

# CLD Corner

By: CLD Task Force

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; and **Jacqueline Lopez**, BS (student member). Submit your questions to [gina.glover@fwisd.org](mailto:gina.glover@fwisd.org). Look for responses from the CLD Task Force on TSHA's website and 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](mailto:gina.glover@fwisd.org).

## Spotlight on Fort Worth ISD (FWISD)

The FWISD bilingual Speech-Language Pathology Team has taken on some new projects to assist the district's 70-plus SLPs in providing the best services possible to their students from culturally and linguistically diverse backgrounds. The team consists of four bilingual Speech-Language Pathologists (SLPs), one monolingual SLP and one bilingual SLP Assistant. All are knowledgeable and trained in CLD issues.

The first project under way is their new bilingual monthly newsletter, ¡HABLEMOS! (Let's Talk!).

The purpose of the newsletter is to disseminate information that might aid their SLPs in servicing students representing non-mainstream cultures. They hope to provide their readers with useful tidbits that will assist each of them as they aim to practice as culturally competent providers. Each newsletter contains articles, tips, helpful information, and resources. In addition, district SLPs submit questions or concerns and the team responds in a special section each month. Each edition also features the popular section titled "¿Habla Español?," which includes some helpful hints about pronunciation and some simple practices that will give some of the SLPs the confidence they need when speaking Spanish. If you would like to see a copy of the newsletter, email Gina Glover ([gina.glover@fwisd.org](mailto:gina.glover@fwisd.org)) and one can be emailed to you.

The other project they have begun is Spanish classes for the district's SLPs. SLPs who have some level of proficiency in Spanish are meeting regularly with the bilingual SLPs in an effort to improve their proficiency so that in the future they may be able to provide quality therapy services in Spanish to students on their workload. The Spanish classes are unique in that they are geared toward language used in therapy, and typical language development in Spanish is discussed so that the SLPs not only improve their proficiency, but also learn about Spanish language acquisition, semantics, syntax, and social use. Will these SLPs become proficient bilingual SLPs? Probably not. Will they have the proficiency to improve the quality of their services? Most definitely.

What is your district or group doing? If your district or setting is doing something wonderful to improve their services to CLD students or clients, we would love to hear about it and perhaps share it with the TSHA membership. Contact Gina Glover or Ellen Kester ([Ellen.kester@bilinguistics.com](mailto:Ellen.kester@bilinguistics.com)) to share. FWISD's bilingual newsletter, October, 2009 issue

Members of the FWISD bilingual SLP team are:  
**Lynita Yarbrough**, MS, CCC-SLP  
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**Lisa Carver**, MS, CCC-SLP  
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## ¡HABLEMOS! (Let's Talk!)

The Bilingual Monthly Newsletter for FWISD SLPs

A tool utilized to share information and improve the quality of our services.



Welcome to the first edition of ¡HABLEMOS! (Let's Talk!). This monthly newsletter is produced by your FWISD Speech Pathology Bilingual Team. The purpose of the newsletter is to disseminate information that might aid us in servicing students representing non-mainstream cultures. We hope to provide our readers with useful tidbits that will assist each of us as we aim to practice as culturally competent providers. We hope to hear from you via the Q&A forum or as a guest contributor. ¡Disfruta! (Enjoy!)

### Q & A

Is there a certain time that thinking in English becomes the norm for the child vs. thinking in Spanish?

No. Every child is different. This would depend on consistency of language experiences across topics. Even as a bilingual adult there are certain activities that are based more in one language than another. For many bilinguals educated in the US, academic activities such as reading and writing become internalized in English, but other activities such as socializing, prayer, and family gatherings are associated with another language. This would all depend strongly on language experiences and is a normal and healthy part of being bilingual. Thinking does not only occur in one language or the other, but is topic sensitive.

Specialist at the bilingual services group

### THERAPY TIP

Using an interpreter can be challenging. Here are some tips to remember when using an interpreter in therapy:

- Ask that they interpret consecutively (not concurrently)
- Explain the format of the interaction or session
- Explain what you are looking for
- Talk to the child, not the interpreter- use words like "you" and the interpreter should interpret your words exactly and not say "she said ..."

- Speak naturally (not louder) and at your normal pace (not slower)
- Sit across from the child and the interpreter takes a mediating position
- Provide pauses for interpreters that are normal in speech. For example at the end of a sentence.
- Avoid all professional jargon
- Ask the interpreter to interpret exactly what the child said including mistakes.

Please submit your comments or questions to [julita.yarbrough@fwisd.org](mailto:julita.yarbrough@fwisd.org)

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