BILINGUAL ASSESSMENT PROCEDURES

ASHA recommends considering utilizing personnel in one or more of the following ways to complete assessment with linguistically diverse individuals.

I: Trained (in linguistically diverse issues) bilingual speech-language pathologist fluent in the individual’s native language and English.

**If this option clearly is not feasible, the following options should be considered:**

II: Trained (in linguistically diverse issues) monolingual speech-language pathologist assisted by trained bilingual ancillary examiner. The ancillary examiner is one who has received in depth training in the measure(s) to be used and administers testing in the native language in the presence of the SLP. The SLP is responsible for analyzing all testing data.

III: Trained (in linguistically diverse issues) monolingual speech-language pathologist assisted by trained interpreter.

Use of trained interpreters is acceptable when services of a bilingual SLP cannot be obtained. Information regarding interpreter training can be found from several sources including Langdon (2002).

BILINGUAL INTERVENTION MODELS

**Bilingual support model:** Monolingual speech-language pathologist uses a speech-language pathology assistant or technician (e.g., communication helper) who is bilingual to assist the speech-language pathologist in providing service in the minority language.

**Coordinated service model:** Monolingual and bilingual speech-language pathologists work as a team to provide services.

**Integrated bilingual model:** The bilingual speech-language pathologist provides services in both languages.

**Parent Centered Integrated Bilingual Model:** for parents who speak fluent English and another language and have chosen to develop both languages with their child. Therapy is completed with a monolingual SLP in English and the parent practices the strategies learned in the therapy session with their child at home in the minority language or both languages.

**Combination of bilingual support and coordinated model:** The monolingual speech-language pathologist and bilingual assistant provide services with the support of the bilingual speech-language pathologist.

With any bilingual model an integrative, systematic, developmental hierarchy that targets specific listening and speaking and cognitive skills should be utilized along with materials, and activities that are appropriate to the culture and language of the student.