



Alberta College of
Speech-Language Pathologists
and Audiologists

ACSLPA Guideline Update: Assessment of Linguistically Diverse Clients

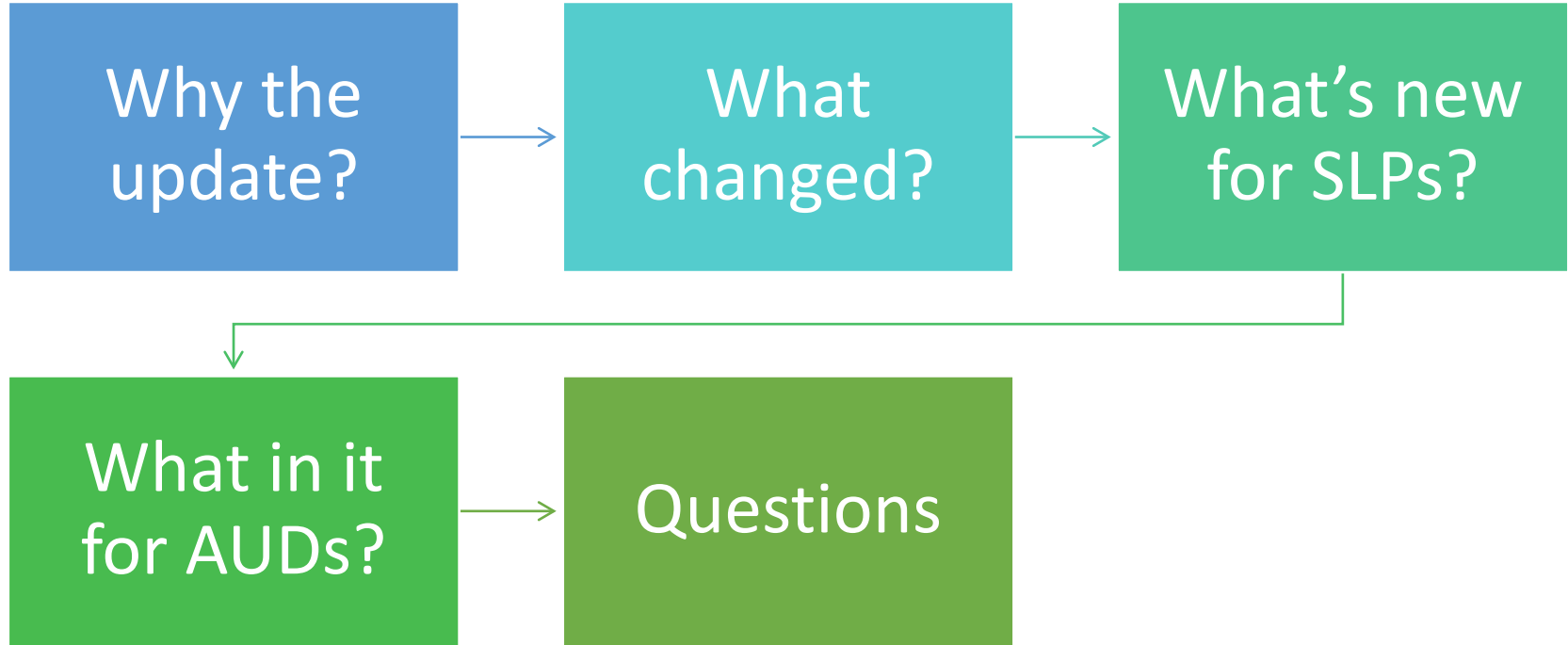
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Outline



Why the update?

- Update practice guidance
- Address practice area with greater need
- Last version of this guideline: 2018



Assessment of Linguistically Diverse Clients

Table of Contents

Introduction	2
Preamble	2
Purpose	3
General Practice Guidance for the Assessment of Linguistically Diverse Clients (For Audiologists and SLPs).....	3
Practice Guidance for SLPs	4
Practice Guidance for Audiologists	9
Appendix A: Multiple Language Acquisition	11
Glossary.....	13
References.....	16
Acknowledgements	20

Adults
included!

Updated
definitions

It's Not Just Translation

General Guidance (SLPs & Auds)



1.

- Practice self-awareness of competence
- Take steps to remain competent → update knowledge



2.

- Self-reflect on (linguistic) bias
- Practice cultural humility, cultural safety, culturally responsive practice



3.

- Communicate effectively, respectfully, and clearly
- Minimize communication barriers



4.

- Use sound professional judgement



5.

- Provide variety of options to address concerns
- Acknowledge and respect family preferences

Practice Guidance for SLPs



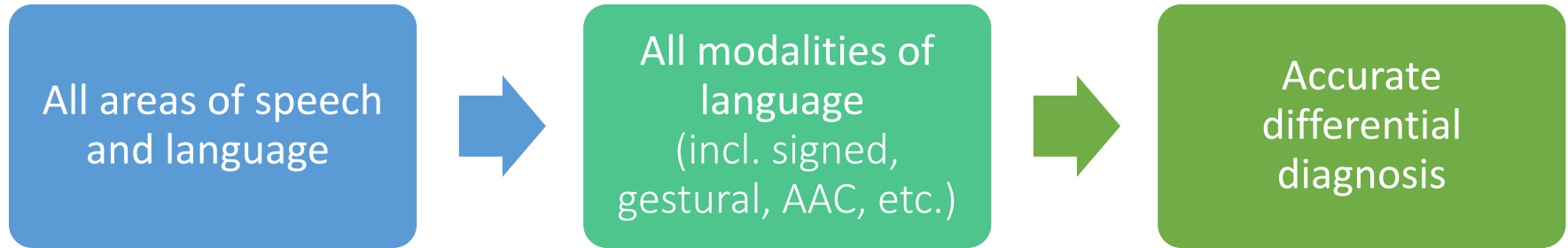
Preamble



Differentiating language difference versus delay/disorder:

- Lack of training and resources can make this difficult
- Impact of mis-identification
 - Under- and over- referral/diagnosis

1. Comprehensive Assessment



2. Use of Standardized Assessment Tools

Must be administered and reported as intended

- Look at normative sample
 - Cultural and/or linguistic bias
 - Normed against milestones and norms of regional community
 - Language dominance does not equal monolingual proficiency
- Translation/ interpretation not recommended
- See page 6 of guideline for reporting recommendations when standardized testing is not possible

3. Linguistic Background/History Considerations

Consider:

- All languages/ dialects used
- Processes of multiple language acquisition
- Skills across languages/ settings/ time
- **Linguistic background (pgs. 6-7 for list)**



4. Culturally & Linguistically Appropriate Tools

See page 7:

- Client and/or parent/caregiver report,
- Report from others involved in the client's life (e.g., family members, other healthcare providers, teachers, etc.),
- Language sampling,
- Contrastive analysis (i.e., contrasting the client's communication skills with those of an individual of the same linguistic background),
- Observation (e.g., observation of communication skills across multiple (and naturalistic) environments and/or over time),
- **Dynamic assessment** (e.g., test-teach-retest),
- Language processing tasks (e.g., non-word repetition tasks), and
- **Criterion-referenced measures.**



5. Conversational / Academic Language Considerations

- Consider both in assessment.
- Academic proficiency takes longer to develop.
- Gap may exist, including across different settings (e.g., home/ social).

6. Dialect & Accent Considerations

- Dialect speakers can be at risk for unnecessary pathologization
- Remember to inquire!
- Work with clients/ families/ cultural facilitators to gain understanding of features & impact on Ax data
- E.g.: [Differences Not Mistakes](#)



7. Interpreter Use



- Use (trained or professional interpreters) where appropriate and available
 - See Ways to Incorporate Interpreters as Interprofessional Partners
- Caution required when trained interpreter is not available
 - Who should interpret?
- When interpreter is not available
 - Determine which measures can still be taken accurately
 - Document impact on assessment

8. Home/Heritage Language Use

- Services should support home and/or heritage language use as desired by the client/family
- SLPs play an important role in providing accurate information about multiple language acquisition so families can make an informed choice.

"Regulated members should refrain from, and counsel others to refrain from recommending that children with language disorders or delays be exposed to one language only"

Pg 8



Practice Guidance for AUDs

1. Linguistic History / Functioning

- Recommend collecting language profile information during case history
 - Proficiency in the language of the test battery
 - Use, preference, and dominance of languages used
- Helps ensure information is collected and interpreted appropriately

2. Interpreter Use

- Consider whether interpreter could facilitate assessment and counselling
- See Ways to Incorporate Interpreters as Interprofessional Partners
- Caution required when trained interpreter is not available
 - Who should interpret?



3. Speech Recognition Testing Considerations

- Caution required
- Determine how/if speech perception testing takes place
 - Omitting from battery?
 - Assess in all languages used by client?
 - Assess in dominant language?

See Also...

- Updated
 - Appendix A: Multiple Language Acquisition (pg. 11-12)
 - Glossary (pg. 13-15)
 - References (pg. 16-19)
- Acknowledgements

Questions?

- slp@acslpa.ca
- Please take our 1-minute survey!

