

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.

In this issue, we are taking a break from our usual format to share some exciting news from the TSHA Task Force on Cultural and Linguistic Diversity (CLD). First, we would like to welcome **Julia Peña** to the team. Julia is a graduate student at the University of Texas-Pan American and will graduate in May of 2009. She is the first student member of our Task Force, and we are so excited to have her join us.

We would also like to announce that the Task Force has completed the majority of the work on the CLD Companion to the TSHA Articulation Eligibility Template. This Companion will include state and national laws and guidelines applicable to speech assessment of students from CLD populations, help to facilitate the pre-referral process for CLD speakers of English, provide inservice materials for school personnel regarding appropriate referrals of CLD students for articulation assessment, and guide speech-language pathologists through the assessment process in order to appropriately determine articulation disorders in CLD students. The Companion and accompanying training model will be unveiled in pilot presentations this fall. The information presented at these and future Companion presentations will be useful for speech-language pathologists (SLPs) who have already been trained in the use of the TSHA Articulation Eligibility Template.

We wish to recognize those who have put in hours of hard work on this project: **Michele Albornoz, Katsura Aoyama, Lynette Austin, Marie Belgodere, Dolores Castor, Cynthia Garcia, Gina Glover, Becky Gonzalez, and Roxanna Ruiz-Felter**.

The Task Force plans to begin training trainers at the upcoming TSHA convention, February 21-23, 2008. Currently applications are being accepted for any speech-language pathologist who is interested in becoming a trainer for the Companion. We are accepting applications from both bilingual and monolingual speech-language pathologists who have interest and knowledge in working with CLD populations.

In other exciting news, speech-language pathologists from outside the state of Texas have been viewing the diversity section of the TSHA website and using the information and resources in

their states! Below are excerpts from three emails sent to the Task Force Co-Chairs in recent months.

"I obtained your names from the TSHA website. I am a speech-language pathologist in southwest Missouri. This area of the Midwest is particularly homogenous with regard to cultural diversity. I happen to be the sole SLP in the Springfield Public School District English Language Learners (ELL) program. Because most of the SLPs in this area have minimal experience with second-language learners, I am receiving a large number of students who are diagnosed as Language Impaired when the actual issue is a lack of exposure to English. Springfield district has no current education or policies in place to assist SLPs in accurate diagnosis and implementation of services. I have been seeking many resources to support my clinical decisions for when speech and language services are warranted and when they are not. On the TSHA website, I found a very helpful and reader-friendly posting about language assessment and intervention. Would you have other information you could either email or send me that would be basic enough to educate teachers in the district, or detailed enough to educate the other SLPs? I would appreciate any insight or resources you could share to help serve my students more effectively."

"I am a bilingual SLP in Lakeland, Florida. I'm originally from Houston, Texas, and have attended a TSHA Convention in the past as a student. I was fascinated by the document on 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 that there were some courses or books you can recommend to me. I plan on getting some of the books listed as references in the document. I would also like to know if you have presentations at your annual Convention on bilingual issues? I see your upcoming convention is in San Antonio, and I may benefit more from attending that Convention than ASHA if there are a lot of presenters on bilingualism."

"I located your name from the TSHA website. I am a graduate student in the master's program at Louisiana State University in Baton Rouge, and I have a strong interest in Bilingual SLP. I hope to practice bilingual speech-language pathology upon graduation, and as a student I want to learn as much as possible about this area of practice. Unfortunately, bilingual speech therapy is not common in Louisiana, and I have had great difficulty locating bilingual professionals in my state. The non-English Hispanic population in Baton Rouge is small, so it is rare that Hispanics seek services at my university's clinic. As a result, I have had very little contact with bilingual SLPs, and I have never observed therapy with a bilingual client. I was wondering if it would be possible for me and several other students from my university to observe your work with bilingual clients, or if you could recommend a bilingual therapist who we could observe during the semester break." Note: This student visited Fort Worth ISD last summer and participated in a bilingual practicum with bilingual SLPs in the district!

Finally, the Task Force would like to thank Springdale Elementary in Fort Worth and its Principal, Mr. **Victorius Eugenio**, for hosting our most recent Task Force meeting. We really appreciate it!