Enhancing Cultural Competence: Working in Native American and Tribal Communities

INTRODUCTION

This journal self-study focuses on rationale and techniques for enhancing clinicians’ cultural competence when working in Native American and tribal communities. The articles, originally published in a 2016 issue of Perspectives of the ASHA Special Interest Groups (SIG 14, Cultural and Linguistic Diversity), address the lasting impact of historical trauma on health and education; the importance of differentiated instruction; the perspective of a student with hearing loss who experiences traditional cultural education; and speech-language intervention programs and services in Native communities.

LEARNING OUTCOMES

You will be able to:

- describe the relationship between historical trauma and persistent health disparities and low academic achievement in American Indian/Alaskan Native populations
- design a differentiated instruction lesson plan based on examples of the Honoring Tribal Legacies method for Grade 4 and secondary school levels
- discuss the Culturally Responsive Early Literacy Instruction (CRELI) project’s conceptual framework for culturally responsive teaching
- identify at least three key steps to establishing a culturally responsive and community-planned speech-language services program within a tribal community

CONTENTS

Differentiated Instruction: A Culturally-Congruent Practice, by Ella Inglebret, Susan Rae Banks-Joseph, CHiXapkaid, & Kaid’dub Pavel (https://doi.org/10.1044/persp1.SIG14.43) .......................................................... 13 pages

Need for Culturally Responsive Literacy Instruction in Native American Communities, by Matthew Gillispie (https://doi.org/10.1044/persp1.SIG14.56) ... 13 pages

Creating a Culturally-Responsive Speech and Language Program in a Tribal Community, by Sarah Ross (https://doi.org/10.1044/persp1.SIG14.69) ............... 12 pages

Historical Influences on Health Care and Education in Native American Communities, by Joshuaa Allison-Burbank (https://doi.org/10.1044/persp1.SIG14.81) .............................................................................. 6 pages

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PROGRAM HISTORY and IMPORTANT INFORMATION

Originally published and offered for ASHA CEUs as Perspectives of the ASHA Special Interest Groups, SIG 14 (Cultural and Linguistic Diversity), Vol. 1, Part 2, 2016. More information on ASHA’s 19 Special Interest Groups (SIGs) is available at http://www.asha.org/SIG/join/.

Start date: March 18, 2021
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To earn continuing education credit, you must complete and submit the learning assessment on or before March 18, 2026.

This course is offered for 0.3 ASHA CEUs (Intermediate level, Professional area).