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## Multilingual Evaluations by Monolingual SLPs

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## Learning Outcomes

After this course, participants will be able to:

- List considerations for determining why, when, and how to assess multilinguals.
- Apply research findings to the selection and use of assessment methods for multilinguals.
- Utilize appropriate resources to assist in the critical analysis necessary for determining difference vs disorder.

## Session Overview

- Problems and proposed solutions in assessments of DLLs (dual language learners).
- Gathering critical information from caregivers
- Effective collaboration with interpreters and translators
- An assessment protocol: Determining difference vs disorders
- Summary and Q & A

## IDENTIFYING PROBLEMS AND PROPOSED SOLUTIONS

*Impetus* – The force that makes something happen,  
or happen more quickly

- What is your motivation, what propelled you to sign up for this course?

continued

## Case Review

- Eun (Korean)
- Flor (Mexican)



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continued

## Case Review

- Nizhoni  
(Native American  
Dine/Navajo)
- Javed (Iranian)



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continued

## WHO Provides Services to CLD children?

- Bilingual SLPs? Hmmmm.... **Is that possible? Realistic?**
- The 33 Whitest Jobs in America (2013 article in the business section of The Atlantic).

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% (91.7% per ASHA's 2019 Member profile report\*)

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

(\*[https://www.google.com/search?rlz=1C1GCFB\\_enUS849US849&ei=cWs6X6npML-40PEPyKqbsAY&q=asha+demographics+by+race+2019&oeq=asha+demographics+by+race+2019&gs\\_lcp=CgZwc3ktYWIQAziFCAAQzQl6BAgAFFc6AggAUKU\\_WPBMYJ1BaABwAXoAgAF5iAH7BpIBAzAuQJgBAKABAaoBB2d3cy13aXRAAQE&scit=psy-ab&ved=0ahUKFwip5eTPkqLrAbUPHDQIHtZvBmYO4dUDCAw&uact=5](https://www.google.com/search?rlz=1C1GCFB_enUS849US849&ei=cWs6X6npML-40PEPyKqbsAY&q=asha+demographics+by+race+2019&oeq=asha+demographics+by+race+2019&gs_lcp=CgZwc3ktYWIQAziFCAAQzQl6BAgAFFc6AggAUKU_WPBMYJ1BaABwAXoAgAF5iAH7BpIBAzAuQJgBAKABAaoBB2d3cy13aXRAAQE&scit=psy-ab&ved=0ahUKFwip5eTPkqLrAbUPHDQIHtZvBmYO4dUDCAw&uact=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....**

## Speaking another language is not enough to be considered a competent bilingual SLP service provider

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

- ✓ Speak their primary language ( a given)
- ✓ 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 (use of language)

(Cornish, 2011 - <https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.16152011.16>)

continued

(cont')

- ✓ 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.

(Cornish, 2011 - <https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.16152011.16>)

continued

## Current Training and Requirements of Bilingual SLPs

- ASHA does not have a certificate for bilingual service providers
- 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 credentialing and/or license special license for bilingual SLPs, most do not. Check your state.

continued



## ASHA Bilingual Service Providers - 2019

- **Total self reported Bilingual Service Providers – 13,211 (6.5%)**
  - 11,865 SLPs & 765 Audiologists
- **Languages Used – 78 spoken languages other than English**
  - There are roughly 6,500 language spoken around the world
  - 64.9% were Spanish speakers
- **Work settings** (similar to ASHA's membership) – 48.9% of all bilingual service providers worked in educational settings (schools and universities)
- **Location of largest numbers of bilingual SLPs** (in order): Texas, California, New York, and Florida

• American Speech-Language-Hearing Association. (2020). Demographic profile of ASHA members providing bilingual services, year-end 2019. Available from [www.asha.org.](https://www.asha.org/) - <https://www.asha.org/uploadedFiles/Demographic-Profile-Bilingual-Spanish-Service-Members.pdf>

## What does all this data mean?

- These demographics do not match the population we serve.
- **We do NOT have enough bilingual SLPs** (never mind SLPs of color), **to address the needs of the population we serve.**
- **Will we ever have enough bilingual SLPs to address the increasing needs?**
- **THERE MUST BE ANOTHER WAY.**

Let's problem solve....

## WHO is left to provide these services?

### A FEW BILINGUAL SLPs and.... YOU

- With assistance from interpreters and translators,
- With available resources,
- With acquired knowledge from professional development, research, consultants, etc.

**YOU CAN DO THIS!!!**

**Ethically and morally, we MUST do this.**

## Providers will need to develop:

- Knowledge of second language acquisition process (*see Handout 1 for a summary*)
- Knowledge of MYTHS of bilingualism (*see next slide*)
- Knowledge of how bilingualism intersects with communication disorders
- Knowledge of how to distinguish difference vs disorders
- Knowledge of methods and tools for assessing dual language learners.
- Knowledge of how to work with an interpreter and/or translator, and a cultural broker.
- A path toward cultural competence, cultural humility and cultural reciprocity.
- Evaluators will need to familiarize themselves with the cultural norms, language and dialect characteristics of cultural groups they will be assessing (*including views on disability and pragmatics*)

## HELP Dispel MYTHS

(Brenda Gorman, ASHA Webinar 19107)

1. Delayed language is no caused by the bilingual language environment? - Multilingual children all over the world have no difficulty/
2. No evidence that children who learn one language (English) do better in their language development.
3. Code switching, or mixing up languages, is natural.
4. "Late talking is not normal; do not attribute delays to bilingualism – respond" (Gorman, 2019)
4. There's no evidence that children 'get confused' by multiple language exposure.
5. Bilingualism does not make existing language difficulties in children with disabilities worse. Here is evidence to the contrary. It can be detrimental to deprive them of their home language.

**PROMOTE BILINGUALISM. BE A CHAMPION FOR  
HERITAGE LANGUAGES AND DIALECTS**

## Evolving terminology

Cross cultural competence: The ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, sociocultural and linguistic diversity. (Lynch and Hanson, 1998)

Cultural Humility – The ability to maintain an interpersonal stance that is other oriented in relation to aspects of cultural identity. (Hook et al, 2013)

Cultural Reciprocity – The dynamic and material exchange of knowledge, values, and perspectives between two or more individuals of different cultural backgrounds. (Kalyanpur, & Harry, 2012)

## What does the law require?

(PL 108-446, IDEA '04\*)

1. Use a variety of current assessment tools and strategies.
2. Do not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability.
3. Use tests and other evaluation materials that are not discriminatory on a racial or cultural basis.
4. Use standardized tests that have been validated for the specific purpose for which they are used. ("technically sound instruments")

\*Individual with Disabilities Education Act of 2004 , Sec.300.304 Evaluation procedures  
<https://sites.ed.gov/idea/regs/b/d/300.304>

## IDEA '04 Assessment Requirements

5. "Assessment and other evaluation materials" must be "provided and administered in the language and form most likely to yield accurate information... unless it is not feasible to so provide or administer..."

\*Individual with Disabilities Education Act of 2004 , Sec.300.304 Evaluation procedures  
<https://sites.ed.gov/idea/regs/b/d/300.304>

Q1

## IDEA '04 Assessment Requirements

6. The eligibility may not be determined if such determination is based on the lack of reading or mathematics instruction or limited English proficiency.

\*Individual with Disabilities Education Act of 2004 , Sec.300.304 Evaluation procedures  
<https://sites.ed.gov/idea/regs/b/d/300.304>

## Individual State and district requirements may differ in their eligibility expectations

- More restrictive eligibility requirements are not unusual.
  - Who creates these requirements?
  - Are SLPs voices part of this discussion?
  - Do SLPs feel empowered to make changes that align with known best practices and with IDEA?

continued

## The problem with norm-referenced measures

- Norm-referenced tests are not aligned with the curriculum and generally do not take into account prior knowledge and experience
- The tests are not contextually based and will provide an incomplete picture of the student's skills.
- They are not sufficient sources of data for determining eligibility for special education
- Generally, statistical properties of norm-referenced tests do not take into account specificity or with regard to their ability to correctly identify students with speech-language impairments (Spaulding, Plante, & Farinella, 2006).
- The evidence does not support the use of low cut-off scores for diagnosing language disorders or impairments (Spaulding, Plante, & Farinella, 2006).

continued

## Age norms assigned to developmental domains are arbitrary:

- Norms primarily reflect white, middle-class child rearing standards.
- Many evaluators only measure skills they value based on own upbringing and professional training.
- Evaluators MUST distinguish between a “developmental lag” and behaviors that can be brought about by learning

## Limitations of Norm-Referenced Tools

- Content bias
  - All children do not have similar life experiences
  - Content usually based on concepts and vocabulary used primarily in White middle-class school settings.
  - Pointing to, or labeling objects, pictures or actions is not necessarily a typical language experience for Hispanic children (Peña, Quinn & Iglesias, 1992), or Native American children

## Limitations of Norm-Referenced Tools

### Linguistic bias

- Discrepancy between the language/dialect/culture of the examiner and that of the child
- Linguistic bias in standardized testing has led to both over identification and under identification of disabilities (more likely, over identification)

continued

## Multilinguals are at risk of being Over and Under identified in special education.

- 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](https://sites.ed.gov/idea/files/Disproportionality_2-2-07.pdf)

<https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/significant-disproportionality-qa-03-08-17.pdf>

- Our typical assessment tools are responsible for the overidentification

Q4

continued

## Limitations of Norm-Referenced Tools

Disproportionate representation in normative samples (Gilliam & Kamhi, 2003)

- *Standardized tests have not historically included CLD populations in their normative samples*
- Even including a certain percentage of CLD children in the sample does not abolish the dilemma of identification.

continued



## Limitations of Norm-Referenced Tools

- Static assessments DO NOT measure important facts that influence learning such as:
  - Maintenance of attention
  - Level of engagement during learning
  - Resilience to failure
- Difference between assessment OF learning and assessment FOR learning

## If we must.....

- Formal Assessment:
  - Repeat items when necessary
  - Ask child to explain answers... record ALL responses
  - Test beyond the ceiling
  - Attempt to complete assessment in several sessions
  - Use conceptual Scoring – Give credit for answers given in whatever language

## Formal assessments...

- Give instructions in English and primary language if child is fluent or has limited fluency
- Rephrase confusing instructions
- Give extra examples, demonstrations, practice items
- Give student extra time to respond

## CAUTION

- If an evaluator adapts the application or scoring of a standardized test, the scores are immediately invalidated.
- Any accommodations or adaptations from the normed procedures, **must be reported.**
  - Standardized scoring cannot be reported for interpreted on translated tests
  - Language items on a test often do not have one to one translation
  - Not all structures that are assessed on English tests exist in other languages (past tense 'ed', for example)
  - Items on the test are often culturally biased; students who don't share those experiences would be penalized for having a different life experience.
  - Standardized assessments that are not normed on bilingual populations are to only be used as informal probes, with no accompanying scores

Q10

## But... don't we need scores???

- You DO NOT need scores to justify placement.
- If the measures are not appropriate for a specific population, then the scores obtained are invalid and should be tossed.
- In the end, standardized scores rarely help in making instructional decisions (Lidz, 1995)

## GATHERING CRITICAL INFORMATION FROM CAREGIVERS

## Information Gathering Tools

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

## In addition to typical developmental and medical history intake, investigate:

- What region the family is from (dialects vary depending on region)
- Family migration history (important to know if there is trauma)
- Parent educational history
- Home literacy practices
- Parental concern (VERY IMPORTANT.. Get specifics and examples, in each language, if possible)
- History of family language or learning problems
- Speech-language development history needs to include:
  - *All languages spoken*
  - *Settings languages are used (home, church, community, school) (exposure to each language)*
  - *People who speak to child and what languages they use to communicate with child*
  - *Information about simultaneous or sequential acquisition*
  - *Age that connected language emerged.*

Q9

## Levels of Language Exposure

- We need to determine how much is the child hearing in each language (INPUT) and to what extent he is speaking in each language (OUTPUT)
- We can quantify the amount of exposure to (input), and use of (output) each language on a typical day)
- Bilingual Input-Output Survey (BIOS) from the BESA is an example of this type of information gathering.

WHY is this important???

Q2

## LANGUAGE EXPERIENCE CLASSIFICATION

(Peña, Gillam, Bedore, & Bohman, 2011)

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

Bilingual Evals are completed with those who fall in these categories

Q8

- Important to note that Language Dominance is not static, it's fluid.
  - It changes over time, and with age, as the child becomes more educated in one language over the other and matures.
  - It changes depending on the task

Q7

## Case Studies - Classification

- Eun (Korean) –
  - Functional Monolingual English (*language loss*)
- Flor (Mexican)
  - Functional Monolingual Other (*Spanish*)
- Nizhoni (Navajo)
  - Functional Monolingual English (*But a speaker of a non-mainstream dialect; Navajo Influenced English, NIE*)
- Javed (Iranian)
  - Balanced English Dominant (Hears Farsi from mom, English from dad, few words he says are in English)



Photo by [Markus Winkler](#) on [Unsplash](#)

## Case History Resources

- CRITICAL QUESTIONS (English, Spanish) – Leaders Project, 2015 - <https://www.leadersproject.org/2015/03/18/the-critical-questions/>
- Alberta Language and Development Questionnaire (ALDeQ), Paradis et al., 2010 - <https://cloudfront.ualberta.ca/-/media/arts/departments-institutes-and-centres/linguistics/ches/documents/aldeg.pdf>

## Take a look at acculturation

- Important for school age children.
- Can be addressed at a child study team meeting.
- Considers:
  - 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.

How acculturated is the child to the mainstream culture?

## EFFECTIVE COLLABORATION WITH INTERPRETERS



## Best practices for bilingual evaluations

- The best professional to evaluate the student in his native language, is an SLP who is bilingual in the languages the child speaks.
- Sometimes that's not enough
  - Bilingual SLP may not know the dialect spoken by the community, or the culture of the school and surrounding community,

A collaborative relationship is best.



## Interpreters and Translators

Interpreters or translators can be used 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.”

*ASHA Position Statement: Clinical Management of Communicatively Handicapped Minority Language Populations*

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

## 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.
- **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)

## The issue with interpreters

- There is a need for qualified and effective interpreters
- It is difficult to find interpreters for some languages
- Not everyone who speaks multiple languages can interpret.
  - Different levels of fluency
  - Different levels of education
- Some states require professional interpreters, others do not.
- Dedicated Preparation and training are needed to help conduct speech-language evaluations.
  - *Role of interpreters and translators*
  - *Ethics*
  - *Confidentiality*

## Desired qualities of the interpreter

### Linguistic Competency and Cultural Knowledge

- Proficient in all aspects of the two languages (reading and writing).
- Consistent interpreting methods (sequential or simultaneous)
- Has the ability to convey the same meaning in two languages.
- Is familiar with dialectal differences
  - China/naranja (orange)
  - Plural 'tu' (you) - ustedes/vosotros

## Guidelines if using interpreters or translators:

- Provide training ahead of time
  - Purpose, Procedures, Goals
  - Alert them to avoid gestures, intonation, or other cues that could inadvertently communicate something that should not be communicated
- Pre-Plan – Practice procedures, assessments ahead of time. Give protocol or checklists
- Use the same interpreters if possible.
- Don't check out. Use observational skills or other nonlinguistic measures as a supplement
- Document that an interpreter was used.

(Landon & Saenz, 2016)

## 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.

## AN ASSESSMENT PROTOCOL



## 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)

## Indicators of SLI in Bilinguals:

- Parental reports may isolate language delays/differences due to variables reported (*early developmental milestones [strong indicator] length and amount of exposure to language, language(s) spoken at home, parental education, late onset of first words and word combinations, family history of communication disorders or learning difficulties, etc.*)
- Low vocabulary size during early childhood (below age 3) per parent report. (*Fenson, et al, 2007*)
- Grammaticality and grammaticality judgement (*Bedore et al, 2010*)
- Performance on non-word repetition tasks (*phonological processing and auditory memory*) (*Armon-Lotem & Chiat, 2012; Thordardottir & Brandeker, 2013; Meir & Armon-Lotem, 2013*)
- Narrative Structure (*Henderson, et al, 2018*)

## Considerations when choosing assessment instruments

- Racial/ethnic make up of the norm sample
- Language of norm sample (monolingual, bilingual... important difference)
- Sensitivity and specificity
- Educational background of students (English only classrooms, bilingual class, sheltered English immersion, etc.)

### An example of a standardized bilingual assessment is the Bilingual English Spanish Assessment (BESA)

- Bilingual English Spanish Assessment –
  - Phonology (*English and Spanish*)
  - Morphosyntax (*English and Spanish*)
  - Semantics (*English and Spanish*)
- ✓ 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 (It can take several sittings to give the entire thing)
- ✓ BIOS (Language Input-Output Survey)
- ✓ iTALK (Summary of parent/teacher concerns)
- ✓ Norming sample included 17 Spanish dialects and 7 regional dialects for English

### Measuring Vocabulary in Toddlers

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

## Assessing Receptive Language

If you must, use commercially available measures but as criterion referenced tools, that is DO NOT SCORE, analyze results. We can get good informal information from some subtests.

- Do Dynamic Assessments with formal measures (Test-Teach-Retest).
- Allow answers in both languages

Currently available standardized Spanish tests (other than the BESA), have poor sensitivity and issues with norms (not typically normed on dual language learners).

## Nonword Repetition Tasks

- 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 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)

## 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-zpplcj.pdf>
- Spanish Nonword Repetition Task (Gutierrez-Ciellen and Simon-Cereijido, 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-Ciellen-and-Simon-Cereijido-2010-with-5-syllables-19slg91.pdf>
- English Nonword Repetition Tasks (Dollaghan & Campbell, 1998, Adapted by Leaders Project):
  - <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>

## Narrative Task

- Child listens to the clinician tell the story and watches the picture sequence
- Child retells the same story
- Narratives are collected in both languages



## Narratives and SALT

- Frog Stories - 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
- Can use any wordless picture book.

## Narrative Sampling using School-age Language Assessment Measures (SLAM) Pictures

- Informal Narrative Measure – Leaders Project
  - <https://www.leadersproject.org/disability-evaluation/school-age-language-assessment-measures-slam/>
- Free
- 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.

## 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 (May not be linear (Davis, 2018).
- Look for story structure (story grammar):
- A minimally complete episode includes
  - PROBLEM
  - ATTEMPT TO SOLVE THE PROBLEM
  - A CONSEQUENCE

## Look for Cross Linguistic Influence in your Sample (Paradis, 2012)

- Interaction between the languages the child speaks. It may reveal itself in the grammatical structures in one language that reflect in the other. It's not a permanent thing but part of typical bilingual language development.
- Word-order patterns in syntax are transferred
  - "The house white" Spanish/English example
- Reversed compounds "brushtooth"
- Overgeneralization of a morphosyntactic rules
- Overusing subjects/subject pronouns in English

## Assess Semantics

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

- Use measures of lexical diversity such as Number of Different Words (NDW) in both languages
- Analysis of narrative sample. Is the meaning of the story being conveyed?
- These measures have been found to be correlated across languages, unlike with single word tests (Branum-Martin, et al., 2009)
- Criterion referenced assessment and analysis, seem to tap into overall lexical skill rather than sampling knowledge of specific vocabulary items

## Calculate Conceptual Vocabulary

Count all words in both languages (in young children), 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.*

## Dynamic Assessments

- Evaluates a child's ability to learn when given instruction
- Measures Zone of Proximal Development (ZPD)
- Consider the child may do poorly on a task for reasons other than a language impairment
- Look at child's ability to profit from instruction... trainability.
- ASHA tutorial on Dynamic Assessment:
  - [www.asha.org/practice/multicultural/issues/Dyanamic-Assessment.htm](http://www.asha.org/practice/multicultural/issues/Dyanamic-Assessment.htm)
- See LeadersProject for articles on DI:
  - <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
  - Mediated learning experiences, to help child understand the task
  - Strategies are taught
  - Modifiability is measured, that is... their response to the teaching
- 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)
  - Children with typical language display higher levels of modifiability compared to SLI
- 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?
  - (Gutierrez-Clellen and Pena, 2008)

## An Assessment Protocol for the Monolingual SLP

- Thorough background history (ethnographic Interviews) - **ALL**
- Input-Output inquiry for language use - **ALL**
- Research home language/dialect and culture – **ALL**
- Dynamic Assessments - **ALL**
- Young Children:
  - MacArthur-Bates CDI (<https://mb-cdi.stanford.edu/>)
  - Language sample in play
  - Phonemic inventory (Speech sample, real objects or pictures, depending)
  - 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

Q5

## An Assessment Protocol for the Monolingual SLP (cont.)

- School Age children:
  - Narrative assessments (look for story grammar elements in languages spoken)
  - Non-word repetition task
  - Dynamic assessment
  - Can use formal assessment but do not score, only as criterion reference tools
  - Any speech test. Analyze using information about native language and dialect influences.

Q5

## 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

## Case Studies Revisited

- Eun (Korean)
- Flor (Mexican)
- Nizhoni  
(Native American Dine/Navajo)
- Javed (Iranian)



continued

## SUMMARY Q & A

continued

## References

- See handout #2 for references