

Spring 2017

SPA 6930 Bilingual Assessment and Intervention

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SYLLABUS

SPA 6930- Bilingual Assessment and Intervention – resident class

Spring 2017

Tuesdays 5-7:45 PM, PCD 4004 (except for Literacy Nights) 6-7:30 PM, Learn Tampa Bay

Instructor: Maria R. Brea-Spahn, Ph.D., CCC-SLP,

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

COURSE DESCRIPTION

The overall course aim is to develop cross-cultural clinical competence in providing services to children and families with varying sociocultural and sociolinguistic heritages, especially those children and families with Hispanic and African American heritages. Content focuses on: a) developing expertise with the funds of knowledge that define cultural and linguistic diversity, b) understanding second language learning processes and social dialect variations, and c) expanding clinical knowledge and skills in regard to assessment and intervention challenges and approaches associated with atypical patterns of language and literacy learning.

Service Learning Requirement – 20 hours

This course involves a service-learning requirement. The service-learning project will take place throughout the semester and it will involve 20 dedicated hours of work with a community partner hosting a program that provides services to families who are English language learning. Students will be accompanied by the professor, a bilingual speech-language pathologist on 4-5 nights to the Center where the Service-Learning will take place. The experience is designed to: a) provide opportunities for observing and interacting with multicultural families in action, b) enhance the development of cultural competence as a speech-language pathologist in working with Spanish speaking families, c) practice developing plans that take into consideration cultural practices and beliefs from the Latino cultures, and d) document using ethnographic (i.e., field notes, interviewing, observation) and artistic methods (i.e., photography/ digital stories) the families' definitions of literacy.

OBJECTIVES AND DESIRED LEARNING OUTCOMES

- 1) Broaden the clinical knowledge base in second language learning and social dialect variation. **(Standard III-C)**
- 2) Interpret how sociocultural beliefs and values are a lens through which all research and professional practices are filtered. **(Standard III-D)**
- 3) Understand how sociolinguistic variation, including second language learning, may result in clinical/educational profiles that reflect struggle with academic language and literacy learning. **(Standard III-D)**
- 4) Apply an integrated knowledge base to evidence-based decision making about diagnostic status and educational/intervention needs. **(Standard III-F)**

ASHA KNOWLEDGE AND SKILLS ACQUISITION (KASA) STANDARDS TO BE ACHIEVED (MS students only)

KASA Standard	How Achieved?	How Assessed?
III-C—Demonstrate knowledge of receptive and expressive language (phonology, morphology, syntax, semantic, pragmatics, etc.) and communication disorders in speaking, listening, reading, and writing, including their psychological, developmental, and linguistic and cultural correlates	Lectures and instructor PPT notes; required readings; problem solving via discussion panels and application to final application project. Criterion: 80% in each assessment of these to successfully meet standard.	<ul style="list-style-type: none"> ● Formative assessments <ul style="list-style-type: none"> ○ Field notes ○ Literacy lesson plans ○ End-of-course self-reflection ● Summative assessments <ul style="list-style-type: none"> ○ Final application project evidence based review ○ quizzes
III-C – Demonstrate knowledge of the cognitive aspects of communication (attention, memory, problem-solving, executive functioning), including their psychological, developmental, and linguistic and cultural correlates	Lectures and instructor PPT notes; required readings; written assignments; problem solving via discussion panels and application to individual cases. Criterion: 80% in each assessment of these to successfully meet standard.	<ul style="list-style-type: none"> ● Formative assessments <ul style="list-style-type: none"> ○ Field notes ○ Final application project evidence based review ○ End-of-course self-reflection ● Summative assessments <ul style="list-style-type: none"> ○ Quizzes
III- C - Demonstrate knowledge of the social aspects of communication (challenging behaviors, ineffective social skills, lack of communication opportunities, etc.), including their psychological, developmental, and linguistic and cultural correlates	Lectures and instructor PPT notes; required readings; written assignments; problem solving via discussion panels and application to individual cases. Criterion: 80% in each assessment of these to successfully meet standard.	<ul style="list-style-type: none"> ● Formative assessments <ul style="list-style-type: none"> ○ Class application activities ○ Literacy activities with families/service learning ○ End-of-course self-reflection ● Summative assessments

KASA Standard	How Achieved?	How Assessed?
		<ul style="list-style-type: none"> ○ Quizzes
<p>III-D – Demonstrate ability to integrate information about the principles and methods of prevention, assessment, and intervention over the range of differences and disorders specified in Standard III-C</p>	<p>Lectures and instructor PPT notes; required readings; written assignments; problem solving via discussion panels and application to individual cases. Criterion: 80% in each assessment of these to successfully meet standard.</p>	<ul style="list-style-type: none"> ● Formative assessments. <ul style="list-style-type: none"> ○ Annotated bibliographies ○ Intervention plans ○ Final project ○ End-of-course self-reflection ● Summative assessments <ul style="list-style-type: none"> ○ Quizzes
<p>III-F – Demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practices</p>	<p>Lectures and instructor PPT notes; review of the theoretical and clinical rationales for their development and use of currently available therapy materials, and application of clinical problem solving in development of therapy plan and resource binder for therapists and parents of children who are second language learners or evidence language variation. Criterion: 80% in each assessment of these to successfully meet standard.</p>	<ul style="list-style-type: none"> ● Formative assessments <ul style="list-style-type: none"> ○ Service learning project ○ End-of-course self-reflection

REQUIREMENTS

1. Textbooks Required

- Goldstein, B. (2012; Ed.). *Bilingual language development and disorders in Spanish-English speakers*. Baltimore, MD: Paul H. Brookes. **(Readings abbreviated in the syllabus as B.G. Book) – Keep in mind this is an EDITED book, which means that chapters are written by other authors.**
- There will be other required readings, not in your text, which will be noted on canvas and included as pdf files.

Requirements:

- 1. Weekly Readings** (no extra points for these) - All of the assigned and additional readings should be considered as a starting point for exploring new issues in how the experiences generated through the sociocultural and sociolinguistic world impact differences in individual clinical profiles, as well as the families of the children and adolescents for whom services are provided. Finally, bibliographies with selective references will also be distributed as guidance for “going beyond” the assigned readings in discussion panels and case presentations.
- 2. Quizzes** – 3 in class. I’ll tell you topics. You are allowed to bring one double-sided page of notes. These are in an effort to keep you focused on learning the conceptual material that is also important.
- 3. Team Project –Look at Service Learning Description (several pieces to this process)**
- 4. Pre and post-course reflection:** You will provide a written reflection about your expectations, experiences, and feelings regarding cultural and linguistic diversity as it relates to your profession of speech-language pathology. The purpose of this reflection is to evaluate your learning experience. The specific questions to address will be provided. Included here are the Visual Journey and the Professional Cultural Competence projects, though these are graded separately from the portfolio. See Canvas for further information.

GRADING POLICY

Requirements for Resident Students	Points
1. Visual journey	20
2. Professional cultural competence	40
3. Quizzes	30
4. Team project – Service Learning Portfolio – see below	
Evidence and Rationale: *Title of ‘your project,’ plan for observation (including description of setting and family/ies, cultural personal question or research question	20
Self-Evaluation: 1. Pre-service learning literacy story	85
2. Post-service learning reflection	85
3. Field notes – one for every week of intervention	60
Materials *Director interview –initial on day 1 *Funds of Knowledge Table completed - via funds of knowledge activity *Appendices with any materials originally created for the purpose of the literacy nights *Annotated bibliography of 10 research studies related to language differences/patterns, cultural/literacy/educational practices that are different between the families you will be working with this semester and the American Mainstream *List of resources for parents for targeting specific areas of language covered (these can be the same ones you listed in your pamphlets or newsletters – you should have a minimum of 2 per pamphlet)	40
Instruction / Procedures *Three plans of instruction with objectives, Final showcase plan Listing of materials and activities to be completed, and written results with data collection forms to support quantitative findings. Three parent pamphlets or short newsletters (one for each night)	320 80/ night
Final portfolio without typos and grammatical errors – format is neat	25
Assembled Final Research Portfolio is complete and well documented.	75
TOTAL	800
Divide your total number of points using 800 as your denominator and determine your percentage and letter grade below:	

Assignments submitted late will be based on 50% of the original possible total points. Any missed assignment will result in a zero.

Determination of grades: The University's +/- grading system will be applied as follows:

Grade	Percentage
A	92%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C+	78%-79%
C	73%-77%
C-	70%-72%
D	60%-69%
F	Below 60%

CLASS POLICIES

1. Attendance Policy

Absences due to Illness or Lateness

Class begins at 5:00 p. m. or 6:00 on instructional nights. Attendance in class is required. Absences are acceptable only under extreme circumstances. For example, at the discretion of the instructor, students may be excused from class in the event of medical or family emergencies. If you need to be absent due to medical reasons (yours or your immediate family's) on a test day or a day that an assignment is due, please provide a physician's note and notify me *at least 2 hours prior to class via e-mail*. Under any circumstance, such as being late to class due to an unforeseeable situation, you must notify me *before class begins*. Continual lateness will result in a reduced final grade.

- *Absences due to Religious Observances:*

Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination. Students absent for religious reasons, as noted to the instructor at the beginning of the academic term, will be given reasonable opportunities to make up any work missed. For further information, please refer to: <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf>

2. Professionalism

Students are required to conduct themselves in a professional manner as reflected in their demeanor, dress, and verbal exchanges. When in academic environments and community-based settings, they must comply with all policies and procedures associated with typical USF clinical and academic contexts; therefore, attire should reflect professionalism. Adherence to professional expectations will be taken in consideration when calculating the students' grades in the course.

3. Incompletes (I)

Incompletes will not be given under any circumstance. Please note that University and College policy is that incomplete grades can only be granted when, due to circumstances beyond the student's control, only a small portion of the required work remains undone and the student is otherwise passing the course. The student will sign a contract and will have a due date in the case this is an option.

4. **Students with Disabilities**

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from SDS must accompany this request.

- See Student Responsibilities – <http://www.sds.usf.edu/students.asp>
- See Faculty Responsibilities— <http://www.sds.usf.edu/faculty.asp>

5. **Academic Dishonesty:**

Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. The University of South Florida has very specific policies and procedures regarding academic dishonesty or disruption of academic process. Cheating is defined as follows by the University of South Florida as:

(a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one's own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc. (f) Stealing or copying of computer programs and presenting them as one's own. Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

<http://www.ugs.usf.edu/catalogs/9697/ADADAP.HTM>

If you have any questions, please refer to the University's Undergraduate Academic Dishonesty policy at

- Procedures for Alleged Academic Dishonesty or Disruption:
<http://www.ugs.usf.edu/catalogs/0809/adap.htm>
- Student Academic Grievance Procedures --
<http://www.ugs.usf.edu/catalogs/0809/arcsagp.htm>

6. Electronic Devices

Cell phones or beepers may NOT be turned on in class. If it is essential for you to be reached under emergency circumstances, please turn your cell phone on vibration.

7. USF Statement of Policy on Note Taking and Audio Recording

A). Students may take notes during lectures/class presentations and, with the permission of the instructor or as authorized by the Office of Academic Support and Accommodations for Students with Disabilities and with the instructor's knowledge, make an audio tape recording of the lecture/presentation. Such notes and recordings may be used for individual or group study, or for other noncommercial purposes reasonably arising from the student's enrollment. All other recordings of class lectures, including the use of cell phone cameras, are not authorized and are prohibited. To reiterate, recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.

B). Notes, recordings, handouts and other material provided by the instructor cannot be exchanged or distributed for commercial purposes or for any purpose not related to a student's study or enrollment absent the express written authorization of the instructor.

C) Selling or distributing notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the USF System and the instructor is a violation of the USF System's Student Code of Conduct.

D) Commercial Activities on the USF System's Campus: USF System Regulation USF6-026 and Policy No. 0-018, concerning distribution of material and solicitation on campus, prohibit commercial activity on campus with certain expressly enumerated exceptions. Unless authorized by the USF System in advance and explicitly permitted by the instructor, the sale or taking of class notes and/or recordings constitutes unauthorized commercial use.

Date	Topic/ Articulate Lectures	Assigned Readings	Other Assigned Activity	Meeting Yes or no?
January				
10 Week 1	SLPs as mapmakers- Circles of Knowledge	Required: Brea-Spahn (2014) on canvas Chapter 2: Hammer & Rodriguez (in BG text – your textbook) Recommended: Kohnert – on canvas (Chpt 2)	Check the To do Tasks on Canvas! -review syllabus -read -listen to lecture -complete assignments: personal cultural journey, professional cultural competence (both submitted on canvas)	Yes ; 5pm in class (every time you see a 'yes' only that's where we meet)
17 Week 2	Conceptual Circle: Bilingualism and typical development in bilinguals	Required: Kohnert chapt. 1 (on canvas) Hoff (2015) -what clinicians need to know about bilingual development Grosjean's views (on canvas- short!): http://www.psychologytoday.com/blog/life-bilingual/201010/who-is-bilingual http://www.psychologytoday.com/blog/life-bilingual/201207/what-do-bilinguals-and-hurdlers-have-in-common Recommended Kohnert and Pham (canvas) *Advantages to being bilingual – article on Canvas	Check To do Tasks • Visual journey and professional cultural competence Due: 1/22 Today in Class: • Quiz 1; Compile questions for Director; and Select rotations of rooms • Pre Self-assessment Due: 1/29	Yes
24 Week 3	Meet at Learn Tampa Bay for Informational session with Director	Address: 504 E Baker St, Plant City, FL 33563 Phone: (813) 752-4010	Bring laptops or notepads to take notes re answers to questions	Yes - 6-7:30 PM Learn Tampa Bay
31 week 4	Cultural Circle: Cultural Competence	Required: Moll, Amanti, Neff, Gonzalez (1992)	Today in class:	Yes.

		<p>Amaro-Jimenez & Semington (2011)</p> <p>Recommended: Christian and Bloome (2004)</p>	<ul style="list-style-type: none"> In your group: Research 3-4 intervention studies in your area of intervention for week 1 and 3 for week 2, and 3 for week 3 – They will be within these areas: Vocabulary in two languages, Phonological Awareness/rhyming (English-Spanish bilinguals), syllable counting (Spanish), Narrative Organization/retelling, Reading comprehension or inferencing Start developing list of websites, apps, and parent resources 	
February				
7 Week 5	Cultural Activities: Literacy Digs, Questionnaires, and other Activities	Literacy digs reading (Klassen Endrizzi, 2008)	<p>Today in Class:</p> <ul style="list-style-type: none"> Work on your funds of knowledge Plan for next week 	Yes
14 Week 6	Intervention/ Instruction: General Issues	<p>Kohnert & Derr (2012) BG book Simon Cerejido (2015) Goldenberg (2013) in canvas</p> <p>Recommended: Kohnert Chapt. 6 – in canvas</p>	<p>Funds of Knowledge Data Collection Day Submit your table with collected data by 2/19.</p>	Yes; at Learn Tampa Bay 6-7:30 PM
21 Week 7	Intervention/ Instruction: Phonological Awareness, Vocabulary	<p>Required: Gorman & Gillam</p> <p>Sibold (2011) on canvas</p>	<p>Doodle note-taking (see canvas)</p> <p>Today in Class:</p> <ul style="list-style-type: none"> Quiz 2 Select materials for plan. Intervention 1 Plan draft/ parent 	Yes

			pamphlet/ data collection form 1 due tonight! <ul style="list-style-type: none"> Intervention plan final version due 2/26. 	
28 Week 8	Literacy Night 1: Phonological Awareness or Print Referencing		Field note 1 Due 3/5	Yes at Learn Tampa Bay 6-7:30 PM
March				
7 Week 9	Intervention Ideas: Reading Comprehension and Narratives	Required: Elosúa et al (2012) Bui & Fagan Other storytelling sites Recommended: Fiestas and Peña Adger et al	Today in class: <ul style="list-style-type: none"> Work on Instructional Plan 2 and parent pamphlet -Submit on 3/12 	Yes
14 Week 10 SPRING BREAK!		Catch up on reading and rest		No
21 Week 11	Literacy Night 2: Vocabulary		<ul style="list-style-type: none"> Field note 2 due 3/26 	Yes at Learn Tampa Bay 6-7:30 PM
28 Week 12	The Assessment and Diagnostic Process: Top 10 questions to ask yourself.	Kohnert Chpt. 5 DeVilliers (2015) on canvas Recommended: Bedore & Peña and Gutierrez-Ciellen & Kreiter	Today in class: <ul style="list-style-type: none"> Work on Instructional Plan 3 and parent pamphlet– Submit on 4/2 Submit data collection 2 	Yes
April				
4 Week 13	Literacy Night 3: Narratives or Reading Comprehension		Field note 3 due 4/9	Yes at Learn Tampa Bay 6-7:30 PM
11 Week 14	LI in Bilinguals	Kohnert (2010)	Today in Class: <ul style="list-style-type: none"> Quiz 3 	Yes

			Review Portfolio requirements and work on consolidating files <ul style="list-style-type: none"> • Finish planning the Showcase Night 	
18 Week 15	Showcase Night			Yes at Learn Tampa Bay 6-7:30 PM
25 Week 16	Last meeting of the semester*		In Class Tonight: <ul style="list-style-type: none"> • Work on your projects • Finish Consolidating group members' field notes • Incorporate section on parent resources and annotated bibliography (check project requirements!) 	*Pending your needs and questions
28 Week 16	Projects due on April 29th—submit via Canvas		Please submit your individual final self-evaluation – Due 4/29	No
You. Are. Done! 😊				