

Lk o kvavkqpu vq Ptaevkekp i au a Bknkpi wan Srggej-Lapiwai g-Pavjqnq i kuv kp vjg Upkvgf Svavgu

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Editorial

have been many calls to train speech-language pathologists (SLPs) who have the linguistic and cultural competence to service the increasingly diverse multicultural and multilingual population in the United States [1,2]. Intervention in each of the multilingual speaker's languages is important in order to improve the quality of life since multilingual speakers use each of their languages in domains and contexts with people when communicating inability to provide services or withholding services in any of the languages that the multilingual speaker uses can be equated to withholding services to a monolingual speaker and also discriminatory [1,3]. A few training programs have taken the initiative and are already providing dual bilingual training tracks to their SLPs is still need to understand some of the challenges involved in training SLPs that are equipped to cater for the multilingual population in the United States

One of the greatest challenges in training bilingual SLPs is that there are very few bilingual individuals in the United States who are currently practicing or are being trained as SLPs [4]. Although there has been a sharp increase in multilingual speakers [1,2,5], there has not been a proportional increase in the number of programs which place an emphasis on training SLPs equipped with providing assessment and intervention to this population. A survey carried out in 2015 revealed that only about 6% of the American Speech-Language-Hearing Association's (ASHA) over 150,000 members themselves as bilingual [6,7,8]. is a true of the training of most SLP programs. Most programs are not taking the initiative in seeking out and training bilingual SLPs, rather they wait for already SLPs to apply to their programs therefore means that there is a huge mismatch between the languages that most SLPs speak, predominantly English native speakers, and the multilingual clientele they are supposed to service [4,8]. It is necessary to mention that one of the major obstacles to practicing as a bilingual SLP is one of matching the languages that the clinician speaks to the clients and or patient. Even in those cases that the SLP is in another language, in some cities and states, for instance, New York City, there will still remain a huge mismatch between the languages that the clinicians speak and that the general population speak due to the general demographics of the population. other challenge is one of skills to provide assessment and intervention that are appropriate for the multilingual population [9,10]. Although most of the student clinicians take a few courses in a foreign language, most of them have limited functional in most of these languages to be considered bilingual. According to ASHA, "clinicians need to possess a native or near native in those languages spoken or signed by the client" [2,7]. limited in another language therefore presents problems when considering providing

intervention to the multilingual clientele. In addition to acquiring native like clinicians also need to acquire the knowledge base that w q a ud

workers, educators and families should be explored in order to obtain an accurate picture of what the multilingual individual knows and their [2,12]. Some of these collaborators will be critical in establishing for instance, the appropriate conduct and also in learning what may be taboo or appropriate in terms of social interactions with this population [2,10,14].

Even in those instances where the aforementioned challenges are eradicated, another possible challenge to practicing as an SLP can emerge from the unavailability of valid and culturally appropriate assessment tools and intervention practices. According to ASHA, children should be assessed and treated in each of their languages by respecting the already existing competencies, cultural histories and heritages [2,10]. In some instances, there are assessment tools that have been normed and standardized for monolingual populations, for example, English and Spanish. However, using the tests normed on monolingual speakers for multilingual speakers is equivalent to treating a multilingual speaker as two monolinguals [1,3]. Although there may be some published materials both for sge fromS fatermonioopecs oh orpanSicalO s c s ohterO n rO es