

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 **Michele Albornóz, Katsura Aoyama, Lynette Austin, Marie Belgodere, Dolores Castor, Cynthia Garcia, Gina Glover, Becky Gonzalez, and Roxanna Ruiz-Felter**. 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 am a bilingual speech-language pathologist (SLP) originally from Houston, and I was fascinated by the document on the TSHA website (www.txsha.org) regarding cultural and linguistic diversity (CLD) issues. I'm the only bilingual SLP in my office, and from what I hear, the only one in the county. I just finished school where I received minimal training on bilingual assessment and intervention, and I find myself lost. In your document you listed "bilingual SLP trained in CLD," and I was hoping there were a couple courses or books you can recommend for me.

ANSWER: The Task Force is pleased to see that you are seeking the information you need to practice as a bilingual SLP. The document located on the TSHA website will give you some idea of the areas on which you should focus your studies. In regard to a general course offering the fundamental information needed to practice, you will probably need to do a good bit of self-education. Both the TSHA Annual Convention and the ASHA Annual Convention should have a number of sessions focused specifically on CLD issues. Another resource for information is the ASHA's Special Interest Division 14: CLD populations. Joining the special interest division will enable you to access a quarterly newsletter containing a great deal of helpful information. The ASHA website (www.asha.org) also has a great deal of information available under the "multicultural affairs" link. Through that link, you can access information on dynamic assessment, a very important topic for the CLD population. Also, the multicultural thread on ASHA's message boards will connect you to other professionals working with the CLD population.

When building your library of resources on CLD issues, some of the Task Force's favorite authors are **Brian Goldstein, Kathryn Kohnert, and Hortencia Kayser**. Books and articles by these three authors will be helpful for both assessment and intervention. **Roxanna Ruiz-Felter**, a member of the Task Force, also recommends *Dual Language Development and Disorders, A Handbook on Bilingualism & Second Language Learning* by **Genesee, Paradis, and Crago** and *Assessing Culturally and Linguistically Diverse Students, A Practical Guide* by **Rhodes, Ochoa and Ortiz**.

References:

- Genesee, F., Paradis, J., Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore: Brookes Publishing.
- Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. The Guilford practical intervention in the schools series. New York: Guilford Press.

This issue's website recommendations were submitted by Task Force member **Katsura Aoyama** via her fellow Texas Tech faculty member, **Sherry Sancibrian**.

Spanish Early Literacy Parent-Child Activity Materials:

The Spanish version of *Supporting Early Literacy in Natural Environments: Activities for Caregivers and Young Children* has recently been updated. It includes 46 home and community activities designed to address the three key skills of language development, phonological awareness, and general print awareness. The activities are appropriate for children with disabilities as well as children who are developing typically. To learn more, visit www.wlearning.com/parent.html.

Applicants Sought for the CLD Companion Training of Trainers (TOT)

If you have a special interest in working with culturally and linguistically diverse (CLD) children in the public schools, this is the perfect opportunity for you! TSHA members are being sought to become trainers for the CLD Companion to the Articulation Eligibility Template. This will be the sixth TSHA Trainer of Trainers (TOT) session to be completed in the past 4 years.

The CLD Companion to the Articulation Eligibility Template was developed by the Task Force on Culturally and Linguistically Diverse (CLD) Issues. The template addresses guidelines for assessing articulation skills and determining eligibility for services when working with students who are culturally and linguistically diverse speakers of English. Applications are being sought from speech-language pathologists who have completed the Articulation Eligibility Template training and who are knowledgeable in the assessment of students that speak a language other than English. Proficiency in a language other than English is not a requirement.

TSHA members working in the public schools are encouraged to apply. Twenty individuals will be selected from across the state to conduct trainings for educational service centers and school districts in their region. The Training of Trainers (TOT) will be held during the TSHA 2008 Convention in San Antonio, February 21-23, 2008.

For an application and additional information, contact **Debra Bankston** at debrabankston@yahoo.com. The deadline for applications is November 1, 2007.