

## Cultural Parameter Checklist

The following is a checklist clinicians can use both prior to and during the treatment 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 Treatment	Y/N
<b>Individualism vs. Collectivism</b>	Consider family’s hesitancy to seek therapy	
	Consider child’s and family’s hesitancy to accept and address emotions accompanying speech and language disorders Include extended family members in family education and/or training	
<b>Views of Space and Time</b>	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	
<b>Roles of Men and Women</b>	Consider the possible impact of <i>machismo</i> on Latino male clients and discuss the benefits of addressing speech and language difficulties.	
<b>Concepts on Class and Status</b>	Consider sensitivity to social class and status	
	Address family with formal titles (e.g. “Mr.,” “Mrs.,” “Dr.”)	
<b>Values.</b>	Include parent’s values in developing mutually agreed upon and culturally relevant goals	
<b>Language</b>	Be aware of own nonverbal communication and what that is conveying to the family	
	Begin each session with <i>platicando</i>	
<b>Rituals</b>	Consider cultural holidays and celebrations when scheduling sessions	
	Incorporate Latino holidays and celebrations in therapy activities and discussions	
<b>Significance of Work</b>	Consider child’s work setting and responsibilities in deciding on appropriate and functional treatment goals Incorporate the communication skills required by the child’s work environment in therapy activities	
<b>Beliefs about Health</b>	In developing treatment program, consider how modifiable parents believe the disorder to be and how active a role they wish to take in treatment	
	Discuss desired treatment outcomes and perceptions of what is acceptable and successfully treated speech and language	

# Great resources to therapy!

Click below:



Curriculum-based Speech Therapy Activities: Pre-K / Kindergarten

Life Skills Speech and Language Enrichment Activities

Literacy-based Intervention



Language Intervention Strategies for Monolingual and Bilingual Children



Success with Speech Sound Disorders



Literacy-based Intervention Step-by-Step

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