

Cultural Parameters and Assessment

The following is a checklist clinicians can use both prior to and during the assessment of Latino children relating to the implications of the Latino cultural parameters. Regarding each client as an individual as discussed in the previous report, the clinician can examine each parameter and decide if “yes,” the implications apply to his or her particular client and the family, or “no,” the implications do not need to be considered for his or her client and the family.

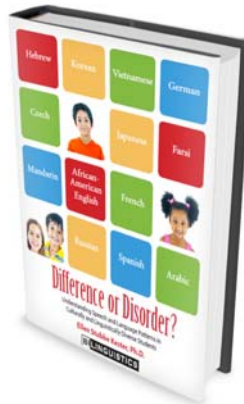
| Parameter | Implications for Assessment | Y/N |
|---------------------------------------|---|-----|
| Individualism vs. Collectivism | Gather information from extended family members on child’s speech and his/her communication environment | |
| | Involve extended family members in decisions on course of treatment and goals | |
| Views of Space and Time | Schedule client’s arrival 15 minutes prior to appointment time | |
| | Consider effect of client’s mode of transportation on arrival time | |
| | Consider reduced personal space | |
| | Greet with a handshake | |
| Roles of Men and Women | Address the male as the head of the household and consult him first | |
| Concepts on Class and Status | Consider sensitivity to social class and status | |
| | Address family with formal titles (e.g. “Mr.”, “Mrs.”, “Dr.”) | |
| Values | Involve siblings or other children in the collection of a speech sample | |
| Language | Be aware of own nonverbal communication and what that is conveying to the family | |
| | Establish interaction environment through <i>platicando</i> | |
| Rituals | Consider cultural holidays and celebrations when scheduling sessions | |
| | Include discussion of these holidays and celebrations in the speech sample | |
| Significance of Work | Inquire about child’s possible work responsibilities and required communication | |
| Beliefs about Health | Encourage the family to discuss beliefs (on health in general and the disorder in particular) | |
| | Create an environment where the family feels comfortable sharing beliefs | |
| | Use questions that are direct but sensitive | |

Great Resources for Evaluations!

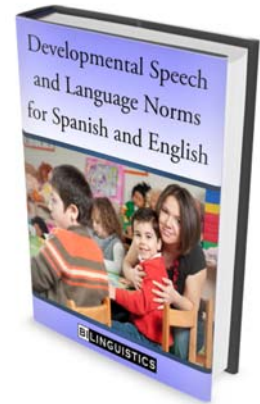
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Bilingual Articulation and Phonology Assessment (BAPA)



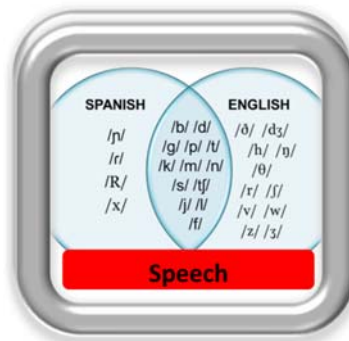
Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students



Developmental Speech and Language Norms for Spanish and English E-book



Test of Articulation and Phonology (iTap)



Difference or Disorder? Speech Course



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