

CLD CORNER: A Review of Resources for Speech-Language Pathologists Working with English Language-Learning Populations

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*The Cultural and Linguistic Diversity (CLD) Corner was created in an effort to provide information and respond to clinical questions about practicing speech-language pathology and audiology services in our multilingual and culturally diverse state of Texas. The Texas Speech-Language-Hearing Association (TSHA) CLD Committee members for the 2015-2016 year include: **Brittney Goodman Pettis**, PhD, CCC-SLP (co-chair); **Raul Prezas**, PhD, CCC-SLP (co-chair); **Amanda Ahmed**, MA, CCC-SLP; **Mary Bauman Forkner**, MS, CCC-SLP; **Phuong Lien Palafox**, MS, CCC-SLP; **Alisa Baron**, MA, CCC-SLP; **Judy Martinez Villarreal**, MS, CCC-SLP; and **Ryann Akolkar**. Submit your questions to rprezas@gmail.com and look for responses from the CLD Committee on TSHA's website and in the *Communicologist*.*

Over the past few years, the CLD Committee has brought forth articles about various topics that bilingual and monolingual SLPs encounter as providers in Texas working with English Language Learners (ELLs). The articles have addressed the needs expressed by monolingual and bilingual service providers regarding access to resources that provide guidelines for acquiring knowledge about other languages and how to seek cultural competence for monolingual and bilingual clinicians serving culturally and linguistically diverse populations.

The articles published in the CLD Corner of the *Communicologist* have been as diverse as the different settings in which clinicians encounter clients needing services. From the task of considering culture when modifying patients' diets as a result of dysphagia to pursuing one's own journey as a professional attempting to understand and engage effectively with people from a variety of backgrounds and experiences, the CLD Committee has been diligent in the attempt to provide up-to-date and practical information as a resource to practicing clinicians in each issue. While some articles have provided specific techniques or therapy resources for language, articulation, and fluency approaches with CLD populations or with specific languages, other articles have broadened the scope by discussing advocacy for bilingualism, communicating information about second language learning with educators, and considering how poverty contributes to cultural differences. For review and ease of access, this issue's contribution will provide an index to the most recent catalog of articles included and will provide an updated list of resources to learn more about issues of cultural and linguistic diversity, including webinars, online courses, websites, and books.

- [Addressing Cultural and Linguistic Diversity in Clinical Practice: What Do You Know About the Culture of Poverty?](#)
- [Addressing Cultural and Linguistic Diversity in Clinical Practice: Gaining Competence in Cultural and Linguistic Diversity](#)
- [Addressing Cultural and Linguistic Diversity in Clinical Practice: The Role of Culture in Advocacy](#)
- [Cutting on the Cultural /BIAS/: Considering the Impact of Culture and Language During Evaluation](#)
- [Response to a question from a speech-language pathologist: How Do Monolingual Service Providers Best Address the Needs of Children Who Speak Languages Other Than English?](#)
- [The Differences Between Spanish Speaking SLPs and Bilingual SLPs](#)
- [Making Culturally Appropriate Adaptations of Therapy Materials: Perspectives from Clinicians Working with Cultural and Linguistic Diversity Across the Lifespan](#)
- [Family Matters: Cultural Considerations for Families with Autism](#)

- [Perspectives on Fluency in Culturally and Linguistically Diverse Populations](#)
- [A Day in the Life of a Bilingual SLP: Reflections, Challenges, and Scope from Professionals](#)
- [Working with English Language Teachers and Learners: Overlap, Collaboration, and Strategies for Success](#)
- [Bilingual Assessment Considerations in the Schools: When an Interpreter Is Not Available](#)
- [Monolingual English-Speaking Audiologists and the Spanish-Speaking Population](#)
- [Ethnographic Interviews: Gathering Information in the Most Culturally-Sensitive Manner](#)
- [English Language Learners and Children from Poverty: Facilitating Change Using Brain-Based Learning Strategies and Tools](#)
- [Techniques for Working on Tap/Trill /r/ in Spanish: Tackling Strategies and Overcoming Challenges Along the Way](#)
- [Linguistic and Multicultural Considerations in Patients with Dysphagia: 2020 at a Glance](#)

In addition to the catalogued articles, monolingual and bilingual speech-language pathologists may find the following resources useful and practical when providing services to English Language Learners with communication disorders. There are many valuable resources available through webinars, online courses, websites, and books. Below are some of the resources available to those seeking to enhance their competence on cultural and linguistic diversity:

Webinars on Cultural and Linguistic Diversity:

- The [Regional Education Service Centers \(ESC\)](#) throughout Texas offer many opportunities for SLPs to gain competency in cultural and linguistic diversity via webinars and their closed network (TETN) system.
- Pearson offers [webinars](#) on a range of topics, including working with diverse learners.

Online Courses:

- Bilingualistics offers many [online courses](#), all of which are related to some aspect of cultural and/or linguistic diversity in the field of speech-language pathology.
- Bilingualistics has a series of [continuing education courses](#) designed for monolingual and bilingual SLPs who work with clients from diverse backgrounds.
- [Speechpathology.com](#) offers online courses on the administration and use of the PLS-5-Spanish, which is a conceptual language assessment tool.

Websites:

- [CLD Corner Archives](#)
- [Bilingualistics Resources page](#)
- [Color in Colorado](#) is a part of the Reading Rockets series and provides great resources for theme-based learning in English and Spanish.
- [Spanglish Baby](#) focuses on the benefits of raising children with two languages. They host an "Ask an Expert" column that addresses many concerns about bilingual development.
- ASHA has a [multicultural affairs and resources](#) page that includes a self-assessment for cultural competence, additional resources for becoming more competent as well as [other resources](#) to help when you don't speak the same language of your clients or students.

Books

Brice, Alejandro E. & Brice, R. (2009). [Language Development: Monolingual and Bilingual Acquisition](#). Boston: Allyn and Bacon.

Battle, D. (2012). Communication Disorders in Multicultural Populations. St. Louis: Mosby. Cheng, L.L. (1991). Assessing Asian Language Performance: Guidelines for Evaluating Limited-English Proficient Students. Oceanside, CA: Academic Communication Associates.

Genesee, F., Paradis, J., & Crago, M (2004). Dual Language Development and Disorders: A Handbook on Bilingualism & Second Language Learning. Baltimore: Paul H. Brookes Publishing.

Goldstein, B. A. (2000). Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists. San Diego: Singular Thomson Learning.

Goldstein B. (Ed.) (2011). Bilingual Language Development and Disorders in Spanish-English Speakers, Second Edition. Baltimore: Brookes.

Kayser, H. (1998). Assessment and Intervention Resource for Hispanic Children (Clinical Competence Series). San Diego: Singular Publishing Group.

Kester, E. S. (2014). Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students. Bilingualistics, Inc. Austin, TX.

Koda, K. & Zehler, A. (Eds.). (2008). Learning to Read Across Languages: Cross-Linguistic Relationships in First- and Second Language Literacy Development. New York: Routledge.

Kohnert, K. (2007). Language Disorders in Bilingual Children and Adults. San Diego: Plural Publishing

Langdon, H. (2008). Assessments & Intervention for Communication Disorders in Culturally and Linguistically Diverse Populations. San Diego: Thomson Delmar Learning.

Langdon, H. and Irvine Saenz, T. (2015). Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists. Plural Publishing.

McLeod, S. (Ed.). (2007). The International Guide to Speech Acquisition. Clifton Park, New York: Thomson Delmar Learning.

McLeod, S. & Goldstein, B.A. (2012). Multilingual Aspects of Speech Sound Disorders in Children. Multilingual Matters. Buffalo, NY.

Paradis, J., Genesee, F., & Crago, M.B. (2011). Dual Language Development and Disorders: A Handbook on Bilingualism & Second Language Learning. Baltimore: Brookes.

Pearson, B.Z. (2008). Raising a Bilingual Child. New York: Random House.

Roseberry-McKibbin, C. (2006). Language Disorder in Children: A Multi-Cultural and Case Perspective. Allyn & Bacon, Incorporated

Rhodes, R., Ochoa, S., & Ortiz, S. (2005). Assessing Culturally and Linguistically Diverse Students: A Practical Guide. New York: The Guilford Press.

Shulman, B.B & Capone, N.C. (2010). Language Development: Foundation, Processes, and Clinical Applications. Sudbury, MA: Jones and Bartlett Publishers.

Additional Resources:

Webber Spanish Phonology Cards and Materials

Webber Spanish Articulation Picture Word Book

App—Smarty Ears with Barbara Fernandez

As Vice President of Professional Services and a member of the TSHA Executive Board, I am honored and humbled by the dedication of the CLD Committee to our members and consumers. As

a committee, they will continue providing TSHA members and other professionals with current research and useful clinical information about multilingualism and related clinical issues. Additionally, I would like to personally thank **Raul Prezas**, PhD, CCC-SLP; **Lisa Carver**, MA, CCC-SLP; **Phuong Lien Palafox**, MS, CCC-SLP; and **Judy Martinez Villarreal**, MS, CCC-SLP, for their contributions to this article.

The Cultural and Linguistic Diversity Committee would like to thank each member of this committee for their service and leadership.

Although many relevant resources are included, **this list is not exhaustive and other books, journals, websites, tests, and materials also are useful. Readers are encouraged, as with all resources, to critically review these resources when applying them to clinical, empirical, or other activities.*