



BILINGUAL EVALUATION PROTOCOLS FOR MONOLINGUAL SLPS

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February 13, 2020
SCSHA 2020 Convention

DISCLOSURES

Financial:

- I will receive a speaking fee for this presentation and reimbursement for hotel accommodations.
- I am an employee of Northern Arizona University, an organization that values scholarly publications and presentations; promotion within the university may be directly impacted by productivity in these areas.

Nonfinancial Disclosures:

- I have no financial interest in the sales of any materials mentioned in this presentation.
- I am a culturally and linguistically diverse individual.

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LEARNING OUTCOMES

As a result of this course, participants will be able to:

- List three considerations monolingual clinicians should consider when working with dual language learners.
- Describe evidence based assessment activities and tools to assist with appropriate diagnosis.
- Demonstrate knowledge of interpreter training and successful implementation

SESSION OVERVIEW

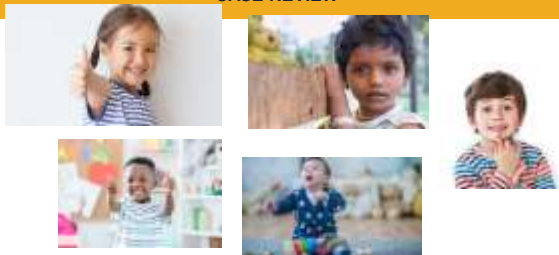
- Issues in the assessment and treatment of DLLs.
- What federal laws and state guidelines say.
- Collecting a case history and conducting interviews
- Formal and informal assessment tools: The good, the bad, and the ugly.
- Creating an assessment protocol.
- Language interpreters and translators.
- Final discussion and questions.

There will be a brief time for a few questions after each section related to the section discussed. Then there will be a more open discussion at the end of the session.

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CASE REVIEW



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THE FEDERAL GOVERNMENT SAYS (OFFICE OF CIVIL RIGHTS):

- When conducting special education evaluations, school districts must consider the English language proficiency of ELL students in determining the appropriate assessments and other evaluation materials to be used. School districts must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.

-U.S. Department of Education, Office of Civil Rights, 2015

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THE FEDERAL GOVERNMENT SAYS (IDEA 2004):

- Testing and evaluation materials used with ELL students must be selected and used in a nondiscriminatory manner.
- These materials **must** be administered in the native language, or the language in which the student is most proficient.

-Individuals with Disabilities Education Act (IDEA), 2004
https://sites.ed.gov/idea/regs/b/d/300_304?fbclid=IwAR1w2pbyokE1vmxGVZNVVCBwsFaYhjHVL1rwY8u5sVm8-JJqkmxkoE9LqXY

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2006 IDEA FINAL REGULATIONS

These regulations require that assessment and other evaluation materials are administered, "...in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally."

- "in the form..." – Meaning variance from standard testing procedures when necessary

https://sites.ed.gov/idea/regs/b/d/300_304

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SOUTH CAROLINA STATE BOARD OF EDUCATION SAYS:

- Tests and other evaluation materials used **are selected and administered so as not to be discriminatory** on a racial or cultural basis and are provided and **administered in the student's native language** or other mode of communication **unless it is clearly unfeasible** to use that language or any mode of communication
- Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, **rather than measuring the student's English language skills.**

https://ed.sc.gov/scdoe/assets/file/programs-services/173/documents/43-243_1EligibilityCriteria.pdf

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SOUTH CAROLINA STATE BOARD OF EDUCATION SAYS:

- Any standardized tests that are given to a student have been **validated for the specific purpose for which they are used** and are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions, such as the qualifications of the person administering the test or the method of test administration, must be included in the evaluation report.
- No single procedure is used as the sole criterion for determining whether a student has a disability and for determining an appropriate educational program for the student . . .
- It would be inappropriate to use the exact same battery of assessments for all children or to rely on any single tool to conduct an evaluation.
- Data should be collected from across the six typical sources – general education curriculum progress, general education interventions, records review, interviews, observations, and tests.

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**SC STATE DEPARTMENT OF EDUCATION – SPECIAL EDUCATION
PROCESS GUIDE**

- The LEA must make reasonable efforts to ensure that the parents understand, and have the opportunity to participate in these meetings, including arranging for an interpreter for parents with deafness, or for parents whose native language is other than English. The parent and the LEA may agree to use alternative means of meeting participation, such as video conferences or conference calls (34 CFR § 300.322(e)).

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ADE – DEFINITION OF PRESCHOOL SEVERE DELAY (PSD)

- Arizona defines preschool severe delay as "performance by a preschool child on a norm-referenced test that measures **more than three standard deviations below the mean for child of the same chronological age** in one or more of the following areas: cognitive development; physical development; communication development; social or emotional development; [or] adaptive development." *The results of the norm-referenced measure must be corroborated by information from a comprehensive development assessment and from parental input, if available, as measure by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.* [A.R.S. 15-761(24)]

(Emphasis by presenter)

<http://www.azed.gov/specialeducation/disability-categories/>

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INDIVIDUAL SCHOOL DISTRICTS

- School Districts may be more restrictive in their requirements of how students qualify.
 - Who creates these requirements?
 - Are SLPs voices part of this discussion?
 - Do SLPs feel empowered to make changes that aligned with known best practices?

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HOWEVER.... OVER/UNDERREPRESENTATION IS A THING!

- It is against the law to over or under identify children who are culturally and linguistically diverse. https://sites.ed.gov/idea/files/Disproportionality_2-2-07.pdf
- Consequences – States and districts could get fined under the B—Significant Disproportionality, Equity in IDEA
 - This is being debated with the new administration
- Part B—Significant Disproportionality, Equity in IDEA Document: <https://www2.ed.gov/policy/speced/quad/idea/memosdcltrs/significant-disproportionality-ga-03-08-17.pdf>

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ELIGIBILITY FOR SC BABYNET (BIRTH TO THREE)

In SC, infants and toddlers are determined eligible for Part C, if the child:

1. Is experiencing a developmental delay of 40% (2 standard deviations below the mean) in one area of development or a delay of 25% (1.5 standard deviations below the mean) in two areas of development, as measured by appropriate diagnostic instruments and procedures....

OR

2. Has a diagnosed physical or mental condition (verified by a physician) that as a high probability of resulting in developmental delay...

Approved tools for initial eligibility (according to BabyNet):

- Battelle Developmental Inventory-2 (BDI-2)
- For infants and toddlers who were eligible in another state, a standard evaluation tool or the most recent assessment of the child (less than 90 days old) may be considered in the eligibility decision.

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USE OF INFORMED CLINICAL OPINION - BABYNET

- If the diagnosis or the eligibility evaluation results do not meet state criteria and the BNIC has evidence the child has a significant delay, ICO may be used as an independent process for eligibility. All sources of documentation (i.e., medical records, therapy records), observation, and interview information should be considered as part of the ICO process.
- There is no single evaluation tool that will capture every child with a significant delay. It is critical for the BNIC to obtain and review as much information as possible. If there is documentation to support a significant delay, the BNIC should staff the case with their supervisor. If additional discussion is needed, they should contact the state BabyNet Eligibility Director.
- <https://msp.scdhhs.gov/babynet/sites/default/files/BabyNet%20Procedures%20for%20Determination%20of%20Initial%20Eligibility.pdf>

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NATIVE LANGUAGE OF THE CHILD STATEMENT

"Reasonable efforts must be made to conduct the initial eligibility evaluation in the native language of the child (as defined in this manual) unless it is not developmentally appropriate for the child."

"There may be instances when conducting the initial eligibility evaluation in the native language of the child is not possible because, for example, interpreters for a particular language cannot be located. The BNIC will make every effort to make sure foreign language or sign language interpretation is available, as appropriate. Refer to the BabyNet provider list for approved interpreter."

[BabyNet Procedures for determination of initial Eligibility:
https://msp.scdhhs.gov/babynet/sites/default/files/BabyNet%20Procedures%20for%20Deter](https://msp.scdhhs.gov/babynet/sites/default/files/BabyNet%20Procedures%20for%20Deter)

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WHO PROVIDES THESE SERVICES?

- Bilingual SLPs?
- The Atlantic had an article in November of 2013 titled: The 33 Whitest Jobs in America. Although 'whites' account for about 81 percent of the workforce, there were 33 occupations counted where whites officially accounted for nine in ten workers, or more.
 - 1. Veterinarians – 96.5%
 - 2. Farmers and Ranchers – 95.8%
 - 3. Mining Machine Operators – 95.4%
 - 4. SLPs – 94.5
- What does this mean?
 - These demographics do not match the population we serve. We will NOT have enough bilingual SLPs (never mind SLPs of color), to address the needs.
 - THERE MUST BE ANOTHER WAY. Let's problem solve....

- <https://www.theatlantic.com/business/archive/2013/11/the-33-whitest-jobs-in-america/281180/>

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ETHICS AND BILINGUAL SERVICE DELIVERY (ASHA)

- ASHA does not accredit or approve specialty training programs for bilingual services providers.
- ASHA does not review, evaluate or rank bilingual specialty programs in any way.
- Some graduate schools offer bilingual special training but depth and breadth differ from program to program.
- Some states require certification and/or license special license for bilingual SLPs.

Does South Carolina require a bilingual SLP certificate or license in order to practice as a bilingual SLP in the state?

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ETHICS AND BILINGUAL SERVICE DELIVERY (ASHA)

1. *Speech-language pathologists and audiologists who represent themselves as bilinguals for the purposes of providing services must be able to:*
 - ✓ Speak their primary language
 - ✓ Speak (or sign) at least one other language with native or near native proficiency in lexicon (vocabulary), semantics (meaning), phonology (pronunciation), morphology/syntax (grammar) and pragmatics (uses) during clinical management.

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ETHICS AND BILINGUAL SERVICE DELIVERY (ASHA)

2. To provide bilingual assessment and remediation services in the client's language, the bilingual SLP should possess:

- ✓ Ability to describe the process of normal speech and language acquisition for bilingual and monolingual individuals and how those processes are manifested in oral (or manually coded) and written language;
- ✓ Ability to administer and interpret formal and informal assessment procedures to distinguish between communication differences and communication disorders in oral (or manually coded) and written language;
- ✓ Ability to apply intervention strategies for treatment of communicative disorders in the client's languages; and
- ✓ Ability to recognize cultural factors that affect the delivery of speech-language pathology and audiology services to the client's language community.

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NORMAL DEVELOPMENT FOR DUAL LANGUAGE LEARNERS

WHAT purpose does this serve?

- To know what to ask, what information is needed from parents and teachers
- To assist with choosing appropriate assessment tools
- To assist with interpretation of results
- To inform the recommendations

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NORMAL PROCESSES OF SECOND LANGUAGE ACQUISITION

Two types (depending on age of acquisition):

1. *Bilingual language acquisition (AKA: simultaneous bilingualism)* - Before the age of 3 or at the onset of speech
2. *Sequential language acquisition* – Exposure to the second language after the age of 3, or after the initial establishment of the first language

**No evidence that 3 is a "magic" number... some say 5*

(August & Hakuta, 1997; Wei, 2000)

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NORMAL PROCESSES OF SECOND LANGUAGE ACQUISITION

1. *Children can and do acquire more than one language during early childhood.*
2. *The acquisition of two languages need not hamper the acquisition of either language*
3. *The acquisition of two languages can be parallel but need not be. One language may lag behind, surge ahead, or develop simultaneously with the other language.*

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EARLY MILESTONES

PHONOLOGY

- 12-18: Several sounds emerge. Bilabials appear first across languages. Sounds of language of the home.
- 18-24: Many sounds emerge. Speech is about 50% intelligible

SEMANTICS

- 12-18: First 50 words
- 18: 20 words minimum, average 50-100
- 24: Average 200-300 words

PRAGMATICS

- 12-18: Vocalizes more frequently to get needs met (see 8-12 mos)
- 18: Simple pretend play, more words than gestures, more intents, request for information, answers questions

SYNTAX

- 12-18: May or may not combine words
- 18-24: 2-word combos, some grammatical markers, consistent word order

EARLY MILESTONES NOT MUCH DIFFERENT

PHONOLOGY

- 0-2 months: vegetative sounds
- 2-4: cooing, laughing
- 4-6: vocal play
- 6-10: babbling (reduplication)
- 8-12: babbling w/ intonations of home lang

SEMANTICS

- 8 months: Turns head when hears name
- 8-12:
 - Understands 3-50 words
 - Produces first words
 - Recognizes name

PRAGMATICS

- 0-8 months: Smiles back. Enjoys games like peek-a-boo
- 8-12: Smiles. Gestures and vocalizes to
 - Request
 - Refuse
 - Comment
 - Play communication games

SYNTAX

Usually after 50 words

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SIMILARITIES TO FIRST LANGUAGE ACQUISITION

Process is not random

- First acquire a "Non-productive" grammatical form (i.e., "It's mine"). Also known as *prefabricated utterances*, or *formulaic speech*.
- Production does not imply competence.
- Comprehension does not imply production.

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DIFFERENCES FROM FIRST LANGUAGE ACQUISITION

- Amount, type and variation of input may differ between 1st and 2nd language acquisition.
- Increased age, cognitive maturity, and more extensive language experiences are variables which serve to enhance the process.
- L2 learners may capitalize on cognitive strategies unavailable to first language learners (mnemonics for new vocabulary, may have literacy skill in L1, use of cognates, etc.).
 - Cognates - Words from two languages that are the same or similar (Spanish: curious/curioso, hospital, correct/correcto; German: compatible/compatibel, drink/trinken; Russian: milk/moloko). Watch for FALSE cognates)

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IS BILINGUALISM GOOD?

- A "Cognitive Flexibility" has been found in bilinguals, not found in monolinguals (Baker, 1993; Lambert, 1962).
- Heightened ability in the area of concept formation and higher levels of abstract thought have been found (Diaz, 1985; Zelasko & Antunez, 2000).
- 2 - 3 years ahead in semantic development (Baker, 1993; Bialystok, 1991)

(The following articles also address the benefits of bilingualism: Bialystok & Craik, 2010; Diamond, 2010; Friesen et al, 2014, Kesler & Quinn, 1980)

[Advantages to bilingualism](#) (:34)

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NORMAL PROCESSES OF SECOND LANGUAGE ACQUISITION

- **Interference** – An error in the child's second language (L2) that is directly produced by the influence of a structure in the primary language (L1)
 - Phonological interference – accent
 - Syntactic interference – (German EL: I have played ball yesterday; Spanish: I live in a house red)
 - Lexical interference – embarrassed/embarazada, record/recorder, library/librería, constipation/constipación, exit/éxito
- **Fossilization** – Those L2 errors that remain firmly entrenched despite good L2 proficiency
 - Critical Period Hypothesis – inevitable in those who learn a language beyond puberty
 - Those within the CPH are not invulnerable
 - Happens in more intuitive aspects of a language (cadence, pronunciation, idiom use)

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NORMAL PROCESSES OF SECOND LANGUAGE ACQUISITION

- **Interlanguage** – Intermediate status between L1 and L2. *Transitory*. The interlanguage contains properties of L1 transfer, overgeneralization of L2 rules and semantic features. (Selinker, 1972)
 - What he is doing? (a Chinese language)
 - Why this guy say, stop? (Spanish)
 - Why the bus driver can't stop for him? (French) - (Tarone & Swierzbis, 2009)
- **Silent Period** – Period of listening (heightened receptivity) and little or no production. In children this may last 3-6 months.
 - This is has been linked to learners who are introverts.
 - Some L2 learners may not exhibit a silent period.

NEW RESEARCH CASTS DOUBT on **Silent Period** (Roberts, 2014) - Evidence of a silent, non-verbal, pre-production, or receptive language stage was limited.

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NORMAL PROCESSES OF SECOND LANGUAGE ACQUISITION

- **Codeswitching and Codemixing** - Changing of language over phrases or sentences. Generally a **normal** phenomena.
- **Language Loss** (or language attrition) – "Use it or lose it". Occurs when L1 skills and proficiency diminish with lack of use or exposure. L2 becomes more predominant.

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TYPICAL DUAL LANGUAGE PHENOMENA

- **Forward Transfer:** L1 to L2 (individual uses what is known in L1 into L2)
- **Backward Transfer:** L2 to L1 (as children get to school, this may occur; applying rules in English to first language, L1)
- **Amalgamation:** One set of properties for both languages (transition, such as the use of vowels that are not in either language)

MYTH BUSTERS!

- [Common Myths About Raising Bilingual Kids \(1:17\)](#)
- [Dr. Gorman Talks about MYTHS of bilingualism \(https://www.youtube.com/watch?v=LYYhpCprtzQ\)](#)

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CLARIFICATION

- Could a delay in language be caused by the bilingual language environment? **NO**
 - There are multilingual children all over the world without difficulty.
- Will children do better in learning language, if they are reduced to English only? **NO**
 - There is no evidence to support this.
- Does bilingualism exacerbate language difficulties in children with disabilities? **NO**
 - Language Impairment – **NO** (e.g., Kohnert et al., 2005; Paradis, Crago, & Genesee, 2003; Pena, Gilla Bedore, & Bohman, 2011)
 - Reading disability – **NO** (e.g., Genesee, SRCD 2011; Myers, 2011; Thomas & Collier, 2010)
 - Down Syndrome – **NO** (e.g., Kay-Raining Bird et al, 2005; Faltmate & Kay-Raining Bird, 2008; Kay-Raining Bird, 2016)
 - Hearing Impairment – **NO** (e.g., Bunta & Douglas, 2013; McConkey Robins et al., 2004; Thomas et al., 2008; Waltzman et al, 2003)
 - Autism Spectrum Disorder – **NO** (e.g., Haby & Fombonne, 2012, 2014; Lim et al., 2019; Peterson et al., 2011; Ohasi et al., 2012; Valentin-McBennott et al., 2013; Gonzales-Barrera & Hadjig, 2017; Zhou et al., 2017)
- Should there be a concern if child is mixing up languages? **NO**
- Should there be a concern about language confusion? **NO**

SECOND LANGUAGE ACQUISITION

Individual motivation to acquire a second language:

- Instrumental orientation** – person will acquire language if person considers language to be useful (increase in social position, economic benefits, etc.).
- Integrative orientation** – Identification with speakers of the target language. Individual must desire membership and inclusion into that particular linguistic group (Gardner & Lambert, 1972)

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ASSESSMENT HISTORY AND INFORMATION GATHERING TOOLS

- May need to arrange for an interpreter or cultural broker (will be discussed more in-depth later)
- Familiarize yourself with the culture and language of your families. Follow these links to familiarize yourself with language, culture and dialect:
 - [About World Languages \(AWL\)](#) –
 - <https://www.mustgo.com/worldlanguages/world-languages/>
 - [ASHA's Phonemic Inventories Across Languages](#) -
<http://www.asha.org/practice/multicultural/Phono/>
 - [Portland State Multicultural Resources:](#)
 - <https://www.pdx.edu/multicultural-topics-communication-sciences-disorders/>

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GATHERING BACKGROUND INFORMATION

- Find out what region they are from (dialects vary depending on region)
- Did/does child go to preschool
- Home literacy practices (if you are in the house, casually look for evidence of literacy)
- Overall development
- Hearing (ear infections, tubes, etc.)
- Medical history
- Parental concern (UBER IMPORTANT)
- Has anyone expressed concern about the child's ability to communicate?
- History of family language or learning problems
- Thorough speech-language history
 - Languages spoken at home, in the community, at school.
 - Age of first words
 - Age of 2-3 word phrases/sentences

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GATHER A THOROUGH CASE HISTORY

[Here are some SAMPLE questionnaires.](#)

- [CRITICAL QUESTIONS \(English, Spanish\)](#) -
<https://www.leadersproject.org/2015/03/18/the-critical-questions/>
- Alberta Language Development Questionnaire - <https://cloudfront.ualberta.ca/-/media/arts/departments-institutes-and-centres/linguistics/ches/documents/aldeq.pdf>

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ACCULTURATION SCREEN (AQS)

- This can be completed at a child study team meeting.
- Addresses things such as:
 - Cultural/environmental factors
 - Number of years in US, in district, in ESL program
 - Native language proficiency
 - Ethnicity
 - Percent of school speaking student's language dialect.

It come ups with a number indicating how acculturated the individual is to the mainstream culture.

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INPUT/OUTPUT SURVEYS BIOS FROM BESA OR ONE BELOW (HANDOUT)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY		
6:00 – 7:00 am	Sp	En	B	Sp	En	B	Sp	En	B
7:00 – 8:00 am	Sp	En	B	Sp	En	B	Sp	En	B
8:00 – 9:00 am	Sp	En	B	Sp	En	B	Sp	En	B
9:00 – 10:00 am	Sp	En	B	Sp	En	B	Sp	En	B
10:00 – 11:00 am	Sp	En	B	Sp	En	B	Sp	En	B
11:00 am – 12:00 pm	Sp	En	B	Sp	En	B	Sp	En	B
12:00 – 1:00 pm	Sp	En	B	Sp	En	B	Sp	En	B
1:00 – 2:00 pm	Sp	En	B	Sp	En	B	Sp	En	B
2:00 – 3:00 pm	Sp	En	B	Sp	En	B	Sp	En	B
3:00 – 4:00 pm	Sp	En	B	Sp	En	B	Sp	En	B
4:00 – 5:00 pm	Sp	En	B	Sp	En	B	Sp	En	B
5:00 – 6:00 pm	Sp	En	B	Sp	En	B	Sp	En	B
6:00 – 7:00 pm	Sp	En	B	Sp	En	B	Sp	En	B
7:00 – 8:00	Sp	En	B	Sp	En	B	Sp	En	B
8:00 – 9:00	Sp	En	B	Sp	En	B	Sp	En	B
9:00 – 10:00	Sp	En	B	Sp	En	B	Sp	En	B
10:00 – 11:00	Sp	En	B	Sp	En	B	Sp	En	B
11:00 – 12:00	Sp	En	B	Sp	En	B	Sp	En	B

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LANGUAGE EXPERIENCE CLASSIFICATION (PENA, GILLAM, BEDORE, & BOHMAN, 2011)

- Functional Monolingual English (FME)
 - 80% or more English or more English input-output
- Bilingual English Dominant (BED)
 - 60-80% English input-output
- Balanced Bilingual (BL)
 - 40-60% input-output in each language.
- Bilingual Dominant (BOD) (Spanish, Navajo, French, etc.)
 - 60-80% Other language input-output
- Functional Monolingual Other (FMO)
 - 80% or more other language input-output

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 - 60-80% Other language input-output
- Functional Monolingual Other (FMO)
 - 80% or more other language input-output

Bilingual
Evals

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BEST TOOL FOR ASSESSMENT OF DUAL LANGUAGE LEARNERS:

YOU

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WHO CAN DO THESE EVALUATIONS?

- A knowledgeable and thorough SLP.
- A monolingual speaker can do this!

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QUICK REVIEW

RELIABILITY – The consistency of the measurement (inter-rater, test-retest)

VALIDITY – Does the test measure what it is supposed to measure (construct validity, content validity, concurrent validity)

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QUICK REVIEW

Construct Validity – The degree to which evidence and theory support the interpretation of test scores

- Can the test identify SLI and do so accurately?
- What other factors can account for low performance?
 - (e.g., socio economic, experiential, culture, dialect, other language, etc.)

• We know there are **CLINICAL MARKERS** that are highly indicative of impairment (especially when used together)

– Grammaticality/grammaticality judgment, sentence repetition, non-word repetition

• Semantics discriminates but vocabulary does not.

– (We often use vocabulary tests but they usually capture (1) home literacy experience, (2) socio-economic status. Vocabulary IS important, but not a good marker of impairment)

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QUICK REVIEW

Content Validity

- Expert opinion on appropriateness of test items and ability to measure what is intended.

Concurrent Validity

- Agreement with other tests
- HOWEVER, both tests should be good, and have the same purpose
- The CELF and WISC cannot be compared. WHY???
 - Different purpose and items
 - WISC is not embedded with clinical markers of language impairment. That's not it's purpose. The Verbal Performance portion of the WISC does not contain activities/items/tasks to identify a language disorder. (COGNITIVE REFERENCING)
- Does the normative sample include children with impairments?
- Which types of subjects ARE included?
- Can the BELL CURVE be applied? What are the cut off scores?

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(RELATIVELY) NEW THINKING

- Language assessments have traditionally included children with impairments in the norming sample.
BUT This lowers overall scores, lowering the sensitivity
- Children with impairments should not be in the norm sample
- A normal standard is better for facilitating identification of disability (Pena, Spaulding, & Plante, 2006)

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SENSITIVITY AND SPECIFICITY (KNOW WHAT YOU ARE USING)

- **Sensitivity** – The probability that a person with impairment will test positive That a person with a disability will be identified.
- **Specificity** – The probability that a person without impairment will test negative That a person without a disability will NOT qualify, or will do well on the assessment.
- Plante & Vance, 1994 say that:
 - **≥ .9 GOOD (might miss 10%)**
 - **.8 - .89 fair (might miss 11-20%)**
 - **< .8 unacceptable (misdiagnoses 20%)**

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THE CUT SCORE

- What is your cutoff score to determine disability?
- Does the test that you are using use a normal distribution? If not, the cut off score MAY BE what you are accustomed to!

–Could be 87, or 70, or 81!

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CHECK SOME OF THE TESTS YOU ARE USING!

Great website!
http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml

Let's check out some tests!
http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/slp-comprehensive-assessment-card.pdf

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BUYER BEWARE!

- A knowledgeable SLP:
 - Looks for the racial and ethnic makeup of the sample
 - Looks for the language background (monolingual, bilingual)
 - Looks for sensitivity and specificity
 - Looks for educational background (English only or bilingual)
 - Looks to see what dialect it was normed on

CELF-4 Spanish manual says "Assessment Does not Equal Test Scores"... meaning that it should never be used as the only source to make a diagnosis. Problems with this test for bilinguals! IT OVERIDENTIFIES Spanish speaking DLLS who attend English-only schools and come from low income and low parental education. *1 in 3 were incorrectly classified as impaired.* (Barragan et al., 2018)

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BILINGUAL ENGLISH SPANISH ASSESSMENT (BESA)

- Bilingual English Spanish Assessment –
 - Phonology
 - Morphosyntax
 - Semantics
- ✓ Assesses all areas separately for both Spanish and English.
- ✓ Statistically sound
- ✓ Limited age range (4 to 6 years). Extension coming soon
- ✓ No basal or ceiling
- ✓ BIOS (Language Input-Output Survey)
- ✓ iTALK (Summary of parent/teacher concerns)

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MEASURING VOCABULARY IN TODDLERS

- Use the MacArthur-Bates Communicative Developmental Inventory
 - Spanish (CDI – Spanish) and English (CDI – English)
 - Adaptations for other languages (CHECK IT OUT!
<https://mb-cdi.stanford.edu/>)
- Parent interview tool

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BILINGUAL ASSESSMENTS SHOULD:

1. Be completed in both/all languages
2. Use multiple measures
3. Converging evidence based on:
 - Parent report
 - Teacher report/concern
 - Multiple measures
 - Formal and alternative assessment
 - Results with the use of an interpreter

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ASSESSING RECEPTIVE LANGUAGE

Not much research on this.

Use standardized measures (PLS-5 Spanish, CELF2- Preschool Spanish or the CELF-4 Spanish) but DO NOT SCORE.

WHY???

- **Poor sensitivity**
- **CELF2 Preschool Spanish and CELF-4 Spanish not normed on dual language learners**
- **PLS-5 Spanish** - Testing included 1,150 bilingual children from US and Puerto Rico. Also 69 children with communication disorders.
 - Sensitivity .85, or "fair", meaning that 15/100 children who have a language disorder will not be identified as such by the PLS-5 Spanish

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ASSESSING RECEPTIVE LANGUAGE

Formal assessments NOT SCORED (or the BESA for Spanish speakers)

Dynamic Assessment: Test-Teach-Retest

Allow answers in both languages

No translated tests

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MAY EVALUATE NONWORD REPETITION

- Guiberson & Rodriguez (2013) found that, when 3-5 year old Spanish speaking children were given a Spanish nonword repetition tasks (3-5 nonword strings)
 - **Language impaired children had scores that were significantly below those of typically developing (TD) bilingual children**
- This kind of assessment can also be used with children as young as 2 and 3 because it relies on short term processes and not vocabulary knowledge.
- Check the C-TOPP (memory for digits, rapid digit memory, rapid color naming, rapid object naming)
- **Leaders Project:** <https://cpb-us-w2.wpmucdn.com/edblogs.columbia.edu/dist/d/730/files/2015/05/Nonword-Repetition-25fdjin.pdf>

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NONWORD REPETITION TASKS

Spanish Nonword Repetition Task (Kohnert 2008):

<https://cpb-us-w2.wpmucdn.com/edblogs.columbia.edu/dist/d/730/files/2019/02/SNWR-Kohnert-Spanish-nonword-repetition-task-non-word-2008-zpplqj.pdf>

Spanish Nonword Repetition Task (Gutierrez-Clellen and Simon-Cerejido, 2010, Adapted, also Villacres and Meza, 2017):

<https://cpb-us-w2.wpmucdn.com/edblogs.columbia.edu/dist/d/730/files/2019/02/Spanish-nonword-non-word-repetition-task-Gutierrez-Clellen-and-Simon-Cerejido-2010-with-5-syllables-19slg91.pdf>

English Nonword Repetition Tasks (Dollaghan & Campbell, 1998, Adapted):

<https://cpb-us-w2.wpmucdn.com/edblogs.columbia.edu/dist/d/730/files/2019/02/Dollaghan-and-Campbell-1998-English-nonword-repetition-task-1xi6mdf.pdf>

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LEARN MORE!

Training modules (FREE) :

- <https://www.leadersproject.org/non-word-repetition-tasks/?fbclid=IwAR3D-LhWyAru6Vs5RU0E0nEraTfdjba2D6PyB6mFWNkDMLdMW-WcyUM49E>

EXPRESSIVE LANGUAGE

Language sample in each language

Bilingual Spanish-English Systematic Analysis of Language

Transcripts (Bilingual S/E SALT) (Miller & Iglesias, 2006) <http://www.saltsoftware.com/>

- Bilingual S/E SALT allows us to use normative data during assessment of bilingual Spanish-English speaking children for the first time.
- Wide range of English and Spanish proficiencies ranging from no ability to grade level and/or age level performance.
- Compares bilinguals to bilinguals, ages 5;5 to 9;10
- Children younger than 5;5 – don't use the norms, just report standard measures informally
- The SALT bilingual database includes 798 bilingual Spanish-English speaking children in grades K-3 for comparison.

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FROG STORIES NARRATIVES AND SALT

- It's a story retell. You can use a trained interpreter. BUT, they must be Proficient enough in the target language to *tell* the story, not read a script.
- Child must understand directions and story
- Here's the Frog Story Elicitation Kit.



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TASK

This is a narrative retell task

- Child listens to the clinician tell the story and watches the picture sequence
- Child retells the same story
- This is done to provide both audio and visual support during the task
- Narratives are collected in both languages

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WITH SALT You CAN:

- Compare a bilingual child to age and grade-matched *bilingual* peers on standard language measures (analyze *across* children)
- Perform in-depth analyses on the contents of the child's language sample (analyze *within* children)
- Link the English and Spanish transcripts of bilingual children to compare skills across languages (analyze across *languages*)

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See hand out from Roseberry-McKibbin: "Informal Measure of Oral Language Skills"

- Can be used to obtain a language sample
- Can be administered in English or any other language with an interpreter
- Do compare answers in languages given.

Ukrainetz, 2015 found that bilingual children with language impairments have fundamental difficulties with marking verb tenses in their first language (Has been found to be true in Spanish and French as well)

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LOOK FOR CROSS LINGUISTIC EFFECTS IN YOUR SAMPLE (PARADIS, 2012)

- Word-order patterns in syntax are transferred
 - ❖ "The house white"
- Reversed compounds "brushtooth"
- Overgeneralization of a morphosyntactic rules
- Overusing subjects/subject pronouns in English

This is all normal! We do not count any of these items as errors.

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NARRATIVE SAMPLING USING SLAM PICTURES

- Informal Narrative Measure
- <https://www.leadersproject.org/disability-evaluation/school-age-language-assessment-measures-slam/>
- Different ages
- Look at narrative skills such as character, setting, problem, solution.... IN NATIVE LANGUAGE. Can be done in English as well to compare language competence.

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WHAT TO LOOK FOR IN A NARRATIVE

- Children's narratives tend to follow a developmental pattern, with complexity increasing as students mature.
- Narratives across many cultures tend to follow a predictable pattern of organization.
- Look for story structure (story grammar):
- A minimally complete episode includes
 - PROBLEM
 - ATTEMPT TO SOLVE THE PROBLEM
 - A CONSEQUENCE

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DYNAMIC ASSESSMENTS

- Response to Intervention (RTI) uses principles of dynamic assessments.
- Ask:
 - How much individual attention, structure, is needed for the child to learn a new language skills?
 - During instructional activities, to what extent was the student off-task or give inappropriate responses/answers?
 - Did the child require instructional strategies that differed from those used with similar peers?

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ASSESS SEMANTICS

Avoid single-word tests for vocabulary, like the PPVT/PPVT Spanish (Bedore & Peña, 2008)

Instead, use measures of lexical diversity such as *Number of Different Words* (NDW) in both languages

- Narrative sample in *Bilingual S/E SALT*
- These measures have been found to be correlated across languages (unlike with single word tests; Branum-Martin, et al., 2009)
- Seems to be tapping into overall lexical skill rather than sampling knowledge of specific vocabulary items

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CALCULATE CONCEPTUAL VOCABULARY

Count all words in both languages, including doublets*, to capture all meanings

- Excluding doublets might underestimate a bilingual child's knowledge
- A child could have 2 different meanings for an item in each language
- Are "dog" and "perro" really the same thing for a bilingual child?
- This is especially important for older children more likely to have a more diverse set of meanings than toddlers,

*Doublets - two words in two different languages with the same meaning.

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DYNAMIC ASSESSMENTS

- Evaluates a child's ability to learn when given instruction
- Measures Zone of Proximal Development (ZPD)
- Look at child's ability to profit from instruction... trainability.

- ASHA tutorial on Dynamic Assessment:
www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm
- See LeadersProject for articles: <http://www.leadersproject.org/2012/11/26/applying-dynamic-assessment/>
- <http://www.leadersproject.org/2014/05/04/dynamic-assessment-how-does-it-work-in-the-real-world-of-preschool-evaluations/>

DYNAMIC ASSESSMENTS

- Test –Teach-Retest
 - Vygotsky's model of cognitive development (1986)
 - Concepts to teach via modeling and imitation in structured contexts □
 - Grammar □ Vocabulary □ Narratives
 - Determine the skills child has and his/her learning potential
 - Determining the child's response to clinical interactions (Interactive and process oriented vs. passive/static approach)
 - Differentiate between a typical L2 learner and a bilingual child with an impairment
- QUESTIONS
- Can the child identify, produce and generalize taught information?
 - What is the potential for change given appropriate support?

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DYNAMIC ASSESSMENT

- **Graduated Prompting** – Progressing from minimal to maximal prompting to teacher a targeted skill
 - Assessment and teaching phrases occur simultaneously. Evaluator assesses child response and level of prompting needed (Laing & Kamhi, 2003)
 - **Test-teach-retest**
- WHAT do you target?**
- Word learning (receptive or expressive)
 - Labeling
 - Categorization
 - Narratives
 - Respond to questions... etc.
- IT'S UP TO YOU!**

DYNAMIC ASSESSMENT

1. **Pretest** (Assess child's current performance)
2. **Teach** (Through mediated learning experience – MLE)
 - Help the child develop strategies
 - Observe the child's ability to modify
3. **Mediated Learning Experience (MLE)**
 - Teach-Watch-Adjust
 - Clinician's responsibility to ensure success
4. **Post Test**
 - Compare performance to pretest
 - Assess transfer of strategies

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MEDIATION LEARNING COMPONENTS

- **Intention to Teach** – Clearly state the session goal
 - Today we are going to learn....
- **Meaning** – Purpose of the skill to be practiced
 - This is important because....
- **Transcendence** – Help the child relate the skill and activity to his/her daily life
 - What happens at home if.....
- **Planning** – Help the child develop and carry out a plan for an activity with support
 - We're going to.... What do we need?
- **Transfer** – Provide feedback about the child's performance. The adult and child review what the child did, strategies used, and how the child displayed learning the skills reiterate importance
 - You worked hard to.... You remembered to....Tell me what you did...

(Gorman, 2019)

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WHAT DOES DAs MEASURE? CHILD RESPONSIVENESS AND MODIFIABILITY

Pena (1993) Created the following **Learning Strategies** checklist:
0 (none of the time), 1 (some of the time), 2 (Most of the time):

1. Attention/Discrimination <ul style="list-style-type: none"> • Initiates focus with minimum cues • Maintains focus with minimum cues • Responds to relevant cues, ignores irrelevant 	3. Self regulation/awareness <ul style="list-style-type: none"> • Waits for instructions • Seeks help when having difficulty • Corrects self • Rewards self
2. Planning <ul style="list-style-type: none"> • Talks about overall goal • Talks about plan 	4. Application <ul style="list-style-type: none"> • Applies behaviors within tasks • Applies behaviors between tasks
	5. Motivations <ul style="list-style-type: none"> • Persists when frustrated • Shows enthusiasm for task

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PENA (1993) MODIFIABILITY SCALE

	Extreme (3)	High – Mod (2)	Moderate (1)	Slight (0)
1. Child Responsivity How responsive was the child to interventions?				
2. Examiner Effort How intense an effort was required to induce change?				
3. Transfer Was there indication of transfer (carryover) of learning?				

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SAMPLE TEST-TEACH-RETEST

- 1. Pretest phase
 - Probed children's ability to decode four nonsense words: tad, zad, nad, kad
- 2. Teaching phase
 - Taught how to decode them
- 3. Post-test phase
 - Probed ability to decode them in different order

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WHAT DO WE DO WITH DA?

- Children who respond well to MLE are not like to have true language learning disorders. Those who demonstrate difficulty learning and low modifiability are.
- Results of DA can
 - Support the need for Tier 2 or 3 instruction
 - Help justify referral to special education for a comprehensive evaluation
 - Support diagnosis of language disorder

(Gorman, 2019)

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HOW?

- These tools have been successfully used with linguistically diverse children
- There are endless options for teaching targets
- When choosing targets, consider English proficiency
- Select appropriate areas to assess, based on referral, demonstrated areas of difficulty.

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LANGUAGE DIFFERENCE VS DISORDER

Language Difference

- We will see the influence of a child's native language in their English syntax, morphology, phonology, semantics, and pragmatics
- Children might have very little experience with English, and this could be causing differences in their speech

Language Disorder

- A disability affecting one's underlying ability to learn a language.
- We will see evidence of disorder IN BOTH LANGUAGES, not just in English.
(Roseberry-McKibbin 1995)

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HOW TO INTERPRET THE DATA

- Team decision
- Look at how the child functions in natural environment and contexts.
- Data should be there for comparison purposes only.
- Evaluate the environment (home, school, the sociocultural context, the curriculum)
- Look at how the child compares to peers (from linguistic community, family members)
 - Consider screening siblings
- Look for "converging evidence" (Restrepo, 2007)
- Evaluator MUST know normal process of second language acquisition to make informed eligibility recommendations

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AN ASSESSMENT PROTOCOL FOR THE MONOLINGUAL SLP

BRIEF SUMMARY:

- Thorough background history (ALL)
- Input-Output survey for language use (ALL)
- Research home language/dialect (look at ASHA website and Portland State website) (ALL)
- Young Children:
 - MacArthur-Bates CDI (<https://mb-cdi.stanford.edu>)
 - Language sample in play
 - Dynamic assessments (look for what child CAN do; teach a skill they do not have and retest)
 - Can use formal assessments as criterion referenced tools, do not score
- School Age children
 - Narrative assessments (look for story grammar elements in language spoken)
 - Non-word repetition task
 - Dynamic assessment
 - Can use formal assessment but do not score, only as criterion reference tools

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INTERPRETERS AND TRANSLATORS

The ASHA Position Statement *Clinical Management of Communicatively Handicapped Minority Language Populations* states that interpreters or translators can be used with minority language speakers when the following circumstances exist:

- when the certified speech-language pathologist or audiologist on staff does not have the recommended competence to provide services to speakers with limited English proficiency
- when an individual who needs services speaks a language that is uncommon for his or her local area
- when there are no trained professionals readily available with proficiency in a language that would permit the use of alternative strategies.

<http://www.asha.org/practice/multicultural/issues/cb/>

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BASIC TERMINOLOGY

- **INTERPRET** - To convey a message (spoken or signed) from one language to another
- **TRANSLATE** - To convey written text from one language to another.
- **TRANSLITERATE** - To convey a message from one form to another form of the same language (most common in ASL/English, but also with dialects) (Guillory, 2017)
- **CULTURAL BROKERS** – Bridge, link, or mediate between groups or persons of different cultural backgrounds for the purpose of reducing conflict or producing change (Jezewski, 1990). A go-between, one who advocates on behalf of another individual or group (Jezewski & Sotnik, 2001)

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INTERPRETERS DURING TESTING

- Need context for what is being done
- Need explicit explanations
- Need practice
- Need instructions on how to respond to student (what to say/not to say)
- Need YOU in the room.
- Can take notes on the protocol, and may determine correct/incorrect based on instruction.
- Can give insights on how effective of a communicator the individual is.

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INTERPRETERS AND CULTURAL BROKERS:

- Can serve as effective bridge for treatment
- May create problems
 - If the don't provide specific interpretations/translations
 - If they give wrong information, etc.
- Should be qualified
- Children should be avoided
 - Can foster parent-child power imbalances, which potentially disrupts family unit.
- Client should approve of interpreter (particularly in small rural communities)
- Clinician must speak directly to the child/family and avoid talking to the interpreter when addressing family
- Clinicians should be ready to rephrase certain phrases as not everything translates directly.
- Should interpret what is being said, not opinions.

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- There is a need qualified and effective interpreters
- Not everyone who speaks multiple languages can interpret.
- Preparation and training are needed.
 - *Role of interpreters and translators*
 - *Ethics*
 - *Confidentiality*



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DEFINITIONS - INTERPRETING METHODS

Consecutive interpreting – Message is transmitted into the second language (L2) once it is spoken in the first language (L1)

- Short lag time.
- Allows for more personal contact between members who cannot communicate in the same language.
- Takes longer.
- Is the method you will most likely do in special education meetings

EXAMPLE (In Court): <https://www.youtube.com/watch?v=E5KujFcauY>

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DEFINITION – INTERPRETING METHODS

Simultaneous interpreting – Message is conveyed into the second language (L2) at the same time as it is spoken in the first language (L1)

- There is no lag time
- May be used in a conference where many professionals are sharing information.
- It maybe disruptive as people have to talk over each other.
- Others may not be able to process the flow of the conversation.

EXAMPLE (In Court): <https://www.youtube.com/watch?v=2vfpRO2mw9k>

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DESIRED QUALITIES OF THE INTERPRETER

DESIRED QUALITIES OF THE INTERPRETER

Linguistic Competency

- Proficient in all aspects of the two languages, including reading and writing.
- Consistent interpreting methods (sequential or simultaneous)
- Has the ability to convey the same meaning in two languages.
- Knowledge of specific terminology or ability to define a term where there is no equivalent word.
- Is familiar with dialectal differences
 - China/naranja
 - Plural 'tu' (ustedes/vosotros)



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DESIRED QUALITIES OF THE INTERPRETER

Cultural Competency

- Has knowledge of two cultures and two modes of verbal and nonverbal communication
- Cultural clarifier or cultural brokers plays an important part in clarifying cultural misunderstandings (could interrupt the process and alert parties to potential misunderstandings)



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DESIRED QUALITIES OF THE INTERPRETER

Additional Competencies

- Has the ability to adapt different ways of speaking
 - Based on educational level of speaker
 - Can adapt to speech and language patterns of clients with communication disorders
- Maintains neutrality and confidentiality
- Interprets faithfully
 - Avoids –
 - Overinterpreting/fixing to try to clean up disjointed statements
 - Summarizing
- Maintains linguistic skills
- Participates in ongoing learning and remaining flexible.



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COMMON DILEMMAS THAT SURFACE DURING INTERPRETED CONFERENCES

1. Interpreter seems to say more or less than what someone else said:
2. Interpreter has 'taken over' the leading role in the interaction instead of remaining 'neutral'
3. A bilingual advocate or others do not agree with the interpreter in charge.
4. The speaker goes on for too long and does not give the interpreter a chance to interpret.
5. The speaker uses vocabulary or concepts that are not easily understood by a layman.
6. The interpreter is not given time to prepare; they have no knowledge of the context of the meeting and are often seeing documents and hearing information for the first time.

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GUIDELINES IF USING INTERPRETERS OR TRANSLATORS:

- Provide training
 - Purpose
 - Procedures
 - Goals
 - To avoid gestures, intonation, or other cues that could inadvertently communicate something that should not be communicated
- Pre-Plan – give paperwork ahead of time, procedures
- Use the same interpreter for the same clients/families, if possible
- Don't check out. Use observational skills or other nonlinguistic measures as a supplement
- Document that an interpreter or translator was used.

RESOURCES

- ASHA American English Dialect Technical Report: <https://www.asha.org/policy/TR2003-00044/>
- ELLs in the Schools (ASHA Resource): <https://www.asha.org/practice/multicultural/ELL/>
- https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225§ion=Key_Issue#Ethical_Considerations
- Apps for Bilingual and English Speaking SLPs (ASHA Wire): <https://blog.asha.org/2011/02/16/apps-for-bilingual-slp-and-english-speaking-speech-therapists-working-with-spanish-speaking-children/>

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RESOURCES

- What it Takes to Call Yourself a Bilingual Practitioner: <https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.16152011.16>
- Wealth of assessment resources from Columbia University Teachers College: https://www.leadersproject.org/?fbclid=IwAR0uCMZeRGoHCJhKcD_20KdXmdn4q4D_6Y6VDPOik6MPECIyyuLY53mxCfA
- Great resources from Bilingualistics: https://bilingualistics.com/?fbclid=IwAR2ELWpSj8UHRsn-n6dwlOJz_gmjkQd27otdyZ_Wfe2g8ovW_-GeOD_ATZA
- Spanish Children's Stories: https://www.thespanshexperiment.com/stories?fbclid=IwAR371bGi571kdG3MCa5CR9_al9_1ZEetzfkdhgWlbPOAJsOdyFKcTO5BX8oE

RESOURCES

- SLAM Narrative Cards and Questions: <https://www.leadersproject.org/?s=SLAM>
- Critical Questions in Early Intervention: <https://www.leadersproject.org/2016/08/26/the-critical-questions-early-intervention/>
- Critical Questions, English and Spanish: <https://www.leadersproject.org/2015/03/18/the-critical-questions/>
- Alberta Language and Development Questionnaire (ALDeQ): <https://d1pbog38rugm0t.cloudfront.net/-/media/arts/departments-institutes-and-centres/linguistics/chesl/documents/aldeq.pdf>

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HELPFUL RESOURCES

Glossary of Spanish SPED terms:

- <http://www.neparentcenters.org/glossary/glossary.html>

Glossary of Navajo SPED terms:

- http://cdd.unm.edu/cspd/navajo_glossary/

Websites for those working with ELLs:

- <http://www.colorincolorado.org/>
- <http://crosscultured.com/index.php>

Speech-Language Therapy Goal Bank – English/Spanish:

- <https://bilinguistics.com/speech-therapy-goals>

- Center for parent resources in Spanish - <http://www.parentcenterhub.org/lista-espanol/>

RESOURCES

• Collaborating with Interpreters:

<https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935334§ion=Resources>

• INTERPRETING TRAINING VIDEOS (Free)

- Video 1. <https://www.youtube.com/watch?v=3wg-qZlMhU4> (Body Positioning, First Person Technique, Never Add/Omit/Substitute, Handling Side Conversations)
- Video 2. https://www.youtube.com/watch?v=9e_nDjV-Lk (Clarifying, Managing the Session, Tone/Register/Style)