

Selected Resources for
***Preparing Personnel to Provide Culturally Competent Services:
What Do Educators Need to Know about 2nd Language Acquisition
and Other Implications for Practice?***

Susan M. Moore & Clara Pérez-Méndez

I. Culture: Develop Cultural Understanding of Self & Others

Anderson, P. P., & Fenichel, E. S. (1989). *Serving culturally diverse families of infants and toddlers with disabilities*. Washington, DC: National Center for Clinical Infant Programs.

Bateson, M.C. (2000). *Full circles, overlapping lives: Culture and generation in transition*. New York: Random House.

Bondy E., & Ross, D. (1998). Confronting myths about teaching black children: A challenge for teacher educators. *Teacher Education and Special Education*, 21, 241-254.

Flynn, N., Thorp, E., Evans, K., & Takemoto, C. (Eds.). (2002). *Infusing cultural competence in early childhood programs*. Fairfax, VA: George Mason University.

Hall, E.T. (1976). *Beyond culture*. New York: Doubleday.

Lareau, A. (2003). *Unequal childhoods: Class, race and family life*. Berkeley, CA: University of California Press.

Lynch, E.W., & Hanson, M.J. (2004). A cultural journey. In E.W. Lynch & M.J. Hanson, *Developing cross-cultural competence: A guide for working with children and their families* (3rd ed., pp. 76-77). Baltimore: Brookes.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.

Plous, S. (Ed.). (2003). *Understanding prejudice and discrimination*. New York: McGraw Hill.

Ogbu, J. (2003). *Black American students in an affluent suburb*. Mahwah, NJ: Erlbaum.

Sanchez, S. (1999). Learning from the stories of culturally and linguistically diverse families and communities: A sociohistorical lens. *Remedial & Special Education*, 20(6), 351-359.

Sobel, D.M., Taylor, S.V., Kalisher, S.M., & Weddle-Steinberg, R.A. (2002). A self study of diversity: Preservice teachers' beliefs revealed through classroom practices. *Multiple Voices*, 5(1), 1-12.

Tatum, B. (1997) *"Why are all the black kids sitting together in the cafeteria?" and other conversations about race*. New York: Basic Books.

Valdes, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools*. New York: Teachers College Press.

Westby, C. E. (1990). Ethnographic interviewing: Asking the right questions to the right people in the right ways. *Journal of Childhood Communication Disorders*, 13(1), 101-111.

Selected Web Sites

Chen, D., Chan, S., Brekken, L., Lynch, E. W., & Valverde, A. (1997). *Culturally responsive family focused training*. Baltimore: Brookes.

Selected Web Sites

National Multicultural Institute <http://www.nmci.org>

National Center for Cultural Competence <http://www.nmci.org>

National Association of Bilingual Education <http://www.nabe.org>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) <http://www.ncela.gwu.edu/>

Hmong Cultural Center <http://www.hmongcenter.org/sep20vol2.html>

II. Socio-Cultural, Historical and Economic Implications: Past and Future

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Erlbaum.

Derman-Sparks, L., & P.G. Ramsey. (2006). *What if all the kids are white? Anti-bias/multicultural education with young children and families*. New York: Teachers College Press.

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of the two cultures*. New York: Farrar, Straus & Giroux.

Genesee, F., Paradia, J., & Crago, M. (2004). *Dual language development & disorders*. Baltimore: Brookes.

Goldstein, B. (2004). *Bilingual language development & disorders*. Baltimore: Brookes.

Lareau, A. (2003). *Unequal childhoods, Class, race and family life*. Berkeley, CA: University of California Press.

McIntosh, P. (1989). *White privilege: Unpacking the invisible knapsack*. <http://seamonkey.ed.asu.edu/~mcisaac/emc598qe/Unpacking.html>

McLanahan, S. (Ed.). (2005). *School readiness and closing racial and ethnic gaps. The Future of Children*, 15(1). http://www.futureofchildren.org/usr_doc/Volume_15_No_1.pdf

Ogbu, J. (2003). *Black American students in an affluent suburb*. Mahwah, NJ: Lawrence Erlbaum Publisher

Okagaki, L., & Diamond, K. (2000). Responding to cultural and linguistic differences in the beliefs and practices of families of young children. *Young Children*, 55(3), 74-80.

Ostler, R. (1999). Disappearing languages: A linguist argues that the future will look better if we preserve language diversity. *The Futurist*, 33(7), 16-22.

Ruiz, R. (1988). Orientations in language planning. In S. McKay & S.C. Wong (Eds.), *Language diversity: Problem or resource?* Boston: Heinle & Heinle.

Sanchez, S. (1999). Issues of language and culture impacting the early care of young Latino children. *Child Care Bulletin*, 24. <http://nccic.org/ccb/issue24.html>

Selected Videos

Bloom, D. (2001). *An unlikely friendship*. Hohokus, NJ: In Focus.

Selected Web Sites

Q & A with Ruby Payne (poverty) <http://www.csba.org/qa/payne.htm>

Teaching Tolerance <http://www.tolerance.org>

Center for Law and Social Policy (CLASP) <http://www.clasp.org>

National Center for Cultural Competence <http://www.nmci.org>

National Association for Multicultural Education <http://www.nameorg.org>

III. Creating Relationships with Families

Barrera, I. & Corso, R. (2003). *Skilled dialogue: Strategies for responding to cultural diversity*. Baltimore: Brookes.

Corso, R.M., Fowler, S.A. & Santos, R.M. (2005). *CLAS (Culturally and Linguistically Appropriate Services) collections*. Longmont, CO: Sopris West.

Hammer, C. (1994). Working with families of Chamorro and Carolinian cultures. *American Journal of Speech-Language Pathology*, 3, 5-12.

Hanson, M.J., & Lynch, E.W. (2004). *Understanding families: Approaches to diversity, disability and risk*. Baltimore: Brookes.

Harry, B. (1992). Restructuring the participation of African American parents in special education. *Exceptional Children*, 59, 123-131.

Matthews, H., & Jang, D. (2007). *The challenges of change: Learning from the child care and early education experiences of immigrant families*. Washington, DC: Center for Law and Social Policy. http://www.clasp.org/publications/challenges_change.htm

Moore, S. M., & Pérez-Méndez, C. (2003). *Cultural contexts for early intervention: Working with families*. ASHA Self Study Continuing Education Program. Rockville, MD: American Speech-Language-Hearing Association.

Moore, S. M., & Pérez-Méndez, C. (2005). *Parent & family involvement: Module 6*. In English language learners with exceptional needs: ELLEN Toolkit. Golden, CO: Meta Associates.

Moore, S. M. & Pérez-Méndez, C. (2006). Working with linguistically diverse families in early intervention: Misconceptions and missed opportunities. *Seminars in Speech & Language, 27*(3), 187-198.

Moore, S. M., Pérez-Méndez, C., & Boerger, K. (2006). Meeting the needs of culturally and linguistically diverse families in early language and literacy intervention. In L. Justice (Ed.), *Clinical approaches to emergent literacy intervention*. San Diego, CA: Plural.

Okagaki, L., & Diamond, K. (2000). Responding to cultural and linguistic differences in the beliefs and practices of families of young children. *Young Children, 55*(3), 74-80.

Sanchez, S. (1999). Learning from the stories of culturally and linguistically diverse families and communities. *Remedial & Special Education, 20*, 351-359.

Santos, R.M., Corso, R.M., & Fowler, S.A. (2005). *Working with linguistically diverse families*. CLAS Collection #3. Longmont, CO: Sopris West.

Thorp, E. (1997). Increasing opportunities for partnership with culturally and linguistically diverse families. *Intervention in School & Clinic, 32*, 261-269.

Westby, C. E. (1990). Ethnographic interviewing: Asking the right questions to the right people in the right ways. *Journal of Childhood Communication Disorders, 13*(1), 101-111.

Westby, C., Burda, A., & Mehta, Z. (2003). Asking the right questions in the right ways: Strategies for ethnographic interviewing. *The ASHA Leader Online*.

<http://www.asha.org/about/publications/leader-online/archives/2003/q2/f030429b.htm>

Selected Videos

Pérez-Méndez, C., & Moore, S.M. (2005). *Beyond words: Effective use of translators, interpreters, and cultural mediators* (bilingual DVD containing English and Spanish versions and downloadable companion materials). www.landlockedfilms.com

Moore, S., & Pérez-Méndez, C. (2005). *A story about El Grupo de Familias*, (bilingual English/Spanish DVD with downloadable materials). Boulder, CO: University of Colorado, Boulder. www.landlockedfilms.com

Selected Websites

Colorín Colorado <http://www.colorincolorado.org>

U.S Department of Education Publications for Parents

<http://www.ed.gov/pub/parents/hyc.html>

National Parent Information Network <http://www.npin.org>

National PTA www.pta.org/parentinvolvement/spanish

Skilled dialogue: Guidelines & strategic questions for ensuring respectful, reciprocal and responsive assessment and instruction for students who are culturally and linguistically diverse

http://www.urbanschools.org/pdf/OP_skilled_dialogue_letter.pdf?v_document_name=Skilled%20Dialogue%20online%20reader

Selected Websites

Colorín Colorado <http://www.colorincolorado.org>

Dept of Education Publications for Parents <http://www.ed.gov./pub/parents/hyc.html>

National Parent Information Network <http://www.npin.org>

National PTA www.pta.org/parentinvolvement/spanish

IV. Research Base: 2nd Language Acquisition and Bilingualism

Adger, C., Snow, C., & Christian, D. (Eds.). (2002). *What teachers need to know about language*. McHenry, IL: Delta Systems. www.delta-systems.com

August, D., & Hakuta, K. (Eds.). (1997). *Improving schooling for language-minority children: A research agenda*. Washington, DC: National Academy Press.

Ballinger, C. (1998). *Teaching other people's children: Literacy and learning in a bilingual classroom*. New York: Teachers College Press.

Escamilla, K. (2000). *Bilingual means two: Assessment issues, early literacy and Spanish-speaking children*. Proceedings from Research Practice & Policy.

<http://www.ncela.gwu.edu/oela/obemla>

Genesee, F., Paradia, J., & Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore: Brookes.

Goldstein, B. (2004). *Bilingual language development and disorders in Spanish-English learners*. Baltimore: Brookes.

Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York: Basic Books.

Hakuta, K., & Garcia, E. (1989). Bilingualism and education. *American Psychologist*, 44(2), 374-379.

Hammer, C.S., & Weiss, A. (2000). African-American mothers: Views of their infants' language development and language-learning environment. *American Journal of Speech-Language Pathology*, 9, 126-140.

Lindholm-Leary, K. J. (2005). The rich promise of two-way immersion. *Educational Leadership*, 62, 56-59.

Tabors, P. O., & Snow, C. (2001). Young bilingual children and early literacy development. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 159-178). New York: Guilford Press.

Tabors, P. O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore: Brookes.

Vearnon-Fagans, L., Hammer, C. S., Miccio, A., & Manlove, E. (2001). Early language and literacy skills in low-income African American and Hispanic children. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp.192-210). New York: Guilford Press.

Wong Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323-346.

Selected Websites

The National Clearinghouse for Bilingual Education <http://www.ncbe.gwu.edu>

Stechuk, R., & Burns, S. (2005). *Making the difference: A framework for supporting first and second language development in preschool children of migrant farm workers*. Washington, DC: Academy for Educational Development.
<http://www.aed.org/ToolsandPublications/upload/MakingaDifference1.pdf>

Stechuk, R., Burns, M.S., & Yandian, S.E. (2006). *Bilingual infant/toddler environments: Supporting language and learning in our youngest children*. Washington, DC: Academy for Educational Development.
http://www.aed.org/ToolsandPublications/upload/BITE_web1106.pdf

McLaughlin, B. (1992-12-00). Myths and misconceptions about second language learning: What every teacher needs to unlearn. *ERIC Digest* [Online].
<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED350885>

V. Impact of Disability

Battle, D. E. (1998). *Communication disorders in multicultural populations* (2nd ed.). Boston: Butterworth-Heinemann.

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Straus & Giroux.

Genesee, F., Paradia, J., & Crago, M. (2004). *Dual language development & disorders*. Baltimore: Brookes.

Goldstein, B. (2004). *Bilingual language development & disorders*. Baltimore: Brookes.

Gutierrez-Clellan, V. (1999). Language choice in interventions with bilingual children. *American Journal of Speech-Language Pathology*, 6, 291-302.

Kay-Raining Bird, E., Cleave, P., Trudeau, N., Thordardottir, E., & Sutton, A. (2005, August). The language abilities of bilingual children with down syndrome. *American Journal of Speech-Language Pathology*, 14,187-199.

Restrepo, M. A. (1998). Identifiers of predominantly Spanish speaking children with language impairment. *Journal of Speech and Hearing Research*, 41, 1398-1411.

Restrepo, M. A. (2005). The case for bilingual intervention for typical and atypical language learners. *Perspectives on Language Learning & Education, ASHA Division 1*, 12,13-17.

Rodriguez, B., & Olswang, L. (2003). Mexican-American and Anglo-American mother's beliefs and values about child rearing, education, and language impairment. *American Journal of Speech-Language Pathology*, 12, 452-462.

Tabors, P.O. (1997). *One child, two languages*. Baltimore: Brookes.

Van Kleek, A. (1994). Potential cultural bias in training parents a conversational partners with their children who have delays in language development. *American Journal of Speech-Language Pathology*, 1, 67-78.

Selected Videos

Pérez-Méndez, C. & Moore, S.M. (2003). *Language and culture: Respecting family choices* (bilingual DVD containing English and Spanish versions and downloadable companion materials). Order from Landlocked Films www.landlockedfilms.com

Moore, S., & Pérez-Méndez, C. (2007). *Full circle: Language & literacy at home & at school* (video of family stories). Boulder, CO: University of Colorado, Boulder. www.landlockedfilms.com

Selected Websites

American Speech-Language-Hearing Association <http://www.asha.org>

U.S. Department of Education. (2001). OSERS 23rd annual report to Congress on the implementation of the IDEA. Washington, DC: Author. <http://www.ed.gov/about/reports/annual/osep/2001/index.html>

VI. Culturally Responsive Assessment and Curriculum

Gay, G., (2000). *Culturally responsive teaching: Theory, research & practice*. New York: Teachers College Press.

Gutierrez-Clellan, V.F. & Peña, E. (2001). Dynamic assessment of diverse children: A tutorial. *Language, Speech, & Hearing Services in Schools*, 32(4), 212-224.

Tabors, P.O. (1987). *One child, two languages*. Baltimore: Brookes.

Selected Videos

Moore, S., & Pérez-Méndez, C. (2005). *A story about el grupo de familias*, (bilingual English/Spanish DVD with downloadable materials). Boulder, CO: UCB
www.landlockedfilms.com

Moore, S., & Pérez-Méndez, C. (2007). *Full circle: Language & literacy at home & at school* (video of family stories). Boulder, CO: University of Colorado, Boulder.
www.landlockedfilms.com

Pérez-Méndez, C. & Moore, S.M. (2003). *Language and culture: Respecting family choices* (bilingual DVD containing English and Spanish versions and downloadable companion materials). Order from Landlocked Films www.landlockedfilms.com

Selected Websites

Affirming Diversity: Creating Multicultural Learning Communities NAME:
www.nameorg.org

Preschool English Learners <http://www.preschoolenglishlearners.org>

VII. Effective Use of Cultural Mediators, Interpreters and Translators

Selected Videos

Chen, D., & Brekken, L. (1997). *Culturally responsive and family-focused training (CRAFT)*. Van Nuys, CA: Child Development Media.

Moore, S., & Pérez Méndez, C. (2005). *Beyond words: Effective use of cultural mediators, interpreters & translators*. Boulder, CO: Landlocked Films.
www.landlockedfilms.com.

Spectrum Project and Project A.C.T. (1999). *A three-way conversation: Effective use of cultural mediators, interpreters and translators*. Denver, CO: Western Media Products.
<http://media-products.com/catalog/>

Selected Websites

Puentes Culturales www.puentesculturales.com