

TSHA Wants You...To Be Politically Involved!

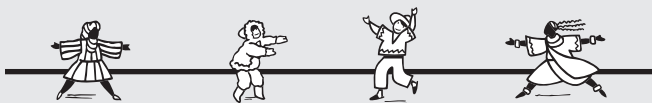
The Legislative Active Students Task Force is working hard this year to make sure that every SLP and Audiology student in Texas learns how valuable his or her voice is in the legislative process. This past year's legislative session has proven just how important it is to be politically active. In order to make a difference, we must develop and maintain personal relationships with our legislators. We as speech-language pathologists and audiologists are THE experts on our professions. When issues come up in the Texas legislature that affect us, we should be the ones to help our legislators find the best solutions. And who better to help shape the legislation that will affect our professions' future than the future professionals themselves, our undergraduate and



graduate students. The youngest voice is many times the most impressive. It is the goal of the Legislative Active Students Task Force to educate students about how the legislative process works and to inspire and empower each of them to get involved. Look for more information about Students in Legislation on TSHA's Web site <txsha.org/legislation/legislation.html>. If you would like to know more about the Legislative Active Students Task Force, contact the co-chairs **Angela Boyd** <Angela.boyd@utdallas.edu> or **Amber Cardot** <arc00b@acu.edu.>

CLD Corner

The CLD Corner was created in an effort to respond to questions on cultural and linguistic diversity. Questions are answered by members of the TSHA task force on Cultural and Linguistic Diversity. Members for the 2005-2006 year include **Lynette Austin, Becky González, Jennifer Watson, Dolores Castor, Marie Belgodere, Gina Glover, Gail Totten, Cynthia Garcia, Diana Gonzales, and Michele Albornóz.** Submit your questions to <slaustin@cebridge.net>. Look for responses from the CLD Task Force on TSHA's Web site and in the *Communicologist*.



This region is aware of the shortage of available certified bilingual speech-language pathologists. We all are looking at best practices first when providing services and assessments in a student's native language. We are aware that a student must be tested in his/her native language. We want your opinions regarding the use of an interpreter and monolingual SLP conducting assessments collaboratively.

The TSHA Task Force on Cultural & Linguistic Diversity Issues has addressed this question in a Considerations & Resources document that is currently in review. It states that use of trained interpreters is acceptable when services of a bilingual SLP cannot be obtained. ASHA's guidelines for use of interpreters and translators should be followed. Information regarding interpreter training can be found from several sources including Langdon (2002).

Evaluation of CLD individuals requires specific competencies, which ASHA has defined in the 2004 Knowledge and Skills

document (ASHA, 2004). In general, the following hierarchy should be followed in selecting personnel to conduct the evaluation.

Level 1: Trained (in CLD issues) bilingual speech-language pathologist fluent in the individual's native language and English.

If this option clearly is not feasible, the following options should be considered:

Level 2: Trained (in CLD issues) monolingual speech-language pathologist assisted by trained bilingual ancillary examiner. The ancillary examiner is one who has received in depth training in the measure(s) to be used and administers testing in the native language in the presence of the SLP. The SLP is responsible for analyzing all testing data.

Level 3: Trained (in CLD issues) monolingual speech-language pathologist assisted by trained interpreter.

Please note that the primary emphasis is on the training of the speech-language pathologist, whether bilingual or monolingual. Individuals who undertake to provide services for persons of culturally and linguistically diverse backgrounds must be certain that they have the knowledge necessary to provide competent services. Training can be acquired through university coursework, continuing education offerings, mentoring from an SLP experienced in providing these services, or any combination of the above. The interpreter also must have the necessary training. Ultimately the SLP will need to ascertain whether or not a given interpreter has the necessary skill set for the targeted tasks. The SLP may provide training for the interpreter, or the interpreter may attend formal training sessions or programs. Following these guidelines, monolingual speech-language pathologists and bilingual interpreters can successfully evaluate English language learners.

References

- ASHA (2004). Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services. *ASHA Supplement 24.*
- Langdon, H. (2002). *Interpreters and translators in communication disorders – A practitioner's handbook.* Eau Claire, WI: Thinking Publications.