

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 2004–2005 year include **Becky Gonzalez, Lynette Austin, Jennifer Watson, Lynita Yarbrough, Dolores Castor, Marie Belgodere, Gina Glover, Gail Totten, Nelda Hinojosa, and Cynthia Garcia.** Submit your questions to <becky52@houston.rr.com>. Look for responses from the CLD Task Force on TSHA's Web site and the *Communicologist*.



QUESTION

Where do I find interpreters for low incidence languages?

ANSWER

As speech-language pathologists, we may soon find ourselves with the dilemma of finding an interpreter for a low incidence language because of the growing number of linguistically and culturally diverse people immigrating to this country. ASHA (2004) Supplement 24 (Knowledge and Skills needed by Speech-Language Pathologists and Audiologists to provide Culturally and linguistically appropriate services) recommends the following when a clinician is not fluent in the client's language:

- obtain information on features and developmental characteristics of the language/dialect spoken or signed by client
- obtain information on the sociolinguistic features of the client's significant cultural and linguistic influences
- develop appropriate relationships with the interpreters/translators.

This document states that as speech-language pathologists, we must ensure that the interpreter has the following knowledge and skills:

- native proficiency
- familiarity with and positive regard for the culture, speech community, or communicative environment
- interviewing techniques
- professional ethics
- professional terminology
- basic principles of assessment or intervention

Finding an interpreter/translator to meet these criteria may be difficult and time consuming. Interpreters will need to be trained and educated. Specific training by the SLP should occur on evaluations guidelines/objectives, treatment strategies/objectives, importance of confidentiality, and professional terminology.

Possible locations/contacts to obtain interpreters may be at churches, military bases, state/national/local associations for interpreters and translators, private/contract companies, universities, and within the community. The following are just a few of the sources where interpreters can be located.¹

Universities

Interpreter/Translator Program
University of Texas-El Paso, El Paso, Texas

Associations

Dallas Metroplex Interpreters and Translators Association
972/247-8857

<http://www.dfw-mita.com/contact.htm>

Houston Interpreters and Translators Association
P.O. Box 421343
Houston, TX 77242-1343
713/202-6169

American Translators Association
225 Reinekers Lane, Suite 590
Alexandria, VA 22314
703/683-6100

AATIA Austin Area Translators and Interpreters Association
P.O. Box 13331
Austin, Texas 78711-3331
512/707-3900

<http://www.aatia.org/index.htm>

ASHA

Office of Multicultural Affairs

Andrea Moxley

amoxley@asha.org

References/Resources:

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, pp. 1-7). Rockville, MD: ASHA.

<http://classweb.gmu.edu/accent/> Web site examines the accented speech of speakers from many different language backgrounds reading the same.

Langdon, H. *Working with interpreters to serve bilingual children and families.* Thinking Publications.

¹ The TSHA CLD task force provides these names only in helping to locate interpreters. It does not warrant the competency of these interpreters nor guarantee their services.

CLD Library: Task Force Favorites

The Cultural and Linguistic Diversity (CLD) task force continues to identify favorite books, therapy materials, articles, and Web sites that are useful when working with the CLD population. We hope you will enjoy reading our comments and that you find the information valuable. Look for more "favorites" on the TSHA Web site!

Books:

- Hart, B. & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children.* Baltimore, MD: Brookes Publishing Company.

Lynita says: This book gives a great insight to the culture of poverty and its impact on language learning. It provides useful information when dealing with young children who come from this

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Do You Have Your Legislators on Speed Dial?

—by Lauren Sachar, Co-chair, Legislative Active Students Task Force

I was asked to contact Representative **Dan Branch** and discuss my concerns and possible amendments for SB 311. This would typically be a very nerve-racking experience for me. Surprisingly, it wasn't!

This past year, I took the time to develop a relationship with Representative Dan Branch and his staff. I worked as a volunteer on Representative Branch's campaign and presented him with a PAC donation from TSHA. I even ate lunch at his home with his family and other campaign volunteers. Then, I visited with him and his chief of staff, **Kevin Richardson**, at his office in February at "TSHA Understands and Takes a Stand" and again in March at the Capitol Event at the Annual Convention. He was so excited to show off his office and even arranged for a private tour of the capitol!

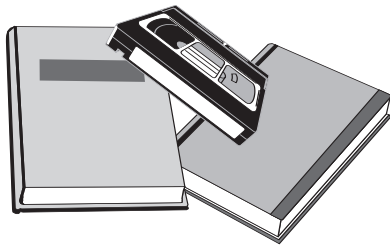
So, when I was called upon to contact Representative Branch recently and discuss my concerns, it was easy! Why? Because I had established a personal relationship with Representative Branch and made the presence of TSHA known to him and Kevin Richardson, the discussion was effortless. They remembered who I was and were willing to listen to my concerns. They even agreed to my request to discuss things further with our lobbyist, **Larry Higdon**. I felt so empowered after that conversation, knowing that because of the relationship that was developed, I had made a difference.

You could be the next one to call in and make a difference for our professions. Do you have your legislators on speed dial?

Consider Independent Study for CEUs

—by Janice Stroud, TSHA Independent Study Continuing Education Processor

Did you know that when you give a presentation to a professional group, you might be able to acquire CEUs for the time you spend researching, reading, and preparing information? Did you know that you could buy audiotapes made



at the ASHA convention presentations and use them for Independent Study credit? TSHA offers its members the opportunity to acquire CEUs that are tailor-made to the specific needs of the speech-language pathologist and/or audiologist. You can read journal articles or watch videotapes about communication disorders and get credit for the amount of time spent reading or watching and writing a summary.

TSHA is available at <www.txsha.org> to answer questions and send applications for Independent Study. If you live out of state or abroad, you can continue to acquire CE hours. In the United States, we

have had people in Pennsylvania, Oklahoma, Virginia, South Carolina, New York, and other areas who have wanted to keep their Texas license and complete Independent Study to get their hours. TSHA members in France, Germany, Japan, China, Australia, Indonesia, and other exotic places continue to get their CE while away from Texas.

Members who have travel or time restrictions often find Independent Study can help them get that extra hour or two they need just before their license is due. All independent study activities must be discussed and approved by the Independent Study Committee. For more information about Independent Study visit the TSHA Web site <www.txsha.org> or contact **Janice Stroud** at jstsha@aol.com, 214/324-1773, 214/321-7272, or 9336 Springwater, Dallas, TX 75228.

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culture despite their ethnic culture or language spoken in the home.

Materials:

- Shulman, E. (2004). *The incredible city: language activity kit*. Oceanside, CA: Academic Communication Associates, Inc.

Dolores asks: How many bilingual SLPs travel from campus to campus? How many service students in both English and Spanish? This is the ideal book to take with you. If you are ever caught with extra time and need a filler, this is the book. It is for students, ages 6-11 years. Each story targets story comprehension, word association, reasoning and sequencing. The beauty of this book is that each short story is written in both English and Spanish. If you want to expand the lesson, the book also comes with a game board, playing pieces, game cards and a spinner. It is user friendly. I like it because I can modify the lessons to target many different goals such as repetition, using adjectives, etc.

Web Sites:

Marie shares the following:

- <www.bogglesworld.com> — Language Activities
- <www.enchantedlearning.com> — Crafts and language activities
- <www.csusm.edu/csb/espanol/> — Recommends a variety of Spanish books
- <www.innovative-educators.com> — Bilingual, feely, and board books
- <www.tsl.state.us/ld/projects/ninos/songsrhymes.html> — Traditional songs, rhymes, finger plays, and games in Spanish and English
- <www.spanishtoy.com> — Spanish language toys, videos, software, and books

Symposium on Language and Motor Speech Disorders: Application of Research to Aphasia, Apraxia and Stuttering

Sponsored by University of Houston Communication Disorders Alumni Association

October 1, 2005 • 8:00 a.m. – 4:00 p.m.

6 CE Units

Location: University of Houston Law Center, Houston, Texas
Contact: Sally McKee, MA, CCC, 713/660-8232 or smckee@pdq.net