

East Tennessee State University

Digital Commons @ East Tennessee State University

ETSU Faculty Works

Faculty Works

9-20-2021

Developing Cultural Responsive Care: Children with Cleft Lip and Palate and their Families

Brenda Louw

East Tennessee State University, [louwb1@etsu.edu](mailto:louw1@etsu.edu)

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>



Part of the [Speech Pathology and Audiology Commons](#)

Citation Information

Louw, Brenda. 2021. Developing Cultural Responsive Care: Children with Cleft Lip and Palate and their Families. *ETSU Equity and Inclusion Conference*, Johnson City, TN.

This Presentation is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

Developing Cultural Responsive Care: Children with Cleft Lip and Palate and their Families

Copyright Statement

© 2021, Brenda Louw



3rd Annual

*Equity and
Inclusion*
CONFERENCE

From Discussion to Action:
Bold Steps Toward
Equity and Inclusion

Developing Cultural Responsive Care: Children with Cleft Lip and Palate and their Families

Brenda Louw, D.Phil. SLP

Dept. Audiology and Speech-Language Pathology

East Tennessee State University

Disclosures

Brenda Louw received a Cultural Competence Grant from the ETSU Office of Equity and Inclusion in 2021 for this project

She has no non-financial disclosures

Overview



Background



Method



Results



Conclusion

The Disorder: Cleft Lip and Palate (CLP)



- Occurs in 1 in 500-700 live births, varies considerably depending on ethnic groups and geographical area
- Different cleft types and severity
- Affects appearance, dentition, breathing, feeding, hearing, speech, language
- Complex and far-reaching consequences for children and their families
- Can co-occur with syndromes
- Interdisciplinary team approach to repair cleft and treat sequelae

The Issue and Purpose:

- Speech-Language Pathologists (SLPs) are required to provide culturally responsive services to culturally and linguistically diverse (CALD) clients.
- Cultural competency and cultural humility are the gold standard in communication sciences and disorders (Gregory, 2020).
- Scant literature on culturally responsive care in CLP and information is applied from generic suggestions for other speech-language disorders.
- In Tennessee 4.8% of the population is Hispanic and the 3rd fastest growing Hispanic population in the US.

Purpose of the Project

- To enable graduate SLP students to develop
 - understanding of cultural and linguistic diversity in the CLP population
 - critical consciousness of CALD in CLP
 - knowledge and skills in assessment and intervention
- To support culturally and linguistically diverse families (specifically Hispanic) of children with CLP
- To provide culturally responsive care to these children.

The context

The Class

- CDIS 5240
- Elective
- 3 credit hour course in M.Sc. Speech-Language Pathology program
- 21 graduate students enrolled

Teaching Approach

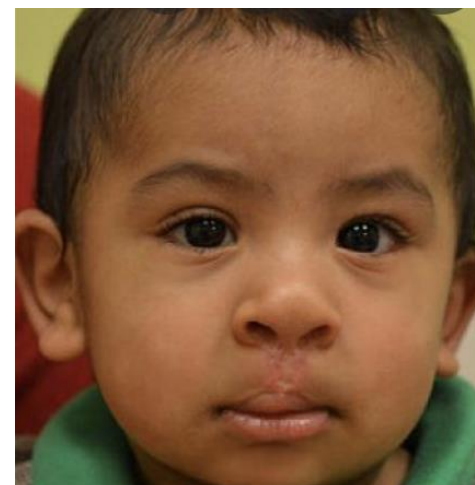
- Problem-Based Learning approach

Approach to content

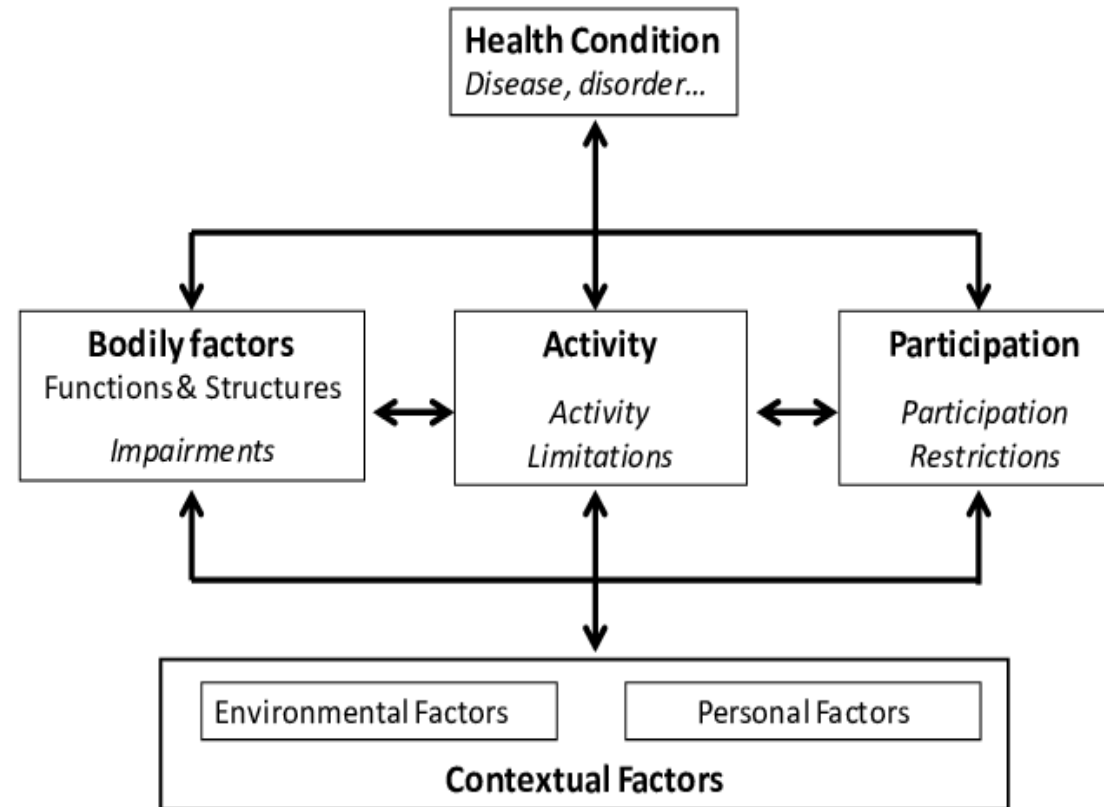
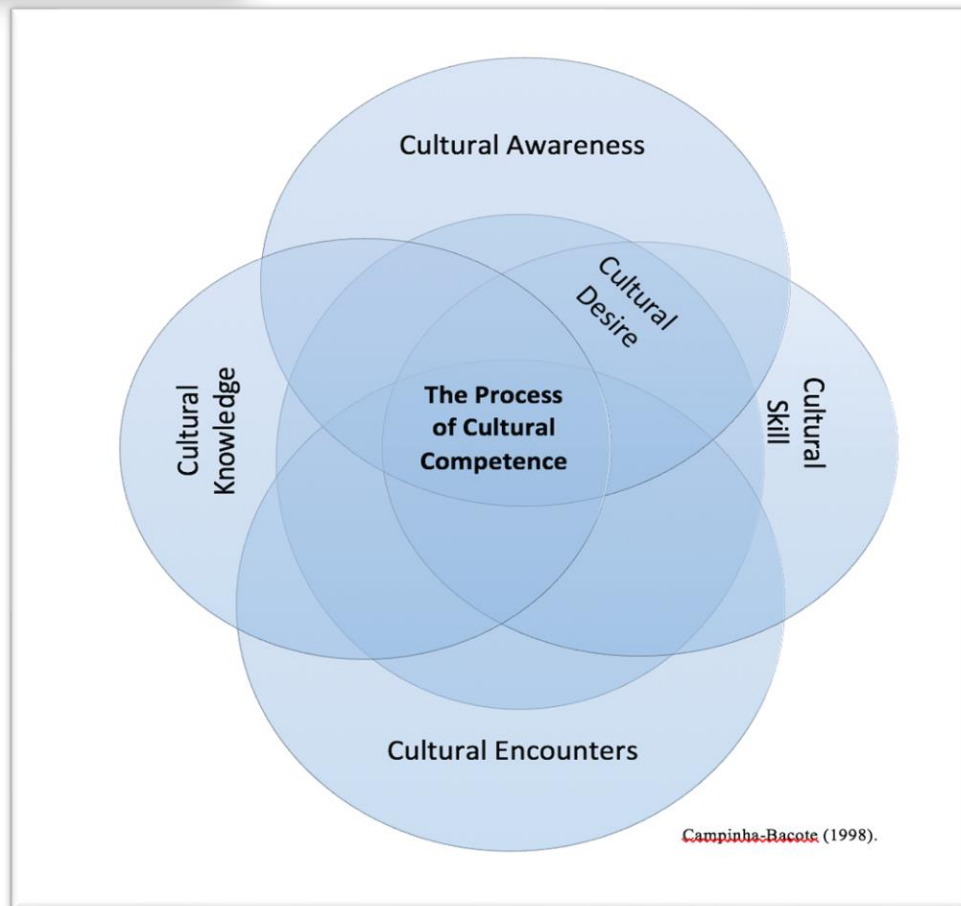
- Strength-based &
- Family centered approach to the assessment and treatment of children with Cleft Lip and Palate (CLP).

Method: Preparation

- ASHA Cultural Competence Check-in
<https://www.asha.org/siteassets/uploadedfiles/multicultural/self-reflection-checklist.pdf>
- Discussion:
 - Principles Culturally Competent practice (Verdon,2015)
 - Universal Declaration of Cultural Diversity(UNESCO,2001)
- TAASLP Diversity and Equality Committee
- ASHA Multicultural Resources



Frameworks: Campinha-Bacote Model Cultural Competence (2002) and ICF (WHO, 2001)



Method: Guest Lecturer 1



- Bilingual SLP & Rehabilitation Program Coordinator at the Barrow Cleft and Craniofacial Center, Phoenix, AZ; ACPA Board Member, ASHA SIG CC member

“Working with Culturally and Linguistically Diverse Patients with Cleft Lip and Palate”

Method: Guest Lecturer 2

- Professor CSD Program, Director of the [Bilingual SLP Extension Institute](#), Coordinator of the Bilingual/Multicultural Program Focus, and Director of the Ghana and Bolivia programs at Teachers College, Columbia University, NYC.

“Are we SLPs or Speech Standard American English Pathologists?”



Method Assessment

Survey:

- Students completed a ten-question survey developed on Google Form

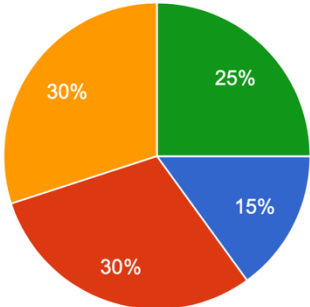
Reflection assignment:

- Five teams of students (21 in total) were required to do a reflection assignment by answering 5 reflection questions

Notable Results: Survey

2. On a scale of 1-5, how familiar were you with cultural differences and factors re CLP prior to the guest lectures?

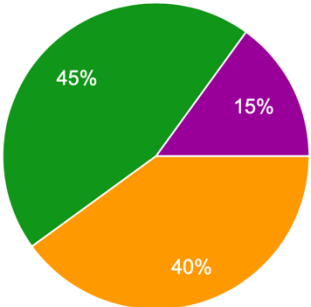
20 responses



- 1 Not familiar at all
- 2 Slightly familiar
- 3 Somewhat familiar
- 4 Moderately familiar
- 5 Extremely familiar

3. On a scale of 1-5, how would you rate your comfort level of dealing with a child with CLP and her/his family, who are culturally and linguistically different to you?

20 responses

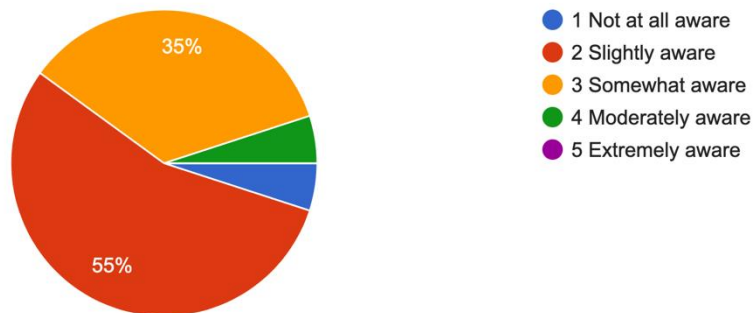


- 1 Not at all comfortable
- 2 Slightly comfortable
- 3 Somewhat comfortable
- 4 Moderately comfortable
- 5 Extremely comfortable

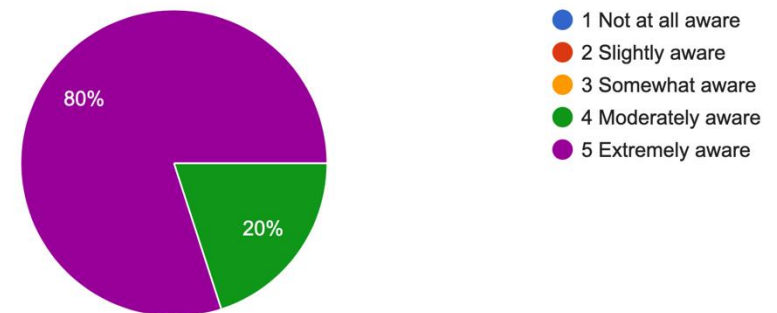
Notable Results: Survey

On a scale of 1-5, rate your level of awareness regarding implicit bias in SAE language assessment tools:

5.1 Prior to Guest Lectures
20 responses



5.2 After Guest Lectures
20 responses



Notable Results: Reflections

What's the most important thing you learned from the lectures? Why does your team think so?

- Inadequacy of SAE measures for culturally and linguistically diverse children
- Alternative methods of culturally responsive assessment
- Gaining information regarding the family's values, beliefs perceptions and cultural beliefs of CLP and treatment, cultural diversity, respect for and educating families
- Resources available and gaining access to materials for assessment and treatment
- Continued learning regarding cultural and linguistic diversity

What surprised you in the lectures and why?

- Inadequacy of Spanish assessment tools
- Cultural and linguistic bias of SAE assessment tools
- Implicit biases of SLPS
- Cultural perceptions re CLP
- Inconsistencies re age level expectations in assessment tools

What do you want to learn more about and why?

- Research on developing assessment tools for multilingual and multicultural children
- Continuing Education opportunities on the topic
- Cultural diversity in CLP and how to respond to families
- Own cultural bias
- Resources available for assessment and intervention for multilingual and multicultural children
- Typical language development across languages and cultures
- Spanish and ASL as second language for SLP

What can/should you do differently with what you know?

- Using SLAM resources and resources for Spanish speaking children
- Critical evaluating standardized assessment tools
- Continue to learn about culturally responsive care and apply new knowledge in clinic
- When providing services to multilingual and multicultural children, prepare in advance, learn to work with interpreters,
- Viewing clients more holistically with more emphasis on their cultural and linguistic aspects, rather than only focusing on the communication disorder

Notable Results Reflections: Continuing the Learning Curve



In conclusion : Lessons learned

Approach to inclusion of CALD in course effective

Multiple benefits of inviting expert speakers to address cultural and linguistic diversity issues

Purpose of the grant project surpassed

Students better prepared for the workforce

Hispanic children and other CALD children with CLP will receive improved services to enable them to reach their maximum potential.

Discussion

Questions

&

Answers



Links for Checklists

Checklists:

ASHA Cultural Competence Check-in

<https://www.asha.org/siteassets/uploadedfiles/multicultural/self-reflection-checklist.pdf>

ASHA Culturally Responsive practice Check-in:

<https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf>

Selected References

- Cronin A., & McLeod, S. (2019). *Craniofacial Anomalies*. In M.J. Ball & J.S. Damico (Eds.), *The SAGE encyclopedia of human communication sciences and disorders* (pp. 515-519). Thousand Oaks, CA: SAGE Publications
- Gregory, K. (2020). Moving forward in as a profession in a time of uncertainty. *The ASHA LeaderLive, August-September 2020*.
<https://leader.pubs.asha.org/doi/10.1044/leader.FMP.25082020.8/full/>
- Henningsson, G., Kuehn, D. P., Sell, D., Sweeney, T., Trost-Cardamone, J. E., & Whitehill, T. L. (2008). Universal parameters for reporting speech outcomes in individuals with cleft palate. *Cleft Palate-Craniofacial Journal*, 45(1), 1-17.
<https://doi.org/10.1597/06-086.1>
- Lewis, M. Paul (ed.). 2009. *Ethnologue: Languages of the world*. Sixteenth edition. Dallas: SIL International. <http://archive.ethnologue.com/16/>.

- McLeod, S. (2012). Information about Spanish speech. Bathurst, NSW, Australia: Charles Sturt University. Retrieved from <http://www.csu.edu.au/research/multilingual-speech/languages>. Published November 2012.
- McLeod, S., Verdon, S., Bowen, C., and the International Expert Panel on Multilingual Children's Speech (2013). International aspirations for speech-language pathologists' practice with multilingual children with speech sound disorders: Development of a position paper. *Journal of Communication Disorders*, 46(4), 375–387. www.csu.edu.au/research/multilingual-speech/position-paper
- Moore, E. (2016). Special considerations for evaluation and treatment of Spanish-speaking patients with cleft palate. *Perspectives of the ASHA Special Interest Group: Craniofacial and Velopharyngeal Disorders*, 1(5), 41-49. <https://doi.org/10.1044/persp1.SIG5.41>

- Peredo, T. N. (2016). Supporting culturally and linguistically diverse families in early intervention. *Perspectives of the ASHA Special Interest Groups: Language Learning and Education*, 1(1), 154-167. <https://doi.org/10.1044/persp1.SIG1.154>
- The Leaders Project. (n.d.). *Cleft Palate*. LEADERSProject. <https://www.leadersproject.org/>
- United Nations Educational, Scientific and Cultural Organization. (2001). *Universal Declaration on Cultural Diversity*. UNESCO. Retrieved from http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html

- Verdon, S., McLeod, S., & Wong, S. (2015a). Reconceptualizing practice with multilingual children with speech sound disorders: People, practicalities and policy. *International Journal of Language and Communication Disorders*, 50(1), 48–62. <https://doi.org/10.1111/1460-6984.12112>
- Verdon, S., Wong, S., & McLeod, S. (2015b). Shared knowledge and mutual respect: Enhancing culturally competent practice through collaboration with families and communities. *Child Language Teaching and Therapy*, 32(1), 205–221. <https://doi.org/10.1177%2F0265659015620254>
- World Health Organization (WHO). (2001). International classification of functioning, disability and health: ICF. World Health Organization <https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health>

3rd Annual ETSU Equity and Inclusion Conference

September 21, 2021

Brenda Louw, D. Phil. SLP

East Tennessee State University

