Innovative Learning for Inclusive Practice
Claudia Saad, M.A., CCC-SLP
Director, Multicultural Education
American Speech-Language-Hearing Association
Valarie B. Fleming, Ph.D., CCC-SLP
Chair and Associate Professor
Department of Communication Disorders
Texas State University

• Dimensions of Multicultural Education – Banks, 2010
  • Content integration (diverse)
  • Knowledge construction (critical thinking)
  • Prejudice reduction (awareness)
  • Equity Pedagogy (one size does not fit all)
  • Empowering school (academic) culture (inclusive)

• What are the barriers to inclusive practice?

• What excludes students?
  • Students who have experienced bias in the educational system
  • See un-neutral even in absence of bias

• Culturally Responsive Teaching
  • Uses cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits of teaching ----Cultural Competence
  • Helps students develop a broader perspective of the sociopolitical consciousness, the tool to critical analyze societal relationships –Critical Consciousness
  • Improves academic achievement of ethnically diverse students by teaching them through their own cultural and experimental filters ---Academic Success
    (Gay, 2000; Ladson Billings, 2000)

• Diverse? REALLY?
  • Contributions
  • Additive
  • Transformation
  • Social Action
    (Banks, 1989)

• The Transformation
  • MC course transformation is a process not a product
  • There is no single right way
  • MC Course Transformation important to everyone, not just MC students
  • Responsibility to evaluate what we have done. Did it make a difference?

• What are our goals??
  • Multicultural socially-oriented goals
— People increasingly think it is important, but individuals do not include it in their courses

• Multicultural learner-oriented Goals
  — Closing the gap

• Multicultural content-oriented goals
  — constructing a broader truth

• Goals as Student Outcomes

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<tr>
<th>Multicultural Goal</th>
<th>CDIS Example</th>
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| Broader truth      | Understand the influence of bilingualism on language development  
                    Explore the reasons underlying the predominance of deficit perspectives in the historical account of dialect use related to diverse individuals |
| Self-understanding | select, apply, and interpret the results of the principles and methods of assessment and intervention of the various aphasias and related disorders with consideration of linguistic and cultural correlates of the disorders |
| Social change      | Analyze the impact of current social policies on children with developmental disorders and propose policy revisions |

• Strategies for Multicultural Course Transformation
  • Content
  • Instructional strategies
  • Assessment
  • Interactions

• Areas of Change for Course Transformation
  • Coursework
    — Readings
    — Assignments
    — Projects
    — Assessment
  • Clinical placement
  • Other learning experiences
    — Service learning
• Documenting the Effectiveness of Multicultural Goals

Outcomes Measures
  – Measurable goals
  – Effective instrument of measurement
    • Pre- and post-tests or surveys
    • End of the semester surveys (questionnaire)
      – Add question(s) to existing survey
      – Redesign survey
      – Create additional survey
  – End of the semester reflection
  – Analyze Results
    • Summary and interpretation
    • Data charts

Selected References


