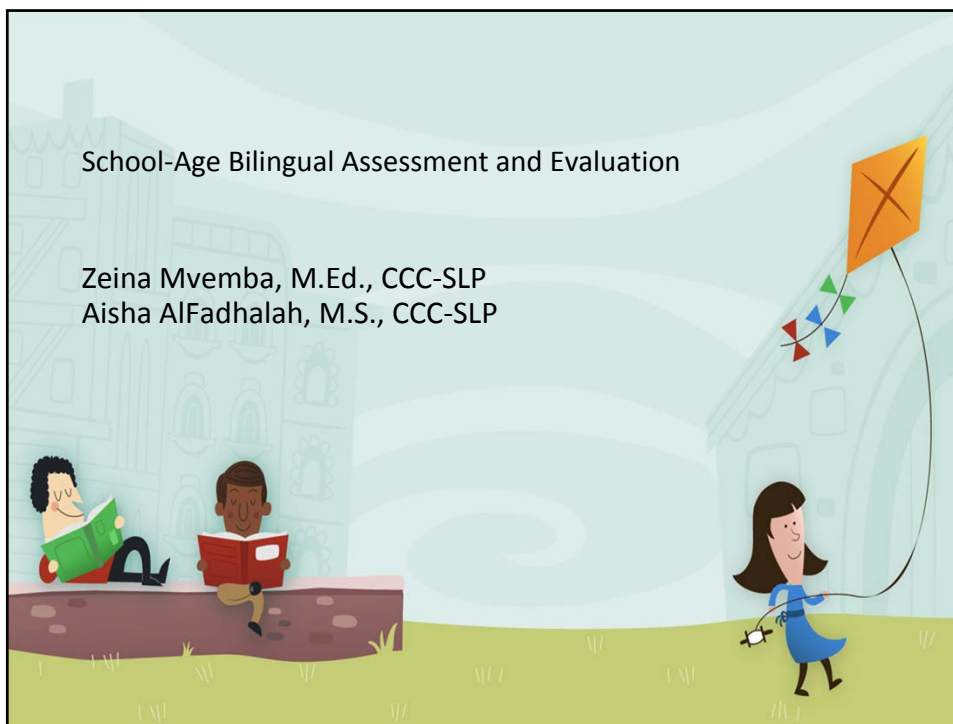


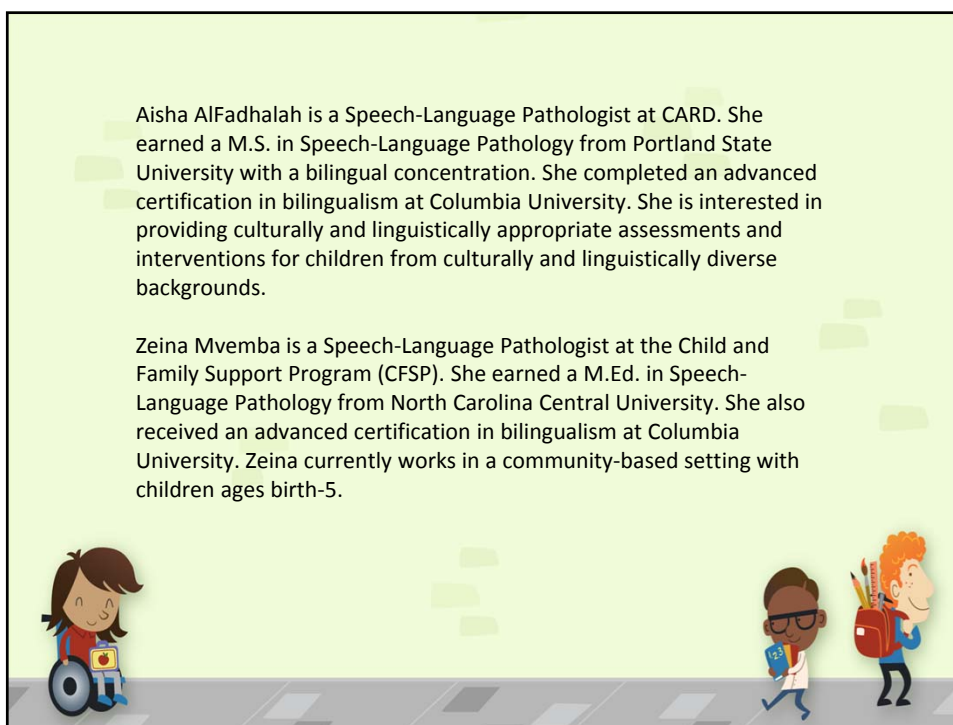
## School-Age Bilingual Assessment and Evaluation

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### Learning outcomes

- Describe current research regarding the impact of bilingualism, bidialectalism, and socioeconomic status on the academic and linguistic development of children
- Identify non-biased assessment tools that are culturally and linguistically appropriate for children's unique backgrounds
- Identify skills needed to assess bilingual children and differentiate a language disorder from a language difference



### Things to keep in mind...

- Why is it important to administer culturally appropriate and responsive evaluations?
- Why would we need to evaluate a bilingual child differently than a monolingual child?
- What are the implications of children who are misidentified as language disordered?



## IDEA 2004

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) intensifies the focus on the problems with the disproportionate referral of minority students for special education.



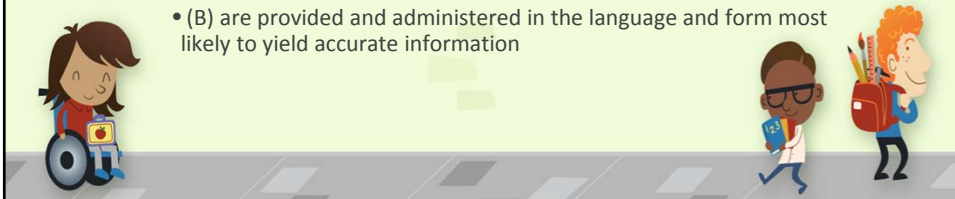
## IDEA 2004, Sec 614 [Evaluations and Eligibility], part b) Evaluation Procedures

(2) Conduct of evaluation. In conducting the evaluation, the local educational agency shall—

- (A) use a variety of assessment tools and strategies
- (B) not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or determining an appropriate educational program for the child;

(3) Additional requirements. Each local educational agency shall ensure that assessments—

- (A) are selected and administered so as not to be discriminatory on a racial or cultural basis;
- (B) are provided and administered in the language and form most likely to yield accurate information



## How do we interpret IDEA?

- Diagnosis of a language disorder should not be based on a single measure (i.e., single standardized score)
- Assessments are selected and administered so as not to be discriminatory on a racial or cultural basis
  - Start to think about is the child being judged based on a cultural standard not relevant to them (e.g., print awareness, letter identification, etc.)
  - Is your child represented in the test's norming population?
- Evaluators must adopt an approach that works to distinguish a disorder from "something else," such as an academic gap, SES, prior experience, dialect, second language acquisition, etc. Currently, no standardized test results can distinguish a disability from lack of adequate instruction in reading or math or from Limited English Proficiency.



## Components of a culturally and linguistically sensitive evaluation

### No two CLD children are the same!

- Consider the level of language input and language use specific to that child.
- The evaluator determines what data to gather and how to gather the data based upon the particular characteristics and backgrounds of the child being evaluated.



## Think about cultural mismatches...

### Prior Knowledge/Experience

- Does the child understand known-answer questions (e.g., “Show me your nose?”)
- Does the child have exposure to the types of concepts we are testing?

### Socioeconomic Status Bias

- A child from a lower SES background may be falsely identified as having a language disorder on standardized language tests due to a smaller vocabulary than his higher SES peers.



## Examples of non-biased assessment tasks

1. Parent/teacher interview (10 critical questions)
2. Informed clinical opinion (you are the language expert)
3. Dynamic Assessment (fast mapping, mediated learning experience)
4. Language sample analysis (all of child's languages)
5. Compare a child to their cultural and linguistic community (e.g., sibling)



## Parent Interview

- Best evidence based diagnostic tool we have are parent interviews- NOT standardized tests
- “Parent interviewing and language sampling procedures, currently appear to be the best clinician’s tool for identification of SLI children” (Restrepo, 1998)
- Parent interview is made up of critical questions designed to obtain relevant information



## Critical Questions

1. What exposure has your child had to different languages or dialects?
  - What is the language/dialect history?
  - Exposure to dialects and languages at home including extended family
  - Exposure to dialects and languages in school
  - Exposure to dialects and languages in the community
  - Current reported language of dominance, if any
  - Current reported proficiency of L1 and L2

<http://www.leadersproject.org/2015/03/18/the-critical-questions/>



## Critical Questions

2. What is the highest educational level of the mother or primary caregiver?
  - Child's vocabulary and literacy achievement are correlated with mother's educational level
  - Mother's education level corresponds to SES, which corresponds to language, vocabulary, verbal IQ achievement)
  - Without knowing this information, a child can be easily misdiagnosed



## Critical Questions

3. Have there been any significant changes in the family structure recently?
  - Consider: birth of a sibling, move to a new location, death, serious illness, divorce
4. Is there a family history of speech, language, and/or academic problems?
  - Genetic basis that exists for many disabilities (Restrepo, 1998)
  - Early identification when similar patterns are found in families



## Critical Questions

5. How does the child's speech and language development compare to his/her siblings at the same age or to peers in the child's speech community?
- Compare children within similar backgrounds and experiences in order to make a good comparison
  - Standardized tests compare child to a normative group (mainstream, middle class American culture) that is not representative of minority and diverse children
  - Know typical child language development of the community in order to develop informed clinical opinion



## Critical Questions

6. Was the child's performance during the evaluation representative of how he/she usually acts?
- Shy? Not feeling well? Unfamiliar place? Unfamiliar people? Unfamiliar testing procedures?
7. What does your child do that makes you know she/he is smart? Describe your child's strengths and weaknesses.
- Gives evaluator insightful information that may not be obtained during the evaluation





## Case Study

- A is a 6 year 1 month old sequential bilingual Spanish-English speaking female residing in Baltimore, Maryland.
- A lives with her mother, younger brother, in addition to another family consisting of a mother and 2 older children, both of whom are elementary-aged.
- A's mother was born in El Salvador, and her father was born in Honduras. Her mother immigrated to the United States 10 years ago to seek better financial opportunities. Her father currently lives in Honduras.
- Both parents have completed high school.
- Medical history and developmental milestones were reported to be within normal limits.



## Tasks used during the evaluation

### Holistic evaluation measures:

1. Informed clinical opinion
2. Parent interview
3. Ethnographic interview/ critical questions for the parents
4. Dynamic assessment: mediated learning experience
5. SLAM materials
6. Language sample analysis ("Yo Sabo")
7. Eliciting Narratives



## Language background and use

- A received exposure to only Spanish in her home and community until the age of 4 years, when she began attending a monolingual English Pre-Kindergarten class.
- Currently A is exposed to Standard American English (SAE) dialect in school by her classroom teacher, as well as the dialects of Spanish Influenced English (SpIE) and African-American English (AAE) by her peers. At home she is exposed to Spanish Influenced English through the older children who live in her house.
- A is exposed to Spanish (Honduran and Salvadoran dialects) throughout the entirety of the day while she is at home. A is able to speak with her father, aunts, uncles, and grandparents via telephone in Spanish. She also attends Spanish mass weekly with her family. A's mother reported little exposure to English in the home environment, as the only other people who speak English in the home are the other elementary-aged children who also reside in A's home.



## Teacher Report

- A attends 1st grade in Baltimore City.
- The school body is composed of a majority of African-American and Latino students. Although a large number of Spanish-speaking children attend A's elementary school, English is the primary language of instruction.
- During the evaluation, A told the clinicians that all 1st grade teachers discourage the students from speaking Spanish at school. A is enrolled in English as a Second Language (ESOL) to support her acquisition of academic English. Besides ESOL, A does not receive any additional services within her school.
- A reported that she does not like to speak Spanish.



## School-Age Language Assessment Measures (SLAM)

- Series of materials created to be free of cultural and linguistic bias that can be used to address several receptive and expressive language skills
  - Following directions
  - Understanding questions of increasing complexity
  - Sequencing
  - Eliciting narratives
  - Listening comprehension

<http://www.leadersproject.org/disability-evaluation/school-age-language-assessment-measures-slam/>



## Receptive Language





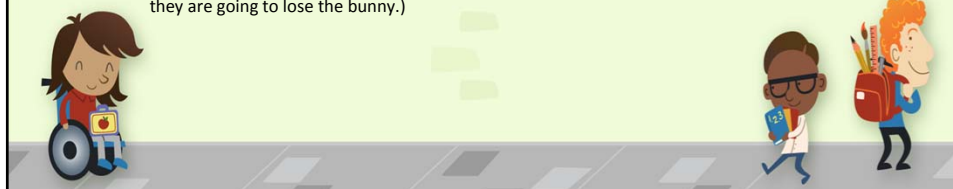
## Impressions- Response to Wh- Questions

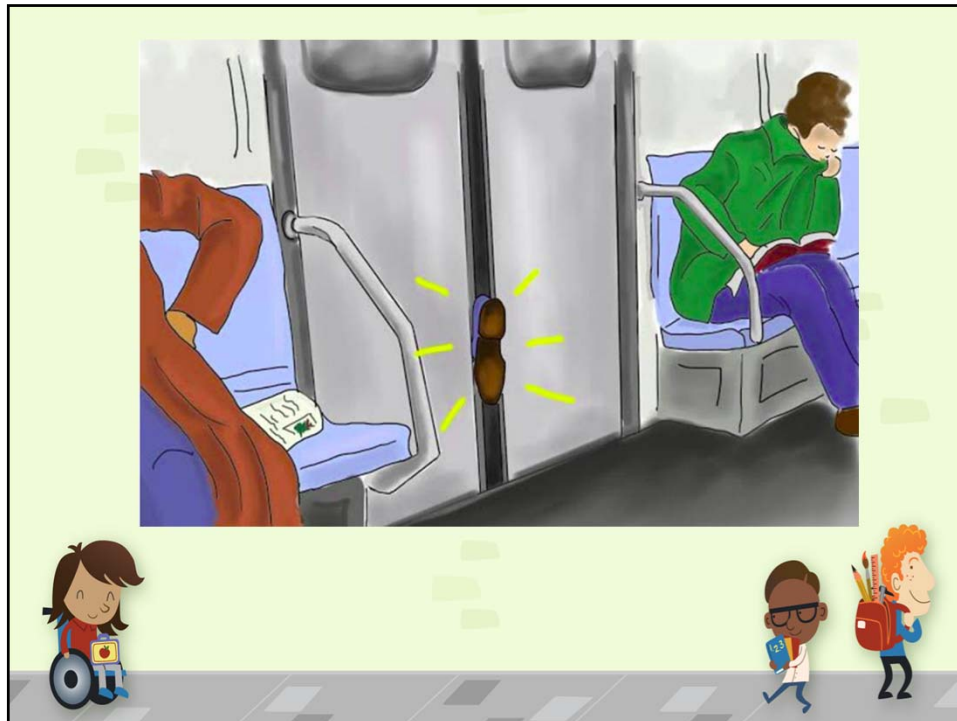
### Theory of mind:

1. "¿Por qué el conejo salta fuera de la mochila?" (Why did the bunny jump out of the backpack?)

A responds "Porque se quiere salir de la clase. Porque no le gusta los niños, porque quiere jugar fuera de la clase." (Because he wants to leave the class. Because he does not like the children, because he wants to play outside of the class.)

- A uses the mental state verb *querer* (to want) to describe the bunny's motivations. When directed to look at a picture of a carrot in the classroom, A continues to express the bunny's motivations with her response "El conejo quiere la zanahoria de lunche." (The bunny wants the carrot for lunch.)
- A states the characters emotions by using the mental state verb *pensar* (to think) when asked "¿Por qué algunos estudiantes tienen miedo?" (Why are some students afraid?) A responds "Porque piensan que se va a perder el conejo." (Because (the students) think that they are going to lose the bunny.)





## Impressions- Questions

A was asked 4 questions related to the picture including:

1. "¿Qué pasó en la foto?" [What happened?]

A responded with "Que los zapatos de él se atoró en las dos puertas"  
[His shoes got stuck in the doors].

2. "¿Cómo su pie se atoró en las puertas?" [How did this happen?]

A stated, "Cuz (because) the door just, shut the door. His shoe is stuck on the door."

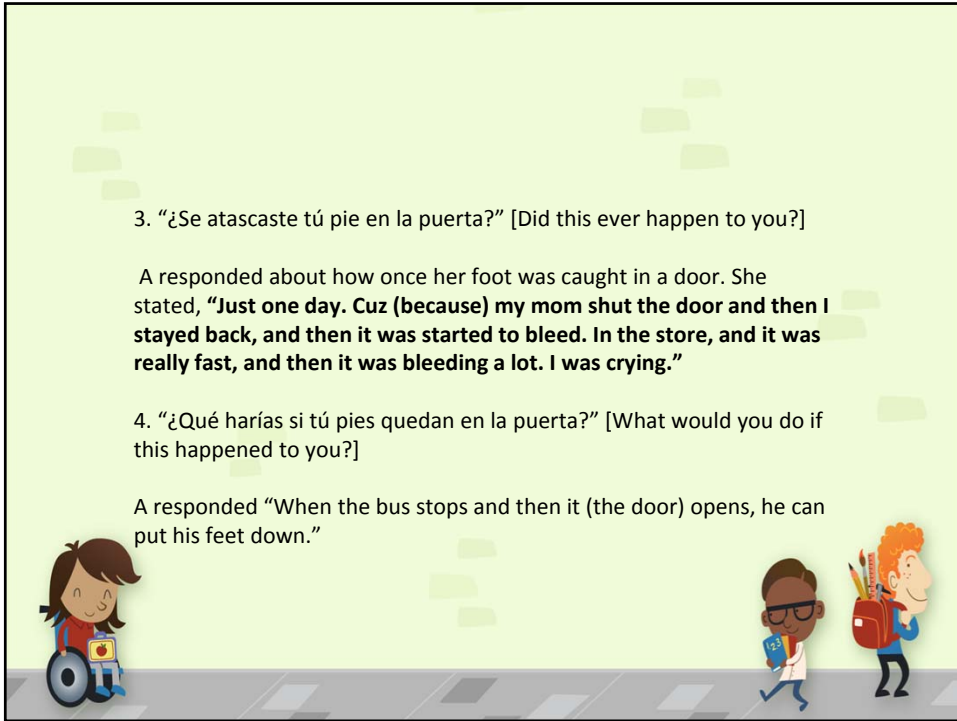


3. "¿Se atascaste tú pie en la puerta?" [Did this ever happen to you?]

A responded about how once her foot was caught in a door. She stated, "**Just one day. Cuz (because) my mom shut the door and then I stayed back, and then it was started to bleed. In the store, and it was really fast, and then it was bleeding a lot. I was crying.**"

4. "¿Qué harías si tú pies quedan en la puerta?" [What would you do if this happened to you?]

A responded "When the bus stops and then it (the door) opens, he can put his feet down."



## Impressions- Following Directions & Problem Solving

### Directions:

- “Point to the kid with the headphones and the kid who is eating chips at the same time, and then point the kid who is holding a ball.”
- “Get the notebook from the table, turn to the third page. Write your name on the top of the page.”

### Problem Solving:

- A also demonstrated at least age-appropriate problem solving skills. For example, when she was asked, “What would you do if you were on your way to school and it started to rain?” A responded, “Use an umbrella.”
- Also, when she was asked, “What do you do if your shirt gets dirty?” A responded, “Wash it.”



Danny was sitting in class looking out the window. The skies were grey and it looked freezing cold out. Then snowflakes started falling. At first there were just a few but in a few minutes all Danny could see was falling snowflakes. Just then the teacher told the class that this was going to be a big storm and tomorrow would be a snow day. Everyone started clapping and laughing and high fiving each other!

<http://www.leadersproject.org/2015/12/03/slam-understanding-spoken-stories/>



## Impressions- Spoken stories

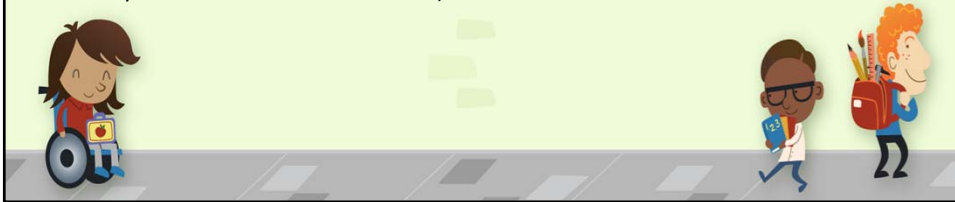
### Questions:

1. "¿Qué le dijo la maestra a los estudiantes?" (What did the teacher tell the students?)

A stated, "La maestra le dijo a los estudiantes que va ser una gran tormenta." (The teacher told the students that there was going to be a big storm.)

2. "¿Por qué los estudiantes comienzan a aplaudir y reír?" (Why did the students start clapping and laughing?)

A stated, "Porque creen que mañana no hay escuela." (Because they think they will not have school tomorrow).



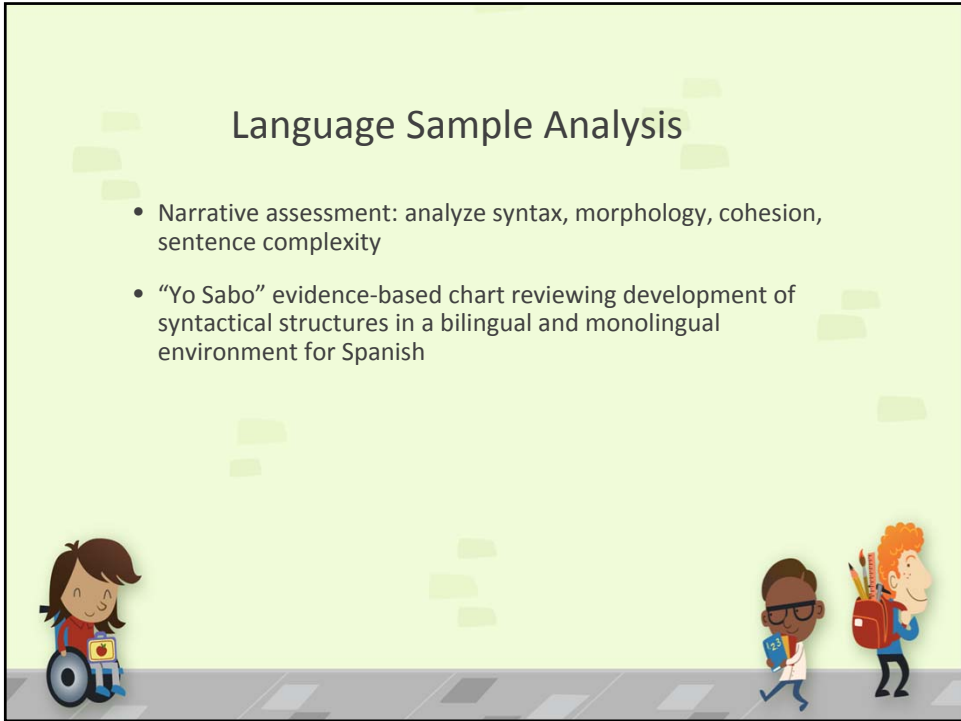
## Expressive Language





## Language Sample Analysis

- Narrative assessment: analyze syntax, morphology, cohesion, sentence complexity
- “Yo Sabo” evidence-based chart reviewing development of syntactical structures in a bilingual and monolingual environment for Spanish



The sequence of panels is as follows:

- Panel 1: A girl in a yellow shirt and pink skirt is holding a black dog. A blue bag is on the ground.
- Panel 2: The girl is sitting on the ground with the dog. A thought bubble shows a woman in a blue dress talking to a child, with a 'no dogs' sign in the background.
- Panel 3: The girl is putting the black dog into the blue bag.
- Panel 4: A woman in a green dress is talking to the girl, who is holding the bag.
- Panel 5: The girl is in a bathtub with a white dog. The woman in the green dress is looking at her.

Below the panels is a list of questions for narrative assessment:

- put these in order?
- the story (eliciting narratives and complex clauses)
- the girl thinking here?
- she putting the dog in her bag?
- the girl getting so dirty?
- she in the bathtub with a white dog now? (How do you know?)
- the mother going to do now?
- could you say to your mom if you were the girl now?

### Impressions: Narrative (Spanish)

"Primero ella va a la escuela y después van a la clase y después... Creo que quieren jugar con el... Creo que quieren jugar con el conejo. [¿Los niños?] Sí, los niños quieren jugar con el conejo... y después quieren ir al lunche y después están jugando con el conejo y después ella se lleva conejo."

(First she goes to school and next they (referring to the bunny and girl) go to class and next.... I think that they (referring to the classroom children) want to play with the... I think that they want to play with the bunny. [The children?] Yes, the children want to play with the bunny. Next they want to go to lunch, and next they are playing with the bunny, and next she takes the bunny.)

- A is able to convey the main point of the story.
- A uses reference relations to introduce the characters of the story (the girl, the children, and the bunny).
- A's narrative uses adverbial conjunctions or single-word sequencers such as *primero* (first) and *después* (next) to provide temporal cohesion (Burns, de Villiers, Pearson, & Champion, 2012).
- A was able to answer questions about specific events and provide logical explanations which included elements of causal cohesion.



### Impressions: Narrative (English)

"She looked under and then she saw the dog. And next the dog licked her. And next she think about that her mom said "Don't touch any dogs." And next she put the dog in her purse and she was dirty. And next her mom was unhappy and then she was sad and then her mom said, "Go to the bathroom." And next she took a shower."

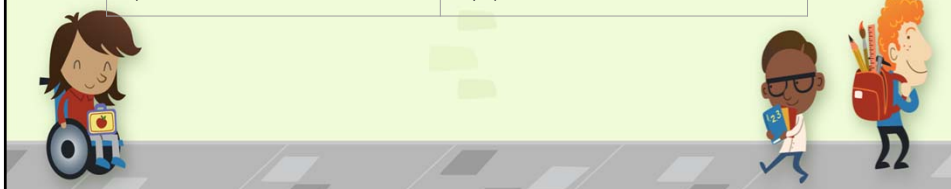
- A tells a concise narrative about a girl who finds a dog and brings it home.
- A uses reference relations to introduce the characters of the story (the girl, the girl's mother, and the dog).
- She uses the pronoun *she* to refer to the girl, and the noun *mom* to refer to the girl's mother. A continues to use temporal expressions such as *and then*, and *next* to describe a series of events (Burns et al, 2012).
- In comparison to her initial narrative in Spanish, A includes dialogue from the girl's mother, further demonstrating her understanding of theory of mind. A uses mental state verbs such as *think* to discuss the character's cognitions, and talks about the emotions of the characters with adjectives such as *unhappy* and *sad*.



According to the "Yo Sabo Español" handout (Brisk, 1972, 1976; Cohen, 1980; Dale, 1980; Garcia, 1988; Gonzalez, 1978, 1980; Maez, 1983; Parra, 1982).

#### Syntactical and Morphological Markers

|                                 |   |
|---------------------------------|---|
| 1 <sup>st</sup> person singular | "Si <i>hago</i> especial..." "Yo <i>creo</i> ..." |
| 2 <sup>nd</sup> person singular | "Me <i>puedes</i> ..."                            |
| 3 <sup>rd</sup> person singular | "Ella <i>se lleva</i> conejo."                    |
| 3 <sup>rd</sup> person plural   | "Los <i>niños quieren</i> ..."                    |
| Progressive participle/ Gerund  | "... <i>Estoy diciendo</i> ahorita"               |
| Preterit regular                | "La maestra <i>llamó</i> ..."                     |
| Preterit irregular              | "Ella no <i>vio</i> ..."                          |
| Imperfect indicative            | "Un conejo <i>estaba</i> en la clase de él."      |
| Copula                          | "... <i>Estoy diciendo</i> ahorita"               |
| Prepositions                    | "Voy a poner mi mochila <i>en</i> el locker..."   |



## Impressions- Dynamic Assessment

**Task:** During a compare/contrast activity, A demonstrated difficulty in stating similarities in Spanish and English between two objects/pictures earlier in the evaluation.

**Material:** Dynamic Assessment Scoring Sheet (adapted from Gutiérrez-Clellen, V., Brown, S., Conboy, B., & Robinson-Zanartu, C. 1998; Peña, E., 2000).

**Rational:** Dynamic assessment was used to determine A's learning style and modifiability of that skill.

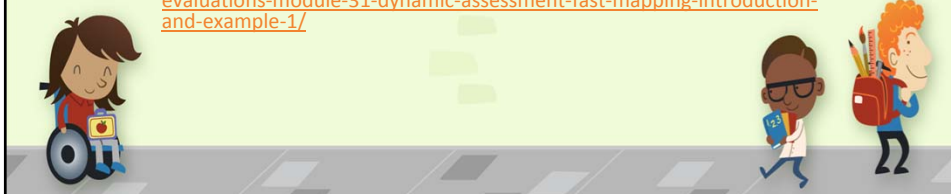
**Mediated learning experience:** Conducted through modeling with three different examples. The examiner supported A by providing verbal feedback and gestural cues as need, until she was able to demonstrate accuracy in two trials.



## Dynamic Assessment

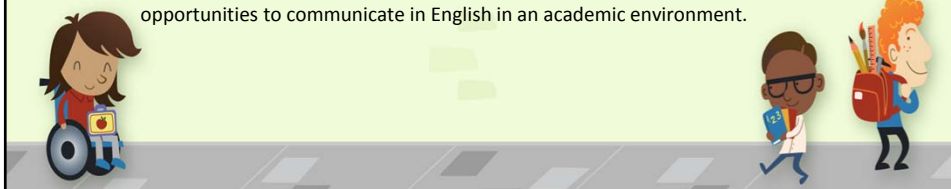
- Fast mapping: Quick, one trial learning in which novel names are attributed to unfamiliar objects
  - Children as young as three years are able to extract and store information about new lexical items with a minimum amount of exposure
  - Limits the opportunity for performance to be limited by cultural and linguistic bias
  - Alternative assessment procedure for children, particularly low SES children, whose clinical status is hard to determine

<http://www.leadersproject.org/2013/06/07/preschool-disability-evaluations-module-31-dynamic-assessment-fast-mapping-introduction-and-example-1/>



## Overall Impressions

- A presented with age-appropriate articulation/phonology, expressive, receptive, and narrative language skills.
- Her language dominance was judged to be equally balanced in both English and Spanish.
- A demonstrated typical learning abilities to acquire new linguistic concepts during the dynamic assessment.
- A's mother concurred with the results of this evaluation and indicated that A's performance was representative of her attitude, behavior, and social and language skills in other settings.
- Although A is in a subtractive bilingual environment at school, as all instruction is in English only, she maintains both exposure to and use of Spanish in the home and among her extended family, as well as in her community.
- A use of conversational Spanish was observed to be age-appropriate and functional. This is evidenced in her Spanish narrative sample and comprehension of oral/spoken stories.
- A demonstrates higher academic language skills in English as she has had more opportunities to communicate in English in an academic environment.



## Lets revisit our “things to keep in mind”

- Standardized tests should never be used as the sole factor in determining eligibility for services
- If practitioners must use scores (i.e., when an agency *requires* them), they should understand the issues associated with these scores and compare them to other information available (e.g., child’s developmental history) when making an eligibility decision
- Implications of misidentifying children as having language disorder
  - More minority children continue to be served in special education than would be expected from the percentage of minority students in the general population
  - Decisions made on behalf of 4 year olds rarely shift over the next 13+ years



## Working towards inclusivity

- Encourage an environment in which all languages are viewed as equally important
- Dedicate a lesson or unit to celebrate diversity of your children
  - “My Culture” day
  - “Show and tell”
- Choose materials that are representative of various cultures (e.g., International Children’s Library)
- Dispel misconceptions about bilingualism or second language acquisition with parents and coworkers
- Use both languages when designing AAC or PECS systems



## Summary

- A bilingual child is not two monolingual children combined
- Children's performance should be analyzed in both languages
- Clinicians should use assessment tasks free of cultural and linguistic bias
- Determination of a language disorder should not be based on a single standard score, instead a holistic evaluation of a child's skills
- Refer to IDEA 2004 for best practice measures



## Questions

