

***Practice* Based Scenario**

**Bilingualism assessment**

**About this document**

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, eg as part of an RCSLT Hub or Clinical Excellence Network.

This document is broken into five parts:

1. **The scenario:** for you to read
2. **The issues to consider:** for you to gather your thoughts on practice issues relating to this scenario
3. **Next steps:** for you to plan out what you would need to do next
4. **Prompts for consideration:** RCSLT prompts for further consideration
5. **Sources of further information:** links to CQ Live themes
6. **Update your CPD diary:** for you to do
7. **The scenario**

You receive a referral for a 5-year-old child. The child speaks English at school and Punjabi at home. Her parents have limited English.

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**What do you do in this scenario?**

1. **The issues to consider**

**What do you need to consider?**

Think about the above scenario and its implications and jot down your notes about issues you may need to consider. Please feel free to use extra sheets of paper if you need. Or, if you are in a group, you may like to record on a whiteboard or flipchart.

**Next steps**

**What steps do you think you need to take next?**

**Prompts for consideration**

It is recommended that you think about the following prompt questions and formulate a considered strategy to deal with the problem.

Remember that if you are faced with a similar situation you will need to think about it in relation to the frameworks within which you work, such as the Health and Care Professions Council (HCPC) Standards, RCSLT professional guidance and resources, local and national policies and also policies of your employer (or your own policies if practising independently). See related topics on these web pages and the list of prompts that follow, to help with your thinking.

Please note that this list is not exhaustive and does not constitute legal advice.

**Prompt questions to consider**

1. How can you differentiate disorder from diversity in speech, language and communication development in a bilingual child?
2. What linguistic, cultural or communication barriers may adversely influence suitability of the assessment process?
3. Who else may need to be present in the assessment process?
4. How would you define ‘cultural competence’?
5. How should the assessment be documented?
6. How should advice/ support be given to school/ family/ child?

**Possible next steps**

1. Contact an interpreter
2. Use appropriate assessment and resource materials.
3. Consider the wider network of support for this individual and how S/LT links in.
4. Reflect on your ‘cultural competency’ and whether you need further support. How could you source this support?
5. Consider

**Sources of further information**

**The following information in the professional accountability and autonomy, clinical webpages and professional guidance sections of the RCSLT website are also particularly relevant:**

1 – [Promote and safeguard the interests of service users and carers](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-5)

2 - [Communicate appropriately and effectively](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-6)

3 – [Knowledge and skills](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-7)

4 – [Delegate appropriately](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-8)

5 - [Respect confidentiality](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-9)

6 - [Manage risk](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-10)

10 – [Record keeping](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-14)

[Bilingualism](https://www.rcslt.org/bilingualism-guidance#section-16)

[Supervision](https://www.rcslt.org/supervision)

**Update your CPD diary**

Working through this scenario counts towards your continuing professional development (CPD). Once you have completed this scenario, please record this learning and your reflections in your CPD diary.