

Q&A for the CLD Experts

How do I assess a 4-year-old's articulation skills in Spanish? Are you aware of any word lists that I can use with the assistance of an interpreter? Also, can a child qualify for speech impairment if her articulation is found to be delayed in Spanish and she is not yet speaking English?

Articulation skills of a four year old can be assessed both formally and informally in Spanish. Because the child is reportedly not speaking English, assessment would be conducted in Spanish only, and determinations about the presence of a speech impairment would be based on her performance in her native language.

There are several Spanish tests available for formal assessments. The *Spanish Preschool Articulation Test (SPAT)* has recently been developed and does report standardized scores. The *Spanish Articulation Measure (SAM)* is a criterion-referenced measure. Scoring is based on normal Spanish phonemic development. Similarly, the *Spanish Language Assessment Procedures* provides an articulation subtest which functions as a criterion-referenced measure and includes assessment of clusters and sounds-in-sentences. The *Spanish Preschool Language Scale-4 (PLS-4)* includes a screener of single words with phonemes as they occur developmentally. This instrument provides information on whether further testing is indicated or not.

Informal assessment should consist of spontaneous speech sample analysis in a variety of contexts as well as parent report of speech intelligibility. A trained interpreter can be used to assist with assessment. For additional information on these

topics, we recommend the books below by Brian Goldstein, Hortensia Kayser, and Henriette Langdon.

References

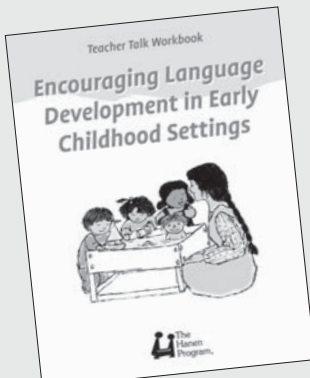
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~ ~ ~ CLD LIBRARY ON THE WEB ~ ~ ~

Are you taking advantage of the information available to you on the ASHA web-site? The Office of Multicultural Affairs and Resources has posted a variety of articles, tutorials, and guidelines touching on many issues related to serving CLD populations. The site has information about bilingual language development, interpreter use, assessment and therapy. ASHA Member log-in is required.

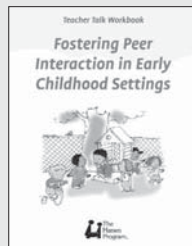
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A New Management Company for TSHA

Please join the Executive Board in welcoming our new management company:

PROFESSIONAL ASSOCIATION AND EVENT MANAGERS, INC. (PAEMI)

The TSHA Executive Board has been involved in a search for a new management company since June. After many hours of preparation and information gathering, six proposals were reviewed by an EB appointed search committee, and three of those companies were interviewed in early September. A recommendation to contract with PAEMI was made to the EB and received a unanimous vote of approval.

PAEMI is an association management company with 30 years of experience. Their location, 1 block from the Capitol building in Austin, is advantageous and their desire and goal to partner

with TSHA to fulfill our vision and mission suggests we have a long and beneficial relationship ahead!

We are excited about working with PAEMI. Owner and Executive Director, Don Canada, and Krista Richter, our new Association Manager have been diligent and ever encouraging as we transitioned from our previous company. We also look forward to working with Jennifer Abell, Administrator, who will handle the day-to-day business of our association. Please join TSHA's Executive Board in extending a warm welcome to our new State Office. Our new State Office is your State Office. Please do not hesitate to contact PAEMI as the need arises.

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Training Available for Assessment & Intervention of CLD Population

By Becky Gonzalez, VP-Elect for Professional Services

Diverse/Diversity – difference; distinct in kind; unlike; differing from one another.

As the definition of diversity comes to mind, I wonder how many speech-language pathologists, cognizant of this meaning, conduct assessments and therapy for culturally and linguistically diverse (CLD) clients in the same manner and with the same tools as they use with English speaking clients? How many speech language pathologists assume that the responsibility for the CLD clients falls to someone else? In a state such as Texas, composed of many people from diverse cultural and linguistic backgrounds, it can be a challenge to provide appropriate speech therapy services to this population.

For many years, TSHA has recognized the importance of addressing cultural and linguistic diversity issues. In 1983, a Bilingual Task Force focused on addressing assessment and treatment issues with culturally and linguistically diverse (CLD) populations. In the late eighties, the focus shifted to developing a plan to bring more bilingual individuals into the field and into the association. In the 1990s, the association worked toward infusing cultural and linguistic diverse issues into each task force that addressed professional services.

Presently, the Cultural and Linguistic Diversity Task Force initiatives focus on improving the abilities of all speech-language pathologists and audiologists to better serve children and adults from CLD populations. To this end, the task force has worked to help bilingual and monolingual members access resources, information, and continuing education opportunities. The Task Force has created the CLD Corner, developed the CLD Library, and presented at TSHA conventions on various topics related to the CLD population.

In the hopes of providing a better understanding of the requirements, procedures, and knowledge needed when providing services to CLD populations, specifically bilingual speakers, the TSHA Task Force on Cultural & Linguistic Diversity has developed a document entitled "Linguistically Diverse Populations: Considerations and Resources for Assessment

and Intervention." The CLD Task Force has prepared training modules and presentations that will be available beginning in the spring. Ultimately, it is important that all service providers assume responsibility for effective services and are prepared to competently respond to issues of diversity.

For more information contact **Lynette Austin** (slaustin@cebridge.net) or **Becky Gonzalez** (becky52@houston.rr.com).



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