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Using Parent Report in the Assessment of Dual-Language Learners

RUSH UNIVERSITY

Course Learning Objectives

- As a result of this Continuing Education Activity, participants will be able to:

  Describe the evidence indicating that parent-report tools contribute to accurate speech-language assessment in children who speak one or two languages.

  Identify specific parent-report tools that may be relevant for assessment across different age ranges.

  Describe cultural and linguistic considerations in eliciting reports from parents who speak a minority language.

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Background and Basics

- Dual-language learner = child with a systematic <u>exposure</u> to and/or <u>need</u> for two (or more) languages
  - Related terms: bilingual, English-Language Learner
- Speech vs. language assessments
- Age
  - Toddler through school-age
- Parent vs. teacher reports

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Overview

- Why parent report?
- Parent report for DLLs
- Improving the accuracy of parent report
  - Cultural & linguistic influences specific to DLLs
- Review of specific instruments
- Guidelines, construction, and evaluation of questions
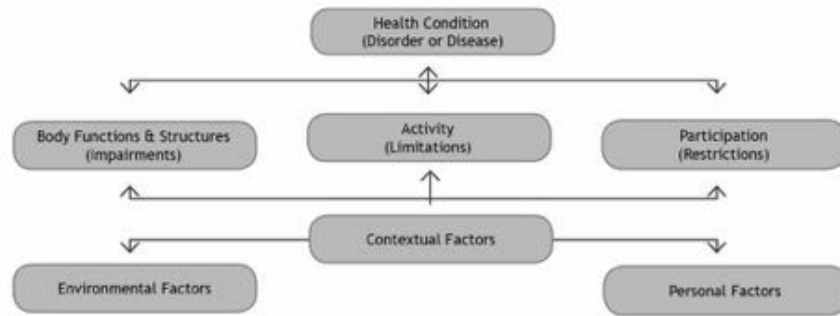
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Why Parent Report?

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Parents provide a historical perspective on child's development

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Parents decrease emphasis on impairment-level assessment

World Health Organization's International Classification of Functioning, Disability, and Health (WHO-ICF)

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| Parent perspective may help reduce over-emphasis on test results | Parents can help assess skills not suited to tests |

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Is parent report accurate?

- In toddlers, parent report of early language skills (e.g., vocabulary):
  - Corresponds closely to direct assessment
    (Dale, Bates, Reznick, & Morisset, 1989;
    Marchman & Martinez-Sussmann, 2002)
  - Can predict language development and identify early language delay
    (Feldman et al., 2005; Heilmann et al., 2005; Sachse & Von Suchodoletz, 2008)

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Is parent report accurate?

- For school-age children, parent report instruments...
  - Can accurately identify children with communication disorders
    (Norbury, Nash, Baird, & Bishop, 2004)
  - Can also differentiate between social communication problems and structural language problems
    (Norbury et al., 2004)
  - Correlate significantly with standardized testing
    (Ebert, 2017)
- More evidence specific to DLLs: yet to come

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Using Parent Report for Dual-Language Learners

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Advantages Specific to DLLs

- Parent report provides information on the *home* language
- SLPs are frequently challenged to directly assess language skills in a home languages other than English
  (Caesar & Kohler, 2007; Williams & McCleod, 2012)
- Assessment of both home language and English is best practice for DLLs   (Ebert & Kohnert, 2016)

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Advantages Specific to DLLs

- Parent report is also critical for understanding child's **cultural context**
- This is the foundation for quality assessment of DLLs (DeLamo White & Jin, 2011)

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Parent report helps identify language disorders in DLLs

For Spanish-speaking toddlers:
(Guiberson, Rodriguez, & Dale, 2011)
For 4- to 7-year olds with a variety of home languages:
(Paradis, Emmerzael, & Sorenson Duncan, 2010; Paradis, Schneider, & Sorenson Duncan, 2013)
For 5- to 7- year old Spanish-English speakers:
(Restrepo, 1998)

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Parent report fills a unique purpose for DLLs

Parent report provides information on *input* and *output* patterns
- Percentages: how much?
- Purposes: why & what topics?
- Partners : with whom?

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Parent report of input/output corresponds to relative proficiency

Bedore, Peña, Joyner, & Macken (2011)

Ebert & Rak (2016)

Gutiérrez–Clellen & Kreiter (2003)

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Improving the accuracy of parent reports

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General Influences on the Accuracy of Parent Report

Opportunities for observation

Recall vs. recognition format

Asking for examples

Specificity of questions

Timing of observations vs. report

Dale et al., 1989; Paradis et al., 2010

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For DLLs, we should also consider...

- Cultural beliefs & values

- Linguistic challenges

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Cultural beliefs & values influence every aspect of assessment

What types of treatment are desirable?

How are symptoms interpreted?

How should information be sought and delivered?

Which problems carry stigma?

What characteristics or behaviors are problematic in children?

What information is private?

Who should handle developmental problems?

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Cultural beliefs & values

- Need to consider culture to establish effective relationship with the parent   (Lopez et al. 2002; Westby, 1990)
  - Establish respect
  - Expected roles
  - Formality

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Cultural beliefs & values

- Developmental questions related to parent interaction often reflect European-American cultural expectations

                              Guiberson et al (2011)

E.g.,
  - Giving directions that require atypical use of objects
  - Engaging in child-directed play
  - Asking child to perform previously demonstrated skills

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Improving Accuracy with Cultural Competence

- To address the influence of cultural beliefs & values on parent report, clinicians can increase cultural competence

  "Developing cultural competence is a dynamic and complex process requiring ongoing self-assessment and continuous expansion of one's cultural knowledge. It evolves over time, beginning with an understanding of one's own culture, continuing through interactions with individuals from various cultures, and extending through one's own expansion of knowledge" (ASHA Practice Portal)

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Achieving Cultural Competence through Anchored Understanding
(Barrera & Corso, 2002)

- *Cognitive understanding* = believing that other's behaviors make as much sense as our own
- *Experiential understanding* = a deeper level of understanding derived only from experiences with others

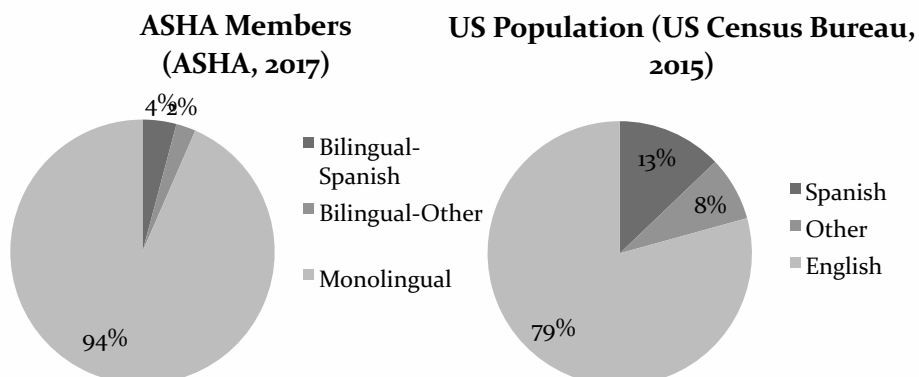| Cognitive understanding	**+**	Experiential understanding	**=**	Anchored understanding

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Improving Accuracy with Cultural Competence

- Work to increase cultural competence to establish rapport with parents
- Carefully consider the cultural appropriateness of questions
- Consult with "cultural brokers" when possible

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Linguistic Challenges

- Few SLPs can communicate with parents in a language other than English

ASHA Members (ASHA, 2017)

4% 2%

■ Bilingual-Spanish
■ Bilingual-Other
■ Monolingual

94%

US Population (US Census Bureau, 2015)

13%
8%

■ Spanish
■ Other
■ English

79%

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Linguistic Challenges

- Parents may be less likely to share information if interviewed in English when English is not their preferred language
- Using interpreters is considered best practice
  - Access may be limited
  - SLPs and interpreters are not consistently prepared to work with each other   (Langdon, 2002)

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Linguistic Challenges

Translating terms may not be perfect

Translating specific linguistic milestones across languages can be complicated

Guiberson et al (2011)

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Addressing linguistic challenges

- Seek better access to interpreters
- Consider instruments originally written in the language you'll use where possible
- Reduce jargon in questions
- Look for language-specific milestones and terms in parent questions to be translated

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Parent-Report Instruments for DLLs

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Macarthur-Bates Communicative Development Inventory (MCDI)

- Designed for children aged 8-30 months
- Assesses comprehension & production of vocabulary words, gestures, and early sentence combinations
- Extensively validated in both Spanish and English
- Adapted into around 100 dialects and languages

Fenson, Dale, Reznick, Thal, Bates, Hartung, Pethick, & Reilly (1993)

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Ages & Stages Questionnaire (ASQ)

- Assesses multiple domains (motor, problem solving, social, & communication) in children aged 4 months to 5 years
- Currently available in English, Spanish, or French
- Guiberson, Rodriguez, & Dale (2011) found the Spanish ASQ correlated with Spanish language testing, but had poorer sensitivity & specificity in identifying language delays than other parent measures

(Squires, Potter, & Bricker, 1999)

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Longest 3 Utterances

- Appropriate for toddlers
- Ask parents to report the longest three sentences their child has said
- Average in words or morphemes
- **Better** at identifying language delay in 2 year olds than ASQ or MCDI (Guiberson et al 2011)

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Bilingual Input Output Survey (BIOS) & Inventory to Assess Language Knowledge (ITALK)

- Components of the Bilingual English-Spanish Assessment (Peña et al., 2014)
- Normed on Spanish-English bilingual children age 4;0-6;11
- BIOS = assessment of language input & output at home and school
- ITALK = parent or teacher completes to identify areas of concern

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Alberta Language Development Questionnaire (ALDeQ)

- Designed and validated for 4-7 year old children from any minority language household
- Purpose is to identify language disorders in children from minority language homes
- 4 sections: Early milestones; Current first language abilities; Behavior patterns and activity preferences; Family history
- Found to discriminate between children with and without language impairment

(Paradis et al., 2010; Paradis et al., 2013)

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Alberta Language Environment Questionnaire (ALEQ)

- Developed and validated with the ALDeQ
- Purpose is to obtain input/output information on a child from any minority language household
  - Systematically considers child's communication partners
- Includes household demographics

(Paradis, 2010)

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Children's Communication Checklist – 2nd Edition (CCC-2)

- Designed for 4;0-16;11; English-only
- Parents rate frequency of 70 behaviors
- Yields scaled scores for 4 structural language domains (Speech, Syntax, Semantics, Coherence) and 6 pragmatics domains (Initiation, Scripted Language, Context, Nonverbal Communication, Social Relations, Interests)

(Bishop, 2006)

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Other parent-report instruments for toddlers in English

- Language Development Survey (LDS, Rescorla, 1989)
- Receptive-Expressive Emergent Language Scale-3rd edition (REEL-3; Bzoch, League, & Brown, 2003)
- Rossetti Infant and Toddler Language Scale (Rossetti, 1990)
- Vineland Adaptive Behavior Scales, survey version (Sparrow, Cicchetti, & Saulnier, 2016)

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INSTRUMENT	AGE			PURPOSE	
	Toddler	Preschool-early elem.	Late elem.+	Development /Disorders	Input/output
MCDI	✓			✓	
ASQ	✓	✓		✓	
Longest 3 utterances	✓			✓	
BIOS		✓			✓
ITALK		✓		✓	
ALDeQ		✓		✓	
ALEQ		✓			✓
CCC-2		✓	✓	✓	

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INSTRUMENT	LANGUAGES			AVAILABILITY	
	English-only	+Spanish	+Others	For purchase	Freely available
MCDI		✓*		✓	
ASQ		✓		✓	
Longest 3 utterances			✓		✓
BIOS		✓		✓	
ITALK		✓		✓	
ALDeQ			✓		✓
ALEQ			✓		✓
CCC-2	✓			✓	

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Pulling it all together: Guidelines & Application

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Guidelines

Do's	Don'ts
Take a few minutes to establish rapport	Rely on translated milestones or translated English idioms
Work with an interpreter if needed; make sure translated questions are valid	Ask parents to recall specific milestones from many years ago
Ask about specific behaviors	Ask generally if behavior is a problem
Ask about behaviors parents have an opportunity to observe	Dismiss cultural interpretations of symptoms
Consider family circumstances when asking about family history	Assume parent-child interactions conform to mainstream cultural patterns
Conduct interviews in private settings	Assume the parent understands questions the same way you do

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CONTINU⊡D™

Application: Evaluating Questions

Question	Plusses?	Minuses?	Ways to improve?
At about what age did your child begin to babble (ba-ba; da-da)?			
What percentage of your child's speech is understandable to others?			
How is your child's performance in school?			
What is your child's average number of words per sentence?			

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How could you ask about…

- Any concerns regarding motor development
- Family history of speech sound disorder
- Family history of language disorder
- Greatest areas of concern for the child
- Relevant language input for the child

- Any other areas you need to know about?

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Conclusions

- Parent report is a valuable component of assessment
  - Particular advantages exist for DLLs
- Careful attention to cultural and linguistic influences, as well as general influences on parent report, can increase accuracy of parent reports
- Several parent-report tools are available for different ages & purposes

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Questions?

Thank you!

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