future of the ESSA is in question. Time will tell whether or not it continues to guide policy in the U.S.
10. New “Immigrant Insights” have been added to the current edition of this book to help readers understand real-world experiences of individuals from diverse cultural backgrounds.
11. Quick Response Codes (QRCs) and website links provide readers with easy access to information and videos that are relevant to topics covered in this book. iPads, iPhones, and other devices can be used to scan these codes while reading this book.
12. New Quick Response Codes and website links provide access to YouTube videos that show the use of specific assessment and intervention techniques with children. Viewers have reported that these videos are extremely helpful learning tools. The videos are all available free of charge from my YouTube channel: *Celeste Roseberry Love Talk Read*. These videos will help readers to better understand information presented in this book.
13. In designing the current edition of this book, format changes were made to improve readability. Many long paragraphs have been replaced by a “bullet point” format to accommodate the learning style of today’s students. Rather than dealing with long paragraphs, New Generation Z learners (individuals born between 1996 and 2012) tend to prefer that information be presented in short bits or chunks (Stillman & Stillman, 2017).

It is impossible to offer easy answers to many of the challenges that speech-language pathologists, special education teachers, and other specialists encounter in their efforts to identify and provide appropriate services for culturally and linguistically diverse students with communication disorders and other special learning needs. It is my hope that readers will be able to use information from this book to provide culturally and linguistically appropriate intervention programs for the diverse student populations that they serve.

Finally, I feel it is important to mention a few of the people who provided valuable help and guidance during the writing of this book. I want to offer my sincere thanks to Larry Mattes and Patty Schuchardt for their detailed editorial work, helpful suggestions, and continued support over the years. This book would not exist without them. I am also thankful for the support of my Dean, Dr. Fred Baldini, and my department Chair, Dr. Robert Pieretti.

Some of the “immigrant insights” in this book were provided by my students. I am so grateful to these students for generously letting me share their experiences with readers of this book.

Chapter 1

Learning About Cultural Diversity

When learning about other cultures, it is important to understand that not all members of a culture have the same beliefs, values, or customs. Much heterogeneity exists within cultural groups. Although cultural norms tend to influence behavior, each individual and each family has unique experiences that influence beliefs, attitudes, and actions.

Outline

- **Understanding Cultural Diversity**
- **Cultural Competence**
- **Cultural Variables Influencing Behavior**
- **Working with Immigrants and Refugees**
- **General Background Information**
- **General Characteristics of Immigrants and Refugees**
- **Acculturation**
- **Difficulties Commonly Experienced by Immigrants/Refugees**
- **Possible Family Concerns**
- **Public Perceptions About Immigrants/Refugees**
- **Implications for Professionals**
- **Conclusion**

Children's cultural experiences can have a profound effect on performance within the classroom learning environment. To meet the learning needs of a student population that is becoming increasingly more diverse, educational professionals must develop an understanding of cultural differences and how these differences affect behavior in the classroom and in social situations. An awareness of cultural differences is essential to ensure that students from culturally and linguistically diverse backgrounds are provided with appropriate educational options and programs. It is also important for professionals to be aware of the impact that immigrant/refugee status can have on students and their families.

Students from ethnic and racial minority groups often have limited proficiency in English or speak a dialect of English different from that used by the classroom teacher. Implementing effective instructional programs for culturally diverse students who have limited knowledge of English is often a challenge. Children from homes where a language other than English is spoken have often been referred to as "ESL (English as a Second Language) students." Because of the heterogeneity of this population, acronyms such as *EAL* (English as an Additional Language), *EDL* (English as a Dual Language), *ENL* (English as a New Language), *ELL* (English Language Learner), and *EL* (English Learner) have become popular when referring to students with limited proficiency in English. Many children with limited proficiency in English come from homes where English and one or more other languages are learned simultaneously. Children of parents that speak only Spanish, for example, may learn English from older siblings that speak English most of the time.

In this book, the term **English Language Learner** (ELL) is used to refer to individuals with English language learning needs who come from homes where a language other than English is used. Many ELLs are exposed to two or more languages at home. In addition to having limited proficiency in English, these children are not necessarily "fluent" speakers of their primary home language.

As our population increases, special educators will be providing services for an increasing number of students who speak languages other than English. The number of foreign-born persons in the U.S. has more than quadrupled since 1965 and is expected to reach 78 million by 2065. By 2055, less than half of the population in the United States will be from a single racial or ethnic group (Pew Research Center, 2017b).

A continuing concern for professionals is the educational disparities experienced by many ELLs in our schools (Muñoz, 2017). Between the years 2014 and 2015, approximately 665,000 ELL students were identified as individuals with disabilities. ELL students with disabilities represented 13.8% of the total ELL population enrolled in public elementary and secondary schools in the U.S. (National Center for Education Statistics, 2017).

Because of the rapidly-increasing diversity within the school population and the number of ELLs identified with disabilities, special education professionals must have an understanding of cultural characteristics and the impact that these characteristics have on students' performance in

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Visit <http://www.asha.org/practice/multicultural/ELL> for a collection of resources from the American Speech-Language-Hearing Association (ASHA) that address issues related to working with ELL students.

the classroom learning environment (Moore & Montgomery, 2018). This book includes information about a variety of cultural groups to show the diversity that exists in our schools and to help professionals understand general trends within various cultural groups. Learning about other cultures facilitates development of a better understanding of student behaviors observed in the school setting. By becoming culturally competent, professionals will be able to appropriately adapt their instructional programs to accommodate and meet the needs of students from culturally and linguistically diverse backgrounds.

UNDERSTANDING CULTURAL DIVERSITY

Culture can be viewed as a framework through which actions are filtered as individuals go about the business of daily living. Values are at the heart of culture; thus, when we study other cultures, it is important to examine their basic values.

One of the dangers inherent in the study of any cultural group and its values is that stereotyping may occur. A **stereotype** is an oversimplified, fixed image that we have of members of a group. A stereotype is an ending point. No effort is made to find out whether the individual in question fits the statement (e.g., “Hispanics have large families.”). Stereotypes can be viewed as a means of categorizing others based on perceptions that are incomplete.

When learning about other cultures, it is important to understand that not all members of a culture have the same beliefs, values, or customs. Much heterogeneity exists within cultural groups. Although cultural norms tend to influence behavior, each individual and each family has unique experiences that influence beliefs, attitudes, and actions.

It is my profound hope that readers will not be led to form stereotypes of other cultures as they read about “cultural tendencies” in this book. The values, behaviors, and customs described for a specific culture serve as a framework for understanding individuals and gearing assessment and intervention toward their specific needs.

It is also hoped that readers will gain a sense of cultural relativism, not ethnocentrism. **Ethnocentrism** is the view that members of one’s own culture do things the right way. All other ways of doing something tend to be viewed as unnatural, inferior, or maybe even barbaric. Proponents of **cultural relativism** hold the attitude that other ways of doing things are different yet equally valid; the goal is to understand other people’s behavior in its cultural context. This is the goal of the culturally competent professional.

CULTURAL COMPETENCE

Cultural competence is the ability of professionals to respect, recognize, value, and honor the beliefs and values of the individuals and families they serve, as well as engage in continual self-assessment regarding cultural differences between themselves and their clients.

Cultural competence includes valuing diversity, being conscious of the dynamics inherent in communication when cultures interact, and adapting to diversity and the cultural contexts of communities served (ASHA, 2011).

On our journey towards cultural competence, we need to be willing to accept that there is often no single right way to do things. Our cultural background influences how we expect others to act in specific situations.

The American Speech-Language-Hearing Association has emphasized the importance of “cultural humility” which involves the recognition of limits, critical self-assessment, and ongoing acquisition of knowledge (ASHA, 2011). Professionals who possess cultural humility will become students of their clients, remaining open to learning new information about how to most capably serve those particular clients.

Pungello, & Iruka, 2012; Mills, 2015a, 2015b; Mills, Watkins, & Washington, 2013; Wyatt, 2015). These differences can lead to incorrect judgments about the students' behavior. Some of the major research findings are summarized below:

1. African American children often produce a range of styles using sophisticated discourse techniques.
2. African American students often rely on gestures to accompany verbalizations or narratives.
3. When African American students tell stories, they may include personal judgments and evaluations about the characters. "Personal narratives may in fact be tall tales in which the events are exaggerated and embellished" (Mills et al., 2013, p. 213).
4. In mainstream school programs, students are expected to tell stories in a topic-centered style, characterized by topic elaboration, structured discourse on a single topic, and lack of presupposed shared knowledge. African American students often use a topic-associating style, characterized by presupposition of shared knowledge between the speaker and listener(s), structured discourse on several linked topics, and lack of consideration for detail. Unfortunately, examiners who expect students to use the topic-centered style may incorrectly view African American children as having language impairment.

Profile

Lautrell S., an African American college senior in my multicultural class, shared her story with the group. She stated that in her family, there was a lot of physical punishment. Her last spanking with a belt occurred when she was 13 years old. When Lautrell was 16, her mother would punish her for infractions by taking her bedroom door off its hinges. Lautrell's brother was born when their mother was 15 years old; at 42, Lautrell's mom is a grandma. When Lautrell speaks MAE around her African American friends, they say "How dare you talk white?" Lautrell has learned to successfully codeswitch in different speaking situations.

AFRICAN AMERICAN ENGLISH CONSIDERATIONS

African American English (AAE), the language spoken by some residents of the United States, has undergone many changes in nomenclature. AAE has been referred to as Black Dialect, Black English, Black English Vernacular, African American Vernacular, African American Language, and Ebonics. The changes in nomenclature have been due, in part, to an increasingly sophisticated understanding of AAE and to changes in sociolinguistic theory. Because it contains much similarity to MAE, AAE is considered by most experts today to be a dialect of MAE, not a separate language (Battle, 2012; Paul et al., 2018; Stockman, 2010). The extent to which African American English is used is influenced by a number of factors:

- Use of AAE is influenced by geographic region, socioeconomic status, education, gender, and age. For example, young boys use more AAE features than young girls (Battle, 2012). African Americans with higher educational levels tend to use AAE features less than those with lower educational levels (Craig & Grogger, 2012).
- Middle-SES African Americans generally use AAE less than working class African Americans, especially in formal settings. African Americans from low-SES backgrounds are more likely to use a higher percentage of AAE features.

- African American children from low-income homes use more “dialectal forms” than their peers from middle class homes. Again, the discourse of boys shows more evidence of use of these forms than that of girls.
- West African languages such as Yoruba have impacted modern-day African American English.
- Ivy and Masterson (2011) found that the writings of children who spoke AAE were characterized by the absence of such morphemes as:

Plural *-s* (We see chicken over there)

Third-person singular *-s* (She cook)

Possessive *-s* (Kenny bike)

Past tense *-ed* (Yesterday we show ‘em)

Copula *is* and *are* (We having fun)

- Ivy and Masterson (2011) found that there was comparable use of AAE in spoken and written modalities among third graders. Eighth grade students, however, used more dialectal features in speaking than in writing.
- Terry, Connor, Petscher, and Conlin (2012) found that reading gains from first grade through second grade were closely related to increases in the use of MAE by African American children.
- Gatlin and Wanzek (2015) analyzed 19 studies consisting of 1,947 typically-developing African American students in grades K-6; these children all spoke AAE. Gatlin and Wanzek found that the more the children used AAE, the lower their overall literacy skills, especially in reading. This could not be attributed to the influence of poverty. Gatlin and Wanzek concluded that “...students who produce higher frequencies of nonmainstream dialect features in language tend to have lower scores on literacy outcomes, a relationship that appears to exist regardless of SES or grade level” (p. 1306).

Recent research thus indicates that the discrepancy between spoken AAE and oral and written MAE may contribute to a literacy achievement gap between AAE-speaking and MAE-speaking children. However, AAE-speaking children with highly developed codeswitching skills tend to have literacy skills that are more commensurate with current academic standards.

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www.nbaslh.org, the National Black Association for Speech-Language and Hearing, is an excellent resource for information about African American English and other topics that directly impact service delivery to children in the African American community.

MISCONCEPTIONS ABOUT AFRICAN AMERICAN ENGLISH

There are numerous possible misconceptions about AAE that professionals must be aware of if they are to interact effectively with AAE speakers:

Misconception #1. All African Americans speak AAE.

Some African Americans speak AAE and some do not. Some codeswitch back and forth between MAE and AAE depending on context.

Profile

Dr. Ndidi Johnson is Chair of the Nursing Department in a university setting. She shared with me that she codeswitches between MAE and AAE, depending upon the situation. In Dr. Johnson's words, "When I'm at work, I speak White English because that's what I need to do. When I get home, I switch to Black English. [Linguistically], it's like wearing high heels all day—when I get home, I kick them off and put on a pair of comfortable tennis shoes."

Misconception #2. AAE is only spoken by African Americans.

AAE can be spoken by people of any ethnic and linguistic background. Non-African Americans may speak AAE if their primary peer group is composed of African Americans. For example, some Puerto Rican students in New York City speak AAE as do some White students in Oakland, California. In contrast, African Americans who are socialized primarily with Whites will generally speak MAE.

Misconception #3. AAE is a substandard form of Mainstream American English.

Historically, the language patterns of African Americans have been viewed as "deficient." A major premise of this view was that African Americans lacked the cognitive abilities necessary to learn the grammatical rules of the English language. Many viewed the language patterns of AAE speakers as "improper English." AAE is now recognized as a fully developed language system with its own structure and rules (Wyatt, 2015).

Misconception #4. AAE should be eradicated so that children can become proficient in MAE.

It is possible to learn Mainstream American English without eradicating African American English. Some experts believe that speakers of AAE should become "bilingual" or "bidialectal" so that they can speak both AAE and MAE fluently. In this optimal situation, students can preserve their culture, heritage, and community dialect while simultaneously learning the style of speaking required in school and in various types of social interactions.

Misconception #5. Speakers of AAE can be adequately assessed with standardized tests of intelligence, language, etc. if a representative sample is included in the norming population.

Many published assessment instruments used in schools were developed and standardized on student populations consisting primarily of White, middle class, monolingual English speakers. These tests, especially those designed to assess aspects of grammar and sentence production, have been criticized by numerous experts as being inappropriate for use with African American children and other cultural groups (Battle, 2012; Pindzola et al., 2015; Roy, Oetting, & Moland, 2013;

Bias in grammatical judgment tasks

Examiner: "Tell me whether the following sentences are correct or incorrect."

1. Them girls is having a good time.
2. The boys is going to the party.
3. We don't have no time to talk to you.

Although the sentence examples above are "incorrect" according to the rules of MAE, they might not sound incorrect to speakers of AAE. Additional examples of language differences affecting sentence production are presented in Table 4.3.

FACTORS TO CONSIDER IN ASSESSMENT

- There are many considerations to keep in mind when assessing the speech and language of African American students. Professionals must be nonjudgmental, open, and knowledgeable about linguistic and cultural issues that can impact the evaluation of African American students.
- It is sometimes necessary to avoid asking personal and direct questions during the first meeting with African American students. Questions of this type may be viewed as offensive and intrusive. The question, "Can you tell me about your family?" may be too personal and therefore insulting to an African American student who does not know the interviewer.
- If an African American student feels intimidated by a school professional's questions, his responses may provide limited information, possibly causing the professional to conclude, inappropriately, that the student has limited expressive language skills.
- Mainstream clinicians must remember that African American students' pragmatics and narrative skills may differ markedly from those of MAE. Professionals must be familiar with the narrative strategies used by typical AAE-speaking children.
- With that in mind, researchers have recommended that oral narration may be an area of relative strength for African American children, and that assessment of narrative skills is ecologically valid (Gardner-Neblett et al., 2012). Narrative elicitation contexts that contain both audio and visual tasks are necessary to fully describe these children's narrative performance (Mills, 2015b).
- The Narrative Assessment Protocol (NAP) (Pence, Justice, & Gosse, 2007) has been shown to be a valid assessment tool for children who speak AAE, as have other assessments of narrative ability (Terry, Mills, Bingham, Mansour, & Marencin, 2013).
- The research of Mills et al. (2013) showed that evaluations during narratives are found in many African American homes. Fictional narratives from a wordless picture book may be the best context in which to elicit a story with evaluations from African American children.
- Other alternative forms of assessment (nonstandardized measures) that can be used to assess the presence of communication disorders in African American students include contrastive analysis, a description of the child's functional communication skills, and language sample analysis (Battle, 2012; Stockman, 2010).
- Professionals can administer a test created specifically for use with African American children. The Diagnostic Evaluation of Language Variation (DELV) is designed to be dialectally

Table 4.3

**Examples of Acceptable Utterances
by Speakers of African American English**

Mainstream American English	African American English
That boy looks like me.	That boy, he look like me.
If he kicks it, he'll be in trouble.	If he kick it, he be in trouble.
When the lights are off, it's dark.	When the lights be off, it dark.
It could be somebody's pet.	It could be somebody pet.
Her feet are too big.	Her feet is too big.
I'll get something to eat.	I will get me something to eat.
She is dancing and the music's on.	She be dancin' an' the music on.
What kind of cheese do you want?	What kind of cheese you want?
My brother's name is Joe.	My brother name is Joe.
I raked the leaves outside.	I raked the leaves outside.
After the recital, they shook my hand.	After the recital, they shaked my hand.
They are standing around.	They is just standing around.
He is a basketball star.	He a basketball star.
They are in cages.	They be in cages.
It's not like a tree or anything.	It not like a tree or nothin'.
He does like to fish.	He do like to fish.
They are going to swim.	They gonna swim.
Mom already repaired the car.	Mom done repair the car.