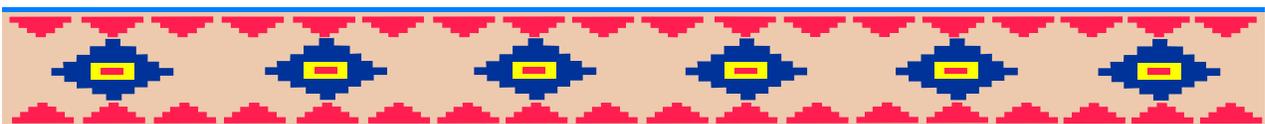


CLD Articulation Companion FAQs

1. If a student with another language background is not in ESL classes but receiving instruction in mainstream classes, then can all testing be done in English?
2. Can an English Language Learner demonstrate an articulation impairment in English only?
3. Can English articulation tests be administered to students from CLD backgrounds and scored?
4. Are phonemes that are considered common errors for English language learners counted as errors on English standardized articulation tests?
5. How can I conduct the evaluation when I don't speak the language?
6. Where do I find information on other languages?
7. Can testing be done in the native language only?
8. Does the SLP need to be trained in second language issues to conduct testing of students who are learning English as a second language?



ANSWERS TO CLD ARTICULATION COMPANION FAQs

1. Just because a student is not in ESL or bilingual classes does not mean that they are not a CLD student. A child's native language can continue to grow outside of the school setting, especially if they are adequately or sufficiently exposed to the language. Language is dynamic. If we have knowledge that the student is a CLD student then we **MUST** investigate further the extent of their abilities in both L1/L2 to our best abilities. It is our duty as Culturally Competent SLPs to assess CLD children regardless of identification, placement or services.
2. Impairment must be evident in **both** languages. Remember, if one language is fine, then the student's articulation skills are not disordered.
3. Because English language standardized measures are not "normed" on English language learners (ELL), tests cannot be scored and interpreted; this would be holding them to the same level of performance as native English speakers. These tests can be administered as criterion referenced measures and findings reported but not as a "score".
4. Dialectal variations cannot be counted as errors. A misarticulation cannot be considered an error if it only exists in English but not in the other language. Report these errors as dialectal differences.
5. A monolingual SLP can assess ELL if trained in CLD issues and with the assistance of a trained interpreter. Obviously, the best practice model is to have a trained bilingual SLP assess the student. However, a trained monolingual SLP, knowledgeable on the issues, can competently assess a bilingual student via this model.
6. ASHA has provided information on their website and the TSHA CLD TF has developed a document that lists resources available on their website.
7. Yes, in instances where the student's skills are judged to be negligible in English due to the fact that he/she is a recent arrival to the USA and is receiving academic instruction in a bilingual classroom.
8. Yes! See ASHA's Knowledge and Skills document that supports this practice. This is true for the SLP who speaks the native language of the student as well.