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## Multilingual Evaluations by Monolingual SLPs Recorded August 18th, 2020

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SpeechPathology.com Course #9437

- [Amy] Good afternoon to everyone joining us today. I'd like to welcome you to our [speechpathology.com](http://speechpathology.com) webinar. We have Dr. Fe Gonzalez-Murray joining us, and she is going to be presenting on bilingual evaluations by a monolingual SLPs. And Fe is an associate clinical professor in the Department of Communication, Science and Disorders at Northern Arizona University, where she teaches and supervises students in clinical rotations, including a bilingual evaluation and therapy team. So welcome Fe thank you so much for joining us today.

- Thank you, Amy. And it's such a privilege to be here and to speak to you all today about issues that are near and dear to my heart. As you have heard, I'm a speech language pathologist by trade. I was a practicing SLP for over 25 years, primarily in the school settings for a majority of my career. And I'm now in the business of preparing a new generation of SLPs. So I'm just happy to be here and share the knowledge that I've gathered. Here are my disclosures. The only disclosure that I have is that I'm being paid an honorarium for this presentation by ContinuEd, but I have no financial or nonfinancial disclosures to make. I have to figure that out, how do I make money out of all of the recommendations that I make? These are the learning outcomes after this course, it is my hope that you'll be able to list considerations for determining the why, when and how to assess multilinguals, particularly if you're a monolingual SLP, or if you don't speak the same language as your clients.

Also, I would like for you to all apply, be able to apply research findings to the selection and use of the methods and the strategies that you'll be using to assess and to utilize the appropriate resources to assist with the critical analysis necessary for making that difference versus disorder determination. And let me just do a really quick overview of what we're gonna be doing. This is a very succinct, a summary workshop. It is an introduction to this topic. I hope that from this topic after we're finished, that you will feel excited about the fact that you two can evaluate multilinguals with some

assistance and that you will want to take off from here and learn more, take more classes and do more learning so that you feel confident in doing this kind of an assessment. We're going to first talk about the problems and solutions in assessing dual language learners or bilingual students. We're going to then talk about how we gather critical information. This is a very important part that we'll spend some time on. Then we'll talk a little bit about the collaboration with interpreters and translators. And then finally, we will have a period of time to talk about an assessment protocol, so you can see what it looks like or what it would look like for a monolingual SLP assessing bilinguals. So let's talk about the problems that we have. The impetus, my impetus, why did I start studying this? Well, I am my bilingual Spanish/English speaker. I went to graduate school many many years ago where it wasn't really that important. Nobody really brought it to my attention that it was something, a good thing that I spoke Spanish. And so I was a Spanish speaking speech pathologist, but I didn't really, we didn't have any training in how to use my language in my practice.

And then, you know, I got married and I moved to a place where no one spoke Spanish, that there were different languages that were spoken. And so the only thing that came, that this, my being bilingual, the only thing that it helped was in that I had a shared experience with a lot of my clients, but I did not speak the language. And so for all intents and purposes, I was a monolingual SLP. And so that was my motivation to start researching how I didn't have anyone else to help me. I had to figure out how I was going to make this happen, because, you know, we have an ethical and moral responsibility to work with all our clients regardless of their cultural linguistic background. So that was my motivation. What is your motivation? I'm sure many of you are being bombarded by clients that you're having difficulty communicating with and that you may not have the resources. And so you might have a similar motivation than the one I had. So let's talk briefly about a couple of cases. I have four of them here, the first one is Eun. He is an only child. His parents are recent immigrants from South Korea to the United States. And Eun is transitioning from preschool to

kindergarten at a charter school. And so the parents requested an evaluation because the teacher said that he was difficult to understand, and that he also had some language issues. Then we have Flor. Flor is a fourth grader attending a bilingual magnet school. She immigrated to the US from Mexico, with her parents and older siblings three years prior to this referral. Mom and dad are monolingual Spanish speakers. And Flor is a limited English speaker at the basic level after three years of being in this country. She has an IEP with speech language impairment eligibility, and she was originally evaluated using the CELF-4 Spanish, with the help of an interpreter and received a total language score of 64 on the CELF-4 she was referred now for a three year re-evaluation. We also have Nizhoni, Nizhoni lives on the Navajo Nation, about an hour drive from a small town. She has three siblings and attends second grade in a Bureau of Indian Affairs School. She was referred for testing by the Department of Economic Security to determine if she qualified for disability assistance. Now, she has a significant visual impairment, and has an IEP that includes assistance for her visual impairment, as well as speech language services. She had scored last time she was tested by the school she had scored a total language score on the CELF-5 of 72 in her school evaluation.

Then we have Javed, he's two years four months, born in the US to parents from Iran. Parents are concerned that he has not speaking yet. And parents speak Farsi or Persian to each other dad speaks to the child in English. And mom is not a fluent English speaker. So she speaks to the child in Persian and use some of the English she is learning from television to communicate with him simple phrases and words. So we're going to be revisiting these four cases as we go along in the talk today to address some of the issues that we're gonna be talking about through the lens of a practitioner with actual clients that look like this. So I realized that I probably pack too much into this particular slide. It's not as important to be able to read all the fine print, but I did come across this article in 2013, someone on Facebook sent it to me and it was talking about the whitest jobs in America. They had 33 of the whitest jobs in

America and SLPs were number four with 94.5% of SLPs at that time that were white. The latest ASHA member profile report says that we're at 91.7%. So there's been some more diversity that has occurred since that time. But I found this really interesting that we were in the same list with veterinarians, farmers, and ranchers, and mining machine operators for the whitest jobs in America. So as you can see, that's just what our field looks like. What does this mean? Well, the demographics do not match the, of SLPs didn't match the population that we serve. We have bilingual SLPs, but we definitely do not have enough SLPs that are bilingual or that are of color to address the diversity in our case loads. So what do we do about this situation? Well, I just want to make really clear that even if you are a bilingual, if you speak another language, let's say that you speak Persian, or maybe you speak French or you speak, you know, Spanish is the most common language that is spoken by SLPs in our country that are bilingual.

Speaking another language is not necessarily enough to be considered a competent bilingual SLP provider. You have to be able to speak the primary language of the client and your language and speak or sign another language, excuse me. And you have to do it with the same kind of proficiency as you would in your native language. So your vocabulary has to be rich, your ability to communicate meaning, your pronunciation has to be a good near native proficiency, your grammar, and of course your pragmatics, there's an article that I've linked to this. And I also, in your handouts, you will have references and there are links there to the articles and some of the resources in fact, all the resources that I'm gonna be sharing with you.

The SLP should also be able to, besides being able to speak that other language fluently, they should also be able to describe the processes of normal speech language acquisition for bilingual and monolinguals. They should be able to administer and interpret assessment procedures. They should be able to apply intervention strategies for treatment in that other language. And they should also be able to recognize cultural

factors. Now here's the thing I speak Spanish, and I grew up speaking Spanish, and I went to school up to fourth grade in Spanish, but all of my education has been in the United States in most of my education, and so I really had to learn how to communicate the things that I knew in English. You know, I went to graduate school, it was all in English, in Spanish. I had to learn how to describe what was going on and how to analyze my language samples and my articulation samples. So just because I speak, you know, an SLP speaks another language does not mean that they're competent to be able to do these kinds of things that this article from the leader details. There are some training programs in the United States, but ASHA actually does not have a certificate for bilingual providers as part of a requirement. They don't accredit any kind of a program, a bilingual program. They don't review or evaluate or rank any of the programs that are existing. So some of the graduate programs do offer specialized training and most do not. So if you are a bilingual SLP, we need to be able to find trainings, to get us up to speed on our language use with our second language. And we also need to be able to learn about second language acquisition. And that's something that many of us can learn through a variety of ways, and we'll talk about that. But most states do not credential or license SLPs, but some do such as New York, I believe does, you know, Illinois, some other States do. So here is the total self-reported bilingual service provider.

So they just sent out a survey. And you probably remember if you're an SLP, you remember filling this out, and they asked, you know, for you to self report, if you were a bilingual service provider and 6.5% of the SLPs responded to the survey said that they were, I believe it's when you fill out your application for your recertification. So it was not just a small group that they took the survey from, it was from the larger group who is recertified. So 13,211 across the country and said that they were bilingual service providers. And you can see the breakdown below the languages, 78 languages were reported to be used.

This is from a survey that was taken December 2019. So it's fairly recent. So there are around 6,500 languages spoken around the world and our SLPs speak 78 of them. But what's interesting is that more than half of those who are bilingual and reported they were bilingual spoke Spanish. So we're talking about 13,211 SLPs, more than half of those are Spanish speakers and the rest are the other 77 languages. And these providers, these bilingual providers for you know, half of them, about half of them worked in educational settings, such as schools and universities and the location that most of these bilingual SLPs were, and this is the order, Texas, California, New York and Florida. So then we have the rest of the country where there's just a smattering of bilingual SLPs, most of those being Spanish speakers. And you can look up this report for more detail, if you'd like, there's a link there. So this data, what this means is that, again, as I said before, is that the demographics do not match the population we serve, we do not have enough bilingual SLPs, never mind SLPs of colors. We just don't have enough bilingual SLPs to address the need. So there has to be another way. What is the other way? There's only one other way, which means that you are the one that needs to provide those services. That's the only option. And that's the only option that is gonna be available for a very long time. 'Cause even if tomorrow, all of the graduate programs in the country graduated bilingual providers, we would still have an issue. We would not be able to cover the need.

So you can do this. You can do bilingual evaluations with assistance from interpreters and translators, there are resources. And then of course, the professional development that you need to bring up your skills to a certain level. So ethically, morally, we need to do this. We need to be able to address, we can't just this issue in the corner and pretend that it's gonna go away, it's not gonna go away. It's just like when I first encountered children with feeding issues and I didn't have the training and I had a whole self-contained classroom and they were getting fed regular foods and choking, and I didn't really want to work on feeding. It just wasn't my passion and my thing, but I had to become competent so that I could address their needs.

They needed to be able to be healthy at school and to be able to receive their nutrition in a way that was safe. And so I had to go and become competent, to some extent in order to be able to provide the services that my children needed, that I was the only one that was able to provide. So this is a similar situation. So as providers, in order to get ready, we need to be able to have knowledge of second language acquisition process. I included here a handout for you that you could just skim through it. And hopefully it will give you some idea of some of the things that you need to know about bilingual language development and the acquisition. You need to know about the myths of bilingualism. I hear a lot, "Oh, my SLP told me that I should have my child stop speaking Spanish or another language 'cause it's going to confuse them." So we are propagating and spreading myths about bilingualism. And so we need to catch up on those and find out what the research actually says. We need to have the knowledge to distinguish a difference versus a disorder. There are people who speak differently because of the influence of their primary language. And that doesn't necessarily mean that this is a disorder. So that's something that we need to be aware of. We need to have the knowledge of the methods and the tools. We need to know how to work with an interpreter. We can't just get someone from the front office and use them, there's a process and there's things that need to be addressed before we use an interpreter.

We need to try to have a path towards cultural competence and cultural humility and cultural reciprocity. We'll talk about that in a little bit. And then we need to familiarize ourselves with the cultural norms or wherever we land. I mean, I ended up, you know, working in the Navajo Nation, working in migrant camps and I needed to really find out what those cultures were about and the vocabulary and the ways of being, how they view disability and things like that. So wherever you land, you need to become an expert at the cultures and the languages that are spoken around you. So here are some of the myths that we need to dispel. Delayed language is not, is no not cause excuse me, that, I'm sorry, this is kind of an awkward question here. But the delayed language



is not caused by the bilingual language environment. Multilingual children all over the world have no difficulty learning multiple languages. Many children will learn three, four or five languages.

So bilingualism itself does not cause a problem with language development as a whole. There is no evidence that children who learn one language do better in their language development, there's none. In fact, sometimes what happens is that children lose out on their family, when they're made to choose one language, that's not their mother tongue or the language of their family. They miss out on family interactions. I've seen families where the children can not communicate with dad or with grandparents, and that is just a shame. It's very, very sad. Code switching or mixing up language is a natural thing that happens. So we should not force children to choose one language. They should be able to, they can speak both and they should be able to switch if they'd like. Late talking is not normal ever. So do not attribute delays to bilingualism. Oh, he's gonna, he's speaking late because he's got two languages and that'll confuse him, which leads to the next part, there's no evidence that children get confused by multiple language exposures. And then the last one bilingualism does not make an existing language difficulties in children with disabilities worse. So children with Downs Syndrome, children with autism, children with whatever preexisting condition do not suffer by being exposed to multiple languages. They should be able to communicate if they're gonna be delayed in language because of a preexisting condition or cognition, whatever they're gonna be delayed in any language that they learn and that's fine, they should be able to access and speak in all those languages.

So I would like our SLPs to be the ones who promote bilingualism to be a champion for all the heritage, languages, and dialects that are out there. There are no bad dialects. It's just the way that people communicate. So there's some terminology for you that you may or may not be aware of. Cultural cross cultural competence is something that the ability to think, feel, and act in ways that acknowledge, respect, and build upon

ethnic social, cultural, linguistic diversity. It's a beautiful definition, but the whole term of competence is something that is being questioned because it implies that we have finally arrived that now that we're competent at something, and to tell you the truth, I'm constantly growing, I will never be competent in any language or in any culture that's just not possible. So the term that has been coming on for the last few years, that you'll hear more often is cultural humility. The ability to maintain an interpersonal stance that is oriented in relation to aspects of cultural identity, you are open to learn.

So that's that humility part you're open to learn. And I, the bottom term is the one that I have used for many years, and I enjoy using is that cultural reciprocity, it's an exchange let's exchange and find out things that we have in common and learn from each other. So it's the dynamic of material exchange of knowledge, of values and perspectives between two or more individuals of different cultural backgrounds. And so let's maintain a posture of cultural reciprocity and cultural humility. So the law does require that we use a variety of current assessments when we are assessing a child that we don't use any single measure and yet when I'm talking about the law, this is IDEA 04 that we use tests and other evaluation materials that are not discriminatory. And that we use standardized tests that have been validated for the specific purpose for which they're used, they have to be technically sound instruments. So this is all part of the law. This is an important foundation piece that we need to be aware of. The IDEA law also requires that assessment and other evaluation materials must be provided and administered in the language and formats likely to yield accurate information. That's tough. And so there's this little caveat, unless it is not feasible to do so to provide or administer. So what's interesting about that is that we have to give it our best shot. We have to try our very best, particularly with those dialects that maybe are really very obscure. And sometimes it's difficult to find an interpreter for, then we do the best that we can. And then later on, we might use a family member or use some of the strategies that we're gonna talk about in a little bit, but really for the most part, most of the mainstream languages, we should be able to provide the administration in the

language that the child speaks. They also have a section in the IDEA 04 that talks about that eligibility may not be determined if such a determination is based on the lack of reading or mathematic instruction or limited English proficiency.

So we have to be very, very careful about over identifying children who really are just learning a second language. And that's a normal process. Now, individual states and districts, they differ so many times when you are working in a certain state or, you know, working with EI children, and they tell you, they have to have a 50% delay, or you work for a school district that says they have to score a standard deviation and a half below the mean or two standard deviations, they're really pushing for those standardized assessments. And those standardized assessments are by far, inappropriate for the population that we are talking about culturally and linguistically diverse children, who may be exposed to another language, different levels of bilingualism. So many times what's missing here is the SLP voice. You need to be able to address this. And I have been able to address this at my state level. I suppose the local level for many, many years, and people will listen. They just don't know people that are making these decisions often do not have the background that you do in language development. The problem with norm-referenced measures, there are many problems, and you'll find these in a few slides that I'm gonna just kind of whiz through this. We can get to some of the meat, but they're not aligned with the curriculum. And generally do not count for what the child knows. So we're testing many times what we think the child should know right now, not necessarily encompassing the knowledge that they've had and the experiences they're contextually based, they're not sufficient sources of data for determining eligibility for special education. This statistical properties of norm-referenced tests don't take into account specificity with regards to their ability to correctly identify. So sometimes they over identify, or they don't they under identified children.

The evidence does not support the use of low cutoff scores for diagnosing language disorders. So the literature is really not supportive of the sole use of standardized scores for eligibility criteria. Also age norms that were assigned tend to be arbitrary. They tend to be based on white middle class child rearing standards. I mean, I've worked with children who can't dress themselves, and they're four years old do they need occupational therapy? Well possibly not. It may be because they're the mom part of their culture says she's the one that dresses them. And so they haven't really practiced undressing, going to the bathroom because mom takes care of that. And that could be a cultural thing, not necessarily an occupational therapy thing. So many evaluators we measure and based on what we think is important for the children to know, and based on our upbringing.

And so we have to be able to distinguish between what is a developmental delay or lag and what are behaviors that are brought about by learning. So if a child is taught to dress himself, can he dress and undress himself? Can he feed it and unfeed, can he feed himself? So we've had children that will sit in the cafeteria and they just sit there and they don't eat. They don't grab the spoon because at home mom feeds him or her. And so that necessarily doesn't necessarily mean that they have a feeding issue. It could, it could, but we need to take those into consideration that some of these skills can be just taught and they can learn it. And that doesn't necessarily mean that they have a disorder. So there are lots of limitations to norms-referenced tools. There's obviously the content bias that we've just talked about, even the act of pointing or labeling. And it's not something that all cultures embrace or teach their children to do. Sometimes children will not point to something because they don't know. And that's when we do a dynamic assessment, we teach them how to point, and then we can go on with our assessments. There's also linguistic bias. Obviously there's a discrepancy often between the language that we speak and the language that the child speaks. So there's an issue right there and there's the over and under identification happens because linguistic bias is something that standardized testing is guilty of having that

kind of limitation. And multilinguals are at risk of being over and under identified it's against the law for us to, in the schools to over or under identified children.

There's some places to say, well, you know, well, let's just wait until he learns to speak English and then we'll test him. Well, you're keeping them away from services. So you're under identifying or you're keeping him away from the services that he is or she is due to because of the law. So we get, we also tend to over identify. So, ah, you know, he scored a CELF score, 64 on whatever the TOLD or whatever the test is. So therefore he qualifies. If we didn't take into account that he doesn't speak the language, or that it was a culturally biased test. So then we're over identifying, we're taking taxpayers' money and using it for children who really are not disabled. Those children can be tutored. They can be, there are people who work with bilingual children that can help them to learn the language, but our job as school SLPs, and even as SLPs who work in in early intervention is not to teach a second language. Our job is to work and provide a way for children to communicate functionally and to communicate their knowledge of the curriculum in the schools. So our typical assessment tools are responsible for over identification.

And there's more limitations of norm-referenced tools. There's a disproportionate representation of the sample, you might have Native Americans might comprise maybe 2.5% or 1.5% of the total norm group that the test was normed on. But really they clump all the tribes together and like Apache and Navajo and, you know, they're very different tribes. And so we tend to clump children that are alike, or we put all Spanish speaking children together when there are vast differences in the dialects and many in cultures that speak the same language. So we have to be very careful with that. All right, so I'm going to, again, the another limitation says is that these static assessments don't measure important things like we want to know their maintenance of attention. We want to know the level of engagement, their resilience to failure, all these things that help us to determine if a child has good prognosis for making

progress. And they also measure the difference between what they know rather than what they're able to learn. So it's a difference between assessment of learning and assessment for learning. We want to find out if this child can learn and if they're able to move forward in their education, okay. Sometimes we have to use standards assessments with this population, I don't score any of them especially if they're in English, I repeat the items. I record all responses in all languages. I test beyond the ceiling because as I'm trying to answer questions about that I have about their communication skills. I might have to do the assessment in several sessions. I might have to use conceptual scoring, which I, you know, really to tell you the truth, I just don't, I don't score for children are bilingual. And I'll tell you more about that later.

But formal assessments, sometimes the instructions are confusing. And so I have to rephrase them. I might give extra examples if they don't understand, especially when we're talking about pointing and things like that. So it's important to give the instructions in English and to give the instructions in their other language. If possible, many times I use standardized assessments, but I don't score them like I said before, but I use them because I need to do tasks. And it's nice to have those pictures and those activities ready, but I use those to inform my clinical judgment. All right. So any time you give a standardized assessment, you need to be able to, and you use any, and you make any kind of changes to the way that you do it, whether it's testing more, getting more assistance, more, more practice, you need to be able to talk about those adaptations in your report so that people know what you've done. And we don't need scores because in the end, standardized scores rarely help in making instructional decisions. Think about that. I hope none of you are writing goals, you know, from the TOLD or from the CELF, because really those things are just measuring skills that have been shown to lead to children with a speech language impairment. The skills themselves are not, or the activities themselves are not things that need to be taught. So the important part here that I want you to get from this is that the background information is one of the most important things that you can gather from our bilingual,

multilingual, cultural, linguistic, diverse children. We need to be able to, might need to have a cultural broker, which is someone that is from that culture that can explain maybe why they're averting their eye gaze, or maybe they're not answering your questions so readily, lots of lag time. They're there to help the parent feel comfortable. And it could be the same person, often the interpreter is also the cultural broker. So you need to familiarize yourself ahead of time with the culture, the speech patterns of the language.

And there's some resources here that are really helpful. I find that if I can go to ASHE's phonemic inventory across languages, it's on their ASHA website, it's available even if you're not an ASHA member, it's really nice to have lots of languages. And it tells you what the phonemic inventories are, and even a little bit about their culture and about their language. There's another travel company about world languages also has some interesting information about background and dialects. And then I love the Portland State University multicultural resources website that also does similar things. So I have a child that I'm testing tomorrow who's from Costa Rica. Now I speak Spanish, but I hear, you know I've been looking into the way that they pronounce their Rs, which is very different from the way that I pronounce my Rs. And I have to find out more about their culture. I've never been to Costa Rica, even though I speak Spanish, I need to be able to familiarize myself with the culture and the way that that language expresses themselves.

So it's very important that you find out what region the family's from, the dialects that are spoken, different parts of Mexico speak different dialects of Spanish in Texas, the Spanish English, the Spanish dialects is different than the California Spanish, believe it or not. So we need to find out about the family's migration history. Some parents had, you know, there's this trauma there's things that happened in their lives it's important to find out. But that migration history is to give us context for why the child may not be speaking or just, but the dynamics of the family, that's helpful to know. It's important to

know the parent educational history. I work with someone now who is, you know, came from another country and she was an attorney in that other country. And she came here to clean houses because she didn't speak the language, but her communication skills, while she's striving for it are different levels. She has different goals than someone that maybe did not have her level of education. So home literacy practices, it's important to know if they read and at home, if they write in that language it's not always a given that helps you to know how to communicate with them. Then the very important part is, are they concerned? What concerns would they have? That tends to be an area that is uber important because sometimes parents will compare to other their other children.

Sometimes they don't know, but it's important to find out if they do have a concern and what those concerns are. And if there's a history of communication disorders or other learning problems in the family. So the history needs to include all the languages that are spoken in the home, the different settings where they speak these languages, people who they might speak to, and then ages that they were able that the language has emerged. So those are all very important. We need to determine how much a child is hearing. That's the language input in whatever language. And to what extent is he speaking those languages, the output. So that way we can figure out what language we're gonna test in. So we can talk about the, we can do a questionnaire. We ask the parents in the morning, when you wake up in the morning, when you wake him up, what language is he hearing from you? So you could say, Buenos Dias good morning, my love, You know, it could be both. So that's important to say the child is hearing both languages and maybe what the child says when he answers, "Mom, leave me alone." That's English, that's his output.

So he could be hearing one language. He could be hearing both. He could be speaking in one, or he could be speaking in both. And we need to know that. The BESA, which is the bilingual English Spanish assessment has a survey called the BIOS. I just looked it



up on Amazon. It's a \$35 for, I think, 20 sheets. I'm not sure, you don't have to purchase anything. You can actually just do a survey, but you can come up with a percentage of what languages are spoken in the home. This is an interview process that you do. So this is why it's important. We have to be able to qualify or classify, excuse me, the language experiences of the child. If they're speak 80% or more of English input and output, you could come up with an input percentage and an output percentage, and then you combine them. If there's 80% or more English in the home, then we would, or that he's hearing and speaking, we can conduct the evaluation in English. That would be you, you know, you don't have to conduct it in another language if it's more than 80%. I still would not score the test because it's a bilingual environment and there's also cultural issues, but you can still do a lot of this stuff in English. If the child is bilingual English dominant, 60 to 80% of the English input and output is there, has been reported. Then that becomes a bilingual evaluation. Balanced bilinguals are 40 to 60% of input and output in that language. So that's also a bilingual evaluation. Bilingual dominant, maybe they speak that other language more than English. So it's 60 to 80% of English or other language, Spanish, Navajo, French, Punjabi in that other language, they're bilingual dominant in that other language. You also do a bilingual evaluation, but if they're monolingually functional in another language like Spanish, or Urdu, or whatever, then that evaluation has to be completely in that other language.

So you could see that the functional monolingual English child can have an evaluation in English. The three in the middle of that evaluation has to be bilingual in both languages. 'Cause we need to assess the languages that he speaks. And then for the other, if a child is monolingual in a different language, other than English and the evaluation has to be done in that language with an interpreter or with an SLP that is fluent in that language. So it's important to note that language dominance is not static. So children can, as they develop more English, as they are involved in the culture of the United States, they, you know, they're going to school more often, they're getting

education. The language dominance will change, and we need to you know, keep doing those kinds of surveys because there will be a movement. So it just, sometimes it depends on the task. Some children, you know, when they're little, they don't speak English, but they can say A, B, C, D, E, or they could count. Or they know some phrases because that's what they hear on television or maybe at the babysitters. All right, so going back to our case studies very briefly, Eun was a functional monolingual English speaker. He had language loss. So he was speaking primarily in English now and was able to understand Korean, but he had a language loss, which is a very normal thing that happens, sad, but it does happen. Flor was a functional monolingual Spanish speaker. So even after three years of being in this country, her proficiency in English was nil, mostly just some phrases. And so her evaluation had to be done in Spanish. Nizhoni was, she's the one that was from the Navajo Nation. She was a functional monolingual English speaker. So she did not hear, she heard Navajos being spoken, but mostly she was exposed to the Navajo influenced English dialect. So she was exposed to a different dialect that we need to take into consideration.

And that happens often in many homes when the children speak like their parents in a different dialect and not the standard English, which is what our tests are written to assess. Javed was a balanced English dominant. So that means that he heard both Farsi and English from both parents, but he only said a few words when he did speak, his few words were just in English. And so his evaluation had to be done in both languages. All right, so in order for you to be able to do a really thorough case history, it's important that you address the critical questions that we need to ask. There's particular question, and I just alluded to that earlier. Here's a really nice handout, Dr. Coley from Leaders Project, has agreed to allow me to share this with you, it's a free website. You just go there and there's some critical questions that will help with your interview.

Dr. Parity from Canada is a leading researcher in bilingual education as well, speech pathology, and she and her team developed the Alberta Language and Development Questionnaire. You do get points and it's really nice. It's free another download from online. And it's a wonderful interview that could help you. It can help you come up with questions and things that you should ask parents so that you have important information to know what languages you should test in. And it also helps you with your diagnosis. So we need to look at acculturation, how long the family has been there. There's just a lot of things that we need to consider. Here's my husband, we went camping. I thought this was a really nice picture. So we need to be able to work with interpreters. And this is very tricky. This is an inservice all on its own. There are ways that we need to train our, the people that we use, many places will use professional interpreters. And sometimes that is required in some states or some places, but in other parts of the country, especially in the schools, interpreters don't have to be certified. They don't even have to be competent. And I have been in places where the interpreter doesn't speak the other language very well, but people in the room don't know. So we have to be really careful. We to be able to get the best professional possible. If we cannot find a bilingual SLP, obviously a bilingual SLP in that language is the best practice. So what we should so always strive to find someone who speaks that child's language. If you're doing a bilingual evaluation, if you cannot find someone to do it, then you need to use an interpreter, if you're doing a bilingual or a monolingual evaluation in the other language. And so we need to be able to collaborate with interpreters and translators. There's an ASHA position statement on how to use that and there's a link there that I would recommend you you read through that. They should be able to interpret it. You know not interpret meaning to say something different. They should be able to say exactly what you want them to say, and not assist the child.

Translating is for the letters and for text. And then cultural brokers are those people that bridge the link between both and you could have one person that does all these,

interprets, translates, and are cultural brokers. The issue with interpreters is that it's difficult to find in some languages. Some sometimes they're not fluent in the languages that you want them to interpret in. So we need to be able to have a dedicated preparation and training for these interpreters. So they know what the role is and what your expectations are. They know about the ethics and they know about confidentiality. Often, they don't really know about our field and we need to let them know about that. I usually try to get one in person that I can train at a school or at a site, and that's my to go person. And I try to make sure that maybe they're compensated for their knowledge and their skill level. It's good to find someone that you can trust and that you can use time and time again, rather than using a parent or a sibling. That's like a last resort, because there are issues with that, using the school secretary, who's very busy and may not be available all the time, it is fine if that's your dedicated interpreter and the principal, or whoever tells you that, that's okay. But try to find one person that you can train and show the different assessments. And then we know we want them to be competent. We want them to know about the dialectal differences. And this is more information about how to use the interpreter. I'm just gonna go ahead because I want to get to the latter part. So an assessment protocol, we need to be able to determine if it's a difference, or if it's a disorder, okay. We will see a child's influence of their primary language in their English. And if we see that and we know what those patterns are, then we will be able to say, well, this is just a difference. He's just, he's speaking, or she is speaking in a way that's influenced by their primary language.

And so if sometimes it's more than that. And what we see is that there's a disorder, the disorder has to be present in both languages. It can't be that he only has a disorder in one language because language is the way he communicates in whether, if it's a disorder or not, has to be present in all communication. If it's only found in one, then it's most likely to be a difference and not a disorder. The indicators, there are some indicators of children who have language disorders and speech disorders that have the research has found that parental report tends to isolate, that tends to be a really nice

red flag. If the parents are telling you that there's an issue that tends they tend to be right.

And so it's a strong indicator, also low vocabulary size, even though we don't really necessarily assess vocabulary, but we're talking particularly under the age of three and we do put all of their languages together. So we don't count their vocabulary separate because there might be a different meaning when they say the word perro in English. And you know, and dog, perro in Spanish and dog in English, they might actually have a different lexical meaning it could be that one is a basset hound and the other one might be, you know, another type of dog. So grammaticality and grammatical Oh, I can't even say it today. I'm sorry about that. It's a too early. Judgment, so grammar judgment is an important indicator as well, and performance, on non-word repetition tests have been found to also be an indicator. And again, the narrative structure is another indicator. So that's basically what you're gonna test right there for all of our children. So we need to make sure that when we choose our instruments, that the racial, ethnic makeup of the norm sample, there are some tests that are in Spanish or other languages. I haven't found too many in other languages, most of them are just Spanish and their sensitivity is just really poor. So they're not really great at picking out a disability. A lot of them are translated or they're not normed on the right groups. So we have to be really good consumers, sensitivity, and specificity should be above 85%. So we have, like I said, the BESA is a standardized on children between four years and six. And it's a Spanish English test and it's good, but it's only the norm is really small. I know that Dr. Pena was the one that one of the authors is they're trying, they're working on expanding that norm group, but you need to be sure that you look in and see, look at that test, if you are testing that four to six range, it tests phonology and more for syntax and semantics. It's very long. It doesn't have a basal or a ceiling can go on forever. So just kind of warning you about that. But part of this test is also the BIOS, which is what I talked about earlier. That input output survey, and also the ITALK, which is a parent and teacher interview, but the norming sample included 17

Spanish dialects and seven regional dialects of English. So I think tests are getting better and evaluators are getting better at this. There's just really nothing else to tell you the truth.

So for measuring vocabulary in toddlers, I often use the MacArthur-Bates. It is available for sale in Spanish and in English, but there are many adaptations child that I spoke about earlier who spoke Farsi. I actually was able to find one in Farsi. I couldn't read it, but I was able to find it, and I was able to find an SLP who was Farsi speaking, and she was able to interpret it for me, interpret the results. That was great. And you can find these links to some of the people who are able to help us out, and we can find it in other languages. And maybe you can use your interpreter to help you, your translator to help you see what, to analyze the sample. So for receptive language, I use a lot of dynamic assessments. It's really difficult to assess receptive language, but I do a lot of dynamic assessments. And so I tend not, I can give commercially available tools and then I don't score them, but I analyze their results and then try to see what their modifiability and their ability to learn is I allow answers in all languages. Also non-word repetition tasks. I've included a list of some non-word repetition tasks in your resources and your references. They found that three to five year old, Spanish speaking children were given a Spanish non-word repetition task that we were able to children that were fine, that didn't have a language impairment did well on it. And children with disabilities with a language impairment did poorly on it. So it's a good, it's a good measure. The CTOP has a non-word repetition test that you can use as well as these free ones that we have here from the research Leaders Project has one, there's one here by Conert from 2008, et cetera, these are available for you. And then there's narrative tasks. The children listen to a story, and then they watch a picture sequence. And then the child retells the story to you.

And you could collect the narrative sample in both languages, if you're doing it bilingually, if you're doing a monolingually, of course, you would just collect the sample

in that one language, the narrative task, and there's, I think there's the Pearl, and there's some others, you can have the SALT software can help you analyze the narratives and actually compare with other children who speak those languages for right now, I think that the SALT mostly has a database for Spanish and English. I need to look and see if they have other languages that you really should look in that, but they have the frog stories for Mercer Mayer. I don't know if you are aware of those, but those are non they're books that don't have any words. And so you're able to tell is able to retell, but you can use any book, really any wordless book that you'd like to get a sample.

There are some pictures that are, again, are free from the Leaders Project. One of my favorite websites, I love it. It's a narrative sampling and using the slam pictures. So they're for different grade levels. And there are pictures available that the child can tell a story. And there are questions that you can ask them afterwards. It's free for different ages. You're looking at character, setting, problem, solution in their native language, or in a combination of both, that's what can be done. So you can do it in that language and in English and compare the results as well. I love using the SALT the slam pictures. So what you're looking for in a narrative, as you're looking at that pattern of, you know, as they get older, they should be able to speak in a more complex way. Now, most of the time, there are different ways that children from different cultures will narrate a story. For example, in the Navajo culture, the more traditional way of telling a story is circular, it's not sequential. And many times we have those sequential type of goals, right, he will at the first, second, third, or last, and sometimes that's not appropriate for certain cultures, but most of the time, the culture is in a narrative. They are able to identify a problem and identify a solution, and maybe a consequence. So there is a sense of the story evolving across cultures though may not be linear.

So you're looking for that story structure and you're looking for cross-linguistic influence. So the interaction between both languages, whether the word order might be

off, like, for example, the house white in Spanish, just like casa blanca. We do the adjective before the noun in English, but in Spanish, it's the other way around, you say the noun and then you do the adjective. So you need to be able to know those kinds of how the languages will influence the English language, reverse compounds, overgeneralization of more of a syntactic rules. You know, I've been in this country for a very long time. I've spoken English for a long time, I still have an accent. I still get my prepositions sometimes mixed up in and on. I'm a highly educated woman and I still have these issues because there are errors that are fossilized. If you read my handout, you will see about fossilized errors. So we have to be aware of those cross-linguistic influences. If you want to I assess semantics, I would avoid any kind of a single word test, including the ones that are in Spanish or in a different language. They really don't tell us very much.

So you want to do more of an analysis of the narrative sample and look at the kinds of words and the way that they convey, meaning. Let's see, and then the conceptual vocabulary, you want to count all words in both languages in young children. And like I talked about before how dog and perro might have a different meaning, those are the doublets, right? Those are words that, that could mean the same thing, but some children will have different meanings. It's kinda like when you see a cup and glass for drinking, that kind of maybe put a different image in your mind. So we don't want to underestimate the child's bilingual knowledge. We want to count every word that he says when they're very young. So let's see. And then one of the most important things, one of the most important activities you could do in a bilingual evaluation is a dynamic assessment. You're measuring the Zone of Proximal Development by Vygotsky, so you want to see where the child is functioning. And so it's like a probe session. There are some ways that you can do it that are informal, and there are more formal ways. And I would recommend that you all look more deeply into what a dynamic assessment is and how to do it. There's some tutorials that I've included here. Some in-services that Leaders Project has articles as well.



And the ASHA has a tutorial. You can look it up also on, you can do a YouTube search and you can come up with some nice tutorials for dynamic assessments. I think it's an important thing to know how to modify the probes that you're doing. So you teach and then you test and then you teach the child the activity, and then you retest to see if that learning if that teaching helped, okay. So here it's immediate learning you want to, so here's a little bit more about the dynamic assessments I'm trying to get to close to the end here. So here's an assessment protocol for a monolingual, SLP. You want to have a thorough background history for everyone. ethnographic interview for everyone. You want to find out if they learned English, you know, or they, if they learn English one after the, if it's sequential or if it's simultaneous, you know, it's really important to find out they were exposed to two languages at the same time, or when they learn that second language, if it's after three or before three, that's really important.

You want to find out that input/output, right? So how much of that input is coming in and in what language, what percentage that is, you want to find out about their dialect and culture and research that, everybody gets a dynamic assessment of whatever kind. So that's for everyone. For young children, you want to include some kind of a, you know, you could use a, the MacArthur-Bates, that's what I like to use, you can also collect language samples in whatever language a child is speaking and play. Just like you're used to doing. You want to take a phonemic inventory and find out the intelligibility, get it speech sample. Real objects, whatever that is. So these are things that you already know how to do. Doesn't sound like it's anything new. It's not it's, you already have the skills that it takes to be able to perform these evaluations. You want to do a dynamic assessment to look at what the child can do and their ability to learn. You teach that skill and then you retest. I had a child who did not have object permanence with what appeared to be, he was four years old, and I would show him an object. And as soon as you know, it was out of the, I hid it, it was gone. So I taught him, you know, hand over hand and how to pull the little blanket off so you could reveal

the object. And he never quite learned it. That was a form of dynamic assessment. And so we tested it, we taught him different strategies and he never quite got it. And so that was really important information. So we can use formal assessments, too. You can use sub tests as criterion reference tools, and you just do not score them. Your report is gonna look more like a narrative, like a case study, and people accept these things. I'm always surprised that people think, "Oh, the district's not gonna go for it." These types of evaluations are so much richer. And we are trying to triangulate. Okay, so you're looking for a convergence of evidence as Dr. Restapo says, convergence of evidence.

So you don't take just one tool and say he has a disability, or does not have a disability. It's part of the background information that you got from the parents, the input/output, the information about that you've learned about bilingual language development, your dynamic assessments, your language sampling, your narrative sampling, all those things play a role. Again, school aged children, you do the narrative assessment, and then the non-word repetition test, which anybody could do, because those are not real words, right? So you have them written phonetically and you just have them repeat it. So, and then you can use any speech tests. So as far as interpreting the data, again, it's a team decision, but because you are, you know, knowledgeable, you're going to be able to relate what you have found. You're gonna look how the child functions in different environments at home and at school or at daycare or wherever this child is. You will take the data and just use it for comparison purposes. You're gonna analyze the data if you have standardized scores, or if you have a standardized measure that you didn't score, you're gonna evaluate the environment. You're gonna look at how the child compares to his peers. I always bring in cousins or friends and try to see how their development compares. Look for converging evidence. Like I just said an evaluator must know, you must know the process of second language acquisition in order to make an informed decision about whether the child is displaying a difference or a disorder in their language. So this is something you can do. And as we can see with our case studies here at the end, Eun ended up having an accent. So he had a

language difference. He was unable to pronounce certain words in English because it was influenced by his dialect, his Korean language. And so he came to a private clinic and they were able to work on his accent, even though because he was under the age of seven, he probably would have resolved that in his own, but he was very self conscious. Flor ended up having severe learning disabilities. And that was evident by the fact that she was having difficulty learning English among other things.

Nizhoni ended up not having a speech language impairment. She had been over identified because it didn't take into account her dialect, even though she didn't speak Navajo, she spoke a different dialect. And Javed, the family was concerned because of he wasn't developing English. And we were able to do some parent training using the dad as an interpreter, and he was able to catch up. So he didn't really qualify. We're just able to give the parents some ideas of what to do. All right so if you, as you can see this as something that you can do as a monolingual SLP, I'm very excited to have people take in this idea and want to go get further education. That's what you need. You need to find out about how to do this with more depth, find out more about how to use interpreters, find out more how to assess children from different languages and find out about bilingual language development. This is the beginning, and I know that you can do it. If you have any questions or any feel free to email me. My email is at the very front this, of your PowerPoint handout, fe.murray@nau.edu. And I'm happy to have conversation with you. And I hope that you are encouraged to continue on this journey of learning how to evaluate language impaired children from or from different languages. You can do it, thank you.

- [Amy] All right, thank you so much, Fe. We really appreciate you sharing your expertise and just hearing your passion is really wonderful. So we can go ahead and wrap it up there. And once again, thank you so much.