



Bilingualism Service Evaluation Tool

Aim: An In-depth evaluation of SLT provision for clients who are bilingual. This tool will aid service development plans and complements Q-SET, Communicating Quality 3 and Bilingual SIG 'Good Practice for SLTs Working with Clients from Linguistic Minority Communities'.

Communicating Quality 3 (2006): defines the term bilingualism: "individuals or groups of people who acquire communicative skills in more than one language. They acquire these skills with varying degree of proficiency, in oral and/or written forms, in order to interact with speakers of one or more language at home and society. An individual should be regarded as bilingual regardless of the relative proficiency of the languages understood or used". (P268)

Sections

- A. Understanding your population: demographic info; languages used; cultural sensitivity
- B. Staffing: specialisms; support staff; interpreters; training; cultural competency
- C. Clinical services: case history; assessment; intervention; monitoring effectiveness; resources
- D. User experience: communication; feedback

A. Understanding your population: demographic info; languages used; cultural sensitivity.

1. What is the geographic area your SLT department serves?
Please also give information re population density (urban/rural/mixed: major cities/towns, villages)?
2. Do you conduct an audit in your department on the demography of the people you serve? Yes/No
3. What proportion of the geographic area you serve uses languages other than English as their mother tongue?
Select one: 0-20%
20-50%
Over 50%
Don't know
4. On average, what proportion of your service users has languages other than English as their mother tongue?
Select one: 0-20%
20-50%
Over 50%
Don't know
5. How many languages are used by your local population?
6. Other than English, which are the 3 most frequently used languages/dialects?
7. Does your service have links with local cultural groups?
If so please give examples

B. Staffing: specialisms; support staff; interpreters; training and development

8. Please select as many as relevant to reflect your staffing for clients with additional language needs. In our team we have:

- Less than one whole time equivalent (WTE) bilingual specialist SLT
- Up to one whole time equivalent (WTE) bilingual specialist SLT
- More than one WTE bilingual specialist SLT
- No bilingual specialist SLT(s)
- Up to one WTE bilingual support worker (SLTA, SLTTI etc)
- More than one WTE bilingual support worker
- No bilingual support worker(s)

9. How many languages are spoken fluently enough to be used at work by staff who are not bilingual specialists? (See Q-SET 12)
– see above

- English only
- English +1*
- English +2*
- English +3 or more*

*Please specify the languages:

10. How well do you feel your team's staffing meets the language needs of your local population?

- Fully
- Partially
- Not at all
- Don't know

11. Interpreters. (*Interpreting* is the oral transmission of meaning from one language to another, which is easily understood by the listener. This covers the conversion of speech from one language to another.)

Our team has the following types of access to professional interpreters. Please select as many as appropriate.

- Face to face access
- Telephone access
- No access at all
- No budget for interpreters

Professional interpreters are used for:

- Initial appointments with clients
- Assessing clients
- Intervention/therapy with clients
- Telephoning clients
- Home and school visits
- Interpretation of reports, programs
- N/A
- Other. Please specify:

12. Translation services. (*Translation* is the written transmission of meaning from one language to another, which is easily understood by the reader. This covers the conversion of written texts from one language or format to another.)

Our team has access to professional translation services for (select as many as appropriate):

- Letters to clients
- Reports to clients
- Translating information/resources for clients
- No access to translation services
- Other. Please specify:

13. Professional interpreters/translation services are paid for by:

- SLT budget
- PCT budget
- N/A
- Don't know
- Other. Please specify:

14. Our team uses other, non-professional interpreters/translators, e.g. family members, friends:

- Yes, usually*
- Yes, occasionally*
- No, never
- N/A

15. * If you answered 'yes', above, for which purposes does your team use non-professional interpreters/translators?

- Initial appointments with clients
- Assessing clients
- Intervention/therapy with clients
- Telephoning clients
- Letters to clients
- Reports to clients
- Translating information/resources for clients
- Other. Please specify:

16. Does your team provide any of the following for interpreters/translators?

- Handouts on the role of the SLT, dos and don'ts, etc
- Training on working with SLTs
- Other. Please specify:

17. Staff training and development. Please select the types of training relating to working with bilingual clients available to your staff:

- Working with the local population
- Equality & diversity
- Working with interpreters
- SLT guidelines for working with bilingual clients
- Bilingual case history taking
- Assessment of bilingual clients
- Intervention with bilingual clients
- Equality and Diversity
- Other. Please specify:

C. Clinical services: case history; assessment; intervention; monitoring effectiveness; resources

18. Case history taking. Please select as many as appropriate from the following.
When taking a case history with additional language clients, our SLTs:

- Use a professional interpreter
- Use a bilingual co-worker
- Use a bilingual case history form
- Allow extra time
- Provide translated info about SLT
- Ask about the home language(s)
- Ask about ethnicity
- Ask about migration history
- Bilingual Language Case History
- Have access to appropriate resources
- Other. Please specify:

19. Assessment. Please select as many as appropriate from the following.

When assessing additional language clients, our SLTs:

- Use a professional interpreter
- Use a bilingual co-worker
- Assess client's English
- Assess client's home language
- Use formal assessment(s)
- Use informal assessment(s)
- Use a bilingual screen/assessment
- Do not use standardised or percentile scores
- Allow extra time
- Other. Please specify:

20. Intervention. Please select as many as appropriate from the following.

When intervening with additional language clients, our SLTs:

- Use a professional interpreter
- Use a bilingual co-worker
- Only use English as the target language
- Only use the client's home language as the target
- Use both/all languages as targets
- Provide direct therapy
- Provide indirect therapy
- Allow extra time
- Other. Please specify:

21. Different specialisms within your team may have to provide different levels of service for clients with additional language needs. For example, your team may **not** be able to provide stuttering therapy but **can** provide parent-child interaction therapy for additional language clients. Please identify below any areas of discrepancy within your service: areas where your team can provide a service and those where your team can't. This may highlight areas for future service development.

22. Monitoring clinical effectiveness. (See Q-SET 140, 143.)

It is important to be aware that the majority language may differ in some parts of Wales, Scotland and Ireland.

Our team monitors the effectiveness of our service to bilingual clients (please select as many as appropriate):

- As part of our whole caseload outcome measures system
- Separately from our English-speaking caseload
- By comparing outcomes for bilingual and English service users
- Through service user feedback forms
- By comparing DNA rates for bilingual and English service users
- We do not monitor our clinical effectiveness
- Other. Please specify:

23. How well equipped is your team for bilingual service users, in terms of resources (assessments, toys, leaflets, literature, other equipment)?

- Well equipped
- Fairly well equipped
- Not very well equipped
- Not equipped at all

D. User experience: communication; feedback. (See Q-SET 72, 74, 82.)

24. Communication.

Communication with bilingual service users is promoted in our team via the following (please select as many as appropriate):

- Translated letters
- Translated advice/information
- Telephone interpreting
- Service user group discussion/evaluation
- Face to face contact with service users
- Other. Please specify:

25. Feedback. The specific experience of bilingual service users is gained through the following mechanisms:

- Questionnaires
- Discussion
- Focus groups
- Not specifically gained
- Other. Please specify:

27. We develop our bilingual service by:

- Internal training
- External Training
- Bilingual Specialist
- RCSLT information
- Other. Please specify:

Additional Comments:

Considerations for Service:

Recommendations: