

“Growing Our Own” Bilingual Speech-Language Pathologists in Hays CISD

By: Margarita Limón-Ordoñez, MS, CCC-SLP and Denise Minton, MEd, CCC-SLP, Joint TSHA/TCASE Committee

As Hays Consolidated Independent School District (CISD) grows and more bilingual campuses are added to the district, it has become increasingly more difficult for the four bilingual speech-language pathologists (SLPs) to serve all of the Spanish-speaking students. Additionally, the district is cognizant of the shortage of SLPs across the state, as well as the shortage of bilingual SLPs. One of the bilingual SLPs, **Margarita Limón-Ordoñez**, Region XIII CLD Articulation Template Trainer, came up with a unique idea she coined “Growing Our Own.” This idea entailed utilizing existing personnel who expressed interest in serving culturally and linguistically diverse (CLD) populations, to undergo rigorous training in order to become competent bilingual SLPs.

During the 2008-09 and the 2009-10 school years with the support of Special Education Director **Gloria Beare** and Speech Coordinator **Denise Minton**, Hays CISD implemented “Growing Our Own” bilingual speech-language pathology training. The clinicians who engaged in the training program possessed some Spanish-speaking skills. In addition to the existing bilingual team, three SLPs with varying degrees of Spanish skills were added. They met weekly to train in CLD issues. During the 2008-09 school year, two clinicians began the training program. **Kendra O’Dowd** was previously a bilingual classroom teacher possessing proficient Spanish-speaking skills. **Kathy Panton** came to us with a degree in linguistics and good Spanish skills. She had completed three summer immersion programs. Additionally, she had done co-therapy with another bilingual SLP and had learned how to administer Spanish assessments. For the 2009-10 school year, the district was fortunate to be able to add another CLD/bilingual speech-language pathologist trainee, **Julie Loney**, bringing the number of bilingual SLPs to three. Loney, who has some Spanish oral language skills, did an immersion class over the Christmas break, and went to Mexico for another immersion program. She also plans to volunteer with Pre-K this summer to further develop her skills while interacting with typically developing Spanish speaking children. Additionally, **Ann Muñoz**, a SLP who completes district-wide assessment, participated in the training to further her knowledge and skills on assessing CLD populations. She serves as a bridge to identify possible CLD students that may require a bilingual assessment to adequately identify a true disorder versus a cultural/linguistic difference.

In order to implement “Growing Our Own,” Limón-Ordoñez researched the American Speech-Language-Hearing Association’s (ASHA’s) guidelines regarding bilingual SLPs, the knowledge and skills needed by SLPs to provide

culturally and linguistically appropriate services, as well as bilingual/multicultural graduate programs across the country.

CLD training meetings were completed on a weekly basis with agendas developed to address standards and objectives set forth by ASHA (see www.asha.org/practice/multicultural). The entire district Bilingual Team participated in the training to further develop skills and establish consistency across the district. Topics of discussion included, but were not limited to: phonological development, language development, second language acquisition, bilingual education, assessment, and case studies. A resource notebook that contained information about topics was developed by contributions from each clinician. They also received resource/reference texts to keep with them. Information obtained at the meetings was also placed on the district share drive. Additionally, the clinicians were paired with one of the district’s bilingual SLPs to conduct assessments and intervention for CLD students. Various models were used and tailored to meet each clinician’s needs. Assessments completed on CLD students were first completed by the bilingual SLP. The trainee would complete an assessment with supervision by a bilingual SLP. Once the trainee felt comfortable, she conducted the assessment independently and consulted with the bilingual SLP. Training regarding intervention followed the same model. In addition to these training sessions, all clinicians participated in the Region XIII’s Bilingual SLP Leadership Group Meetings and have done independent studies/trainings for professional development.

By the end of the training, trainees will possess knowledge and skills that provide them with the competencies necessary to conduct appropriate bilingual assessments and remediation services for CLD populations as defined by ASHA. Each of the trainees will demonstrate the ability to describe the process of normal speech and language acquisition of bilingual and monolingual individuals and how those processes are manifested in oral and written language. They will be competent to administer and interpret formal and informal assessment procedures to differentiate between a communication difference and a communication disorder as well as apply intervention strategies for treatment of communication disorders for CLD students. Finally they will be able to recognize cultural factors which affect the delivery of speech-language pathology services and complete a district developed assessment that evaluates their own cultural competence.

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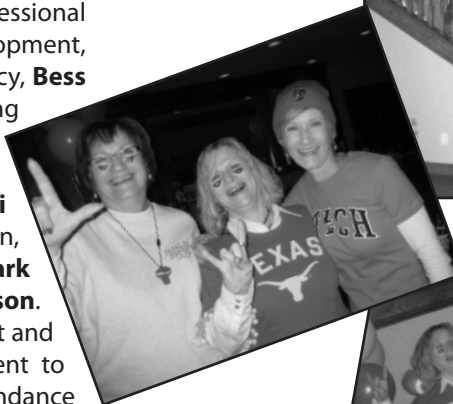
Executive Board Meets, Prepares for New TSHA Projects

By: Judith Keller, MS, CCC-SLP, Past President

The Executive Board of the Texas Speech-Language-Hearing Association (TSHA) met January 7-9, 2010, at the Wildcatter Ranch in Graham, Texas. Members of the Executive Board in attendance were President, **Denise Barringer**; Past President, **Judith Keller**; Vice President (VP) for Professional Services, **Keri Gonzalez**; VP for Research and Development, **Jan Lougeay**; VP for Social and Governmental Policy, **Bess Fjordbak**; VP for Public Information and Marketing **Meredith Moore**; and VP President for Educational and Scientific Affairs, **Lauren Matthews**. Student Representatives **Samantha Barrera** and **Kalli Donaway** were present as were Director of Legislation, **Larry Higdon**; Legal & Legislative Counsel, **Mark Hanna**; and Publication Board Chair, **Donise Pearson**. **Sue Shirley Howard** and **Peggy Kipping**, President and President-Elect of the TSHFoundation were present to report on the work of the Foundation. Also in attendance were officer elects **April Smith**, **Olivia Whitefield**, and **JoAnne Wiechmann**. **Christina Felton** from TSHA's Marketing firm attended the meeting to review the latest information on marketing projects which included the new public service announcement. State Office staff included Executive Director, **Don Canada** and Meeting Planner, **Krista Richter**.

The meeting began on Thursday afternoon with business of the Association and continued until Friday afternoon. Minutes of the meeting are posted on the TSHA website and members are encouraged to read about all the work of the various task forces and committees. The strategic plan of TSHA was reviewed on Friday afternoon. Readers are encouraged to review these documents in order to make themselves aware of the goals that are undertaken and accomplished by this superb state association. Saturday morning and most of the afternoon was devoted to planning for the next legislative session and TSHA's grassroots efforts with guest speaker, **Joel Blackwell**. Blackwell calls himself the "Grassroots Guy" and works with non-profit organizations teaching them to use their political voice. Joining the discussions of TSHA's legislative plans were **Bobbie Kay Turkett** and members of the Sunset Committee: **Sherry Sancibrian** (chair), **Benna Askew**, Donise Pearson, Keri Gonzalez, Bess Sirmon Fjordbak, Larry Higdon, Marc Hanna. Members of the Sunset Committee who were unable to attend include **Cherry Wright** and **Lee Reeves**.

The next meeting of the Executive Board was held March 24, prior to the TSHA 2010 Convention in Fort Worth.



"Growing Our Own" ... (continued)

All of the bilingual SLP trainees are targeted to be on their own during the next school year, providing a total of seven bilingual SLP in the district. Furthermore, this allows the Speech-Language Pathology Department to continue providing the highest quality of services to all students and providing manageable case loads for our bilingual SLPs while meeting the students' needs. Each bilingual SLP trainee participant will continue to receive the support from our bilingual speech-language pathologists as they further develop their proficiency in servicing CLD students. The district bilingual SLPs will continue to meet throughout the year to support and develop their knowledge and skills in order to provide superior services to CLD students. While this has been a rigorous and lengthy process, during the last two years, Hays CISD bilingual speech-language pathologists have "planted, grown, and harvested" three additional quality bilingual speech-language pathologists, and students reap the benefits.

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Voice Disorders in Minority Populations

By: Jacqueline Lopez, Graduate Student, CLD Task Force Member

The Cultural and Linguistic Diversity Corner was created in an effort to provide information and 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 2009-2010 year include **Ellen Stubbe Kester**, PhD, CCC-SLP (co-chair); **Lynette Austin**, PhD, CCC-SLP; **Gina Glover**, MS, CCC-SLP (co-chair); **Katsura Aoyama**, PhD; **Nelcy L. Cardenas**, MS, CCC-SLP; **M. Ruth Fernandez**, PhD, CCC-SLP; **Barbara Fernandes**, MS, CCC-SLP; **Benigno Valles**, MS, CCC-SLP; **Margarita Limon-Ordonez**, MS, CCC-SLP and **Jacqueline Lopez**, (student member). Submit your questions to gina.glover@fwisd.org. Look for responses from the CLD Task Force on TSHA's website and in the *Communicologist*.

The Cultural and Linguistically Diverse (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 information, contact Gina Glover at gina.glover@fwisd.org.

The task force is pleased to share that this issue's CLD Corner was written by our student task force member, Jacqueline Lopez, who is currently a graduate student at the University of Texas-El Paso.

Statistics compiled by the National Institute of Deafness and Other Communication Disorders (NIDCD, 2009) reported that approximately 7.5 million individuals living in the United States presently experience some extent of voice problems. Due to the prevalence of voice disorders, the general public's knowledge of preventative measures and the ability to identify a voice disorder is crucial in the initial phases of rehabilitation. Unfortunately, only a limited number of studies have researched minority groups' knowledge of voice disorders and related issues (Mayo, Mayo, & Brock, 2006).

Some groups within the general population may be more at risk than others; there has been an exponential increase in the minority population in the United States and the associated increase in voice disorders is of great concern. Specifically, in the area of El Paso, Texas, 74% of the population is self-identified as Hispanic of Mexican descent (US Census Bureau, 2005). The National Cancer Institute (1985) identified the Hispanic population as the minority group with the second highest incidence of laryngeal cancer. Haynes & Pindzola (2008) discuss potential ethnic

risk factors that increase the risk of laryngeal cancer, including "...diet, lifestyle choices, cultural attitudes toward illness and health care providers, and differences to medical services." Increasing public awareness of voice disorders is of importance among the Hispanic population primarily because the cultural perception regarding medical assistance may impact help-seeking behaviors. Literature suggests that Hispanics' medical beliefs are influenced by religion and generations of home remedies (Salas-Provence, Erickson, & Reed, 2002).

The American Speech-Language-Hearing Association (ASHA) Code of Ethics speaks to speech-language pathologists' "responsibility to promote public understanding of the profession" (ASHA, 2003). The speech-language pathologist maintains an ethical responsibility to advocate for public education on phonotraumatic behaviors, vocal hygiene and associated disorders that may cause voice disorders.

A five-item survey was administered to 100 Hispanic adults in the Greater El Paso Region, which assessed cultural knowledge of voice disorders and rehabilitative options. Participants were required to provide their operational definition of a voice disorder; listen to eight audio samples of individuals, five of whom had either a functional or organic voice disorder; reading "The Grandfather Passage" in Spanish, and identify the professionals who provide rehabilitative services. Preliminary data suggest that the Hispanic population in the Greater El Paso Region is unaware of the role of otolaryngologists and speech-language pathologists in the rehabilitation of voice disorders (Lopez, Fjordbak, & Valles, 2010). Only 37% of the Hispanic participants accurately identified disordered voices with at least 75% accuracy. Corpus analysis revealed that the majority of the Hispanic participants perceived articulation, fluency and voice disorders interchangeably, lacking a clear definition of a voice disorder. This study identified the need to educate the general population on prevention including the speech-language pathologist's role in the rehabilitation of functional and organic voice disorders (Lopez et al., 2010).

With "May Better Hearing and Speech Month" rapidly approaching, speech-language pathologists around the state may want to take advantage of this time as an opportunity to educate the general population regarding speech and language disorders. Public service announcements produced in a variety of languages may be one avenue for making information about communication disorders and corresponding treatment accessible to more communities.

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