Cultural Due Diligence: Infusing Multicultural/Multilingual (MMI) information in CD &S Training Programs

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Learning Objectives

• Participants will:

• 1) Learn important facts and figures about our increasingly diverse society

• 2) Evaluate various methods of infusing MMI issues in the curriculum.

• 3) Gain new ideas to infuse MMI information in various courses.
Just What Is Due Diligence?

• Due Diligence: first came into use in 1933 with the U.S. Securities Act.
• Brokers & Dealers conducted a *due diligence* investigation into a company whose equity they were selling, and disclosed to the investor what they found.
• The conducting of *due diligence* investigations quickly became a standard institutional practice

Source: Nancy Lewis (2008)
What Is Cultural Due Diligence?

• **Cultural Due Diligence**: a system created to meet the growing need for assessing and analyzing the culture of our clients/patients.

• Source: Lewis and Cheng (2008)
Aspects of Cultural Due Diligence

- Not mandated by law
- Explicit and measurable
- Provides a discipline that recognizes culture as a critical ingredient
- Invites participants to subject their gut perceptions and conclusions to tough scrutiny
Putting Feet to the Idea of Cultural Competence

- Cultural competence is best considered a developmental process requiring:
  - **Knowledge**: information that we need to know in order to become culturally competent
  - **Skills**: what we are able to do with our knowledge & how we apply it in practice
  - **Attitudes**: focusing on the kind of professionals we wish to be & the values we embrace

- From “Why is yogurt good for you? Because it has live cultures” asha.org
The Importance of Considering Culture

• *Training is not the answer!*

• **Cultural Competence as SLPs involves personal and professional exploration**

• *Focusing strictly on financial statements would be fool hardy! Financial statements do not tell us the whole story...Financial statements are results;*

• *Putting too much emphasis on assessment results is fool hardy*
The Importance of Considering Culture

We must start paying attention to how those results are achieved.

Evaluation tools are limited, hence results/interpretation of results are limited…

Watching HOW a client responds can be as informative than test results (or even more informative!)

We have this ability regardless of the language of the client (source: Lewis and Cheng, 2008)
Cultural Due Diligence: An Ongoing Process
Terminology May Be Confusing

• We refer to Diversity as Culturally and Linguistically Different (CLD) or Multilingual/Multicultural Issues (MMI).

• Multicultural differences can be linked to race and ethnicity, gender, social class, deafness, sexual orientation and age. Include place of origin, Hispanics from Mexico are different from Hispanics from Puerto Rico or South America.
Terminology May Be Confusing

- Multilingual differences is often defined narrowly as pertaining to those who communicate in more than one language. But, what about the bilingual deaf who learn both ASL and spoken English? What about the foreign born, or speaker of other “Englishes” within the US and the English world. (Accent modification) (In Stockman, et al. 2008).
Assumptions

General knowledge base regarding second/other language acquisition

Familiarity with our literature regarding “best practice” for culturally/linguistically diverse populations

Willingness to subject your gut perceptions and conclusions to tough scrutiny
Assumptions

In spite of our heritage, we each are faced with linguistic or cultural “mismatch” given the diversity of the country and the populations we serve.
Realities: The Growing Numbers of Limited English Proficient Students
Growth

LEP Population Growth from 1994-2005

- >200%
- 100% - 200%
- 50% - 100%
- <50%

NCELA 2006
Relative Growth in ELL and Total Enrollment in U.S. Schools,

Languages in Adams 12

- Spanish: 75%
- Vietnamese: 5%
- Hmong: 5%
- Chinese Mandarin: 3%
- Russian: 1%
- Korean: 1%
- Lao: 1%
- Farsi Eastern: 1%
- Arabic: 1%
- Polish: 1%
- Hindi: 1%
- German: 1%
- French: 1%
- Khmer: 1%
- Nepali: 1%
- Chinese Cantonese: 5%
- Ukranian: 5%
- Urdu: 5%
- Bulgarian: 5%
- Telugu: 5%
- Bosnian: 5%
- Marathi: 5%
- Japanese: 5%
- Portuguese: 5%
- Tagalog: 5%
- Amaric: 5%
- Italian: 5%
- Kurdish: 5%
- 42 Other Languages: 1%
Graph Translation:
Ten languages other than English most commonly spoken in the US

• 1- Spanish 76.9%
• 2-Vietnamese 2.4%
• 3-Hmong 1.8%
• 4-Korean 1.2%
• 5-Arabic 1.2%
• 6-Haitian-Creole 1.1%
• 7-Cantonese 1.0%
• 8-Tagalog/Filipino 0.9%
• 9-Russian 0.9%
• 10-Navajo 0.9%
English Language Learners (ELLs): Every Imaginable Combination

- ELL with hearing impairment
- ELL with learning difficulties
- ELL with gifted math abilities
- ELL artist
- ELL with autism
- ELL with Assistive Tech needs
- ELL with speech-language impairment
- ELL Valedictorian
- ELL with social/emotional needs
- Typically developing ELL
Everyone’s World in Education is Culturally and Linguistically Diverse

• We all need to consider what is “due diligence” in working with English Language Learners
Cultural Competence is Essential in all Clinical Settings

Assessment

Intervention
What Does Cultural Due Diligence Look Like for Us?

• What do we bring to the table, as Speech-Language Pathologists, regardless of who is sitting with us at the table?
Assumptions

- General understanding of the difference in the role of an SLP and the role of an English as Second Language (ESL) professional
The Speech-Language Pathologist's Role in ESL Instruction

• ESL instruction should be provided only by professionals with appropriate training and experience. The required knowledge, skills and competencies for providing such service may extend beyond those provided in communication sciences and disorders training programs.

• ESL instruction requires academic preparation and experience in such areas as second language acquisition theory, comparative linguistics, and ESL methodologies, assessment, and practicum.
The Speech-Language Pathologist's Role in ESL Instruction

Speech-language pathologists without the requisite preparation should not provide direct ESL instruction. In those instances, speech-language pathologists should use their professional knowledge and skills in collaboration with ESL instructors. (asha.org)
The Challenge of Learning More Than One Language

• Which language is the hardest second language to learn?
The Challenge of Learning More Than One Language

• Which language is the hardest second language to learn?

  Whichever language you are attempting to learn second to your native language!
Conditions for Successful Second Language Development

• Low anxiety environment
• Comprehensible input & verbal interaction
• Communicative focus
• Use of language in meaningful context
• Error acceptance
• Understanding of stages of language acquisition
• Teacher as a “facilitator”

What would you want??

• Based on work of Williams, Kerry, & Krashen
Which is the only factor in our circle of control?

- Motivation
- Age
- First language development
- Access to the language
- Peers and role models
- Personality and learning style
- Language distance and attitude
- Cultural background

QUALITY OF INSTRUCTION
School-wide System for Student Success

**Intensive/Individualized Level**
- Interventions provided to students with intensive needs based on comprehensive evaluation

**Targeted Level**
- Interventions provided to students identified at-risk or who fail to make adequate progress in general education.

**Universal Level**
- Provided to ALL students in the general education setting; research based, high quality; using ongoing universal screening, progress monitoring, and assessments to design instruction.
Recommended Practices in Bilingual Assessment

• IDEA 2004
  – Testing materials should be:
    a) Not racially or culturally discriminative
    b) Focused on measuring the child’s disability, *not English language skills*
    a) Validated for the purpose for which it is used
    b) Administered by trained and knowledgeable personnel
    c) Variety of sources: parent & teacher input, adaptive behavior
Assessment: Drawing on what we know

• The Gold Standard:
  – Conduct evaluation over sustained period of time
  – Multidisciplinary team
  – Use variety of formal and informal measures
  – Avoid reliance on formal, standardized measures as the primary indicator
The Gold Standard

• Avoid translation of tests from English into child’s primary language
• Portfolio information (variety of sources, settings, functions)
• Compare the child to others from similar linguistic and cultural background
The Gold Standard

- Evaluate the “language learning” ability of child via dynamic assessment
- Involve family and community members
- Report standard scores with caution
- Take a careful language and educational history to determine type of use of each language.
## Variables to consider

<table>
<thead>
<tr>
<th>Birthplace</th>
<th>Length of time in U.S.</th>
<th>Exposure to Spanish? English? Other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-Economic Status</td>
<td>Degree of Assimilation into mainstream culture</td>
<td>Who speaks what…Mom, Dad, older siblings, neighbors?</td>
</tr>
</tbody>
</table>
State of Affairs

• What do practitioners say in the field?
  • A National Survey: Serving ELLs in Public School Settings (Roseberry-McKibbin, et al., LSHSS 2005)
  • What are SLPs doing? (Caesar & Kohler, SLHSS 2007)
    • GAP- Discuss Older Populations
• What do instructors in CD & S say?
  • Multicultural/multilingual Instruction in Educational Programs: A Survey of Perceived Faculty Practices and Outcomes. (Stockman, Boult, & Robinson, AJSLP, 2008)
A National Survey: Serving ELLs in Public School Settings

(Roseberry-McKibbin, et al., LSHSS 2005)

- Don’t speak language of student
- Lack of less biased assessment instruments
- Lack of knowledge of developmental norms in other languages
- Lack of availability of other professionals who speak language of the student
- Lack of interpreters
- Lack of knowledge of student’s culture
- Distinguishing a language difference from disorder
- Lack of knowledge of second language acquisition
- Lack of knowledge about the phenomenon of “bilingualism”
What are SLPs doing?  
(Caesar & Kohler, SLHSS 2007)

- 75% response rate in survey from SLPs
- 69% indicated they had bilingual students on caseload
- Forty different languages represented
- 6.2% reported that they were bilingual
- 32% (130) reported having conducted assessments of language-minority children
- Of these 130, only one reported being able to speak a language other than English
What are SLPs doing?
(Caesar & Kohler, LSHSS 2007)

• These 130 respondents were asked:
  – List five tests or informal procedures you use (in decreasing order)
  – Indicate language of the test
  – Did the SLP collaborate with an interpreter??
  – Was the test adapted?
What are SLPs doing?  
(Caesar & Kohler, LSHSS 2007)

- 51 assessment procedures identified
- Little consensus among procedures listed
- Only 10 procedures were used by at least 10% of respondents
- More than half of list were procedures used by only 1 or 2 respondents
What are SLPs doing?
(Caesar & Kohler, LSHSS 2007)

Survey probed into five practices:

1. “I use a combination of formal and informal measures”

2. “I assess students in English and their native languages”

3. “I gather information from a variety of sources (teachers, parents, family)

4. “I observe child in a variety of contexts (class, playground, home)

5. “I use interpreters to assist me with bilingual students”
What are SLPs doing?  
(Caesar & Kohler, LSHSS 2007)

Survey probed into five practices:
1. “I use a combination of formal and informal measures” 98%
2. “I assess students in English and their native languages” 53%
3. “I gather information from a variety of sources (teachers, parents, family) 98%
4. “I observe child in a variety of contexts (class, playground, home) 82%
5. “I use (collaborate) with interpreters to assist me with bilingual students” 70%
What are SLPs doing?
(Caesar & Kohler, LSHSS 2007)

<table>
<thead>
<tr>
<th>Procedure</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPVT 3 (English)</td>
<td>49%</td>
</tr>
<tr>
<td>CELF 3 (English)</td>
<td>35%</td>
</tr>
<tr>
<td>Language sampling</td>
<td>32%</td>
</tr>
<tr>
<td>Expressive One-Word Picture Voc</td>
<td>32%</td>
</tr>
<tr>
<td>Parent/teacher interviews</td>
<td>22%</td>
</tr>
<tr>
<td>PLS 3</td>
<td>22%</td>
</tr>
<tr>
<td>Test of Language Devel.</td>
<td>18%</td>
</tr>
<tr>
<td>Classroom observations</td>
<td>13%</td>
</tr>
<tr>
<td>Receptive One-Word Voc Test</td>
<td>12%</td>
</tr>
<tr>
<td>Informal obsv w/ peers</td>
<td>10%</td>
</tr>
</tbody>
</table>
What are SLPs doing?
(Caesar & Kohler, LSHSS 2007)

- Indicated that English was language of assessment 75%
- Used procedures published as English instruments 98%
- Reported using interpreters 48%
- Formal assessments reportedly used more frequently than alternative procedures
- Dynamic assessment not mentioned
Multicultural/multilingual Instruction in Educational Programs: A Survey of Perceived Faculty Practices and Outcomes.
(Stockman, Boult, & Robinson, AJSLP, 2008)

• A 49 item questionnaire sent to administrators, faculty and clinical supervisors to CD& S programs divided into three sections depending on position of respondent.

• 731 respondent some of whom taught specific MMI courses and those who did not.
Multicultural/multilingual Instruction in Educational Programs: A Survey of Perceived Faculty Practices and Outcomes.  
(Stockman, Boult, & Robinson, AJSLP, 2008)

• Some highlights from strategies used in the various programs:
  – 56% indicated infusing MMI in various courses
  – 31% indicated using specific course on MMI plus infusion
  – 12% indicated using MMI course only.
Multicultural/multilingual Instruction in Educational Programs: A Survey of Perceived Faculty Practices and Outcomes.
(Stockman, Boult, & Robinson, AJSLP, 2008)

- Certain courses were judged to be more appropriate for MMI infusion in rank order:
  - CLUSTER A(88-97%)
  - Speech and Language Development
  - Language Disorders
  - Professional Issues
  - Articulation/Phonological Disorders
  - Audiologic Rehabilitation
  - AAC
  - Descriptive Phonetics*
Multicultural/multilingual Instruction in Educational Programs: A Survey of Perceived Faculty Practices and Outcomes.

(Stockman, Boult, & Robinson, AJSLP, 2008)

- Certain courses were judged to be more appropriate for MMI infusion in rank order:
  - CLUSTER B (77-83%)
  - Hearing Aid Fitting and Dispensing
  - Voice Disorders
  - Acquired Neurogenic Disorders
  - Fluency Disorders
  - Cochlear Implantation
  - Research Methods*
  - Basic Audiologic Evaluation
Multicultural/multilingual Instruction in Educational Programs: A Survey of Perceived Faculty Practices and Outcomes.
(Stockman, Boult, & Robinson, AJSLP, 2008)

• Certain courses were judged to be more appropriate for MMI infusion in rank order:
  • CLUSTER C (58%-59%)
  • Speech and Language Sciences *
  • Pure Tone Audiometry *
  • CLUSTER D (29-38%)
  • Neurosciences *
  • Anatomy and Physiology of S/L/H*
  • Hearing Sciences /Psychoacoustics*
  • Development of the Auditory Mechanism*
  • * more theoretical/scientific curricular areas
Multicultural/multilingual Instruction in Educational Programs: A Survey of Perceived Faculty Practices and Outcomes.

(Stockman, Boult, & Robinson, AJSLP, 2008)

• Looking into the future
• Seek evidence of practices rather than report through a survey.
• Most respondents indicated more experience with MMI than without. Larger sample is needed to verify this aspect.
• There were SLPs and faculty who responded to the survey, so we may need to seek to answer any differences regarding their views and implementation of MMI.
Implications: *Despite what we know* …

- The majority of standardized tests are normed on the majority language & culture;
- The literature is unequivocal in its denunciation of use of these instruments with language-minority;
- Federal mandates discourage use;
- Alternative methods should predominate, but was not what was reported
Where do we go from here?

• Dismiss the belief that recruiting more bilingual SLPs is the ultimate solution to the problem of nonbiased assessment of bilingual children.

• It is a great step, but linguistic/cultural diversity of our clientele is greater than our individual ability to be a linguistic/cultural match.
The Use of Case Study

Virginia Tech Incident

April 16, 2007
Virginia Tech Incident

Seung-Hui Cho

• Born in South Korea.
• Had difficulties communicating with family and others.
• In 1992 at age 8, Cho and his family moved to the U.S.
• Cho's relatives thought that he was mute or possibly mentally ill. According to Cho's uncle, Cho "didn’t say much and didn't mix with other children."
• In middle school and high school, Cho was teased and picked on for his shyness and UNUSUAL speech patterns.
Virginia Tech Incident

• To address his problems, Cho's parents took him to church. Cho was bullied in his church youth group, especially by "the rich kids."

• The pastor noted Cho’s behavior and speculated that Cho may be a little autistic, Cho’s mother declined to take him to the hospital.
Virginia Tech Incident

- Cho enrolled as a business information technology major at Virginia Tech and later changed to English.
- Fellow students described Cho as a "quiet" person who "would not respond if someone greeted him" and noted his anti-social behavior.
- One roommate observed that Cho demonstrated repetitive behaviors.
- Professors noted that his poetry and writing was obscene, violent, and that he “seemed very angry”.
The Use of Integrated Qs
Virginia Tech Incident

What was his birth history?
What was his early developmental history?
How about family history?
What was his early language history?
What was his social history?
Did he have a speech language disorder?
Did he have a pragmatic disorder?
Was he autistic?
Was he lost?
Could he find love in his life?
Could his family be helped?
Could early diagnosis and intervention have helped to prevent this tragedy?
Virginia Tech Incident

- Was he in an ESL (ELL) program?
- Was he referred to speech pathology services?
- Was he a victim of being bullied?
- Was he referred to counseling?
- Did his parents get involved in his schooling? IEP?
- Or were they silent about his education?
- Was there any record of attempted communication with his parents about his problem?
- What was his life like as a high school student?
- What was his social life like?
Virginia Tech Incident

- His family message to the world after the massacre indicated hopelessness and helplessness and a sense of despair and feeling lost. They never could have envisioned that he was capable of so much violence.

- His sister Su-Kyung Cho said that “This is someone that I grew up with and loved. Now I feel like I didn’t know this person….My brother was quiet and reserved, yet struggled to fit in”.

- This tragedy has confirmed one thing – the need to understand people and their needs and help them when they are going through crisis.
Virginia Tech Incident

In the context of the Korean culture:

• Were the parents ashamed of his problem?
• Did they get the help from professionals including psychologist, speech language pathologists or counselor?
• If not, why did they not seek help?
• Did they think that by going to the United States, the problem could be resolved?
• Did the cultural imperatives interfere with their decision making?
• Did they have knowledge or information about emotional/communicative disorders?
• The most important question is: Could this tragedy have been prevented?
Virginia Tech Incident

To avoid or reduce biases we need to ask the following questions in multicultural encounters:

• What is our reaction when we encounter someone with a background different from our own?
• Where do our biases come from?
• Where do we learn our biases?
• And from whom?
• What impressions do we have when we encounter an unfamiliar social and cultural situation?
Cultural Due Diligence

- The performance of *due care* that we are capable of bringing to each and every clinical situation.
Stage Model for Nondiscriminatory Assessment

1. Assess for the purpose of intervention
2. Assess initially with authentic & alternative procedures
3. Assess and evaluate the learning ecology
4. Assess and evaluate language proficiency
5. Assess and evaluate relevant cultural and linguistic factors
6. Evaluate, revise, re-test hypothesis
7. Time to assess
8. Determine the need for and the language of formal assessment
9. Reduce bias in traditional assessment practices
10. Support conclusions via data convergence and multiple indicators
Number and Percentage of Special Education-LEP Students by Grade

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<tr>
<th>Grade</th>
<th>Number</th>
<th>Percentage</th>
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<tr>
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<td>Ungraded</td>
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