

Changing vistas: Licensure and Bilingual Service Provision

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Aim

- Provide an overview of the salient issues in bilingual speech-language pathology (SLP) clinical practice
- Describe joint training program (NMSU/UNM) in bilingual SLP
- Detail the New Mexico Bilingual/Multicultural Endorsement

New Mexico

Total population: 2,084,651

Minority-Majority state

48% Hispanic/Latino

10.5% American Indian

2.6% African-American

(Census, 2015)



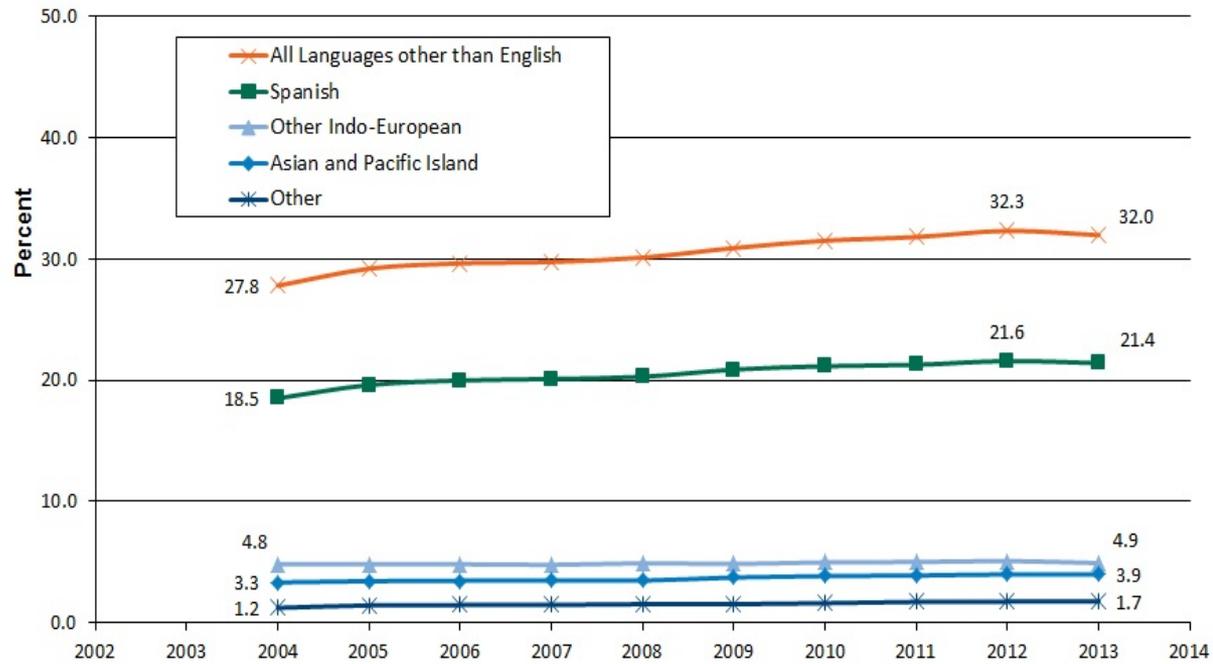
Languages Spoken in New Mexico

Language	Population	Percentage
Population 5 years and over	1,928,173	100
English	1,318,353	68.37
Spanish	553,050	28.68
Keres	11,950	0.62
Zuni	9,255	0.48
German	7,580	0.39
French	4,805	0.25
Tewa	4,115	0.21
Chinese	3,160	0.16
Tiwa	1,900	0.1

U.S.

Figure 1

Of all U.S. Children (ages birth to 17), Percentage Living in a Non-English-Language Household*: 2004-2013



*Households where one or more people speaks a language other than English.

Source: Child Trends analysis of the American Community Survey.

Child Trends
DATA BANK

Clinical Issue

- Gallup
- Cuba
- Albuquerque
- Los Lunas
- Belen
- Bernalillo



Common theme

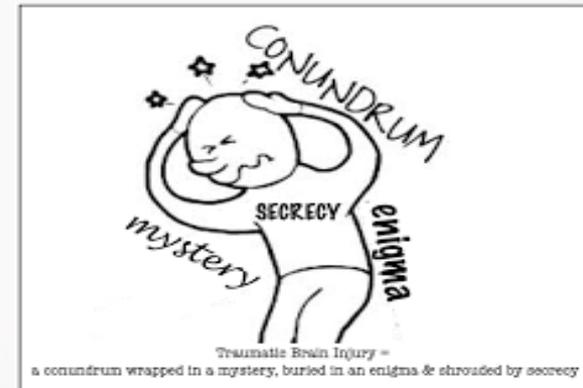
- Overrepresentation
 - Spanish-English speaking children
 - Navajo-English speaking children
 - Preschool, elementary, middle, and high school settings

Common theme

- Number of children identified with language impairments
 - 251 children in school
 - 97% ethnic minority
 - 20% met eligibility criteria – SLI
 - Evidence suggests ~ 7.4%
(Tomblin, et al., 1997)

Conundrum

- English only
 - Without regard for a child's dual language skills or monolingual skills (language other than English)
- Unfamiliar experience
 - Scene of taxi cab
 - Children living on the reservation
- Translating an English measure into Spanish
 - developmental sequence
 - constructs across the two languages



Result

- Measures used for identification **did not** account for children's:
 - Linguistic background
 - Social experience
 - Cultural background
 - Unfamiliarity of testing situation
 - Ability to learn

Problem

- Misdiagnosis - disproportionality
- Outcomes – devastating
- Children placed in inappropriate educational settings are likelier to:
 - encounter limited access to rigorous curricula
 - face diminished expectations
 - dropout of school
 - earn lower wages

(Van Roekel, 2008)



Bilingual SLP



- Bilingual clinicians with the **necessary expertise** not always available
- Necessary expertise =
native/near-native proficiency language
other than English + knowledge/skills

Current status



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

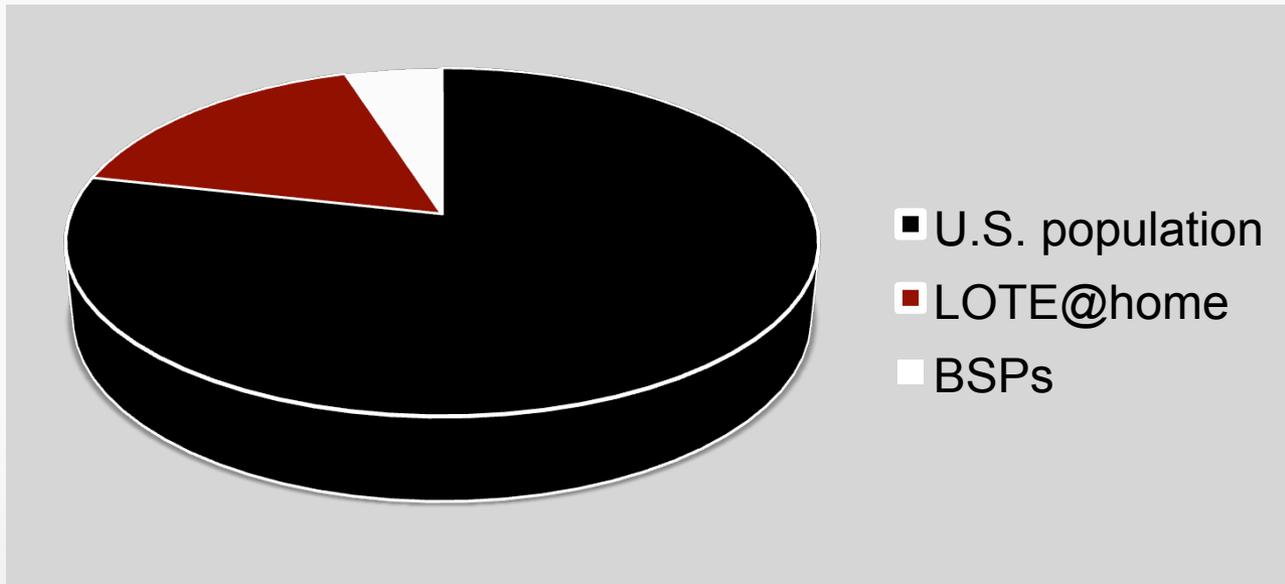
- Bilingual Service Providers (BSPs)
 - Demographic Profile, ASHA
 - March, 2016
- Members self-identify as being bilingual
- Are you a bilingual service provider?
 - In what language(s) are you qualified to provide bilingual services?

Current status



ASHA 2015-16	Total members	BSPs	Spanish- language providers
	173,737	11,197	7,029
SLPs	156,254	10,097	3,594
audiologists	12,970	726	266

National comparison



LOTE @ home = 21.1%
ASHA BSPs = 6.2%

Proficiency necessary, but not sufficient

- Complex issues
- Specific knowledge and skills
- Here is a glimpse.....



Bilingual SLP



- Simultaneous and Sequential
 - 3 years of age
- Simultaneous
 - Follow monolingual developmental timeline

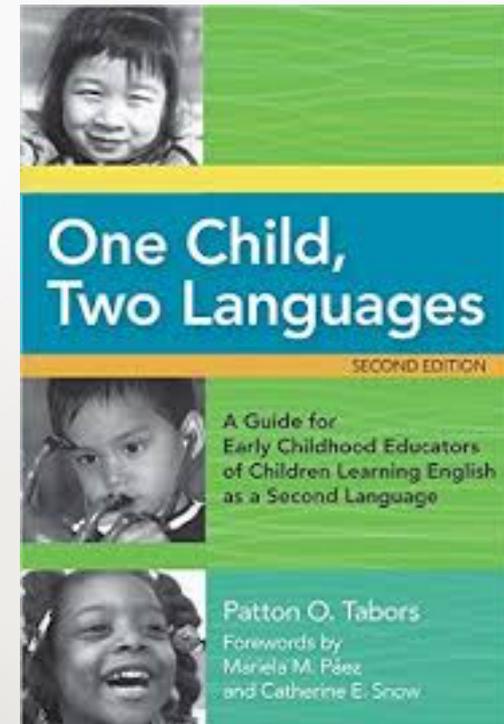
Bilingual SLP

- Sequential bilinguals
 - New linguistic environment – school
 - Stages of second language development
 - Importance of first language maintenance



Sequential bilingualism

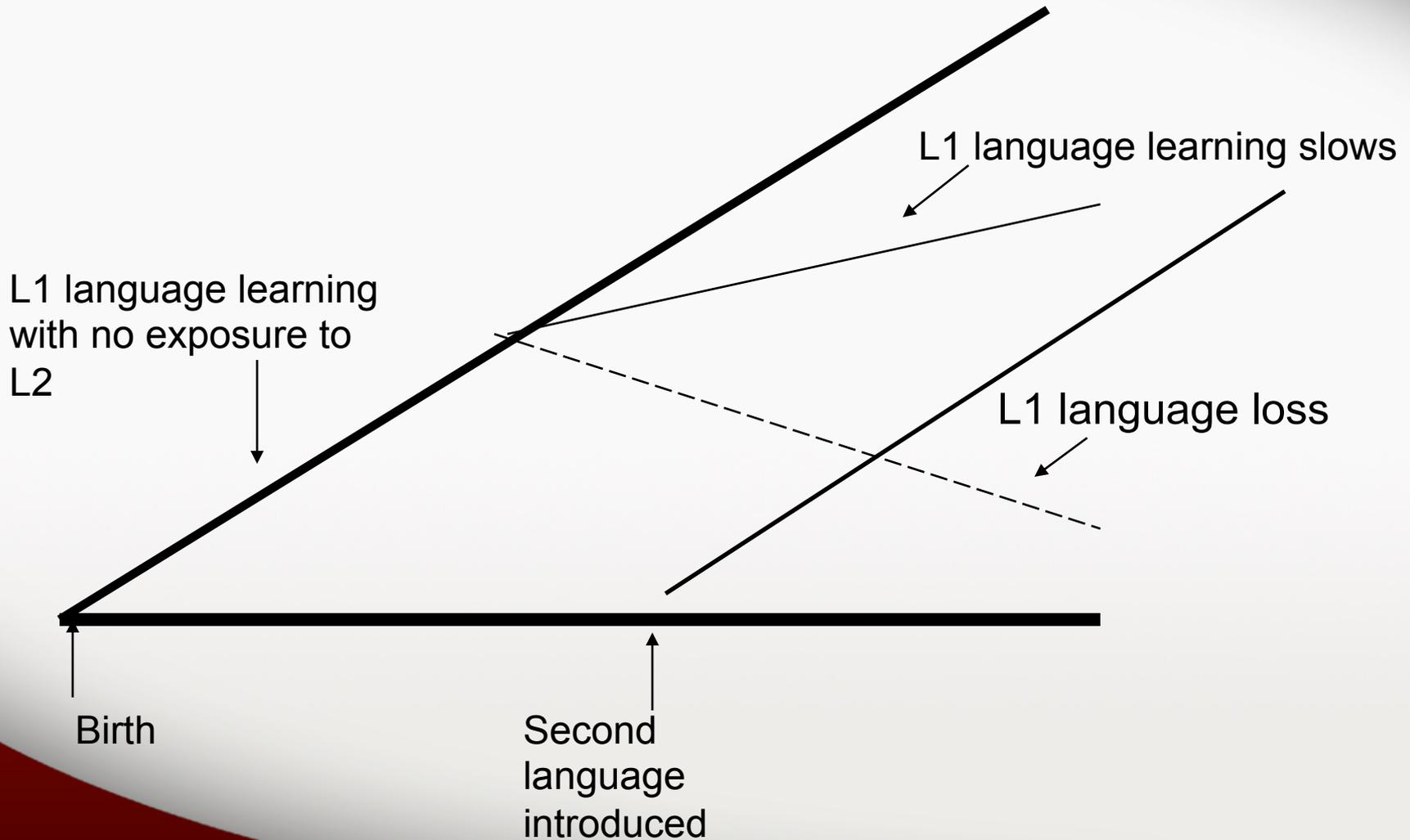
- Early Stages in L2 development (Tabors, 1997)
 - Use of home language
 - **Non-verbal period**
 - Easily misunderstood
 - Telegraphic and formulaic use
 - Productive language use



BICS and CALP

- Basic interpersonal communication skills (BICS)
- Cognitive academic language proficiency (CALP)
 - BICS – 2 years
 - CALPS – **under optimal conditions** 5-7 years

Patterns of L1 Language Learning



What are the consequences of language loss

- Losing your home language – huge price to pay
 - Wong-Fillmore (1991; 2003)
- Loss of communication in the home
 - “Our child doesn’t talk to us anymore”
 - Immigrant families – alienation in parent-child relations
 - Qin (2008)
- Loss of cultural identity



Consequences of language loss

When parents are unable to talk to their children, they cannot easily convey to them their values, beliefs, understanding, or wisdom about how to cope with their experiences.

What is lost are the bits of advice, the *consejos* parents should be able to offer children in their everyday interactions with them.

Talk is a crucial link between parents and children: It is how parents impart their cultures to their children and enable them to become the kind of men and women they want them to be. When parents lose the means for socializing and influencing their children, rifts develop and families lose the intimacy that comes from shared beliefs and understandings.



Language Loss: Children

- Attrition/loss can be dramatic
- After 3 months of English exposure production difficulties in first language apparent
- Comprehension appears less affected



Assessment

- Knowledge and skills
 - Assess in both (all) languages
 - Surface structures of L1 and L2
 - Dialects (Mexican vs Cuban vs Puerto Rican Spanish)
 - Account for variability
 - Status of language in community
 - Exposure: quantity, quality, settings
 - Techniques assess learning ability
 - Alternative to traditional testing

Example of Alternative Testing

Goal: Distinguish between language impairment from language difference

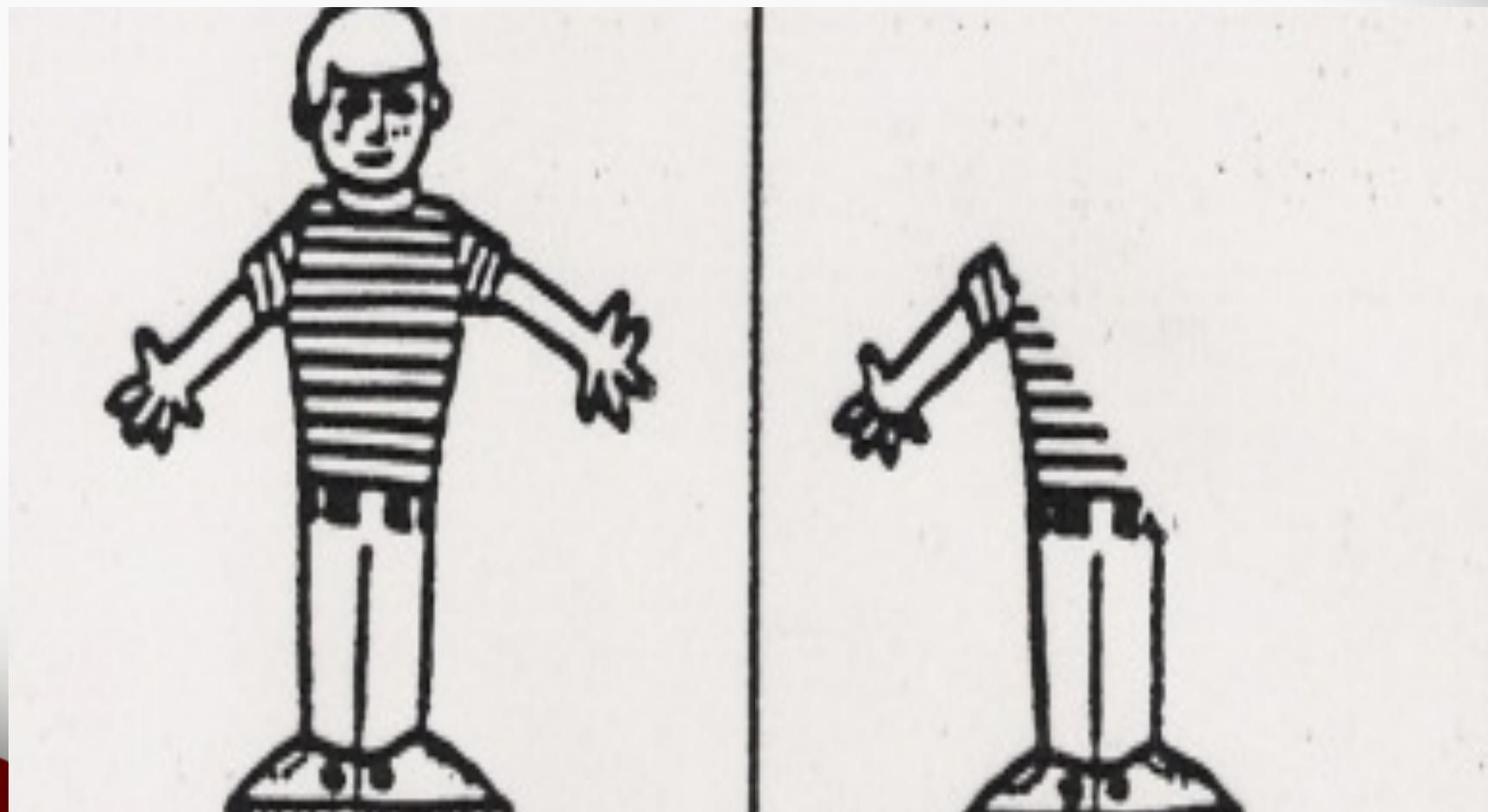
- Roseberry and Connell (1991)
- Two groups of children
 - Typically developing bilingual children
 - Children with specific language impairment
- Taught children an invented morpheme
 - Invented morpheme /ə/, meaning 'part of'

Roseberry and Connell

- Two pictures
- Picture of a whole object
 - Child named the whole object (e.g., “boy”)
- Picture of a part of an object
 - Child named object (noun) and added invented morpheme (e.g., “boy-ə”)
- Assess whether children transferred the learned morpheme to untrained items

Boy

Boy -ə



What did they find?

- Typically developing bilingual children
 - easily transferred the invented morpheme to untrained items
- Bilingual children with SLI
 - had more difficulty



Wait but there's more....





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Why?



Frames of reference

- Aggregate people as a matter of convenience
- Efficient
- Mental shortcuts
- Filters our experience



Cultural Competency

- Widespread
- Critical of the term competency
 - How it is perceived
 - How it is employed
- When focus rests on ‘memorizing’ racial/ethnic difference and practices, cultural competency becomes stigmatizing and stereotypical to specific groups.

Cultural humility

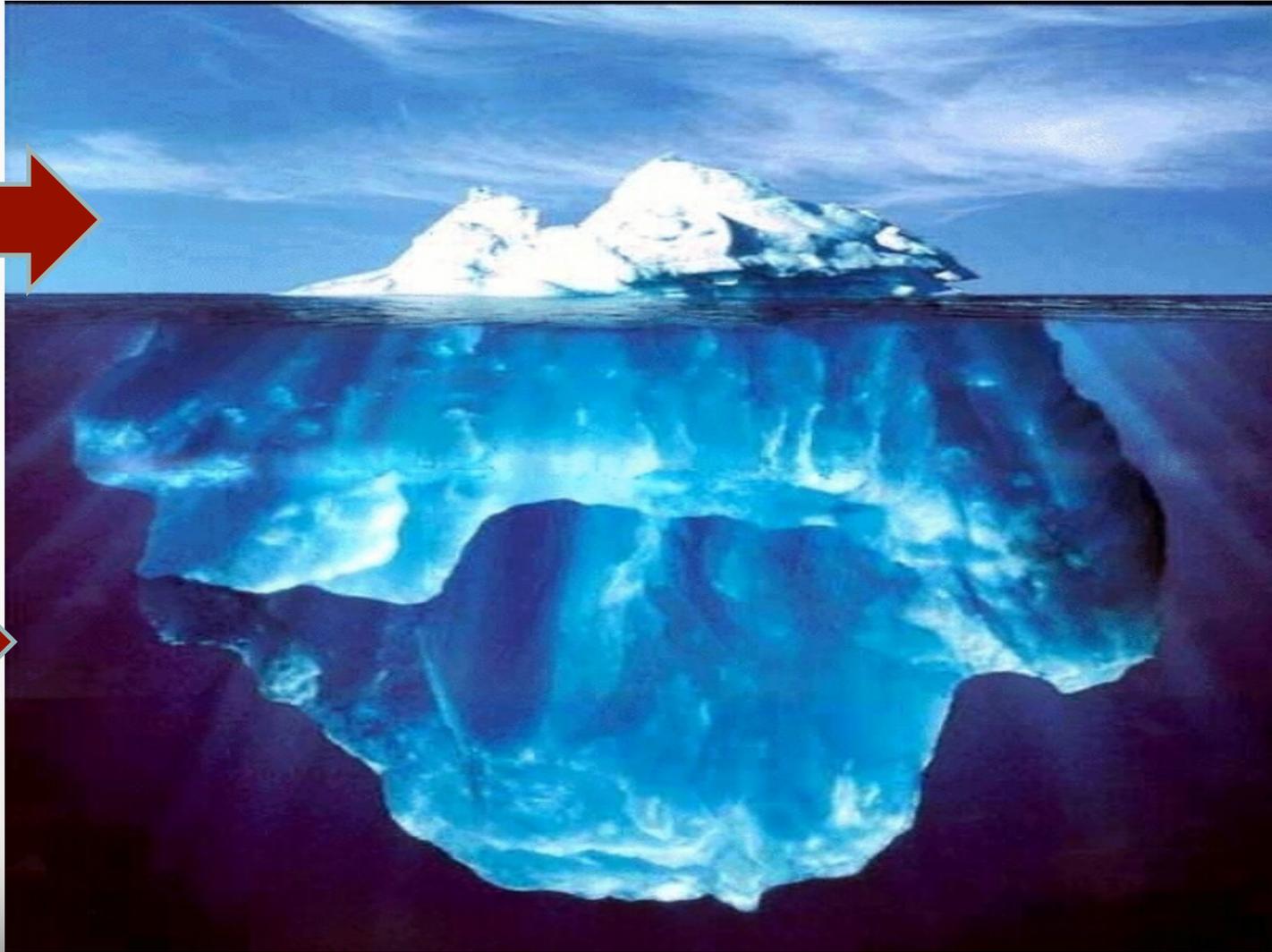
- Cultural competence vs cultural humility
- Competence: lifelong process
 - Awareness
 - Application
 - Advocacy

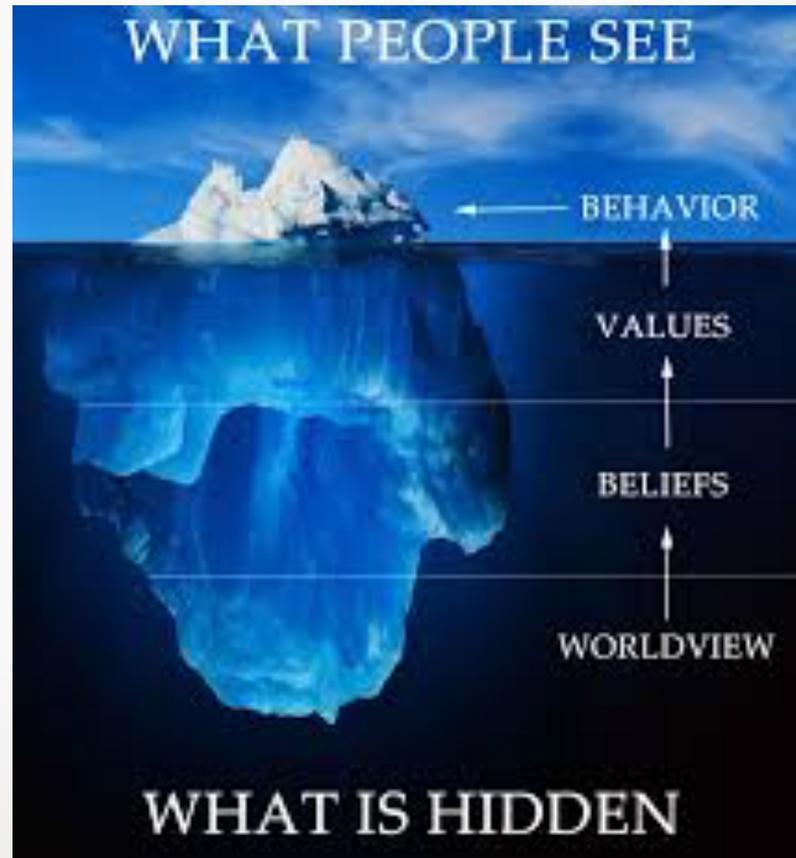


Cultural humility

Tervalon & Murray-Garcia (1998)

- Distinguish cultural competence from cultural humility
 - Continuous engagement
 - Self-evaluation and critique
 - Redressing power imbalances in clinician-client/patient dynamic
 - Developing partnerships with communities





What's hidden

- Hofstede's cultural dimensions theory



- “The edge of understanding” G. Hofstede

Hofstede's Cultural Dimensions

Individualism

Collectivism

Masculinity

Femininity

High Uncertainty Avoidance

Low Uncertainty Avoidance

Lo Power Distance

Hi Power Distance

Short-Term Orientation

Long-Term Orientation

Indulgence

Restraint

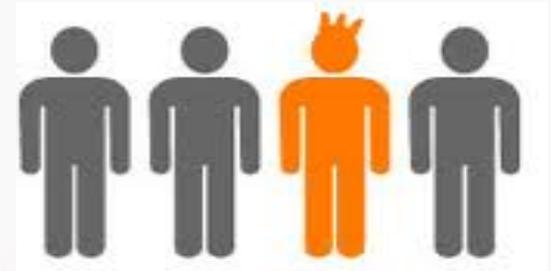
SOURCE: <http://geert-hofstede.com/national-culture.html>

SOURCE: http://hofstede-cultural-dimensions-theory-wiki.com/wiki/Hofstede_cultural_dimensions_theory_Wiki

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Individualism-Collectivism

- The relationship between an individual and others
- Individualism
 - Primary focus is on individual
 - Individual achievement
 - Individual freedoms
- Collectivism
 - Primary focus is on the group
 - Groups offer protection
 - Loyalty



Masculinity - Femininity

- Reinforcement of traditional gender and work roles

- **Masculinity**

- assertiveness
- competition
- success

- **Femininity**

- modest
- service
- care for others
- maintenance of personal relationships



Uncertainty avoidance

- Tolerance for ambiguity and uncertainty
- Comfortable/uncomfortable in unstructured situations
 - Uncertainty avoiding societies
 - need for security
 - less risk taking
 - more structured
 - strict laws, rules, safety security measures
 - Uncertainty accepting societies
 - more willing to accept risks with the unknown
 - less structured
 - fewer written rules

Power Distance

- Degree of social inequality considered acceptable by people
- Distribution of power
 - High power distance: authority roles emphasized
 - Low power distance: equality emphasized



Long- and short-term orientation

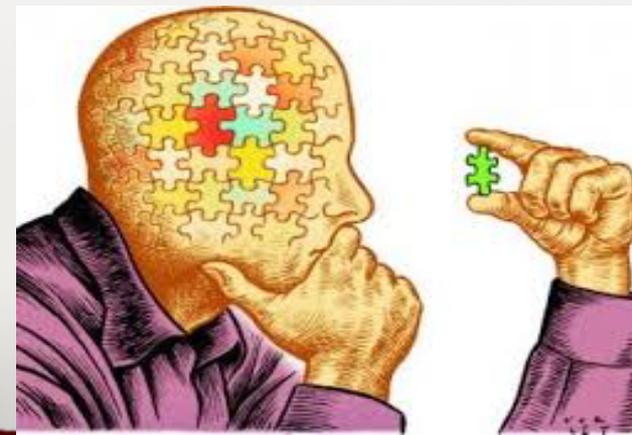
- Societies time perspective
- Long-term
 - Focus future, thrift, and persistence
- Short-term
 - Impatient, desire for quick gratification

Indulgence - Restraint

- Indulgence – fun
 - Person has **full right** to enjoy his/her life. He/She has all the rights to decide for his/her life.
- Restraint – formal
 - Society that suppresses of needs of a person and gives strict **social norms**, so choices in one's life is beyond his/her control.

Self-awareness exercise

- Think about one (or more) ways in which you have had unearned **disadvantage** in your life.
 - Made your life harder
- Experiences or factors that given you unearned **advantage**; arbitrarily
 - Made your life easier



What's in YOUR invisible knapsack*?

McIntyre, P. (1988). White Privilege: Unpacking the Invisible Knapsack. *Peace and Freedom* (July/August), pp. 10-12.



- Race
- Ethnicity
- Gender
- Age
- Physical Abilities
- Socioeconomic status
- Religion
- Sexual orientation
- Language
- Learning Abilities/Styles
- Other?



White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.

— *Peggy McIntosh* —

AZ QUOTES

The invisible knapsack

McIntosh (2016)

- Special right, advantage or immunity granted or available only to one person or group of people
 - Unearned advantage = privilege
- Privilege is the invisible knapsack

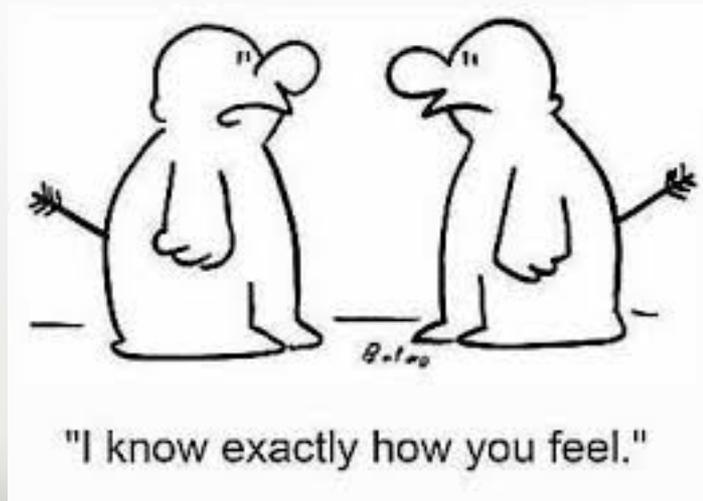
The invisible knapsack

- Societal and educational structures have not taught us to see/name systems of privilege
 - Refute the myth of meritocracy
 - everyone gets what they deserve



The invisible knapsack

- Develop more empathy after realize how much placement in social structures **worked for or against them** without knowing it



Micro aggressions

- Frequent, subtle and often unconscious indignities expressed
 - gender, race, sexual orientation, or otherwise-marginalized social position
(Walls, Gonzalez, Gladney, Onello, 2015)
- Communicate hostile, derogatory, or negative slights and insults



The **little** things people say

“You don’t even look Spanish.”

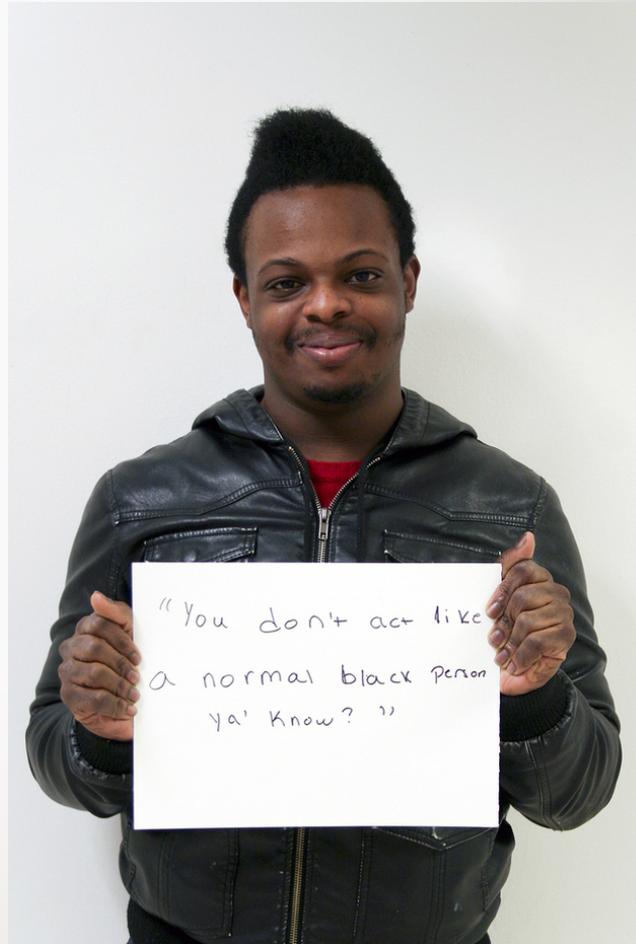
“You are so well-spoken.”

“I have always wanted a gay best friend.”

“Are you actually autistic? Or do you just have Asperger’s? You must be really high functioning.”

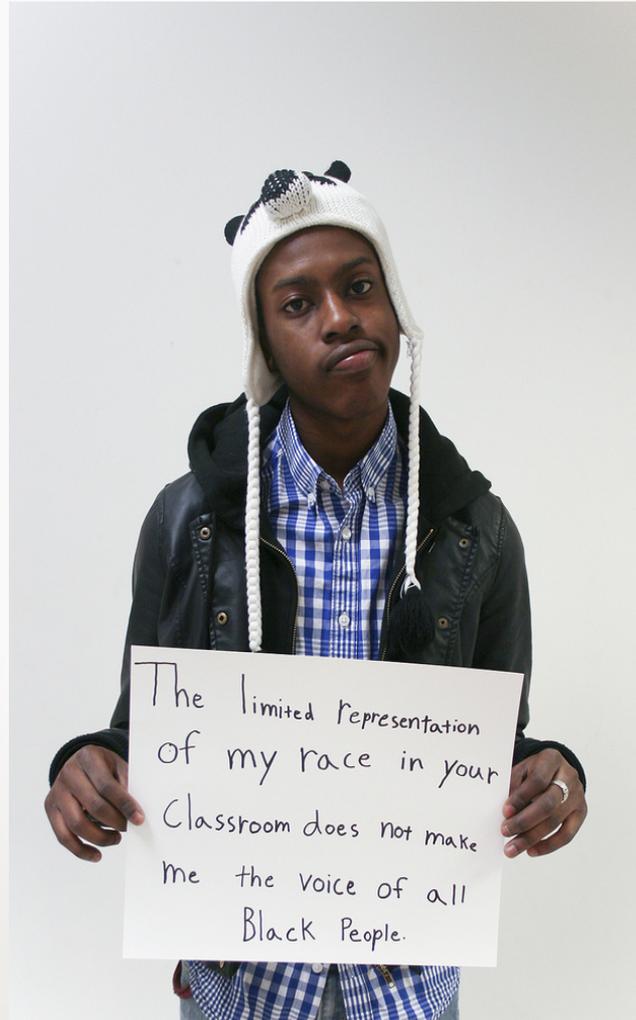
Fordham University Lincoln Center Campus





"You don't act like
a normal black person
ya' know? "





The limited representation
of my race in your
Classroom does not make
me the voice of all
Black People.

Microaggressions

- More harmful and impactful than overt instances of racism
 - Sue, 2010
- The unintentional bias does the greatest harm to people of color.
 - Example: Disparities and inequities in education, employment and healthcare

Microaggressions

- Potential impact of microaggressions in clinical encounters
- Notable given the provider-patient relationship and inherent power differential wherein authority and prestige favor the clinician

Microaggressions

- Use of sexist/heterosexist language
- Pathologizing cultural values/communication styles
- Culturally insensitive treatment (Granger, 2012)



What can we do?

- Prepare new leaders and service providers



CLASS for ALL-NM

- Culturally and Linguistically Appropriate Services for All Language Learners in New Mexico
- U.S. Department of Education, personnel preparation training grant – emphasis in bilingual SLP

Collaboration

- Cross-institution
- NMSU and UNM
- Specialized clinical and didactic training



CLASS for ALL NM

- 100 clinical hours with bilingual or monolingual (LOTE) students/clients
- Courses
 - Bilingual language acquisition (UNM)
 - Bilingual language assessment (NMSU)
 - Linguistics course
 - Example: Spanish advanced grammar

Commitment

- CLASS for ALL NM scholars
- Funding (~\$13,000/year)
- Service
 - Each year of funding -→ 2 years
 - IDEA eligible 3-21 years

Original program @ NMSU

- Dr. Deborah Rhein, PI
 - Original proposal
- Served as framework
- NM Regulation and Licensing, Bilingual/
Multicultural Endorsement to SLP license



Details: NM Endorsement

- Proof of language proficiency
 - Passed a board-approved language proficiency assessment
 - Oral Proficiency Interview (telephone)
 - Administered by American Council of Teachers of Foreign Languages
 - Native or near-native proficiency required
 - Other assessment
 - Versant - Pearson



Details: NM Endorsement

- Letter of verification
- university, tribe, or other recognized official entity
- documenting successful completion of language proficiency



Details: NM Endorsement



Experience as evidenced by:

- Official transcript from university's bilingual or multicultural SLP certificate program
- Minimum of B (80%) in courses taken

OR

--proof of 5 years of experience practicing with clients who utilize a language other than English

Vistas are changing...



Clinical Competence

Modified version of Dr. Joseph Betancourt's 2006 statement:

“We do not accept substandard competence in the areas of speech-language pathology and audiology, and cultural (and linguistic) competence should not be one of them.”



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SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Certified Member

