



CIPL



## Workshop Proposal

### Modelling Holistic Clinical Assessment of Linguistically Diverse Speech, and an Example

Elena Babatsouli, PhD  
University of Louisiana at Lafayette  
elena.babatsouli@louisiana.edu

**Purpose:** Diversity considerations in speech language pathology are taking center stage in the clinical assessment and treatment of speech impairment in bilingual children and adults with communicative disorder who speak a language (and/or its dialects) that is less common, under-researched, or not one spoken by the speech language pathologist (SLP), as is the case overwhelmingly internationally (e.g., Author, 2021). This has been the result of advocacy on an international level by the American Speech-Language-Hearing Association and the International Expert Panel on Multilingual Children's Speech (2012), among others, who are raising awareness on the necessity for holistic approaches in clinical practice internationally, to provide efficient and appropriate services to culturally and linguistically diverse (CLD) populations (e.g., Mulgrew et al., 2022; Pascoe & Singh, 2023; Teoh et al., 2018). While comprehensive assessment is essential for clients with a CLD background compared to a majority population, this is clinically challenging due to the indeterminacy entailed in the process and incumbrances in access to resources. This clinical workshop (tutorial) outlines key considerations necessary for holistic, ecological, and dynamic assessments of speech sound disorders (SSDs) in culturally and linguistically diverse individuals internationally. Greek, as the dominant language of bilingual speakers, is used as an example.

**Method:** Pertinent literature is reviewed to provide the relevant theoretical backdrop for the proposed holistic clinical assessment protocol, both conceptually and schematically. Challenges faced by SLPs in the clinical practicum involving CLD clients are identified and highlighted as weaknesses that need to be addressed. The Greek language is utilized as an example, aiming to underscore knowledge, tools, and other resources on clinically relevant aspects of dialectal, interlanguage (adult L2), and child multilingual (L2/L3) variation in child and adult speakers who are dominant in Greek, but also speak a second language (like English) in the context of simultaneous or sequential bilingualism (e.g., Paradis, 2011). Such resources utilized include SLP mediation, the interlanguage blueprint (Author, 2022a, b), Leap-Q (Marian et al., 2007), GreekSpeak (Nikolaidis et al., 2015), the disorder within dialect framework (Oetting, 2018) published or standardized testing (Author, 2019; Arvaniti & Baltazani, 2000; McLeod et al., 2012), dynamic assessment (e.g., Glaspey et al., 2022), etc.

**Results:** The workshop scripts a primary assessment model for clinical assessment of speech sound disorder in CLD contexts, mostly targeting clinicians that are not speakers or cognizant of

the language, also viewing speech in linguistic diversity as a sociolinguistic construct. Facets of Greek speech that dominate a bilingual's speech patterns are highlighted as an example. A paradigmatic *Action Plan* for holistic clinical speech assessment in CLD speakers is clearly epitomized in the workshop and exemplified with a child *Case Scenario*, notwithstanding the limitations of the proposed clinical framework (also outlined). Specifically, ten "Know" vantage points are discussed and illustrated schematically, that are intended as key clinical orientations, each of which is accompanied by several specific conditional navigation steps and example resources. The child *Case Scenario* is utilized to demonstrate the *Action Plan* of the proposed assessment framework; consequently, these two instructional levels serve to exemplify the holistic, dynamic, and ecological clinical assessment protocol shown in the workshop.

**Conclusion:** The proposed workshop i) operationalizes a specific protocol for the clinical assessment of phonological disorders (SSDs) in CLD speakers, ii) is sensitive to individual speaker specificities and the sociolinguistic environment, iii) addresses the need for nonlinear, multi-level assessment of variable language exposure and use, iv) employs people-first, culturally sensitive, and dynamic strategies in clinical assessment of speech, and v) is ecological in its approach, while vi) it also simplifies disambiguation tasks regarding the difference disorder dichotomy (e.g., Author, in press), ultimately enhancing existing clinical procedures in the context of cultural and linguistic diversity. Lastly, the workshop helps establish a viewpoint, increasingly more prevalent in bilingualism literature (e.g., Meziane et al., 2022), that clinical assessment of CLD views the client, the client's linguistic code(s) and multimodal communication skills as integral to social interaction. Lastly, the workshop provides specific, hands-on recommendations and helps bridge the existing dissemination gap between applied language research and clinical practicum (Author, in press; Author & Author, 2023) which targets assessment and intervention of phonological disorders in child bilingualism (Author, in press).

**Keywords:** phonological disorders, clinical assessment of speech, holistic, dynamic, protocol, cultural and linguistic diversity (CLD), clinical recommendations

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