

Lewis and Clark College-Summer Semester 2021  
SPSY 536

**WORKING WITH CULTURALLY AND LINGUISTICALLY  
DIVERSE STUDENTS**



**Instructor:** Cynthia Velásquez

**Email:** [Cynthia@lclark.edu](mailto:Cynthia@lclark.edu)

**Meeting Place and Time:** York 115 5:30-8:30 pm

Zoom Link: <https://zoom.us/j/95246763708>

**Dates:** 5/12/21- 6/9/21 Wednesday

**\*Texts:** Geva, Esther & Wiener, Judith (2015) Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents- A Practitioner's Guide Springer Publishing Co.

\* Text available at Watzek Library as an [eBook](#)

## **Catalogue Description**

Understanding the relevance of cultural and linguistic diversity within school settings and communities is essential as school psychologists and practitioners. Beyond the creation of a knowledge base, school psychologists must examine ways in which factors of culture and language are considered when examining student abilities and how the relevance of school factors can impact overall perspectives.

## **Course Objectives**

The purpose of this course is to explore, understand, and learn factors of language acquisition and resources available in schools. Educational models of best practice for English Language Learners, instruction and the impact of culture and language when considering psychological assessment will be examined and applied to everyday situations. Students are expected to consider social justice and advocacy in their work as practitioners.

According to the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology are based on domains that must be addressed in the course context and structure as follows:

Domain 1: Data- Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 7: Family–School Collaboration Services

## **Course Expectations**

Students are expected to submit assignments on due dates, unless there is an emergency or illness. Any absence needs to be reported prior to class time and make up work may be assigned and will be dependent on lecture in the classroom. If you are absent, please identify a colleague in the class who will take notes and share information with you. If you are in need of any modification or accommodation due to individual learning needs, please find time to speak with me.

## **Student Supports**

*If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

**Participation**

*What does that look like in this class?*

*I expect active engagement with discussion topics and questions via asking questions and/ or making a comment. I will provide paths to engagement via technology and within a smaller group, but I expect your individual participation to be key to your success in this class.*

**Plagiarism**

You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, please ask. Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems.

**Assignments**

There will be a total of (3) assignments as part of the course and will likely be utilized in the future. The purpose of the assignments is to create tools that you will disseminate among your colleagues and will build on your knowledge.

**Course Assignments & Course Grading**

	<b>Assignments</b>	<b>Point Value</b>
<b>1</b>	Reflection Statements (3)	60 (20 points each)
<b>3</b>	Participation	40
	Total	100

TOTAL 100

Grade Calculation:

97-100 points =A

93-96 points =A-

89-92 points =B

85-88 points =B-

**Expectations for Work Submitted**

Your colleagues work very hard in classes to do their best because they know that now is the time to develop their skills as school psychologists. Please plan ahead if you know an assignment will take you time to complete or will present with challenges. Your work ethic and standards are being observed and believe it or not, your formation as a professional begins now. Procrastination is not your inspirational friend. I expect the best from you and nothing less. Always. Always. Do better.

### Proposed Schedule of Classes

This schedule is provided as a guide and may be subject to change.

Week	Date	Topic	Assignment
1	5/12	<p><b>Language learning &amp; acquisition</b></p> <p><b>In class:</b></p> <p><b>Social Justice:</b> <b>Title VI- Civil Rights Act</b></p>	<p><b>Learning Target:</b> Understand and describe Second Language Acquisition</p> <p><b>Assignment Reflection#1:</b> Review <a href="#">this</a> module &amp; this <a href="#">video slide</a> and complete reflection</p> <p><b>5/19/21</b> <b>Reading Assignment &amp; Short Film</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Immersion I</a></li> <li>• <a href="#">and Read Scaffolding Instruction for English Language Learners: A Conceptual Framework</a></li> </ul>
2	5/19	<p><b>ESL programs/ Scaffolding/ Classroom Observations- The What, Why and How</b></p> <p><b>In class: Examples of scaffolds and classroom observations</b></p> <p><b>Social Justice:</b> <b>ESL –Know Your Rights !</b> <b>Lau v. Nichols (1974)</b></p>	<p><b>Learning Target:</b> Understanding the purpose of ESL programs &amp; Scaffolding</p> <p><b>Reflection #1 Due</b></p> <p><b>5/26/21</b> <b>Reading Assignment:</b> <b>Read &amp; watch <a href="#">this</a> module</b></p>

3	5/26	<p><b>CLD Assessment Factors &amp; Considerations</b>  <b>In class:</b>  <b>Case study &amp; discussion</b></p> <p><b>Social Justice:</b>  <b>Impact of Assessment- Know Your Rights!</b>  <b>Larry. P v Riles (1979)</b></p>	<p><b>Learning Target:</b>  Understand factors related to ELL students and referral to Student Intervention Teams</p> <p><b>6/2/21</b>  <b>Reading Assignment</b>  <b>Chp. 6 Assessment of Intelligence</b></p> <p><b>Reflection Assignment #2:</b>  <b>Watch Dr. Samuel Ortiz in <a href="#">this</a> Youtube/Podcast &amp; write a reflection.</b>  <b>Please include aspects Chp. 6 in your reflection</b></p>
4	6/2	<p><b>C-LIM (Cultural Linguistic Interpretive Matrix)</b></p> <ul style="list-style-type: none"> <li>· <b>Understanding implications of culture &amp; language</b></li> <li>· <b>Culture/ Language and Eligibilities</b></li> </ul> <p><b>Social Justice:</b>  <b>Assessment in Native Language- Know Your Rights!</b>  <b>Diana v. State Board of Education (1970)</b></p>	<p><b>Learning Target:</b>  Understand the impact of Culture &amp; language on Cognitive Assessment</p> <p><b>Reflection #2 Due</b>  <b>6/9/21</b>  <b>Reading Assignment &amp; Reflection #3::</b>  <a href="#">Beth Harry Video</a> &amp; <a href="#">Collaboration with Culturally and Linguistically Diverse Families- Beth Harry</a></p>
5	6/9	<p><b>Sharing Information with our Families</b></p> <ul style="list-style-type: none"> <li>● <b>Creating Accessibility</b></li> <li>● <b>Justice/ Advocacy</b></li> <li>● <b>Using visuals during eligibility meetings</b></li> </ul> <p><b>Social Justice:</b>  <b>Access to Information in the Native Language</b></p>	<p><b>Learning Target:</b>  Understand the importance of language access for students and families who speak a language other than English</p> <p><a href="#">Black Parents &amp; Special Education Audio</a> - Soundcloud</p> <p><b>Optional Film:</b>  <a href="#">I Learn America</a></p> <p><b>Reflection #3 Due</b></p>

## Assignments

<b>Assignment 1. Reading Reflections- (3)</b>
<b>Purpose:</b> The purpose of the reflections is to delve further into instruction and further our knowledge base of best practices of students who are culturally and linguistically diverse.
<b>Requirements &amp; what you will get:</b> You will watch a video, film or read an or module and complete a (2-5 pages, double spaced, font 12, APA references) reflection.  Reflection 1.) Questions: <ul style="list-style-type: none"><li>● Please provide a summary of Cummins' postulate of Second Language Acquisition Model</li><li>● Please describe the importance of understanding second language acquisition as a school psychologist and your ability to explain it to a team</li><li>● For a student who is learning another language what is the importance of accessing the native language?</li></ul> Reflection 2.) Questions: Please refer to the text and Dr. Ortiz's Youtube/ podcast <ul style="list-style-type: none"><li>● Per the text (Geva,E., 2015) what considerations or factors should you take into consideration prior to administering a cognitive assessment with students who are culturally or linguistically diverse?</li><li>● What is the impact of culture and language on cognitive assessment?</li><li>● What should you keep in mind as a school psychologist when considering cognitive abilities in culturally and linguistically diverse students?</li></ul> Reflection 3.) Questions: <ul style="list-style-type: none"><li>● Per (Harry, B., 2008) article what are key ideas that as a school psychologist you should keep in mind when working with culturally and linguistically diverse families?</li><li>● Why should you consider cultural reciprocity in your work?</li></ul>

- Per Dr. Harry's video, how does our personal perspective and your racial, ethnic, cultural and linguistic identity impact the perspective you have of a child and student you will be working with?
- What does Dr. Harry mean (10 min: 49 sec) section in the video about "familiar expressions" we might hear during a meeting or interaction with school staff?
- What does Dr. Harry mean between "cultural competency vs. cultural humility" and "denial vs. disagreement"?
- How will you use Dr. Harry's work in your work as a school psychologist?

An expert is a person who has made all the mistakes that can be made in a very narrow field.

Niels Bohr. Danish physicist (1885 - 1962)

This syllabus is copyrighted and any reproduction or usage of any section is prohibited without expressed permission from the author. © 2021