

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.

Members of the CLD Task Force have begun to offer trainings for school districts, Education Service Centers, university programs and other agencies on **Assessment and Intervention with CLD Populations**. Full and half day trainings are available. If interested, you may contact **Lynette Austin** at slaustin@cebridge.net or **Becky Gonzalez** at becky52@houston.rr.com.

QUESTION: When you are testing a bilingual child using an English articulation measure such as the GFTA-2 or the Arizona, do you A) count the dialectal variations as part of the total errors and then note in the summary that they're not really errors or B) don't count the dialectal variations in the total errors but note the presence of them in the summary?

ANSWER: The TSHA Task Force on CLD Issues has addressed this question in our document entitled: Linguistically Diverse Populations: Considerations & Resources for Assessment & Intervention posted on the TSHA website, www.txsha.org. We state that dialectal errors *cannot* be counted as errors. It is a practice of some speech-language pathologists to count these differences as errors and include a statement in the assessment report explaining that the phonemic errors are a result of cross

linguistic influence/transference/interference from the native/first language. But the fact remains that differences are counted as errors and then figured into the final score which could lead to misinterpretation if the report is not read in its entirety but scanned for scores. Another problem in scoring articulation tests is that the standardization/normative sample of the instruments do not include second language learners thus invalidating the use of normative scores. The Task Force has begun training on assessment and intervention of CLD populations, and we are recommending that the English articulation tests be analyzed and clinical judgment/knowledge of second language issues be applied when interpreting these tests. If scores are calculated. (dialectal errors should not be counted as errors) they should not be reported on the assessment report.

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 Gonzalez, Jennifer Watson, Dolores Castor, Marie Belgodere, Gina Glover, Gail Totten, Cynthia Garcia, Diana Gonzales, and Michele Alborno. Submit your questions to slaustin@cebridge.net. Look for responses from the CLD Task Force on TSHA's website and in the Communicologist.



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