This tool was developed to heighten your awareness of how you view the influence of culture and language on service delivery.

NOTE: There is no answer key; however, you should regularly review and reflect upon areas that you rated a 3 or even a 2.

Ratings: 1: Things that I always do  2: Things that I sometimes do  3: Things that I rarely do

___ I recognize that narrative styles and pragmatic behaviors vary across and within cultures.

___ I proactively learn about behaviors and customs that are prevalent for my clients/patients/students.

___ I understand that some individuals may have different reading levels in English and/or in additional language(s).

___ I provide clients/patients/students with take-home resources that are written in their preferred languages.

___ I seek assistance from trained interpreters, bilingual coworkers, and those in related professions who can help interpret, as needed.

___ I have trained my interpreters using clearly defined roles and responsibilities to assist me in providing services to linguistically diverse populations.

___ I ask questions about language developmental history for all language(s) used.

___ I ask clients/patients/students' family members and friends about the ability to use English and additional language(s).

___ I ask clients/patients/students' family members and friends about the exposure to English and additional language(s).

___ I seek out information on how my clients/patients/students' language(s) may influence their English.

___ I listen for and am familiar with American English dialects and their influence on syntax and semantics.

___ I understand that code switching most often reflects typical and skilled use of more than one dialect and language.

___ I share my pronouns, and I ask my clients/patients/students to specify their pronouns.

___ I ask my clients/patients/students their name to use in sessions and their name to use for insurance purposes/paperwork.

___ I ask when it's acceptable for me to use the names provided to me, in an attempt to respect the privacy of my clients/patients/students.

___ I consider bias in assessment tools and materials [e.g., language batteries, articulation assessments, Pb word lists, spondee word lists] and make modifications, as appropriate.

___ I include the clients/patients/students and their caregivers as partners in determining outcomes for treatment.

___ I consider decisions to seek alternative treatments from a holistic practitioner in developing treatment plans.

___ I consider my clients/patients/students' beliefs in both traditional and alternative medicines when I make referrals.

___ I consider the cultural and linguistic background of current and potential clients/patients/students when I select treatment materials [e.g., assessment, pictures, books/workbooks, flashcards, videos, music, food].

I consider cultural norms and preferences when planning:

___ Appointments
___ Holiday celebrations
___ Services in the home
___ Homework and recommendations for caregivers

I allow for alternative methods of sharing experiences and communication, such as:

___ Storytelling
___ Use of props to support the oral tradition that is prevalent in some cultures

I allow for alternatives to written communication, which may be preferred, such as:

___ Communicating verbally
___ Modeling the recommendations
___ Using video/audio clips
___ Using technology, such as texting, apps, and so forth

When communicating with individuals whose native language is not English, I use:

___ Trained interpreters/translator
___ Keywords or signs in their language
___ Visual aids
___ Gestures/physical prompts

___ I am aware that health care disparities and over- and under-identification create barriers to clinical services for individuals across diverse backgrounds.

___ I am familiar with specific disorders/diseases that have higher incidence in individuals across diverse backgrounds that may have implications for speech, language, and hearing.

* Although several sources were consulted in the development of this checklist, the following document inspired its design: Goode, T. D. (2002). Promoting cultural and linguistic competence self-assessment checklist for personnel providing services and supports in early intervention and childhood settings [Rev. ed.]. National Center for Cultural Competence, Georgetown University Center for Child and Human Development, University Center for Excellence in Developmental Disabilities Education, Research & Service.

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