

Cultural Parameters and Assessment

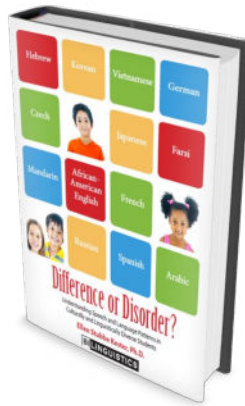
The following is a checklist clinicians can use both prior to and during the assessment of Latino children relating to the implications of the Latino cultural parameters. Regarding each client as an individual as discussed in the previous report, the clinician can examine each parameter and decide if “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	

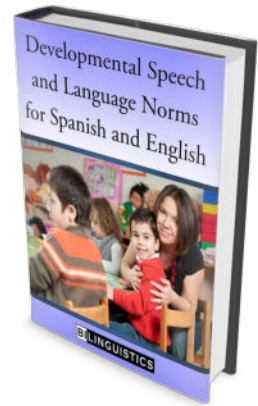
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Success with Speech Sound Disorders



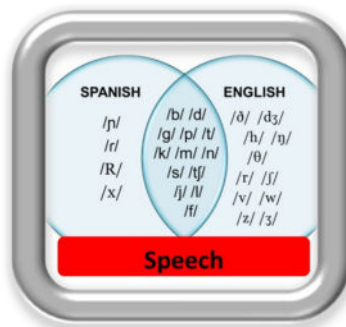
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