

CLD Corner: Q&A for the CLD Experts

The CLD Corner is a regular column written by members of the TSHA Task Force on Cultural and Linguistic Diversity (CLD).

The CLD Corner was created in an effort to respond to questions on cultural and linguistic diversity (CLD). Questions are answered by members of the TSHA Task Force on Cultural and Linguistic Diversity. Members for the 2007-2008 year include **Lynette Austin, Gina Glover, Katsura Aoyama, Roxanna Ruiz-Felter, Ellen Stubbe Kester, Nelcy L. Cardenas, Catherine Carrasco-Lynch, Benigno Valles, and Julia Peña**. Submit your questions to slaustin@cebridge.net. Look for responses from the CLD Task Force on the TSHA's website and in the *Communicologist*.

The CLD Task Force is now offering half- and full-day trainings for school districts, education service centers, university programs, and other agencies on **Assessment and Intervention with CLD Populations**. For additional information, contact **Lynette Austin** at slaustin@cebridge.net.

QUESTION: I speak some Spanish and my district has asked me to provide services in that language. I do not know if I speak Spanish well enough to be considered a bilingual speech-language pathologist (SLP). Who qualifies as a bilingual SLP?

ANSWER: There are two important issues to be considered in determining whether or not an individual is qualified to practice as a bilingual SLP. The first issue is proficiency in English and another language. In November 1988, the American Speech-Language-Hearing Association (ASHA) Committee on the status of racial minorities provided a definition which was adopted as an official statement by the ASHA Legislative Council.

The definition is as follows:

Speech-language pathologists or audiologists who present themselves as bilingual for the purpose of providing clinical services must speak their primary language and speak (sign) at least one other language with native or near-native proficiency in lexicon (vocabulary), semantics (meaning), phonology (pronunciation), morphology/syntax (grammar), and pragmatics (uses) during clinical management.

From this document it is clear that a very high degree of language proficiency must be present in order for an SLP to present himself or herself as a bilingual SLP practicing in that language.

The second issue is that of knowledge regarding bilingual language development and disorders as well as appropriate assessment and intervention practices for the population. Working with bilingual or culturally and linguistically diverse individuals requires the SLP to develop specialized knowledge and skills.

According to ASHA, to provide bilingual assessment and remediation services in the client's language, the bilingual speech-language pathologist or audiologist should possess:

1. the ability to describe the process of normal speech and language acquisition for both bilingual and monolingual individuals and how those processes are manifested in oral (or manually coded) and written language;

2. the ability to administer and interpret standardized and nonstandard assessment procedures to distinguish between communication differences and communication disorders in oral (or manually coded) and written language;

3. the ability to apply intervention strategies for treatment of communication disorders in the client's language; and

4. the ability to recognize cultural factors which affect the delivery of speech-language pathology and audiology services to the client's language community (ASHA, 1989).

Although many SLPs may not possess sufficient proficiency in another language adequate for practicing in that language, any SLP can become competent in the knowledge base required for serving culturally and linguistically diverse individuals. ASHA has specifically detailed what knowledge and skills are required in this area in the 2004 document entitled *Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services*. This paper emphasizes the need for speech-language and hearing professionals to know how to work with interpreters when necessary in order to meet the needs of individuals from other language backgrounds. Speech-language pathologists and audiologists, bilingual or not, must acquire this knowledge base in order to be able to provide appropriate clinical services to those populations.

Resources:

American Speech-Language-Hearing Association. (1989). *Bilingual speech-language pathologists and audiologists: Definition* [Relevant Paper]. Retrieved April 22, 2008, from www.asha.org/policy.

American Speech-Language-Hearing Association. (2004). *Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services*. ASHA supplement 24.

Individuals interested in becoming bilingual service providers can contact any of the following Texas institutions that offer bilingual programs:

Bilingual (English/Spanish) & Multicultural Cognates in Communication Disorders
Texas State University
Department of Communication Disorders
Maria Diana Gonzales, Ph.D., CCC-SLP, Associate Professor
601 University Dr., San Marcos, TX 78666
Phone: (512) 245-2035, Fax: (512) 245-2029
mg29@txstate.edu

Graduate Studies in Bilingual/Bicultural Speech-Language Pathology
Texas Christian University
Department of Communication Sciences and Disorders
William J. Ryan, Ph.D., Chair, Department of Communication Sciences and Disorders
TCU Box 297450, Fort Worth, TX 76129, www.csd.tcu.edu
Phone: (817) 257-7621, Fax: (817) 257-5692
w.ryan@tcu.edu

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Bilingual Certification Program in Speech-Language Pathology
University of Texas at El Paso
Benigno Valles, M.S., CCC-SLP
1101 N. Campbell, El Paso, TX 79902
Phone: (915) 747-7250, Fax: (915) 747-7207
bvalles@utep.edu

Bilingual Communication Disorders Project
University of Texas at Austin
Department of Communication Sciences and Disorders
Anita M. Perez, Ph.D.
Austin, TX 78712-1089
Phone: (512) 232-2364, Fax: (512) 471-2957
anitaperez@mail.utexas.edu

Bilingual Emphasis Program in Communication Disorders
University of Texas Pan American
Department of Communication Disorders
Teri Mata-Pistokache, Chair, Department of Communication Disorders
1201 University Drive, Edinburg, TX 78539
Phone: (956) 316-7040, Fax: (956) 318-5238

Task Force member **Gina Glover** recommends the website www.asdatoz.com. Once you are on the website, click on the 'Bilingual Resource Guide.' You will find information on a variety of topics in both Spanish and English. It even includes developmental expectations for age groups birth to adolescence that can be printed and shared with parents and staff.

Task Force member Dr. **Katsura Aoyama** recommends the ASHA Special Interest Division 14 Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations First Research Conference entitled, "State of the Research on CLD Populations: Establishing Our Foundation and Advancing Our Science."

Where: The University of New Mexico, Albuquerque, NM
When: June 6-7, 2008

The purposes of this conference are to:

- Document the state of current research on CLD populations.
- Identify research appropriate for evidence-based clinical practice.
- Learn best practices to conduct research with CLD populations.
- Learn grant writing techniques and grant sources appropriate for CLD research.
- Learn how to get CLD research published.

Who should attend this conference?

- Researchers who want to present their current research in CLD issues.
- Investigators who want to start a research track in CLD research.
- Clinicians who want to use evidence-based research in their practices.
- Clinicians who want to engage in clinical research with their CLD clients, students, and patients.
- Professionals and students who want to 'shop talk' during the many roundtable discussions with the conference presenters and other researchers and clinicians.

Keynote Speaker Dr. Constance Qualls, ASHA's Vice President for Science and Research, will discuss "Scientifically-Based

Professional Practice." Dr. Philip Dale, renowned researcher and journal editor, will speak about the nuts and bolts of getting published, and Dr. Lana Shekim from the National Institute on Deafness and Other Communication Disorders (NIDCD) will provide the most current information on how to get your research funded. Dr. Jack Damico received the Editor's Award from *Language, Speech and Hearing Services in the Schools*, and has authored seminal books on CLD issues including, *'Limiting Bias in the Assessment of Bilingual Students'* and *'Multicultural Language Intervention'*. He will provide the closing address entitled, "The Future of CLD Research."

Additional presenters include:

- Rob Mullen, Director, ASHA National Center for Evidence-Based Practice in Communication Disorders
- Vera Gutierrez-Clellen, Director, Bilingual Language Research Laboratory, San Diego State University
- Jose Centeno, Co-editor of the 2007 text, *Communication Disorders in Spanish Speakers*, St. John's University
- Joyce Harris, Director, Language and Cognitive Aging Laboratory with an emphasis on cultural influences, University of Texas at Austin
- Ella Inglebret, Project Director, Cultural Interfacing: Preparation of Personnel to Work with Native Americans, Washington State University
- Kathryn Kohnert, Bilingual and Multicultural Emphasis Program (BI-MEP) in the Department of Speech-Language-Hearing Sciences at the University of Minnesota

This conference will be available for 1.2 CEU's (intermediate, professional area). For more information about the program, Call for Posters, and registration, please visit: www.asha.org/about/membership-certification/divs/div_14.htm.

Texas A&M International University (TAMIU) in Laredo is pleased to announce the approval of the Texas Higher Education Coordinating Board to offer a Bachelor of Science degree with a major in Communication Disorders effective April 1, 2008. The new program was developed in cooperation with the Laredo and United Independent School Districts in Laredo and with the assistance of Texas A&M University Kingsville.

This is the first new program to open in Texas in many years, and TAMIU has made a significant investment in the program. The Laredo area has a critical shortage of speech-language pathologists, and the new preprofessional program will start many future clinicians on their way. Being in Laredo presents a unique opportunity for students to learn to work with bilingual individuals, and information about bilingualism is included in all relevant courses as well as in a separate course in Bilingual Speech-Language Pathology. TAMIU has also opened its Communication Disorders Center to assist in the remediation of communication disorders for children and adults in the Laredo area. For information about the program, please contact **Alan Seitel** at 956-326-2688 or alseitel@tamiu.edu.