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Culturally Sensitive Services Using CBC: A Case Illustration

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The United States is becoming an increasingly diverse nation. In 2000, 36% of the U.S. population was over the age of 16 years of age and non-European ancestry. In addition, since the 1990-91 school year, the LEP population has grown exponentially, while the general school population has grown only 12%. Many ethnic minority students in English Language Learner (ELL) programs have difficulties achieving in the general education curriculum, and are at risk for academic failure (Johnson & Garcia, 1998).

Challenges faced by families included the following: (1) low income family, (2) parent consultation, and (3) parent consultation did not exist at any point. Differences noted on the PTRS may be attributed to the presence of an interpreter for all parent-teacher communication.

**INTRODUCTION**

**METHODS**

**SUBJECTIVE MEASURES:**
- **Participants:**
  - Five-year-old Iraqi male (Sam).
  - Second year in a Head Start program.
  - Referral concerns were social withdrawal and lack of verbal communication in the classroom. Parent reported no notable concerns at home.
  - Consultees included Sam’s mother and classroom teacher.
  - Challenges faced by family included the following: (1) low income family, (2) parent consultation was held less than a high school education, and (3) parent consultation did not exist at any point.
  - Meetings were facilitated through a Kurdish interpreter.
  - Related consumer were social withdrawal and lack of verbal communication in the classroom. Parent reported no notable concerns at home.
  - Challenged family included the following: (1) low income family, (2) parent consultation was held less than a high school education, and (3) parent consultation did not exist at any point.
  - Meetings were facilitated through a Kurdish interpreter.

**OBJECTIVE MEASURES:**
- **Direct observations** conducted at home and school and related effect sizes with school intervention.
- **Procedures:**
  - CBC was conducted in Sam’s home and classroom settings with mother, teacher, interpreter, and consultant present.
  - Home—school communication note.
  - Social game.
  - Direct observations conducted at home and school and related effect sizes with school intervention.
  - School—Words spoken in the classroom.
  - School—Sam’s speech was observed by teacher and consultant using data collection forms.

**RESULTS**

- **DISCUSSION**
  - This case study illustrates how CBC can be an effective, culturally sensitive consultation model of facilitating the services of an interpreter.
  - Strong communication strategies led to the development of a highly effective intervention at school.

**LIMITATIONS**

- Ability to generalize results of a single-subject case study.
- Lack of maintenance data during the intervention at school due to ended of school year.
- Lack of data determining the degree to which Sam’s speech generalized to other school settings.
- Data acquired failed to elucidate certain qualitative aspects of the case study (e.g., personal experiences of Iraqi parent).

**FUTURE RESEARCH DIRECTIONS**

- Future research should continue to explore the use of CBC as a model of culturally sensitive consultation services.
- Dynamic, qualitative investigations are needed to identify specific procedural aspects of the model that are most effective in facilitating communication with linguistically diverse students.
- Use of research methods may be helpful in further understanding relational factors that may be essential when working within a multicultural framework.