When collaborating with an interpreter, I will use evidence based resources (such as the BID process) to facilitate effective communication and meetings *[See LINK for more information]*

I choose materials/assessments that will best elicit the client's linguistic abilities.

and diverse pictures and content to which

d activities (e.g. farm animals, kitchen toys,

ent a traumatic experience for certain

e history interview to gather further
tory of language input and use and with/from

tput across both languages, I determine if I
a student recently moved to the US, formal

English speech/language testing may not be warranted.) [*For more information on bilingualism, see resources 2 & 3].*

If the client/student is bilingual, I research the language other than English (e.g., Spanish, Tagalog) to gather information on phonology, phonotactics, morphosyntax, grammatical features, tone, etc.

I also find out which dialect of the language the client/student speaks.

If working with an interpreter, I determine if there are any testing tools available in the client/student's other language, if relevant.

For AAC Evaluations, I make sure that devices trialed have a bilingual language system, when possible. I will include questions about situational language use (what language in what situations) when conducting Participation Inventories.

When creating materials for clients and families, I use an accessible font such as *Arial*.

SLP Case History & Evaluation

I integrate appropriate questions into the case history that provide an opportunity for clients/caregivers to share information regarding gender identity and preferred pronouns. [3]

When asking questions about frequent communication partners, I use relationship neutral terms such as "partner" or "communication partner", "family member", or "caregiver" so as not to make assumptions about relationship status.

If the client attends the evaluation with family members, I ask to whom I should direct my questions.

If working with an interpreter, I use shorter, succinct statements to facilitate clear communication. I also direct my message to the family/client when talking, rather than to the interpreter.

During the caregiver interview, I ask about caregiver/parent expectations in relation to parent-child interactions, literacy/book reading, and community expectations.

I only evaluate languages in which the client/student is hearing or speaking 30% or

I chose therapy tasks that will be relevant to the student/patient's personal experiences and are culturally appropriate.

I use materials that contain inclusive and diverse pictures and content to which the client/student can relate.

I provide family members training on therapy strategies and home programming activities to help facilitate targeting therapy goals in the home language/setting to capitalize on the student/client’s existing communication skills and bilingual speech/language development.

We hope you find this tool useful in moving forward on the journey to developing a culturally responsive practice.

If standardized assessments were used, and how they were adapted if used to collect descriptive data (what language was used for instructions and test materials).

The information in the report is accessible to the patient in some means (access to use of language interpreter or translator).

Audiology Treatment Planning

I take into consideration the patient's communication partners and living environment when possible.

I create a rehabilitation plan that takes into account the patient's cultural profile and preferences. For example: providing written instructions in the patient's preferred language, helping the patient to determine specific and culturally/personally relevant listening goals.

Making treatment specific and applicable to the patient's unique needs and frequent communication situations.

RESOURCES

1. ASHA Leader Article, *Language Interpreters and Translators (Langdon, 2002)*

2. ASHA: YouTube Video, *Kathy Kohnert: Bilingual Language Development*

3. Kohnert, K. (2010). Bilingual children with primary language impairment: Issues, evidence and implications for clinical actions. *Journal of communication disorders*, *43*(6), 456-473.

4. https://www.leadersproject.org/non-word-repetition-tasks/

5. Bennett, Colette. "ELL Students' Background Knowledge as an Academic Fund." ThoughtCo, Aug. 27, 2020, thoughtco.com/ell-students-funds-of-knowledge-4011987.

6. Systematic Analysis of Language Transcripts (SALT) is software that standardizes the process of eliciting, transcribing, and analyzing language samples. It includes a transcription editor, standard reports, and reference databases for comparison with typical peers.

7. Wong, A. (2020). Disability visibility: First-person stories from the Twenty-first century. New York, NY: Vintage Books, a division of Penguin Random House LLC.

8. https://disabilityvisibilityproject.com/

9. The Significance of Linguistic Profiling | John Baugh | TEDxEmory 10. ASHA: Care Without Cultural Competence? That's Unheard Of.

1. ASHA: Phonemic Inventories and Cultural and Linguistic Information Across Languages 12. SALT: A Bit of Evidence for Sampling Narrative Language in AAE Speakers

2.