

Cultural Competence Checklist: **Service Delivery**

Ratings:

- 1 Things that I always do
- 2 Things that I sometimes do
- 3 Things that I rarely do

This tool was developed to heighten your awareness of how you view clients from culturally and linguistically diverse (CLD) populations. There is no right answer. It will be important for you to review those responses which you rated a "3," or even a "2." Examining those areas may improve your service delivery to your clients.

- I include the client and their family as partners in determining outcomes for treatment.
- I recognize differences in narrative styles and pragmatic behaviors that vary across cultures.
- I take the time to learn about acceptable behaviors and customs that are prevalent in my clients' cultures.
- I consider my clients' beliefs in both traditional and alternative medicines when prescribing a treatment regimen.
- I respect my clients' decision to seek alternative treatments from a holistic practitioner.
- I am aware of the possibility that individuals from my clients' racial/ethnic background may have a higher incidence of specific disorders/diseases (sickle cell anemia, diabetes, hypertension, cardiovascular disease) which may lead to neurological complications with implications for communication.
- I am aware of the possibility that individuals from my clients' racial/ethnic background may be prone to middle ear and upper respiratory infections which may impact hearing and the development of communication skills.
- I understand that some individuals may have different reading levels in English or their native language.
- I provide written information for clients to take home in their preferred language.
- I seek assistance from bilingual co-workers and individuals in related professions who are bilingual who can help interpret, as needed.
- I have trained my interpreters using clearly defined roles and responsibilities to assist me in providing services to linguistically diverse populations.
- I ask questions about the clients' language history.
- I ask the clients' family members and friends about the clients' ability to use their native language.

- I ask the clients' family members and friends about the clients' exposure to English.
- I use assessment tools and materials (e.g., language batteries, articulation assessments, Pb word lists, spondee word lists) that are not biased against culturally and linguistically diverse (CLD) populations.
- I consider the cultural and linguistic background of my clients when selecting treatment materials (e.g., pictures, books/workbooks, flashcards, videos, music food, etc.) so that they are relevant to the client.
- I consider the cultural/linguistic background of my clients and their families when planning:
 - Appointments
 - Community outings
 - Holiday celebrations
 - Meals, snacks
- I allow for alternative methods of sharing experiences and communication to support the "oral tradition" that is prevalent in some cultures, such as:
 - Story telling
 - Use of props
- I allow for alternatives to written communication, which may be preferred, such as:
 - Word of mouth
 - Modeling the recommendations
- When communicating with clients whose native language is NOT English, I use:
 - Key words in their language
 - Visual aids
 - Gestures/physical prompts
 - Interpreters/translators



While several sources were consulted in the development of this checklist, the following documents inspired its design. Goode, T. D. (1989, revised 2002). Promoting cultural and linguistic competence self-assessment checklist for personnel Providing services and supports in early intervention and childhood settings.