BEST PRACTICES IN NONBIASED ASSESSMENT OF ELs WITH POTENTIAL AND ACTUAL LANGUAGE IMPAIRMENT

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Background:

*Full time university professor and part-time itinerant SLP in the public schools

Published 16 books and numerous journal articles

Given over 500 presentations at state, national, and international conferences

Received presidential Daily Point of Light Award, ASHA Fellow Award, ASHA Multicultural Award, and ASHA's Honors of the Association

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Information cited from:

- Roseberry-McKibbin, C. (2018). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (5th ed.). Oceanside, CA: Academic Communication Associates.
- www.acadcom.com

- Disclosure statement: I am paid royalties for each copy of the book that is sold by Academic Communication Associates.

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My youtube channel:

- Just go to www.youtube.com
- Type in **Love Talk Read (Celeste Roseberry)**
- You can subscribe to the channel

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Social Media:

- www.lovetalkread.com
- **Twitter** @love_talk_read
- **Instagram**Lovetalkread
- **Facebook** Love Talk Read

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- Dr. Cate Crowley of Columbia University has a terrific website with a great deal of helpful assessment information, including reviews of some currently-published tests, demonstration videos, and more. Go to http://www.leadersproject.org/ for free access.

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GENERAL ASSESSMENT CONSIDERATIONS

According to the U.S. Department of Education, Office for Civil Rights:

ELL students are now enrolled in nearly **3 out of every 4 public schools in the nation;** they constitute 9% of all public school students, and their numbers are steadily increasing

https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

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According to National Center for Education Statistics 2020: (https://nces.ed.gov/programs/coe/indicator_cgf.asp

- In America's public schools in fall 2017, 10.1% (5 million) students were English Learners (ELs)
- California had the highest number at 19.2%
- The four most common languages spoke were Spanish, Arabic, Chinese, and Vietnamese
- 14.3% of all ELs were enrolled in special education

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Census projections for % of U.S. population growth:

	1970	2000	2050
White	83.7	70	50
Black	10.6	12	13
Hispanic	**4.5**	**13**	**24**
Asian	**1.0**	**4**	**9**
Native Am.	.4	.9	1

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- When children enter school (**kindergarten**), **achievement gaps** are observable even before they start learning to read

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- The most salient child characteristics that predict academic success are **SES** and **race**
- Low-SES, non-White children tend to lag behind White, middle-SES children
- We need to work hard to **close** this **gap**
- One way to do this is to provide **nonbiased assessment** so low-SES, diverse students are appropriately placed in special education (or not)

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Rosa-Lugo et al. 2020:

- The **over representation** of ELLs in special education is of great concern
- Children who are misidentified may miss significant amounts of instruction in core subjects when pulled out of class for therapy
- They may be educated in more restrictive environments than what is appropriate based on their linguistic and cognitive ability

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We know that poverty and being of ELL status make students more vulnerable to school failure

It is critical to distinguish language difference vs language impairment so we **do not over-identify t**hese students for special education

We also need to be sure that we **serve** students who **legitimately need** special education services

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It is important…

•To discuss evidence-based practice

•As much as possible, we use assessment practices supported by research

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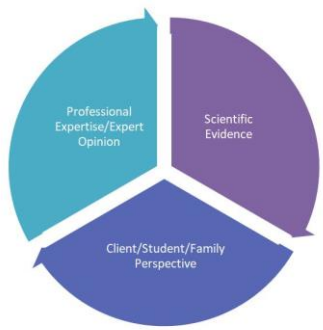
Evidence-based practice



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Research studies are helpful…

- When we are dealing with lawyers and advocates who say "where is the research that supports your ideas?"

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We always have to ask the question:

- Is the student manifesting characteristics of typical second language acquisition and/or bilingual development that are mistakenly being taken as signs of a language impairment (LI)?

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Definition of a Language Impairment (LI) in an EL Student (Castilla-Earls et al., 2020; Kohnert et al., 2021)

- An EL student has a true language impairment if he experiences difficulties learning in BOTH languages
- An LI affects the student's ability to learn any language
- Both L1 (language 1) and L2 (language 2) must be negatively impacted

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Mesa, C., & Yeomans-Maldonado, G. (2021). English and Spanish predictors of grade 3 reading comprehension in bilingual children. *Journal of Speech, Language, and Hearing Research, 64*, 889-908.

- Factors such as low parental education, poverty, and low second language oral language skills create a risk of reading comprehension deficits in English
- Children who exhibit difficulties in L1 are likely to exhibit difficulties in L2

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- The student with age-appropriate L1 skills and low scores in English is NOT LI and is not a candidate for special education
- We must make teachers and administrators aware of the difference between a student with typical underlying language learning ability who needs more time and exposure to English (non special education) and the student who is truly LI (qualifies for special education).

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We have to ask:

- Is there a **mismatch** between the student's background/environment and the school's expectations?
- The Common Core State Standards are rigorous—especially the English Language Arts requirements
- I believe that there is potential for even more special education referrals of ELs, especially those from low-income backgrounds

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Diagnostic Pie

•It is important to share this with classroom teachers, who may not be aware that speech-language pathologists and other special education personnel serve only students in Quadrants 3 and 4

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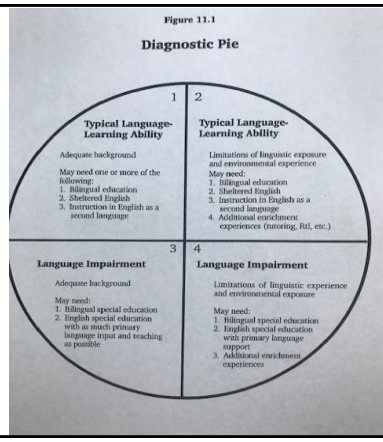

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Hyter, Y.D., & Salas-Provance, M.B. (2019). *Culturally responsive practices in speech, language, and hearing sciences.* San Diego: Plural Publishing.

- We focus on linguistic social justice—linguistic human rights
- Students have the right to speak their home language freely
- We cannot discriminate against ELs by overreferring them to special education

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It's also important to keep the concept of intersectionality in mind:

- Each student has multiple identities
- For example, a student might identify as a female Afghan American Muslim trilingual speaker of Dari, Farsi, and English

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IMPACT OF SECOND LANGUAGE ACQUISITION AND BILINGUAL DEVELOPMENT

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A. Typical Second Language Acquisition Processes

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1. Transfer

- When students are learning an L2, they make errors that reflect the influence of L1
- For example: in Spanish, a child would say “la casa verde” (the house green)
- If a Spanish-speaking child pointed to a picture and said, “look—I see the house green” (instead of “I see the green house”) this would be transfer from Spanish, not a sign of a clinically significant problem with syntax

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A youtube example of phonological/prosodic transfer:

- The Big Bang Theory--Sheldon’s Mandarin Chicken
- Sheldon is unhappy because he thinks they changed the recipe, and he is learning Mandarin so he can tell them he wants his Mandarin chicken cooked the old way with the original tangerine peels

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- Transfer can occur in all areas: syntax, morphology, phonology, semantics, and pragmatics
- Errors of transfer from L1 are NOT signs of a communication disorder. These errors indicate a communication ***difference***, not a disorder

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2. Interlanguage

- This is a system that has structurally intermediate status between L1 and L2
- The student is approximating L2
- The student's errors are *inconsistent*

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For example, a child might be describing pictures:

- Look, there are 3 chicken at the farm. They lay 10 eggs and the boys picking the egg up. Now the girl are getting more eggs. Their mom wants to cook egg for breakfast tomorrow for the kids.

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3. Silent Period

- In the early stages of learning an L2, most students focus on **comprehension** and do very little speaking
- The **younger** the student, the longer the silent period usually lasts
- Students introduced to L2 during the **preschool** years may speak very little in L1 or in L2 for more than one year

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The Education Alliance (2021). *Teaching diverse learners*. https://www.brown.edu/academics/education-alliance/teaching-diverse_learners/strategy-i-3

- Because these students are busy listening and comprehending, they may be very quiet and take longer to answer questions or formulate comments because they need the time to process meaning

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4. Codeswitching

- This is the phenomenon of alternating between 2 languages within a single phrase, sentence, or discourse

- Bilingual children commonly engage in codeswitching—it is a normal communication behavior

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Examples:

- Me gustaria manejar. I'll take the car. Hasta luego! Take care.

- My boss just gave me this tremendous sense of utang ng loob. I hate that! Oh no—now it's gotta be pakikisama all the way. It's going to make me buong if I'm not careful. Ay, grabi gid.

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Codeswitching is used by multilingual adults and children around the world

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In this youtube video…

Spanish-speaking university seniors discuss their summer plans

Go to youtube and type in Celeste Roseberry (Love Talk Read).

Go to the following video:

-
- Codeswitching

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5. Language Loss (Rosa-Lugo et al., 2020)

- Many ELL students' L1 is not maintained in school through bilingual education
- Unfortunately, they experience language loss in L1
- Thus, they achieve **low test scores** in both L1 and English

39

Kan, P.F., Miller, A., Cheung, S., & Brickman, A (2020). The distributed L1 and L2 language-learning environments of dual language learners across home and school settings. *Language, Speech, and Hearing Services in Schools, 51, 1007-1023.*

- Many dual language learners (DLLs) experience language loss in L1 as L2 opportunities increase

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Kan et al. 2020:

- Examined the language patterns of 9 typically-developing preschool children
- L1=Cantonese L2=English
- Recorded children's utterances using a LENA device (Language Environment Analysis) across home and school settings
- Also interviewed parents

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Kan et al. 2020 found:

- Cantonese was used primarily at home
- Both Cantonese and English were used by the children at preschool
- Correlational analyses showed that subjects' use of Cantonese was associated with the Cantonese used by their peers (not parents!)

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We might extrapolate Kan et al. 2020 to infer that:

- If we want young children to maintain and not lose L1, put them in environments where their peers speak L1

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- 6. Avoidance
- Students will avoid communicating in L2 for fear of being laughed at or made fun of
- They may be self-conscious about their accent, use of English grammatical structures, and people asking "Where are you from?" (especially older learners)

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- 7. Formulaic language:
- Children use this to give impression that they speak the L2 well— it helps increase their opportunities to converse in L2

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B. The Impact of Simultaneous and Sequential Bilingual Acquisition

- Simultaneous acquisition occurs when a child is exposed to 2 languages from infancy in natural situations
- Interference between L1 and L2 is minimal

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Early infancy is the ideal time for a child to be exposed to 2+ languages

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Owens:

- A child undergoing **simultaneous** acquisition acquires **both** languages at a rate comparable to that of monolingual children
- The size of the **vocabularies** of bilingual and monolingual children is very similar

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Sequential acquisition:

- The child is exposed to L1 during infancy, and learns L2 at a later time
- Sequential learners may show **greater diversity** in rates and stages of acquisition

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- If L2 is introduced sequentially before a strong L1 foundation has been established (e.g., 6-8 years of age), **L1 development** may be **arrested or even regress** while L2 is being learned
- These students, for a while, achieve low test scores in both L1 and L2—this can cause them to appear LI when they are not

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- **Preschool children** who learn English in a sequential manner are especially **vulnerable**

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For example, if a Russian-speaking child is introduced to English in preschool at age 4, he may stop speaking very much in Russian for a time while he is trying to learn English

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C. 4 Stages of Second Language Acquisition in Sequential Learners (Rosa-Lugo et al., 2020)

- ***1. Stage 1—preproduction***:
- 10 hours-6 mos. of English exposure
- Beginning to comprehend—silent period
- Beginning to communicate—gestures, body language pointing

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Stage I preproduction continued:

- English vocabulary—may have up to 500 words receptively
- Responds to commands

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Stage 2—early production:

6 mos.-1 year English exposure

1-2 word verbal responses

Can answer simple yes-no, wh-questions

Using routines and formulas

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Stage 2—early production continued:

- Receptively understands around 1,000 English vocabulary words
- Uses present-tense verbs (e.g., talk**s**, write**s**, draw**s**)

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Imagine how this student would perform on these 1st grade English Language Arts goals:

- Define words by category and by one or more key attributes (e.g., *a duck is a type of bird that swims and has feathers*)
- Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*)

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Stage 3—Speech Emergence:

- 1-3 years of English exposure
- Using short phrases and sentences
- Answer “why” and “how” ?s
- Expresses effectively in simple sentences; some **grammatical errors**

Comprehends around 7,000 English words receptively

Participates in small group activities

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Stage 4: Intermediate Fluency

- 3-4 years exposure to English
- Beginning to develop solid academic English
- Engages in dialogue
- Writes essays, critiques and analyzes information
- Receptively understands 12,000 English words

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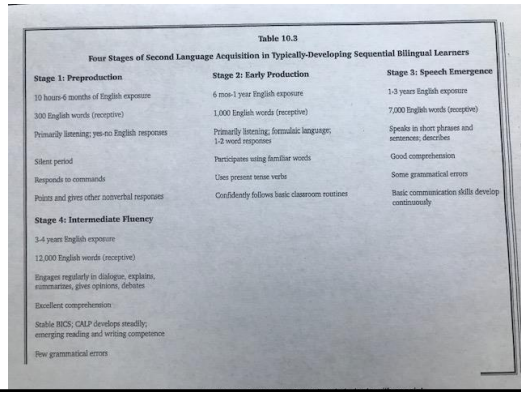

Table 10.3

Four Stages of Second Language Acquisition in Typically-Developing Sequential Bilingual Learners

Stage 1: Preproduction	Stage 2: Early Production	Stage 3: Speech Emergence
10 hours-6 months of English exposure	6 mos-1 year English exposure	1-3 years English exposure
300 English words (receptive)	1,000 English words (receptive)	7,000 English words (receptive)
Primarily listening; yes-no English responses	Primarily listening; formulaic language; 1-2 word responses	Speaks in short phrases and sentences; describes
Silent period	Participates using familiar words	Good comprehension
Responds to commands	Uses present tense verbs	Some grammatical errors
Points and gives other nonverbal responses	Confidently follows basic classroom routines	Basic communication skills develop continuously

Stage 4: Intermediate Fluency
3-4 years English exposure
12,000 English words (receptive)
Engages regularly in dialogue, explains, summarizes, gives opinions, debates
Excellent comprehension
Stable BICS; CALP develops steadily; emerging reading and writing competence
Few grammatical errors

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D. Impact of Affective Variables in Second Language Acquisition (Rosa-Lugo et al., 2020)

1. Motivation— *instrumental vs. integrative*

- 2. Personality
- 3. Self-esteem

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E. Sociocultural Variables

- 1. *Socioeconomic status* —low-income children have difficulty with knowledge-based tests
- 2. Cultural styles—e.g. reduced eye contact with adults, being silent in the presence of an adult

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F. Environmental Variables in Second Language Acquisition

1. Practice opportunities

2. Modeling

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G. Separate vs. Common Underlying Proficiency

- The *Separate Underlying Proficiency* (SUP) model holds that L1 and L2 proficiencies are totally separate, and **building skills** in one language will **not help** the other language

- Believers of SUP try to eradicate students' L1 through placing these students in **"sink or swim**" all-English classrooms and telling parents to "speak only English at home"

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Cummins promoted the CUP model, which states:

- The literacy-related aspects of a bilingual's proficiency in L1 and L2 are seen as common or **interdependent across languages**… experience with either language can promote development of the proficiency underlying both languages, given adequate motivation and exposure to both either in school or in the wider environment"

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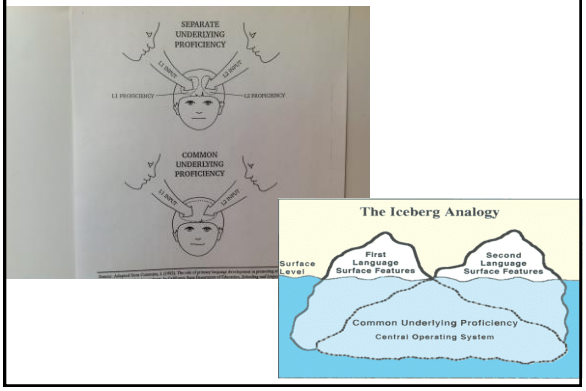
SUP and CUP supplement p. 4



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According to the theory of Common Underlying Proficiency…

- Building up one language positively affects the development of the other language
- ***Parents need to speak to their child in the language in which they are most comfortable

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Practical Implications of CUP:

- Build up the student's L1 skills
- The stronger the student's L1 foundation, the more easily she will learn concepts in English
- Students who experience additive bilingualism in this situation are much more likely to experience academic success

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Often older learners with a solid L1 foundation perform quite well academically

Because their solid L1 foundation supports the learning of English and academic content

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Unfortunately, many of our ELL students experience limited bilingualism

- These students do not receive L1 support, and they try to learn L2 (English) with a foundation that is not fully developed
- These students experience negative cognitive effects and frequent academic failure
- They can appear to be "language impaired," when in reality, they are merely not strong in either L1 or English

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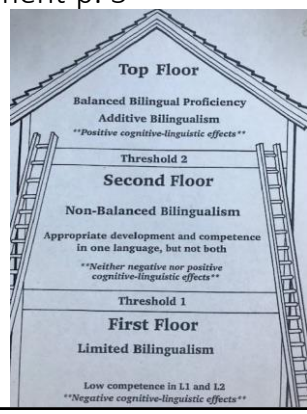
Supplement p. 5



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Cresandro was a Filipino 5-year old…

- He came to kindergarten when he was 4;10
- At home, he'd been exposed to Tagalog (Mom & Dad), Pampango and Ilocano (grandparents) and English (TV)
- The interpreter reported that he was not fluent in any language

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H. BICS and CALP(*based on the work of Jim Cummins)

- We can distinguish between two types of language fluency
- When conducting assessments of ELLs for the possible presence of a language impairment, it is extremely important to understand a) what type of language proficiency we are assessing, and b) if our **expectations are reasonable** given the student's **length of exposure** to English

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BICS (Basic Interpersonal Communication Skills)

- Is generally "picked up" relatively quickly and easily from the environment
- BICS is oral language fluency that facilitates social interaction in daily life
- It is context-embedded, and there is shared reality between speakers

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There is contextual support for the interaction

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CALP (Cognitive-Academic Language Proficiency):

- Involves both oral and written language
- Is gained primarily through **formal schooling**
- Is mostly taught explicitly in **academic** settings
- Usually has little context or shared reality between communicators
- Is abstract and usually used in formal communication contexts

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For example, this 5th grade science assignment involves CALP:

- "Condensers are devices that turn gases into liquids by cooling the gas quickly….A condenser can change water vapor to a liquid. The water vapor comes in contact with a cold surface and condenses back into liquid water. It is important to keep the surface cold. The surface normally gets heated by the vapor and so becomes less efficient. In a laboratory condenser, this warming up is prevented by placing the cold surface inside a jacket of cold, flowing water."

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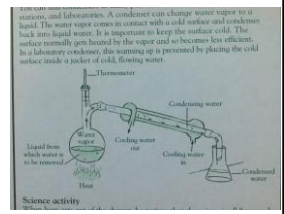
The assignment for the 5th grade student reads:

- Design and conduct an experiment to determine the best surface for condensing water vapor. Predict which surface you think will be best and explain your rationale for this prediction.



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For some ELs…

- CALP takes much longer to develop than BICS
- If an ELL is proficient and literate in her first language, CALP can develop more quickly
- However, if an EL is from a low-income background and has no literacy skills in the first language, there can be a gap between BICS and CALP development—BICS develops much faster

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By some estimates, in many cases:

- It takes 2-3 years for BICS to develop to a level commensurate with that of native L1 speakers
- It can take 5-10 years to develop CALP skills that are commensurate with those of native L1 speakers

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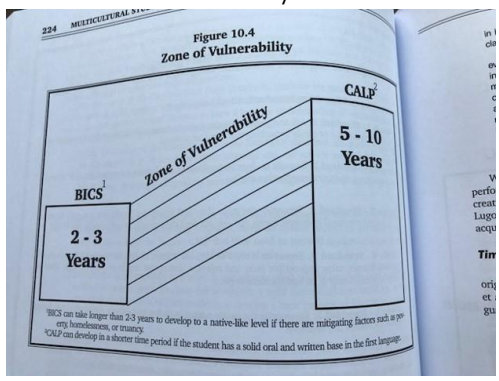
Zone of Vulnerability



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The timeline depends on a number of variables such as:

- Student's initial fluency in L1
- Strength of the L1 foundation—if the student has a strong and solid L1 oral and literate language base, BICS and CALP may develop much faster

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For example, in the greater Sacramento area…

- We have a huge Slavic population-- immigrants from the former USSR
- Many times, their math skills are stronger than those of native American students—but the Slavic students' BICS take more time to develop

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However, if the student has an under-developed L1 foundation…

- It can take more time to develop both BICS and CALP
- CALP is especially impacted by reduced L1 skills

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Paradis (2016, p. 179) states:

- "…the time frame for ELLs to approach age-expected monolingual abilities in English well exceeds 3 years for most linguistic subdomains."
- Linguistic skills may develop **asynchronously**

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State Standards

- Even the Speaking and Listening Standards involve CALP

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Many English language proficiency tests assess just BICS

- A problem with this is that when a BICS-oriented proficiency test labels an ELL student as "Fully English Proficient," professionals assume the student is ready to handle CALP-oriented tests in English
- These can include statewide school achievement tests, speech-language and psychological tests, etc.
- The gap between the student's BICS and CALP performance may lead to erroneous special education placement.

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In these cases, when we extrapolate from BICS to CALP…

- We can create deficits in students that may cause them to be erroneously identified as LI
- Students who have adequate BICS may still need more time to develop CALP

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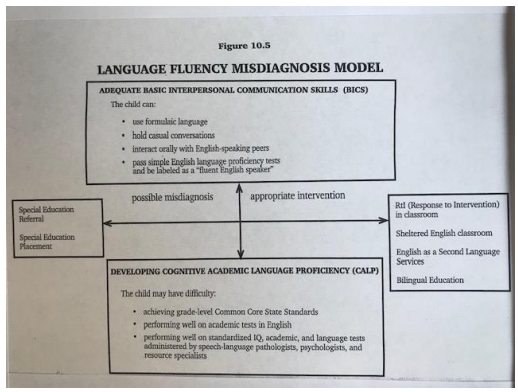
Supplement p. 6



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I. Ideal Bilingual Education Situation

- Minimum of 6 years of bilingual instruction
- In kindergarten and first grade, 90% primary language and 10% English instruction
- 50% + 50% English and primary language by grade 6
- Leads to additive bilingualism

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- **J. Additive vs. Subtractive Bilingualism**
- Subtractive bilingualism is common in U.S. schools
- The student's L1 is not nurtured or supported
- It is replaced by L2; language loss occurs in L1
- This can lead to academic failure because the student is not strong in either language

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- *Additive bilingualism*—the ideal situation, where the student's L1 is nurtured and developed along with L2
- Research shows that additive bilingualism has great cognitive and linguistic benefits

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American Airlines Magazine

- Smart Coos is a new program to teach your child to be bilingual
- We live in a connected world…individuals who are multilingual have an advantage in this evolving landscape
- The web-based platform provides children 0-16 years with the opportunity to learn additional languages

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American Airlines Magazine: (cont.)

- "The benefits of knowing more than one language include keeping your brain healthy and actively engaged. In children, these skills can result in leaps in standardized test scores and improved performance in school.
- Through Smart Coos, raising a bilingual child can become more attainable."

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Research in Canada…(Bialystok & colleagues)

- Shows that in elderly adults, being bilingual actually postpones the onset of dementia for 4-5 years
- The elderly bilingual brain is actually more sophisticated and physiologically complex than the monolingual brain

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Neuropsychologist Tamar Gollan at UC San Diego…

- Studied 44 elderly Spanish-English bilinguals
- It was found that individuals with a higher degree of bilingualism were more resistant than others to the onset of dementia and other symptoms of Alzheimer's
- The higher the degree of bilingualism, the later the age of onset

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Other benefits:

- Bilingualism➔greater employment opportunities
- In Sacramento, CA: A policeman who speaks Spanish earns an extra $5,000 a year; if he speaks, Russian, it's an extra $10,000 a year; if he speaks both Russian and Ukrainian, it's an extra $15,000 a year

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- Bilingualism provides a bridge across generations
- When children can no longer speak the first language, relationships with family members suffer—especially grandparents

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The U.S. Seal of Biliteracy began in 2012: (sealofbiliteracy.org)

- This program recognizes high school graduates who have attained a high level of proficiency in another language
- These students are viewed as valuable assets in college and the work place

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When we account for second language acquisition phenomena…

- We make many fewer misdiagnoses
- We avoid mislabeling typically-developing ELL students as having language impairments
- We honor our students' linguistic and cultural identities as they engage in the challenging and rewarding process of becoming successful, and hopefully proficient bilingual contributors to our society.

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We need increasing numbers of bilingual U.S. citizens to do business in our continually shrinking world

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Turn to the people next to you…

- And talk about an idea you have learned (re: second language acquisition and bilingualism) that will be helpful to you in differentiating language differences from language impairments in your particular school setting

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IV. ASIAN AND SPANISH-INFLUENCED ENGLISH—TRANSFER PATTERNS

- It is important to understand articulation and language differences between languages
- For example, speakers from Spanish and Asian backgrounds may manifest typical errors of transfer when they produce sounds and words in English

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We can share charts with teachers…

- So that before they refer an Asian or Latinx child for a screening, they can check the chart to see if the child is making typical errors reflecting L1 transfer; no speech-language therapy needed!
- My book (2018; *Multicultural students with special language needs….)* has charts for Asian, African American, and Hispanic students

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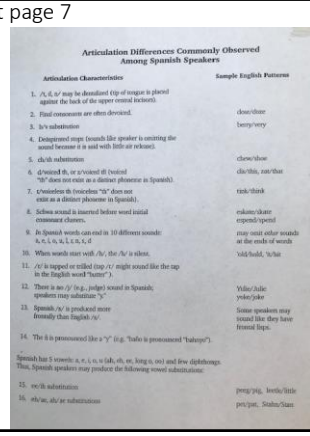
Supplement page 7

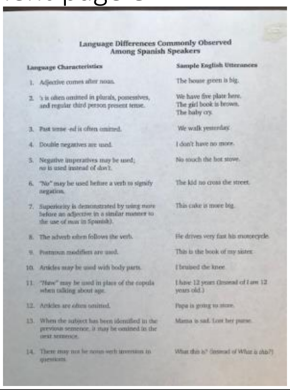


Articulation Differences Commonly Observed Among Spanish Speakers

Articulation Characteristics	Sample English Patterns
1. /t, d, n/ may be dentalized (tip of tongue is placed against the back of the upper central incisors).	
2. Final consonants are often devoiced.	close/clothe
3. b/v substitution	berry/very
4. Unaspirated stops (sounds like speaker is omitting the sound because it is said with little air release).	
5. ch/sh substitution	chew/shoe
6. d/voiced th, or z/voiced th (voiced "th" does not exist as a distinct phoneme in Spanish).	da/this, zan/that
7. t/voiceless th (voiceless "th" does not exist as a distinct phoneme in Spanish).	tink/think
8. Schwa sound is inserted before word initial consonant clusters.	eskate/skate espend/spend
9. In Spanish words can end in 10 different sounds: a, e, i, o, u, l, r, n, s, d	may omit other sounds at the ends of words
10. When words start with /h/, the /h/ is silent.	old/hold, at/hat
11. /r/ is tapped or trilled (rap /r/ might sound like the rap in the English word "butter").	
12. There is no /j/ (e.g., judge) sound in Spanish; speakers may substitute "y".	Yulie/Julie yoke/joke
13. Spanish /n/ is produced more frontally than English /n/.	Some speakers may sound like they have frontal lisps.
14. The ll is pronounced like a "y" (e.g. "baño is pronounced "banyo").	
Spanish has 5 vowels: a, e, i, o, u (ah, eh, ee, long o, oo) and few diphthongs. Thus, Spanish speakers may produce the following vowel substitutions:	
15. ee/ih substitution	peeg/pig, leetle/little
16. eh/ae, ah/ae substitutions	pet/pat, Stahn/Stan

105

Supplement page 8



Language Differences Commonly Observed Among Spanish Speakers

Language Characteristics	Sample English Utterances
1. Adjective comes after noun.	The house green is big.
2. 's is often omitted in plurals, possessives, and regular third person present tense.	We have five plate here. The girl book is brown. The baby cry.
3. Past tense -ed is often omitted.	We walk yesterday.
4. Double negatives are used.	I don't have no more.
5. Negative imperatives may be used; no is used instead of don't.	No touch the hot stove.
6. "No" may be used before a verb to signify negation.	The kid no cross the street.
7. Superiority is demonstrated by using more before an adjective in a similar manner to the use of mas in Spanish).	This cake is more big.
8. The adverb often follows the verb.	He drives very fast his motorcycle.
9. Postnoun modifiers are used.	This is the book of my sister.
10. Articles may be used with body parts.	I bruised the knee.
11. "Have" may be used in place of the copula when talking about age.	I have 12 years (instead of I am 12 years old.)
12. Articles are often omitted.	Papa is going to store.
13. When the subject has been identified in the previous sentence, it may be omitted in the next sentence.	Mama is sad. Lost her purse.
14. There may not be noun-verb inversion in questions.	What this is? (instead of What is this?)

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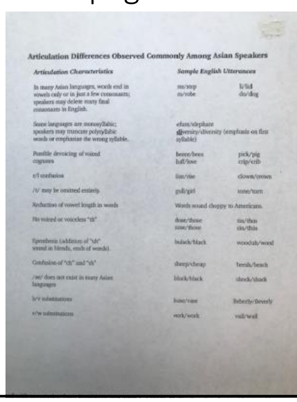
Supplement page 9



Articulation Differences Observed Commonly Among Asian Speakers

Articulation Characteristics	*Sample English Utterances*	
In many Asian languages, words end in vowels only or in just a few consonants; speakers may delete many final consonants in English.	[illegible] / ro/robe	li/lid / do/dog
Some languages are monosyllabic; speakers may truncate polysyllabic words or emphasize the wrong syllable.	efant/elephant / diversity/diversity (emphasis on first syllable)	
Possible devoicing of voiced cognates	beece/bees / luff/love	pick/pig / crip/crib
r/l confusion	lise/rise	clown/crown
/r/ may be omitted entirely.	gull/girl	tone/torn
Reduction of vowel length in words	Words sound choppy to Americans.	
No voiced or voiceless "th"	dose/those / zose/those	tin/thin / sis/this
Epenthesis (addition of "uh" sound in blends, ends of words).	bulack/black	woodah/wood
Confusion of "ch" and "sh"	sheep/cheap	beesh/beach
/ae/ does not exist in many Asian languages	block/black	shock/shack
b/v substitutions	base/vase	Beberly/Beverly
v/w substitutions	vork/work	vail/wail

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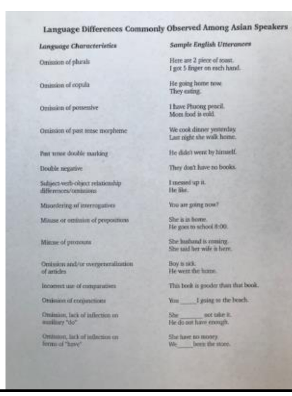
Supplement page 10



Language Differences Commonly Observed Among Asian Speakers

Language Characteristics	*Sample English Utterances*
Omission of plurals	Here are 2 piece of toast. I got 5 finger on each hand.
Omission of copula	He going home now. They eating.
Omission of possessive	I have Phuong pencil. Mom food is cold.
Omission of past tense morpheme	We cook dinner yesterday. Last night she walk home.
Past tense double marking	He didn't went by himself.
Double negative	They don't have no books.
Subject-verb-object relationship differences/omissions	I messed up it. He like.
Misordering of interrogatives	You are going now?
Misuse or omission of prepositions	She is in home. He goes to school 8:00.
Misuse of pronouns	She husband is coming. She said her wife is here.
Omission and/or overgeneralization of articles	Boy is sick. He went the home.
Incorrect use of comparatives	This book is gooder than that book.
Omission of conjunctions	You ____ I going to the beach.
Omission, lack of inflection on auxiliary "do"	She ______ not take it. He do not have enough.
Omission, lack of inflection on forms of "have"	She have no money. We ____ been the store.

108

V. LEGAL ISSUES IN NONBIASED ASSESSMENT OF ELLS WITH POTENTIAL LANGUAGE IMPAIRMENT

109

Legally, assessment of ELLs can be tricky…

There are so many factors that need to be taken into consideration

110

LEGISLATIVE REQUIREMENTS

- Congress wants to provide educational services to children with disabilities in order to **improve educational results** for these children. More and more states are exploring alternatives for serving more children **in regular education classrooms.**
- There is increased attention to diversity to prevent inappropriate identification and mislabeling… especially excessive referral of minority special education students to **more restrictive environments**

111

U.S. Department of Education, Office for Civil Rights

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

112

- The Individuals with Disabilities Education Act (IDEA, 2004) states that testing and evaluation materials used with ELL students must be selected and used in a **nondiscriminatory** manner
- These materials must be administered in the native language, or the language in which the student is **most proficient**
- Thus, we must assess students in both **L1 and English** in most situations

113

Remember IDEA Stipulations

- According to the IDEA, we must use a **team** assessment approach that incorporates **multi-measure decisions**
- The provisions of the IDEA state that assessment tools must display validity, equity, and nondiscrimination

114

The IDEA does not require that standardized measures are used…

- Traditionally, many special educators have used standardized tests because they believe that a quantitative score is mandated by federal law
- However, the **law does not exclude subjective or qualitative measures**. It leaves the choice of measurement tools and criteria to the **educator**

115

- IDEA: The need for the IQ-performance discrepancy has been eliminated
- There is an increased focus on early intervention

116

- The IDEA (2004) does not specify the use of either formal or informal tools for assessment. It does specify that a **variety** of assessment tools be used, and that determination of a disability should **not rely on a single test** or measure

117

Every Student Succeeds Act (ESSA) (U.S. Dept. of Education)

- Signed by President Obama in December, 2015; bipartisan measure committed to equal opportunity for all students
- Individual states can choose their own long- and short-term goals
- English language proficiency is an academic indicator of accountability under ESSA

118

- During their first year in the U.S., ELL immigrant/refugee students have to take math and reading tests, but those scores don't count toward a school's rating
- In these students' second year, the school must incorporate their test results for both math and reading

119

VI. NONBIASED ASSESSMENT: CONSIDERATIONS IN STANDARDIZED TESTING

- **A. Introduction**
- Standardized, formal tests are commonly used with ELL students
- Many SLPs and other special educators believe that we must always obtain quantitative data such as percentile ranks and standard deviations
- However, the IDEA permits the use of **qualitative, subjective** measures which we will discuss more in the next section

120

The Indigenous/First People have a saying: When you are riding a horse and it dies, dismount--and find a new one. But many of us keep wanting to revive the old horse of standardized testing with EL students

121

Typical referral and assessment procedures

122

B. **Pitfalls of using Standardized Tests with ELL Students—Formal Test Assumptions**

- There are very few standardized tests in most languages
- Most standardized tests are developed from a Western, literate, middle class framework

123

These tests assume that students will:

- **Cooperate t**o the best of their ability
- Attempt to respond even when test tasks don't make sense
- Understand and successfully perform artificial, potentially unfamiliar tasks such as **fill-in-the-blanks**

124

They also assume that students will:

- Have been exposed to the information and experiences assumed by the test
- Be comfortable with an unfamiliar adult and willing to talk with him or her readily
- Be proficient in **verbal display of knowledge**

125

According to Castilla-Earls et al. 2020:

- A disadvantage of standardized tests is that some children have not had the opportunity or exposure to learn specific language skills
- Standardized tests may underestimate language ability
- Low scores may be due to lack of experience and exposure or cultural differences

126

Bias in Standardized Testing: Potentially Unfamiliar Items

- Household objects
- Vehicles
- Sports
- Musical instruments
- Types of clothing
- Professions/occupations
- Historically related events and people
- Foods
- American nursery rhymes
- Geography
- Games

127

like American fruits and vegetables….

….In many countries, soccer is called football

…. And holidays and seasons differ from country to country (Many immigrants and refugee students are unfamiliar with items involving snow…)

128

When I am evaluating vocabulary: if the child does not know an item, I ask: does s/he give a semantically related answer? Or is the answer vague & unrelated?

Target Item	**Child's Label**
Pyramids	Towers in the desert
Paw	Fluffy foot
Thermometer	Temperature
Microscope	You look at something that is tiny so you can look closer
Stool	Stick thing
Luggage	Boxes

129

Brian M., 8 yrs., triennial for SDC; I was asked to assess articulation (th/s); gave Expressive Vocabulary Test

Target Word	**His Answer**
Violin	Xylophone
Groceries	Shopping bags
Vase	Basket
Envelope	Mail paper
Woods	Jungle
Canoe	Sail
Crust (on bread)	Skin
Wrench	Screw driver

130

C. Tests Developed in Primary Languages

- **Problem one**: heterogeneity of various populations (e.g., in Florida, there are many Puerto Rican and Cuban children who do not perform well on Spanish tests normed on Mexicans)
- **Problem two**: little developmental data in other languages

131

Remember:

- Norm-referenced tests in other languages like Spanish are usually normed on monolingual speakers
- Thus, ELs that we test are inappropriately compared to a monolingual norm

132

Spring, 2018—Bilingual English-Spanish Language Assessment (BESA)

- Through Brookes Publishing
- Used with Spanish-speaking children ages 4-6 with varying degrees of bilingualism
- Identifies phonological and/or language impairment

133

D. Items Translated from English

- An egregious practice to be avoided at all costs is translating an English standardized test into the student's L1 and then scoring the test according to norms
- There are differences in structure and content across English and the primary language
- Psychometric properties of tests (e.g. validity, reliability) do not carry over to translations
- Many standardized tests do not include ELL students in their norming samples

134

E. Modifying Standardized Tests

- Give instructions in L1 and English
- Rephrase confusing instructions
- Give extra examples and demonstrations

135

- Give the student extra time to respond
- If the student gives a “wrong” answer, ask her to explain it and record her explanation; score it as correct if it would be correct in her culture
- Repeat items when necessary

136

I will often have 2 columns:

First attempt	Second attempt
-	-
-	+
-	+
-	-
-	+
-	+

137

What I don’t want to see:

First attempt	Second attempt
- -	-
- -	-
- -	-
- -	-
- -	-

138

- Omit biased items the student will probably miss
- Test beyond the ceiling
- Complete the assessment in several sessions
- Count, as correct, answers in either language (dual scoring system; **conceptual scoring**)

139

Gross, M., Buac, M., & Kaushanskaya, M. (2014). Conceptual scoring of receptive and expressive vocabulary measures in simultaneous and sequential bilingual children. *American Journal of Speech-Language Pathology, 23* (4), 574-586

- They examined the impact of conceptual scoring on Spanish-English speaking children between 5-7 years of age
- They administered standardized **vocabulary measures** in English and Spanish; when children missed items, they were given the opportunity to respond in the other language

140

Gross et al. found:

- Conceptual scoring increased the proportion of children who achieved vocabulary scores within the average range
- Conclusion: conceptual scoring assists in ruling out vocabulary deficits, especially in typically-developing bilingual children

141

Holmstrom et al., 2016:

- Bilingual children with language impairment were assessed in Arabic and Swedish
- The researchers compared scores in Arabic only, scores in Swedish only, and a combined (conceptual) score
- The conceptual (combined Arabic and Swedish) score was much higher than individual language scores

142

Holmstrom et al. concluded:

- Conceptual scoring may reduce the over-identification of language impairment and underestimation of lexical knowledge in bilingual populations

143

Lam, B.P.W., & Sheng, L. (2020). Taxonomic development in young bilingual children: Task matters, and so does scoring method. *American Journal of Speech-Language Pathology, 29,* 1162-1177.

- Measured taxonomic (category) awareness in English, Mandarin-English, and Spanish-English speaking 4-7 year olds
- Single-language scoring of children's knowledge of categories indicated that subjects named fewer pictures and categories

144

However: (Lam & Sheng, 2020):

- Conceptual scoring removed any disadvantages
- The Mandarin-English and Spanish-English children performed comparably in all analyses, which is very encouraging because these languages are linguistically distant
- The bilingual children did as well or better than monolingual children in taxonomic (category) knowledge

145

When we interpret tests, we need to:

- Ascertain if the student's answers are typical of other children from his background
- Interpret the results as a team
- Describe any disclaimers in our reports

146

- The following test results are reported with the caveat that the tests used were generally standardized and normed on White, monolingual English-speaking children. Thus, for the purposes of special education placement, the scores are psychometrically invalid because children with **'s characteristics were not included in the norming sample. The test scores do not necessarily indicate the presence or absence of a clinically significant language impairment. However, they do yield information regarding **'s present level of functioning in English. Thus, the scores should only be viewed as general baseline measures of **'s current English functioning as compared to that of White, monolingual English-speaking children. Test scores alone cannot be used in a reliable or valid manner to justify placing ** into special education services, including speech and language.

147

VII. PRACTICAL STRATEGIES AND MATERIALS FOR INFORMAL ASSESSMENT

148

If we should not use standardized tests with most EL students…

- Then what should we do instead?
- How can we validly differentiate a language difference from LI without the exclusive use of formal test scores?

149

I have often felt so lacking in how-tos…

150

In this section:

- Research is cited extensively to provide empirical support for a practical "toolkit" of specific strategies and materials
- These can be used with ELLs between preschool-high school from any language background

151

Getting away from formal tests and using ecologically valid, informal assessment is like ziplining: It's OK to begin with the bunny slope!

152

Eventually you can get brave…

… And jump off that 7-story tower, dangling 1,000 feet in the air

153

A. Foundational Principles

Nonstandardized assessment increases ***ecological validity***

- Relates more to the child's actual environment, and language needed there, than standardized testing does

154

Castilla-Earls et al. 2020 recommend:

- A converging evidence framework
- Here, we consider multiple pieces of assessment data

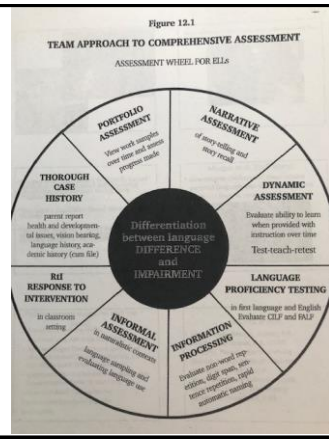
155

The Assessment Wheel demonstrates an ideal approach to comprehensive assessment

- This does take some time, but is worth it because typically-developing EL students are much less likely to be mislabeled and placed into speech-language and/or other special education services

156

Supplement page 11



157

Evaluate the Student's Communication Skills in a Variety of Settings (Rosa-Lugo et al., 2020)

- Use multiple observations in naturalistic settings
- Observe the student's ability to communicate successfully at home, in the classroom, on the playground, in the cafeteria, and other settings

158

How does the student communicate and perform in the classroom—on the playground—at home?

159

Many variables make it challenging to assess young ELLs

160

- Morgan et al. 2016 sought to identify factors predictive of or associated with receiving speech/language services during early childhood
- They used a population-based sample of 9600 children
- Expressive vocabulary delays by **24 months** of age were strongly associated with children's receiving services at 24, 48, and 60 mos.

161

Morgan et al. 2016 found:

- Low-income children and those whose parental language was other than English were less likely to receive services

162

Popular current measures (can use parts):

- Hawaii Early Learning Profile
- Preschool Language Scale-5 (Spanish)
- Ages and Stages Questionnaire (parent and teacher interview, for 1-66 months old, 2-3 minutes to score; Brookes Publishing)
- Communication and Symbolic Behavior Scales Developmental Profile (9 mos-6 yrs)
- McArthur-Bates Communicative

Development Inventories (Spanish and English)

163

Adaptations of the CDI are available:

- The CDI is becoming available in multiple languages such as Afrikaans, Arabic, Basque, Tagalog, Slovenian, Wolof, Sindhi, Cantonese, Turkish, and many others (almost 100)
- Check https://mb-cdi.stanford.edu/.

164

Urm, A., & Tulviste, T. (2021). Toddlers' early communicative skills as assessed by the short form version of the Estonian MacArthur-Bates Communication Development Inventory. *Journal of Speech, Language, and Hearing Research, 64,* 1303-1315.

- In their study, 990 parents of children ages 1;8-3;1 years filled out the Estonian MacArthur-Bates CDI
- Some parents filled out the short version; a subset filled out the long version

165

Urm & Tulviste 2021 found that:

- The Estonian MacArthur-Bates short form results were supported by those of the long form
- The short form was accurate in identifying Estonian toddlers who had difficulties with language development
- The test was especially sensitive to vocabulary deficits that predicted language delays
- This test is quick, easy to administer, reliable, and accurate

166

- Mancilla-Martinez, J., Gamez, P.B., Vaugh, B., & Lesaux, N.K. (2016, January). Parent reports of young Spanish-English bilingual children's productive vocabulary: A development and validation study. *Language, Speech, and Hearing Services in Schools, 47, 1-15*.

167

Mancilla-Martinez et al.:

- Used the Spanish and English Macarthur-Bates Communicative Development Inventories Toddler Short Forms and Upper Extension
- Low-SES Spanish-speaking families with 24-48 month old bilingual Spanish-English children

168

Mancilla-Martinez et al.:

- Found that parent reports represent a valid, cost-effective mechanism for vocabulary monitoring in early childhood settings
- This is important because today, 40% of Head Start children are from Latino homes (0-5 year old Hispanic children are one of the fastest-growing segments of the U.S. population)

169

- ASHA has developed a brochure in Spanish and English called How Does Your Child Hear and Talk? This helpful, easy-to-read brochure lists important language acquisition milestones from birth-5 years of age. The information is also available for free on ASHA's website at
- http://www.ashahttp://www.asha.org/public/speech/development/01/
- .org/public/speech/development/01/

170

B. Use a Pre-Evaluation Process

- 1. Gather the case history. *Be sure to include language history.*
- 2. Use questionnaires and interviews with individuals who are familiar with the student (e.g., teachers, parents, interpreters)
- 3. Ascertain the student's language proficiency in L1 and English

171

I check the student's cumulative file and read comments on report cards:

- I look for patterns in teachers' comments
- For example, they might all cite attention difficulties, trouble decoding, etc.
- I report my findings in the diagnostic report as part of my qualitative analysis of the student's performance

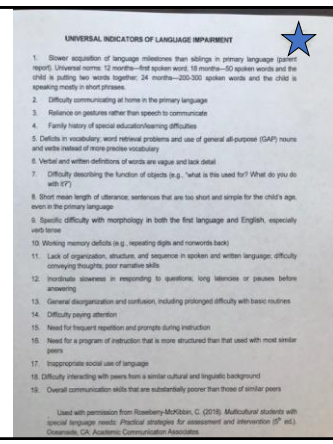
172

A key piece of information to look for:

- What extra non-special ed services has the student already had?
- Have these been effective and sufficient?
- This is almost like a form of dynamic assessment—if given additional opportunities, has the student learned when provided with additional instruction?

173

Supplement p. 12



UNIVERSAL INDICATORS OF LANGUAGE IMPAIRMENT

1. Slower acquisition of language milestones than siblings in primary language (parent report). Universal norms: 12 months—first spoken word; 18 months—50 spoken words and the child is putting two words together; 24 months—200-300 spoken words and the child is speaking mostly in short phrases.
2. Difficulty communicating at home in the primary language
3. Reliance on gestures rather than speech to communicate
4. Family history of special education/learning difficulties
5. Deficits in vocabulary; word retrieval problems and use of general all-purpose (GAP) nouns and verbs instead of more precise vocabulary
6. Verbal and written definitions of words are vague and lack detail
7. Difficulty describing the function of objects (e.g., "what is this used for? What do you do with it?")
8. Short mean length of utterance; sentences that are too short and simple for the child's age, even in the primary language
9. Specific difficulty with morphology in both the first language and English, especially verb tenses
10. Working memory deficits (e.g., repeating digits and nonwords back)
11. Lack of organization, structure, and sequence in spoken and written language; difficulty conveying thoughts; poor narrative skills
12. Inordinate slowness in responding to questions; long latencies or pauses before answering
13. General disorganization and confusion, including prolonged difficulty with basic routines
14. Difficulty paying attention
15. Need for frequent repetition and prompts during instruction
16. Need for a program of instruction that is more structured than that used with most similar peers
17. Inappropriate social use of language
18. Difficulty interacting with peers from a similar cultural and linguistic background
19. Overall communication skills that are substantially poorer than those of similar peers

Used with permission from Roseberry-McKibbin, C. (2018). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (5th ed.). Oceanside, CA: Academic Communication Associates.

174

Deficits in vocabulary…

- Have been identified in a number of research studies as correlated with language impairment
- This is true in bilingual as well as monolingual children
- These bilingual children have reduced expressive and receptive vocabularies in the first language and English

175

Kan et al. (2020). Vocabulary growth: Dual language learners at risk for language impairment. *American Journal of Speech-Language Pathology, 29*, 1178-1195.

- They examined the skills of 53 preschool children who learned Cantonese as their first language and English as their second language (began learning English in preschool)
- They looked at vocabulary and language sample measures, including number of different words and MLU in Cantonese and English; they tested the children 3x during the academic year

176

Kan et al. 2020 showed:

- Vocabulary scores were significantly correlated with language sample measures in both languages
- The children at risk for DLD had lower receptive and expressive vocabulary scores than typically-developing children

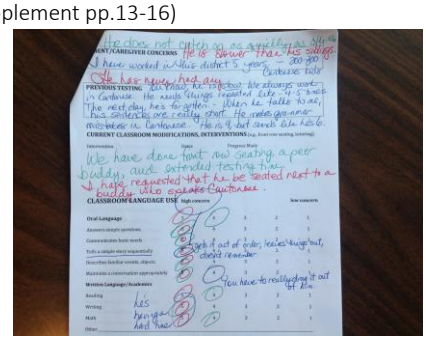
177

Checklist of LI Indicators in L1 and English—When the Student is Compared with Peers from a Similar Cultural and Linguistic Background:

- Does the student manifest any of the behaviors listed on the English Language Learner Prereferral Screening?
- Using this form before I actually see a child for assessment has saved many hours of time

178

I typically try to interview the classroom teacher, parent, and interpreter who has worked with the student (supplement pp.13-16)



179

- Go to youtube and type in Celeste Roseberry (Love Talk Read). Click on the video **Assessment of ELLs with Language Impairment: Gathering Case History Through Interviews**
-
- The classroom teacher of Shao, a 3rd grade speaker of Cantonese and English, is concerned that Shao might have a language impairment. As part of the pre-evaluation process, I use the English Language Learner Pre-Referral Screening. I interview Shao's teacher, mother, and the Cantonese interpreter who has worked with him for the last months.

180

A wonderful new parent questionnaire has been developed in Canada:

- Alberta Language and Development Questionnaire (AlDeQ) (Paradis, Emmerzael, & Sorenson Duncan, 2010)
- http://www.chesl.ualberta.ca

181

A study summarizes some best practices in assessment of ELLs:

- Paradis, J., Schneider, P., & Sorenson Duncan, T.S. (2013). Discriminating children with language impairment among English-language learners from diverse first-language backgrounds. *Journal of Speech-Language-Hearing Research, 56*, 971-981.

182

This study had 178 subjects:

- The purpose of the study was to determine whether a combination of a parent questionnaire (on L1 development) and English language measures could differentiate between ELLs with and without language impairment
- The children had all been exposed to English sequentially at 2-3 years of age; all parents were foreign-born immigrants or refugees

183

All subjects were in the process of acquiring English; language backgrounds included:

- Arabic, Assyrian, Cantonese, Farsi, Hindi, Mandarin, Portuguese, Punjabi, Urdu, Somali, Spanish, and Vietnamese
- There was a range of socioeconomic backgrounds, including low-income families

184

Measures used:

1. ALDeQ
2. Nonword repetition subtest-CTOPP
3. Test of Early Grammatical Impairment (TEGI; screening form; Rice & Wexler, 2001)
4. Narrative Assessment
5. Peabody Picture Vocabulary Test-III

185

Study's results:

- Typically-developing children scored higher than LI children on every measure except for the PPVT-III
- The ELLs in this study, both LI and typically-developing, all had difficulty with the knowledge-based PPVT-III

186

Measures that were successful with a wide variety of subjects:

- 1. Nonword repetition
- 2. Measure of tense morphology in English (TEGI; looked at accurate production of 3rd person singular –s and regular past tense –ed [and irregular past tense])
- 3. ***Results of ALDeQ

187

Again, all subjects were tested in English….

- And it turned out that the most successful predictor of language impairment was the results of a well-designed **parent questionnaire**

188

- Bonifacci, P., Atti, E., Casamento, M., Piani, B., Porrelli, M., & Mari, R. (2020). Which measures better discriminate language minority bilingual children with and without developmental language disorder? A study testing a combined protocol of first and second language assessment. *Journal of Speech, Language, and Hearing Research, 63*, 1898-1915.

189

Bonifacci et al. 2020 extended the Paradis et al. 2013 study:

- Their 55 subjects spoke a variety of first languages including Morrocan-Arabic, Albanian, Romanian, Tunisian-Arabic, Polish, Urdu, Bengali, and Chinese
- All subjects spoke Italian as an L2 and had at least 2 years of exposure to Italian
- Some subjects were typically-developing and some were diagnosed with DLD

190

Bonifacci et al. 2020 found that the best discriminant measures of DLD were:

- The parental questionnaire on first language development
- Nonword repetition
- Grammar/morphosyntactic production
- They suggested using all 3 measures for the most well-rounded diagnosis of DLD

191

- An important component of assessment of ELs with potential LI is parent and teacher interviews

192

According to Castilla-Earls et al. 2020:

- Parent concern has long been identified as a useful tool for identification of language impairment in EL children
- Information from parent and teacher questionnaires helps us understand children's language development and helps guide diagnostic decisions

193

Arias, G., & Friberg, J. (2017). Bilingual language assessment: Contemporary versus recommended practice in American schools. *Language, Speech, and Hearing Services in Schools, 48(1*), 1-15.

- They conducted a national survey of SLPs' assessment practices with ELLs
- 74% of respondents interviewed parents and caregivers
- 89% of respondents gathered information from teachers

194

Pua et al. (2017) Screening bilingual preschoolers for language difficulties: Utility of teacher and parent reports. *Journal of Speech, Language, and Hearing Research, 60*, 950-968.

- This study was carried out in Singapore
- English is the main medium of instruction
- Children also learn Mandarin, Malay, or Tamil

195

In this study:

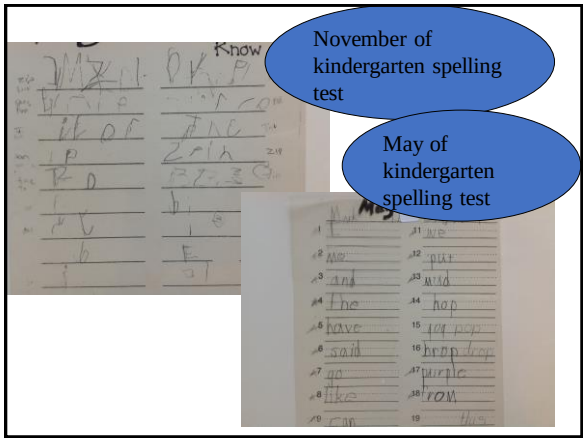
- They administered questionnaires about language development (in English) to teachers and parents of 5-year olds
- They found that the subjective teacher ratings of children's expressive and receptive English skills were accurate and reliable
- It was recommended that subjective teacher ratings may be an effective method of screening bilingual preschoolers for language difficulty

196

C. Use Portfolio Assessment

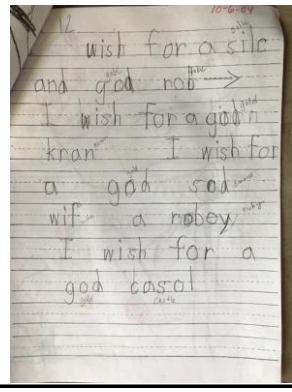
- A portfolio contains materials by and information about a student
- Portfolios help teams judge a student's ability to learn over time when provided with instruction

197



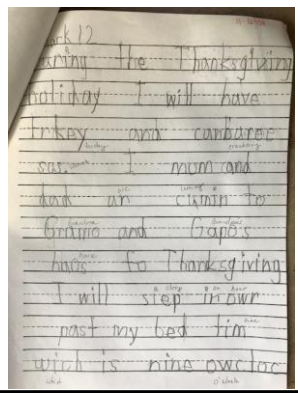
198

First grade



199

First grade



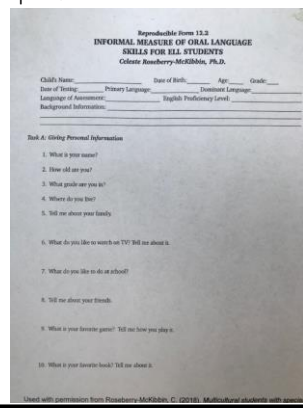
200

D. Use the Informal Measure of Oral Language Skills

- This is what I usually use to obtain a language sample from the student
- It can be administered in English or in any other language

201

Supplement p. 17



Reproducible Form 13.2
INFORMAL MEASURE OF ORAL LANGUAGE
SKILLS FOR ELL STUDENTS
Celeste Roseberry-McKibbin, Ph.D.

Child's Name:_____ Date of Birth:_____ Age:_____ Grade:___
Date of Testing:_____ Primary Language:_____ Dominant Language:_____
Language of Assessment:_____ English Proficiency Level:_____
Background Information:_____

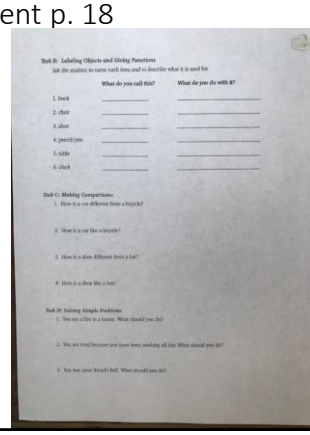
Task A: Giving Personal Information

1. What is your name?
2. How old are you?
3. What grade are you in?
4. Where do you live?
5. Tell me about your family.
6. What do you like to watch on TV? Tell me about it.
7. What do you like to do at school?
8. Tell me about your friends.
9. What is your favorite game? Tell me how you play it.
10. What is your favorite book? Tell me about it.

Used with permission from Roseberry-McKibbin, C. (2018). Multicultural students with special

202

Supplement p. 18



Task B: Labeling Objects and Giving Functions
Ask the student to name each item and to describe what it is used for.

	What do you call this?	What do you do with it?
1. book		
2. chair		
3. shoe		
4. pencil/pen		
5. table		
6. clock		

Task C: Making Comparisons
1. How is a car different from a bicycle?
2. How is a car like a bicycle?
3. How is a shoe different from a hat?
4. How is a shoe like a hat?

Task D: Solving Simple Problems
1. You see a fire in a house. What should you do?
2. You are tired because you have been working all day. What should you do?
3. You lose your friend's ball. What should you do?

203

Remember that research has consistently found:

- Bilingual children with LI have fundamental difficulties with marking of **verb tense** in their **first languages**
- This has been found with speakers of Spanish, French, and other languages

204

Jacobson, P.F., & Yu, Y.H. (2018). Changes in English past tense use by bilingual school-age children with and without developmental language disorder. *Journal of Speech, Language, and Hearing Research, 61*, 2532-2546. **

- Examined English past tense accuracy in Spanish-English bilingual children with typical language development and DLD (developmental language disorder—same thing as SLI)

205

Jacobson and Yu 2018 found:

- Young bilingual children with DLD had greater difficulty with irregular past tense verbs than TD children
- This study supports other research indicating that children with DLD have greater difficulty with **verbs**

206

- Mendez, L.I., & Simon-Cereijido, G. (2019). A view of the lexical-grammatical link in young Latinos with Specific Language Impairment using language-specific and conceptual measures. *Journal of Speech, Language, and Hearing Research, June 2019, 62*(6), 1775-1786.
- Examined the skills of young Latino children with SLI—what are best ways to differentiate language difference from language disorder?

207

Mendez & Simon-Ceriijido 2019:

- Latinx children with SLI have difficulty with verbs—they produce a lower variety of verbs than TD children
- They also have difficulty with sentence imitation
- They exhibit lower vocabularies

208

Castilla-Earls et al. (2020). Morphological errors in monolingual Spanish-speaking children with and without developmental language disorders. *Language, Speech, and Hearing Services in Schools, 51*, 270-281.

- Assessed 50 Spanish-speaking monolingual children in Mexico with and without DLD
- Found that children with DLD had more difficulty with almost all morphological structures than TD children
- *Verbs* were very difficult for children with DLD

209

Taha, J., Stojanovik, V., & Pagnamenta, E. (2021). Expressive verb morhphology deficits in Arabic-speaking children with Developmental Language Disorder. *Journal of Speech, Language, and Hearing Research, 64*, 561-578.

- They studied the production of tense and subject-verb agreement in Palestinian Arabic-speaking children with developmental language disorder (DLD) compared to typically-developing peers

210

Taha et. al. 2021 found:

- The DLD group scored significantly lower than the TD group on the verb elicitation task
- Conclusion: the acquisition of verb morphology in Palestinian Arabic-speaking children appears to be delayed relative to their TD peers

211

E. Narrative Assessment

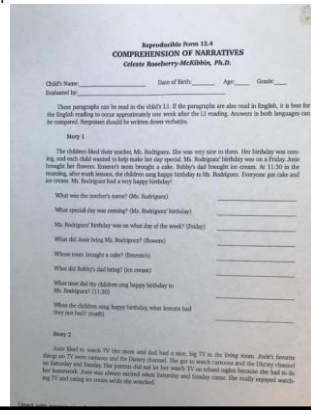
- The child can create a story, or the clinician can tell a story and ask the child to tell it back (150 words for 5-8 year olds)

212

We can tell the student a story and have them tell us back (using a book or not)

213

Supplement p. 19



Reproducible Form 13.4
COMPREHENSION OF NARRATIVES
Celeste Roseberry-McKibbin, Ph.D.

Child's Name:_____ Date of Birth:_____ Age:____ Grade:___
Evaluated by:_____

These paragraphs can be read in the child's L1. If the paragraphs are also read in English, it is best for the English reading to occur approximately one week after the L1 reading. Answers in both languages can be compared. Responses should be written down verbatim.

Story 1

The children liked their teacher, Ms. Rodriguez. She was very nice to them. Her birthday was coming, and each child wanted to help make her day special. Ms. Rodriguez' birthday was on a Friday. Josie brought her flowers, Ernesto's mom brought a cake. Bobby's dad brought ice cream. At 11:30 in the morning, after math lessons, the children sang happy birthday to Ms. Rodriguez. Everyone got cake and ice cream. Ms. Rodriguez had a very happy birthday!

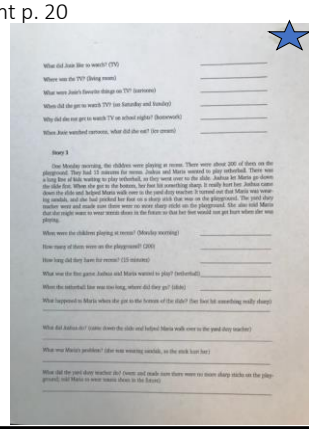
What was the teacher's name? (Ms. Rodriguez)
What special day was coming? (Ms. Rodriguez' birthday)
Ms. Rodriguez' birthday was on what day of the week? (Friday)
What did Josie bring Ms. Rodriguez? (flowers)
Whose mom brought a cake? (Ernesto's)
What did Bobby's dad bring? (ice cream)
What time did the children sing happy birthday to Ms. Rodriguez? (11:30)
When the children sang happy birthday, what lessons had they just had? (math)

Story 2

Josie liked to watch TV. Her mom and dad had a nice, big TV in the living room. Josie's favorite things on TV were cartoons and the Disney channel. She got to watch cartoons and the Disney channel on Saturday and Sunday. Her parents did not let her watch TV on school nights because she had to do her homework. Josie was always excited when Saturday and Sunday came. She really enjoyed watching TV and eating ice cream while she watched.

214

Supplement p. 20



What did Josie like to watch? (TV)
Where was the TV? (living room)
What were Josie's favorite things on TV? (cartoons)
When did she get to watch TV? (on Saturday and Sunday)
Why did she not get to watch TV on school nights? (homework)
When Josie watched cartoons, what did she eat? (ice cream)

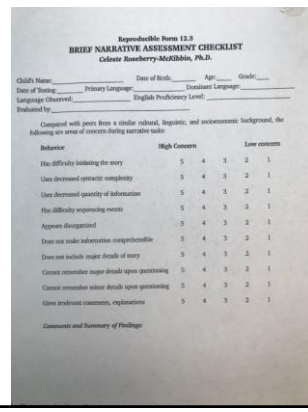
Story 1

One Monday morning, the children were playing at recess. There were about 200 of them on the playground. They had 15 minutes for recess. Joshua and Maria wanted to play softball. There was a long line of kids waiting to play softball, so they went over to the slide. Joshua let Maria go down the slide first. When she got to the bottom, her feet hit something sharp. It really hurt her. Joshua came down the slide and helped Maria walk over to the yard-duty teacher. It turned out that Maria was wearing sandals, and she had pricked her foot on a sharp stick that was on the playground. The yard duty teacher went and made sure there were no more sharp sticks on the playground. She also told Maria that she might want to wear tennis shoes in the future so that her feet would not get hurt when she was playing.

When were the children playing at recess? (Monday morning)
How many of them were on the playground? (200)
How long did they have for recess? (15 minutes)
What was the first game Joshua and Maria wanted to play? (softball)
When the softball line was too long, where did they go? (slide)
What happened to Maria when she got to the bottom of the slide? (her foot hit something really sharp)
What did Joshua do? (came down the slide and helped Maria walk over to the yard duty teacher)
What was Maria's problem? (she was wearing sandals, so the stick hurt her)
What did the yard-duty teacher do? (went and made sure there were no more sharp sticks on the playground; told Maria to wear tennis shoes in the future)

215

Supplement p. 21



Reproducible Form 12.3
BRIEF NARRATIVE ASSESSMENT CHECKLIST
Celeste Roseberry-McKibbin, Ph.D.

Child's Name:_____ Date of Birth:_____ Age:____ Grade:___
Date of Testing:_____ Primary Language:_____ Dominant Language:_____
Language Observed:_____ English Proficiency Level:_____
Evaluated by:_____

Compared with peers from a similar cultural, linguistic, and socioeconomic background, the following are areas of concern during narrative tasks:

Behavior	High Concern				Low concern
Has difficulty initiating the story	5	4	3	2	1
Uses decreased syntactic complexity	5	4	3	2	1
Uses decreased quantity of information	5	4	3	2	1
Has difficulty sequencing events	5	4	3	2	1
Appears disorganized	5	4	3	2	1
Does not make information comprehensible	5	4	3	2	1
Does not include major details of story	5	4	3	2	1
Cannot remember major details upon questioning	5	4	3	2	1
Cannot remember minor details upon questioning	5	4	3	2	1
Gives irrelevant comments, explanations	5	4	3	2	1

Comments and Summary of Findings:

216

We can also use picture sequencing cards:

217

Cate Crowley has wonderful sequencing cards:

- http://www.leadersproject.org/
- Look for School Age Language Assessment Measures

218

We can evaluate macrostructure and microstructure:

- **Macrostructure**:

- 1) tell a thematically coherent story
- 2) plan and tell sequences of events
- 3) provide settings and characters
- 4) make inferences about characters' motivations

219

Microstructure:

- 1) ability to produce appropriate language complexity features during storytelling
- 2) measures of productivity--# of utterances, # of words
- 3) measures of lexical diversity (# of different words; **NDW**)
- 4) linguistic complexity (sentence length)

220

Rezzonico et al. 2016: Narratives in two languages: Storytelling of bilingual Cantonese-English preschoolers. *Journal of Speech, Language, and Hearing Research, 59*, 521-532.

- Narrative tasks are an optimal tool for language sampling
- They are reliable predictors of literacy skills and reading comprehension in later school years

221

Wood, C., Wofford, M.C., & Schatschneider, C. (2018). Relationship between performance on oral narrative retells and vocabulary assessments of Spanish-speaking children. *Communication Disorders Quarterly, 39(3),* 402-414.

- Narrative re-tells are an excellent tool for distinguishing language difference from language impairment
- Macrostructural elements are especially sensitive (e.g., content, organization, thematic)

222

Wood et al. 2018 continued:

- Number of different words (NDW) used during English storytelling is a good predictor of vocabulary scores on standardized English vocab tests
- There is a strong relationship between the 2 tasks

223

Sheng, L., Shi, H., Wang, D., Hao, Y., & Zheng, L. (2020). Narrative production in Mandarin-speaking children: Effects of language ability and elicitation method. *Journal of Speech, Language, and Hearing Research, 63*(3), 774-792.

- Compared TD children with those at risk for DLD
- Found that at-risk children performed more poorly than TD children on story re-tell

224

Sheng et al. 2020 continued—Subjects at risk for DLD had difficulty with:

- Sentence complexity
- Number of different words used (NDW)

225

Mendoza, M., Beltran-Navarro, B., Matute, e., & Rosseli, M. (2021). Effects of the age, sex, and maternal education of monolingual Spansh-spaking preschool children on oral narrative production. *Journal of Speech, Language, and Hearing Research, 64*, 579-602.

- They examined the skills of 277 monolingual Spanish-speaking preschool children ages 2;06-5;11

226

According to Mendoza et al. 2021:

- The number of different words (NDW) the children produced was related to chronological age, just like in English-speaking monolinguals
- Oral narrative skills are sensitive to language impairment and are linked to academic performance

227

- Tomas, E., & Dorofeeva, S. (2019). Mean length of utterance and other quantitative measures of spontaneous speech in Russian-speaking children. *Journal of Speech, Language, and Hearing Research, 62(12*), 4483-4496.
- They studied Russian-speaking ages 2:9-5:7 years old and looked at complexity measures of spontaneous speech during play

228

Tomas and Dorofeeva 2019 found:

- Rather than counting MLU (mean length of utterance), it was most helpful to use complexity measures such as the average number of grammatical forms in a sample
- This was true even for older children

229

To, Stokes, Cheung, & T'sou (June 2010 *Journal of Speech, Language, and Hearing Research*) Narrative assessment for Cantonese-speaking children.

- Narrative skills are strong predictors of later language outcomes
- This study attempted to create some norms for evaluating narrative skills of Cantonese-speaking children
- Studied typically-developing subjects and those with specific language impairment (SLI)

230

The researchers found that:

- Narrative assessment can be reliably and validly standardized for use with Cantonese-speaking children
- Cantonese-speaking children with SLI had great difficulty using **appropriate syntactic complexity** when telling stories in Cantonese

231

Soodla & Kikas (2010; *Journal of Speech, Language, and Hearing Research)*

- Examined the macrostructure of Estonian children's narratives to determine if there were differences in narrative macrostructure between typically-developing (TD) and language impaired (LI) children
- The TD children were much better than the LI children at **starting stories**; the TD children also had significantly **more quantity of information** in their stories than the LI children

232

When the student tells a story:

- Does she organize it in such a way that the listener understands the general story sequence?
- Does she give comments or explanations that are relevant or irrelevant to the story?
- If the student is re-telling a story originally told by the speech-language pathologist, does she remember both major and specific details?
- Does the student use appropriate syntax and vocabulary, even in L1?

233

- Assessment of children's narrative skills is very promising ➔ differentiating language difference from impairment in EL students

234

F. Evaluate RAN (Rapid Automatic Naming) Skills

- Assessment of RAN skills provides information about the student's speed and organization of thought
- Research has demonstrated that individuals with dyslexia have difficulty with this task
- RAN tests are best for children who are ages 5 yrs. and over

235

Research shows that:

- If EL students have difficulty with RAN, there is a distinct possibility of dyslexia/reading disabilities

236

DeGroot et al.:

- This study assessed and compared the predictive values of group membership for RAN and phonemic awareness in Dutch school children with and without reading disabilities (RD) or language impairment (LI)
- Results: children with **RD** only were more affected by **poor RAN skills** than the LI-only group
- Both groups had difficulty with phonemic awareness

237

Fumero, K., & Tibi, S. (2020). The importance of morphological awareness in bilingual language and literacy skills: Clinical implications for speech-language pathologists. *Language, Speech, and Hearing Services in Schools, 51*, 572-588.

- Difficulties with RAN are often indicative of an independent core deficit in reading, leading to difficulties
- Performance on RAN predicts a child's reading accuracy and fluency

238

Fumero & Tibi, 2020:

- Phonemic awareness strongly relates to reading effectiveness in the early grades
- RAN has shown to be a stronger predictor of reading fluency in the later grades

239

G. Assess Associated Motor Behaviors

- Research suggests that students who have learning disabilities may manifest:
- Poor coordination or awkwardness
- Difficulty copying from the chalkboard
- Poor handwriting
- Clumsiness and poor balance
- Difficulty manipulating small objects
- Trouble learning to tie shoes, button shirts, and other self-help activities
- Finger-to-thumb apposition

240

Obeid, R.M, & Brooks, P.J. (2018). Associations between manual dexterity and language ability in school-age children. *Language, Speech, and Hearing Services in Schools, 49*, 982-994.

- The goal of the study was to determine whether individual differences in manual dexterity are associated with specific language skills: nonword repetition, receptive vocabulary, and receptive grammar
- They tested 63 subjects whose average age was 8 years old

241

Obeid and Brooks:

- Tested language skills using the CELF-4 and several other measures
- Used the Grooved Pegboard to assess manual dexterity—timed with a stopwatch
- Children have to rotate the peg to match the shape of the hole

242

Obeid and Brooks found:

- Manual dexterity was significantly correlated with language skills, including nonword repetition
- Conclusion: when children have poor fine motor control, assess for language impairment and vice versa
- I like finger-to-thumb apposition and picking up small objects (e.g. beads)

243

H. Assess Reading Fluency

- Reading fluency (or lack thereof) is an important potential indicator of a learning disability
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) (Good & Kaminski, 2002)
- Assesses reading fluency in a number of areas
- http://dibels.uoregon.edu

244

I. Assess Working Memory

- Research has suggested that students with true language impairment (LI) have difficulty retaining the sequential order of information—working memory (Smolak et al., 2020)
- LI students have specific difficulties on tasks that require verbatim, immediate ordered recall

245

The good news:

- Research from 1998-2021 using subjects who spoke diverse languages has consistently shown that information processing/working memory measures are valid and reliable in differentiating language differences from LI in bilingual children as young as 2 years old

246

- For example, it is hard for these students to recall lists of real words, nonsense words, and to repeat back digits in sequence
- Dollaghan and Campbell (1998) developed procedures designed to measure language processing capacity (e.g., repeating back nonsense syllables) and found that these procedures had good potential to be used with ELL students in differentiating LI from a language difference

247

Other studies have also had similar findings:

- Stokes, Wong, Fletcher, & Leonard (2006). Nonword repetition and sentence repetition as clinical markers of specific language impairment: The case of Cantonese. *Journal of Speech, Language, and Hearing Research, 49*, 219-236.
- Kohnert, Windsor, & Yim (2006). Do language-based processing tasks separate children with primary language impairment from typical bilinguals? *Journal of Learning Disabilities Research and Practice, 21*, 19-29.

248

Swanson & Saez (2006). Growth in literacy and cognition in bilingual children at risk or not at risk for reading disabilities)

- Published in *Journal of Educational Psychology*, *98*, 247-264.
- These researchers found that Spanish-speaking students with reading disabilities performed poorly on Spanish short-term memory tasks
- They had students repeat words back, and they also used digit repetition

249

- They concluded that word memory in the primary language predicts growth in second language reading
- Their results showed that children who had average intelligence but were at risk for reading disabilities were deficient on **Spanish measures of short term memory**

250

- A study was conducted by Kan & Windsor (2010). *Journal of Speech-Language-Hearing Research*, 53, 739-756. Word learning in children with primary language impairment: A meta-analysis.
- Retrieved 846 published studies on this topic for their meta-analysis; analyzed 28 of them

251

A strong and striking finding across studies…

- Children with LI performed significantly below age-matched typically-developing peers on non-word repetition tasks
- The group difference increased as the complexity of nonwords increased

252

- Go to youtube and type in Celeste Roseberry (Love Talk Read). Click on the video entitled
- **Differentiating Language Difference from Language Impairment Using Nonsense Syllables**
- In this video, I assess the information processing skills of a student with a potential language impairment using a task involving the repetition of nonsense syllables.

253

Thordardottir & Brandeker 2012:

- Conducted studies of the use of **nonword repetition** and **sentence imitation** for diagnosis of language impairment in French-English bilingual children. **Vocabulary** measures were used also
- Vocabulary scores were impacted by previous exposure; nonword repetition was not affected by previous bilingual exposure

254

- This showed that typically-developing bilingual children performed well on nonword and sentence repetition tasks; language exposure did not matter
- The LI children had difficulty with nonword repetition and sentence imitation; language exposure did not matter

255

Thordardottir and Brandeker concluded:

- Nonword repetition and sentence imitation are very promising measures for differentiating language differences from disorders in bilingual children, regardless of bilingual exposure

256

Christensen, R.V. (2019). Sentence repetition: A clinical marker for developmental language disorder in Danish. *Journal of Speech, Language, and Hearing Research, 62*(12), 4235-4595.

- She explored the potential of performance on a Danish sentence repetition (SR) task to differentiate typically-developing (TD) children from those with developmental language disorder (DLD)
- The subjects were 5;10-14;1 years old

257

Christensen 2019 found:

- Compared to TD peers, the children with DLD were less likely to repeat the sentences accurately
- The children with DLD also had more difficulty with verbs and pronouns; they had more errors of word order
- Conclusion: Danish-speaking children with DLD exhibit morphosyntactic difficulties, so SR tasks are excellent for identifying DLD

258

Dispaldro, Leonard, & Deevy (2013; *Journal of Speech, Language, and Hearing Research*)

- Examined the diagnostic accuracy of repetition of both real words and nonwords in identifying Italian-speaking children with and without language impairment (ages 3;11-5;8 yrs)
- They found that, as with other languages, real and nonword repetition successfully distinguished LI children from typically-developing (TD) children

259

Basically…

- Nonword repetition showed excellent sensitivity in distinguishing TD from LI children who spoke Italian

gan	bab	lat	jax	sast
rans	kags	tant	jand	fasp
zash	zab	maft	lasp	nant
vant	mag	zabs	zapt	sant
pab	dapt	fap	gapt	zads
mab	glab	glat	nax	phan
skam	vab	blag	bax	krat
grax	rad	skad	stam	jan
cran	pham	kag	blan	clat
trasp	slans	grags	wam	clast

260

Guiberson & Rodriguez (2013; *Language, Speech, and Hearing Services in Schools*)

- Compared nonword repetition skills of 3-5 year old Spanish-speaking children; some were LI, and others typically-developing
- The authors administered a Spanish nonword repetition task to both groups (3 to 5 nonword strings were used)

261

They found that:

- LI children had nonword repetition scores that were significantly below those of typically-developing children
- Conclusion: Nonword repetition tasks successfully differentiated between LI and typically-developing Spanish-speaking 3-5 year olds

262

Guiberson, M.M., & Rodriguez, B.L. (2020). Working memory and linguistic performance of dual language learners with and without developmental language disorders. *American Journal of Speech-Language Pathology, 29* 1301-1306.

- They did a followup study with 130 Spanish-speaking children
- They administered working memory (nonword repetition) and linguistic measures to the children and had parents complete a vocabulary checklist and report on their children's longest utterances

263

Guiberson and Rodriguez 2020 found:

- Working memory (nonword repetition) was associated with linguistic measures
- Verbal working memory combined with vocabulary scores correctly identified almost 80% of the children with DLD
- Nonword repetition was very successful in identifying DLD

264

Brandeker, M., & Thordardottir, E. (2015). Language exposure in bilingual toddlers: Performance on nonword repetition and lexical tasks. *American Journal of Speech-Language Pathology, 24,* 126-138.

- They investigated the role of previous exposure to English and French on nonword repetition and vocabulary skills in 60 children ages 2;5-3;6
- Children tested in English, French, or both

265

Brandeker and Thordardottir found that:

- There were moderate to strong associations between amount of exposure to a language and vocabulary in that language
- Nonword repetition was NOT impacted by previous language exposure

266

Pham and Ebert 2020:

- Sentence and nonword repetition have rarely been studied with Asian languages
- Vietnamese and English have great linguistic distance
- This study involved 104 kindergarteners in Vietnam (5;6-6;2 years old)
- Sentence and nonword repetition in Vietnamese were very successful in diagnosing DLD

267

- Boerma, T., Chiat, S., Leserman, P., Timmermeister, M., Winjen, F., & Blom, E. (2015, December). A quasi-universal nonword repetition task as a diagnostic tool for bilingual children learning Dutch as a second language. *Journal of Speech, Language, and Hearing Research, 58*, 1747-1760.

268

Boerma et al.:

- Found that nonword repetition successfully distinguished typically-developing from LI Dutch-speaking children
- The nonword repetition task was better at differentiating language difference from language disorder than more language-specific measures

269

- Le Clerq et al. (2017). Shortened nonword repetition task: A simple, quick, and less expensive outcome to identify children with combined specific language impairment and reading impairment. *Journal of Speech, Language, and Hearing Research*, 1-8.
- Found that impaired NWR performance was predominantly seen in children with SLI and reading disability.

270

Park et al. (2020). Bilingualism and processing speed in typically-developing children with DLD. *Journal of Speech, Language, and Hearing Research 64(5*), 1479-1493.

- Park et al. examined processing speed in children 8-12 years old with and without DLD
- The children spoke Korean, Chinese, German, Bengali, French, Spanish, Albanian, Farsi, and Ojibwe

271

Park et al. 2020 found:

- Children with DLD exhibited slower response times on linguistic and nonlinguistic tasks
- Slow processing speed is a hallmark of DLD in children

272

- Shaalan, S. (2020). Nonword repetition skills in Gulf Arabic-speaking children with developmental language disorder (DLD). *Journal of Speech, Language, and Hearing Research, 63*, 3700-3713.

273

Shaalan 2020:

- Gulf Arabic (GA) is spoken in Bahrain, Kuwait, Qatar, United Arab Emirates, and the eastern part of Saudi Arabia
- This study examined the language skills of school-aged children in Qatar who spoke GA

274

Shaalan 2020 continued:

- There were 3 groups of children: DLD, language-matched controls (LCs), and age-matched controls (ACs)
- The subjects were given the GA Nonword Repetition test (GA-NWR), where they were asked to repeat nonwords of 2-3 syllables
- There were 4 types of nonwords: 1) no clusters, 2) medial clusters, 3) final clusters, or 4) medial + final clusters

275

Shaalan 2020 found:

- The GA-NWR results showed that children with DLD were significantly lower than the other groups on all tasks except words with no clusters
- On these words, DLD children were not significantly lower than other 2 groups
- Takeaway: syllable length is a variable, but syllable complexity is an important factor as well
- Nonword repetition is a valuable assessment tool for children who speak Arabic

276

Mahfoudhi, A., Everatt, J., Elbeheri, G., & Roshdy, M. (2020).Development and standardization of a phonological processing test in Arabic. *Arab Journal of Applied Linguistics, 5*(1), 1-24.

- Developed a test of phonological processing in Arabic
- Purpose: to ascertain whether or not it was a reliable and valid way of assessing children for reading disabilities and potential underlying reasons for these difficulties

277

Mahfoudhi et al., 2020:

- Researchers developed the first version of the test to measure the phonological skills of 1255 Arabic-speaking children in Kuwait from grades 2-5
- The second version was developed to cover the middle school years with children in Kuwait in grades 6-9

278

Mahfoudhi et al., 2020—the tests assessed:

- Phonological memory—nonword repetition
- Phonological access—rapid automatic naming of familiar items (objects, letters, letter strings)
- Phonological decoding: the child was asked to read (as quickly as possible) a number of letter strings that could be pronounced in Arabic but which didn't mean anything
- Phonological awareness: sound deletion—the child was asked to say a word after the examiner but delete the first sound ("Say table without the t.")

279

Mahfoudhi et al., 2020 found:

- Subjects' skills in all these areas were correlated with reading performance across grades 2-9
- These measures have good reliability and validity for identifying students with potential reading impairment

280

Delage, H., & Frauenfelder, U.H. (2020).Relationship between working memory and complex syntax in children with Developmental Language Disorder (DLD). *Journal of Child Language, 47(3)*, 600-632.

- Compared monolingual, French speaking children with DLD (ages 5;0-14;6) to typically developing (TD) matched subjects
- Tested abilities in working memory and syntax

281

Delage & Frauenfelder (2020):

- Working memory tasks included forward digit span, backward digit span, word span, and nonword repetition
- The nonwords ranged from 1-5 syllables in length

Evaluated syntax by testing comprehension, repetition, and spontaneous production of complex sentences

282

Delage & Frauenfelder (2020) found that in subjects with DLD when compared with controls:

- Much lower performance in working memory tasks
- Produced fewer complex sentences
- However, produced just as many simple sentences

283

- Performance on nonword repetition and working memory measures has been found to be highly correlated with language impairment in children
- When children perform poorly on processing-dependent measures, there is a high likelihood that they will have some type of clinically significant language-learning difficulty
- It is very advantageous to use assessment measures that do not rely on a child's prior experience or world knowledge

284

- Processing-dependent measures assess the integrity of the underlying language learning system while simultaneously **minimizing the role of previous environmental, cultural, or linguistic experience**

285

The CTOPP2…

- Has a nonword repetition subtest that we can use

286

Other potential subtests on the CTOPP2 include:

- Memory for digits
- Rapid digit naming
- Rapid letter naming
- Rapid color naming
- Rapid object naming

287

Norms for digit repetition forward (from CTOPP:2)

Age	**# of Digits**
2-3	2-3
4-5	4-5
6-7	5
8-9	5-6
10-14	6
15+	7

288

Norms for Word Repetition

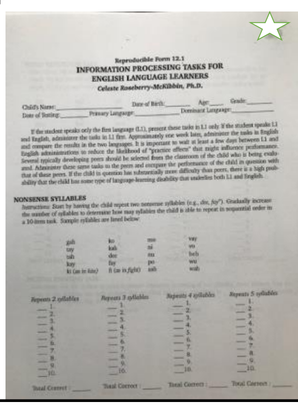
Age	Number of Words
4	3
5	3-4
6-8	4
9-11	4-5
12+	5

289

- Go to youtube and type in Celeste Roseberry (Love Talk Read). Click on the video entitled
-
- How to Use Digit Repetition to Assess for Language Impairment

290

Supplement p. 22



Reproducible Form 12.1

INFORMATION PROCESSING TASKS FOR ENGLISH LANGUAGE LEARNERS

Celeste Roseberry-McKibbin, Ph.D.

Child's Name:______ Date of Birth:______ Age:___ Grade:______
Date of Testing:______ Primary Language:______ Dominant Language:______

If the student speaks only the first language (L1), present these tasks in L1 only. If the student speaks L1 and English, administer the tasks in L1 first. Approximately one week later, administer the tasks in English and compare the results in the two languages. It is important to wait at least a few days between L1 and English administrations to reduce the likelihood of "practice effects" that might influence performance. Several typically developing peers should be selected from the classroom of the child who is being evaluated. Administer these same tasks to the peers and compare the performance of the child in question with that of these peers. If the child in question has substantially more difficulty than peers, there is a high probability that the child has some type of language-learning disability that underlies both L1 and English.

NONSENSE SYLLABLES

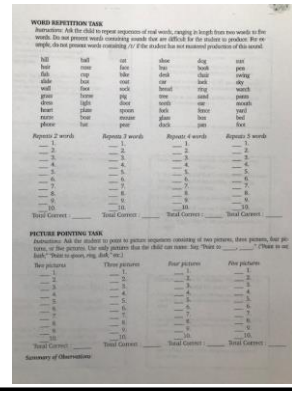
Instructions: Start by having the child repeat two nonsense syllables (e.g., dee, fay"). Gradually increase the number of syllables to determine how may syllables the child is able to repeat in sequential order in a 10-item task. Sample syllables are listed below:

gah	ko	moo	vay
tay	kah	ni	vo
tah	dee	mu	beh
kay	fay	po	wu
ki (as in kite)	fi (as in fight)	nah	wah

Repeats 2 syllables	*Repeats 3 syllables*	*Repeats 4 syllables*	*Repeats 5 syllables*
___ 1.	___ 1.	___ 1.	___ 1.
___ 2.	___ 2.	___ 2.	___ 2.
___ 3.	___ 3.	___ 3.	___ 3.
___ 4.	___ 4.	___ 4.	___ 4.
___ 5.	___ 5.	___ 5.	___ 5.
___ 6.	___ 6.	___ 6.	___ 6.
___ 7.	___ 7.	___ 7.	___ 7.
___ 8.	___ 8.	___ 8.	___ 8.
___ 9.	___ 9.	___ 9.	___ 9.
___ 10.	___ 10.	___ 10.	___ 10.
Total Correct : ___	Total Correct : ___	Total Correct : ___	Total Correct : ___

291

Supplement p. 23



WORD REPETITION TASK

Instructions: Ask the child to repeat sequences of real words, ranging in length from two words to five words. Do not present words containing sounds that are difficult for the student to produce. For example, do not present words containing /r/ if the student has not mastered production of this sound.

hill	ball	cat	shoe	dog	suit
hair	nine	face	hay	book	pen
fish	cup	bike	desk	chair	swing
slide	box	coat	car	belt	sky
wall	feet	sock	bread	ring	watch
grass	horse	pig	tree	sand	paint
dress	light	door	teeth	ear	mouth
heart	plate	spoon	fish	fence	yard
nurse	boat	mouse	glass	hot	bed
phone	hat	pear	duck	pan	foot

Repeats 2 words	Repeats 3 words	Repeats 4 words	Repeats 5 words
___ 1.	___ 1.	___ 1.	___ 1.
___ 2.	___ 2.	___ 2.	___ 2.
___ 3.	___ 3.	___ 3.	___ 3.
___ 4.	___ 4.	___ 4.	___ 4.
___ 5.	___ 5.	___ 5.	___ 5.
___ 6.	___ 6.	___ 6.	___ 6.
___ 7.	___ 7.	___ 7.	___ 7.
___ 8.	___ 8.	___ 8.	___ 8.
___ 9.	___ 9.	___ 9.	___ 9.
___ 10.	___ 10.	___ 10.	___ 10.
Total Correct: ____	Total Correct: ____	Total Correct: ____	Total Correct: ____

PICTURE POINTING TASK

Instructions: Ask the student to point to picture sequences consisting of two pictures, three pictures, four pictures, or five pictures. Use only pictures that the child can name. Say "Point to ____, ____." ("Point to see, fork." "Point to spoon, ring, dark," etc.)

Two pictures	Three pictures	Four pictures	Five pictures
___ 1.	___ 1.	___ 1.	___ 1.
___ 2.	___ 2.	___ 2.	___ 2.
___ 3.	___ 3.	___ 3.	___ 3.
___ 4.	___ 4.	___ 4.	___ 4.
___ 5.	___ 5.	___ 5.	___ 5.
___ 6.	___ 6.	___ 6.	___ 6.
___ 7.	___ 7.	___ 7.	___ 7.
___ 8.	___ 8.	___ 8.	___ 8.
___ 9.	___ 9.	___ 9.	___ 9.
___ 10.	___ 10.	___ 10.	___ 10.
Total Correct: ____	Total Correct: ____	Total Correct: ____	Total Correct: ____

Summary of Observations:

292

To assess a student's ability to follow directions, I like the Token Test for Children

293

- Youtube: Celeste Roseberry (Love Talk Read). Click on the video entitled
- **Assessment of ELLs with Language Impairment: Evaluating Ability to Follow Directions**
- Afeefa, the interpreter, administers the test in Arabic, the student's primary language, to evaluate her ability to follow directions when vocabulary is known and visual stimuli are present.

294

I. Dynamic Assessment

- Dynamic assessment evaluates a student's ability to learn when provided with instruction
- Conventional tests are static; they measure children's functioning at one point in time
- We need to measure a child's zone of proximal development; what s/he can achieve with help
- We look at trainability, or the child's ability to profit from instruction

295

ASHA's website has a multimedia tutorial

- This tutorial covers dynamic assessment in depth
- http://www.asha.org/practice/multicultural/issues/Dynamic-Assessment.htm

296

Castilla-Earls et al. 2020:

- The purpose of dynamic assessment is to provide learning support and observe child strategies in response to that learning support
- How modifiable is the child?

297

Many experts recommend a test-teach-re-test format:

- 1. Test the child and find items/concepts she does not know (narrative sequencing, vocabulary, morphological structures)
- 2. Teach the concepts to the child
- 3.Re-test the child and see if she has retained the information and is able to apply it. Is there a small or large change in her performance? Or no change?

298

- Children with language differences will generally respond quickly and learn well in short teaching sessions
- Children with language impairment will be more difficult to teach, require more repetitions, more examiner effort, and apply the information less skillfully

299

Petersen et al. (2020). The classification accuracy of a dynamic assessment of inferential word learning for bilingual English/Spanish-speaking school-age children. *Language, Speech, and Hearing Services in Schools, 51*, 144-164).

- Static vocabulary tests are biased in identifying DLD in bilingual children because of limited exposure to test items
- They tested 31 Spanish-English speaking children ages 5;9-9;7 years

300

Petersen et al. (2020) continued:

- Vocabulary tests assess what words children already know
- Vocabulary tests don't assess *inferential* word learning (IWL)
- IWL refers to acquiring new vocabulary more indirectly using contextual and morphosyntactic cues

301

As an example:

- The people struggled in the *arid* climate. Thirsty and hot, they wished there was water to drink. Many were sweating.
- What does *arid* mean?

302

Petersen et al. 2020 continued:

- Recommended test-teach-retest to examine learning ability
- Found that dynamic assessment of inferential word-learning ability was more successful than traditional vocabulary tests in accurately identifying children with DLD

303

Patterson, J.L., Rodriguez, B., & Dale, P.S. (2020). Dynamic assessment language tasks and the prediction of performance on year-end language skills in preschool dual language learners. *American Journal of Speech-Language Pathology 29*, 1226-1240.

- They studied 20 four year old Spansh-speaking children in Head Start
- 3-6 months before the children began Head Start, they gave dynamic assessment tasks that were administered in Spanish

304

Patterson et al. 2020 found:

- At the end of the year, all children were testing with the Learning Accomplishment Profile:3 (LAP:3)
- Performance on the dynamic assessment tasks prior to Head Start was significantly correlated with LAP:3 scores
- Preschoolers who did well on the dynamic assessment tasks scored high on the LAP:3

305

Questions to ask to compare the student to similar ELL peers:

- How much structure and individual attention is needed for the student to acquire new language skills?
- During instructional activities, to what extent does the student exhibit off-task behaviors or inappropriate responses?
- Did this student require instructional strategies that differed from those which had been used effectively with similar peers?

306

Response to Intervention (RtI) utilizes the principles of dynamic assessment (Rosa-Lugo et al., 2020)

- Students in regular education classrooms receive increasingly intense amounts of support from teachers and Teacher Assistance Teams
- If they do not respond to this—if they show *treatment resistance*--then they probably qualify for special education.

307

- RtI tries to "catch" kids before they end up needing special education
- Emphasis on reading intervention in the early grades; **prevention**
- Takes us away from a "wait to fail" system; "supporting success" orientation

308

ASHA has information about RtI on their website

- On this website, there is comprehensive information about RtI and its application across a wide variety of settings
- http://www.asha.org/slp/schools/prof-consult/RtoI/

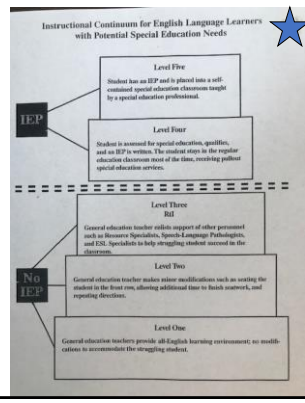
309

Castilla-Earls et al. 2020:

- RtI uses multiple layers of instruction and intervention
- A big advantage is that supplemental instruction is delivered to students who need it, not just those with an identified special education diagnosis
- We really need this especially for ELs who are living in poverty

310

Supplement p. 24



311

The research of Ron Gillam

- We are WAAAAY overidentifying ELL kindergarteners for IEPs
- Assessed Spanish-speaking kindergarteners at beginning and end of kindergarten (English and Spanish)
- Of 167 children who were “at risk” at beginning of kindergarten, only 21 really needed IEPs at end of the year

312

Diane Blevins from Santa Ana, CA

- Santa Ana Unified--so many preschool referrals--would have cost $2 million to hire SLPs to test and treat the children
- Many were ELL
- Created preschool RtI program

313

- "At risk" preschoolers were seen by SLPAs for a year
- They received language intervention
- At the end of the year, 95% of the children were performing within normal limits
- Only about 5% needed IEPs

314

Blevins continued:

- Their non-special education intervention options included a language lab for children and Let's Talk program for parents
- Language Lab: <12 children; in it for 1 year; very successful in decreasing the #s of children on IEPs in elementary school

315

(Blevins continued):

- Let's Talk for Parents: trained parents 1 hour a week for 6 weeks
- Modeled and coached them on language stimulation techniques
- Parent-Child activities occurred; caregiver handbook too

316

Blevins found:

- 24% increase in caregivers reading to children
- 24% increase in families visiting language-rich environments

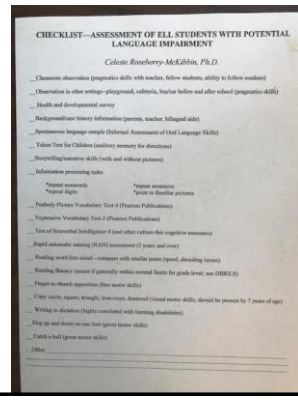
317

Checklist—ELL student assessment

- I don't administer every task to every student
- However, as the SLP, I am often the first special educator to assess the student; my goal is to make appropriate referrals to the psychologist and resource specialist when necessary

318

Supplement p. 25



CHECKLIST—ASSESSMENT OF ELL STUDENTS WITH POTENTIAL LANGUAGE IMPAIRMENT

Celeste Roseberry-McKibbin, Ph.D.

__Classroom observation (pragmatics skills with teacher, fellow students; ability to follow routines)

__Observation in other settings--playground, cafeteria, bus/car before and after school (pragmatics skills)

__Health and developmental survey

__Background/case history information (parents, teacher, bilingual aide)

__Spontaneous language sample (Informal Assessment of Oral Language Skills)

__Token Test for Children (auditory memory for directions)

__Storytelling/narrative skills (with and without pictures)

__Information processing tasks:

*repeat sentences
*repeat digits
*point to familiar pictures

__Peabody Picture Vocabulary Test-4 (Pearson Publications)

__Expressive Vocabulary Test-2 (Pearson Publications)

__Test of Nonverbal Intelligence-4 (and other culture-fair cognitive measures)

__Rapid automatic naming (RAN) assessment (5 years and over)

__Reading word lists aloud—compare with similar peers (speed, decoding issues)

__Reading fluency (assess if generally within normal limits for grade level; see DIBELS)

__Finger-to-thumb opposition (fine motor skills)

__Copy circle, square, triangle, iron cross, diamond (visual motor skills; should be present by 7 years of age)

__Writing to dictation (highly correlated with learning disabilities)

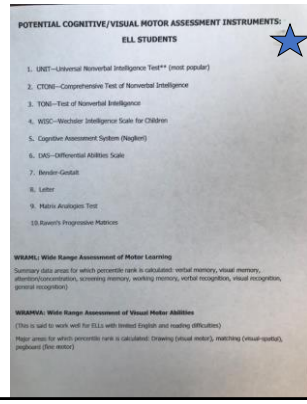
__Hop up and down on one foot (gross motor skills)

__Catch a ball (gross motor skills)

__Other

319

Supplement p. 26



POTENTIAL COGNITIVE/VISUAL MOTOR ASSESSMENT INSTRUMENTS: ELL STUDENTS

1. UNIT--Universal Nonverbal Intelligence Test** (most popular)
2. CTONI--Comprehensive Test of Nonverbal Intelligence
3. TONI--Test of Nonverbal Intelligence
4. WISC--Wechsler Intelligence Scale for Children
5. Cognitive Assessment System (Naglieri)
6. DAS--Differential Abilities Scale
7. Bender-Gestalt
8. Leiter
9. Matrix Analogies Test
10. Raven's Progressive Matrices

WRAML: Wide Range Assessment of Motor Learning

Summary data areas for which percentile rank is calculated: verbal memory, visual memory, attention/concentration, screening memory, working memory, verbal recognition, visual recognition, general recognition)

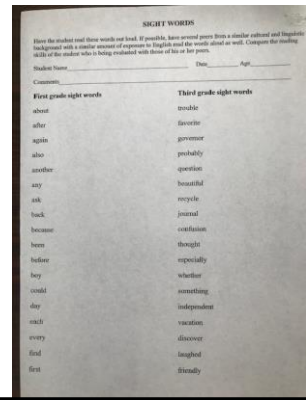
WRAMVA: Wide Range Assessment of Visual Motor Abilities

(This is said to work well for ELLs with limited English and reading difficulties)

Major areas for which percentile rank is calculated: Drawing (visual motor), matching (visual-spatial), pegboard (fine motor)

320

Supplement p. 27



SIGHT WORDS

Have the student read these words out loud. If possible, have several peers from a similar cultural and linguistic background with a similar amount of exposure to English read the words aloud as well. Compare the reading skills of the student who is being evaluated with those of his or her peers.

Student Name_____ Date_____ Age_____

Comments:_____

First grade sight words	Third grade sight words
about	trouble
after	favorite
again	governor
also	probably
another	question
any	beautiful
ask	recycle
back	journal
because	confusion
been	thought
before	especially
boy	whether
could	something
day	independent
each	vacation
every	discover
find	laughed
first	friendly

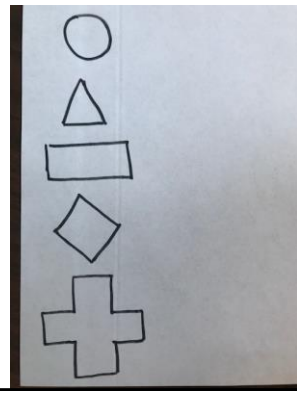
321

If students…

- Have difficulty with writing or fine motor tasks, I refer to the resource specialist and psychologist

322

Supplement p. 29



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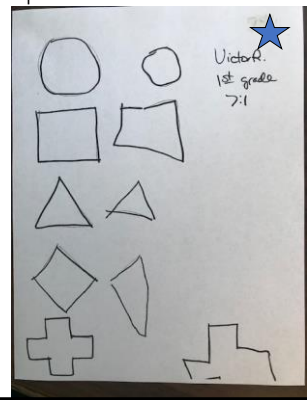
Supplement p. 30



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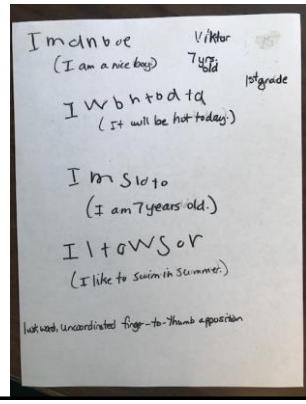

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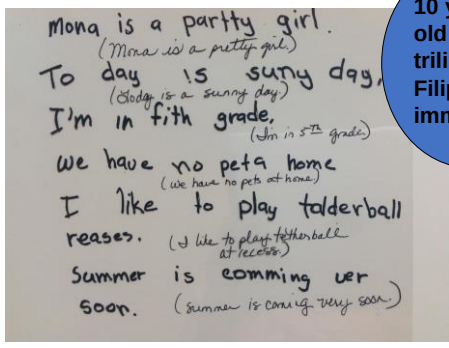
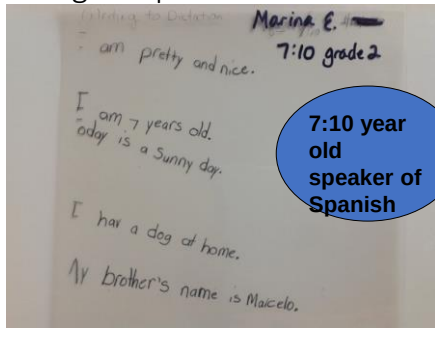
Writing Sample:



10 year old trilingual Filipino immigrant

326

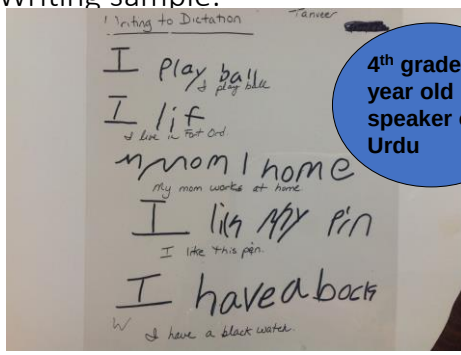
Writing sample:



7:10 year old speaker of Spanish

327

Writing sample:



4th grade 10 year old speaker of Urdu

328

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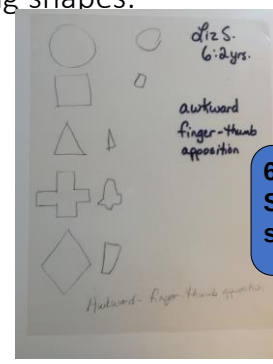

6:2 year old Spanish speaker

329

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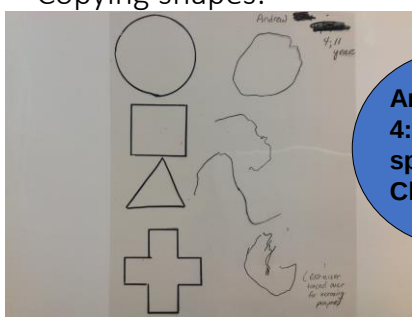
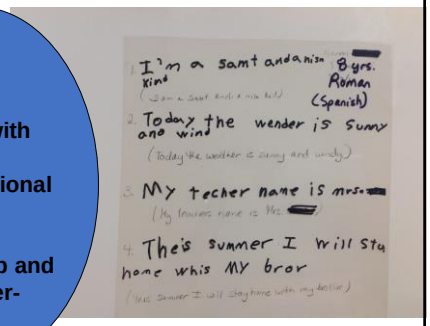


Andrew 4:11 speaker of Chinese

330

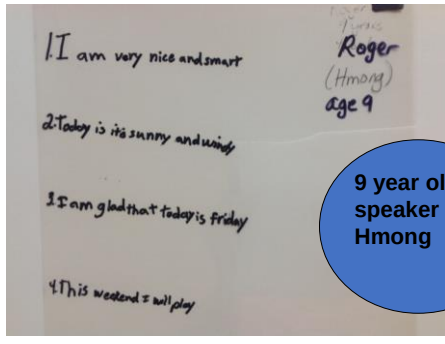
Writing to Dictation:



8 year old Spanish speaker with good conversational English, awkward pencil grip and poor finger-thumb apposition

331

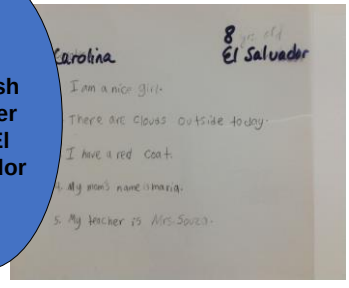
Writing sample:



9 year old speaker of Hmong

332

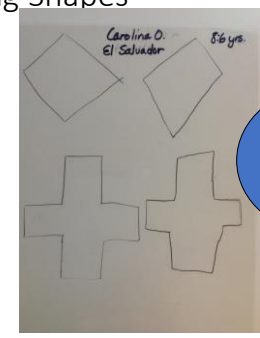
Writing to Dictation:



8-year old Spanish speaker from El Salvador

333

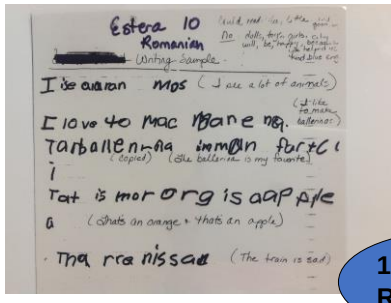
Copying Shapes



Carolina, 8 yr. old speaker of Spanish

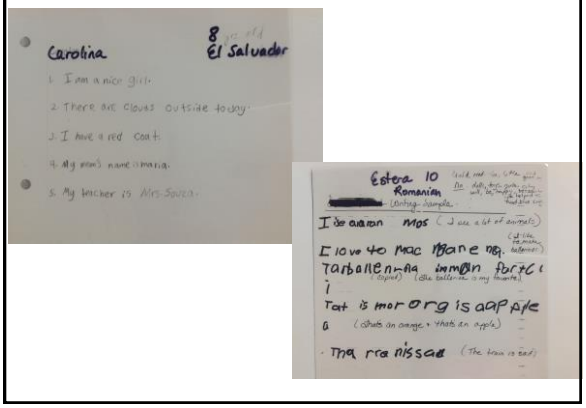
334

Writing Sample



10 year old Romanian

335



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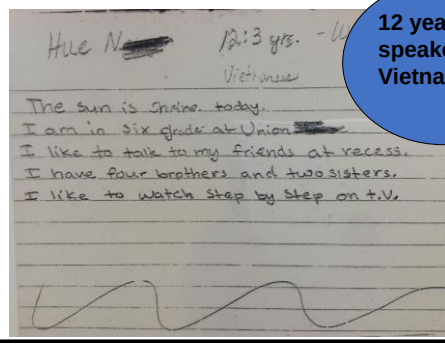

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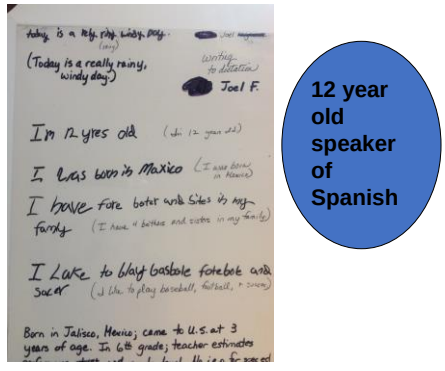

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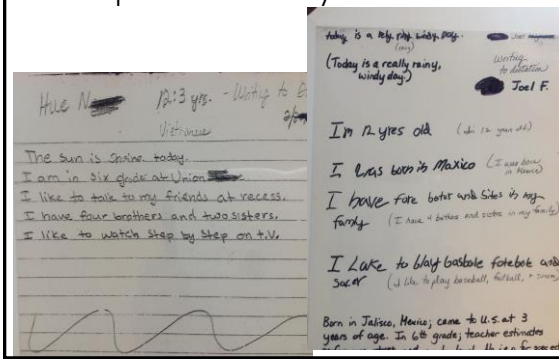
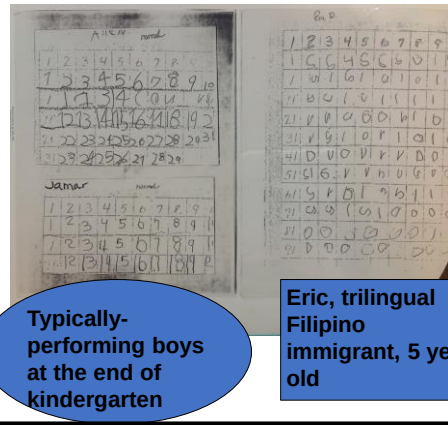
Compare these 12 year olds:



339



Typically-performing boys at the end of kindergarten

Eric, trilingual Filipino immigrant, 5 years old

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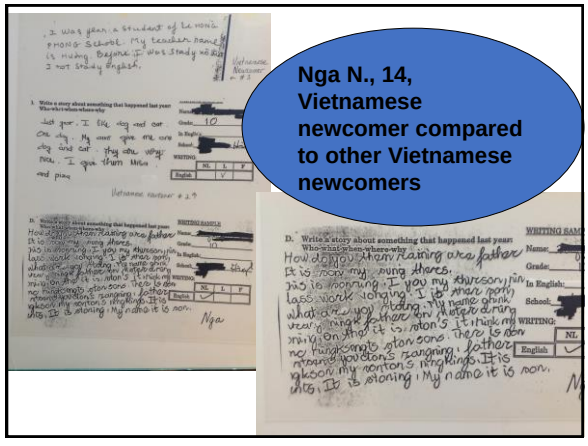

Nga N., 14, Vietnamese newcomer compared to other Vietnamese newcomers

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I always include in my report…

- Information about referrals to other professionals and why I made them
- I include my rationale because it can be important for future reference (e.g., if the student has difficulty in later grades, I have a written record)

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- Go to youtube and type in Celeste Roseberry (Love Talk Read). Check out the video below.
-
- How to Screen a Child for Fine and Visual Motor Difficulties

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VIII. UTILIZING THE SERVICES OF INTERPRETERS IN ASSESSMENT

- Make sure interpreters are well trained and understand the purpose of the evaluation
- Ensure that interpreters can build rapport with others from their culture

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Prepare the Interpreter for the Assessment Session by:

- Providing information about the student who is being assessed
- Allowing the interpreter time to get organized and ask questions BEFORE the student arrives
- Showing (**actual demonstration**) the interpreter how to use each measure
- Debrief with the interpreter after the session

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Supervise the interpreter during the session and make sure s/he doesn't:

- Record data incorrectly
- Prompt the student or give clues
- Expand and elaborate on the student's responses instead of directly translating them

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Have the interpreter watch for the following behaviors:

- Response delays
- Use of gestures to replace words
- Perseveration, confusion
- Distractibility
- Language and articulation errors in L1

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I like to ask:

- In your ___ years of working in this district with ___# of ___students, what do you think of this particular student's skills?
- Example: "In your 5 years of working for Elk Grove Unified School District with approximately 400 Indian students, how does Manu seem to do in comparison to these other students?"

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- I. Introduction and Housekeeping
- II. General Assessment Considerations
- III. Impact of Second Language Acquisition and Bilingual Development
- IV. Speech and Language Characteristics of Children Speaking Asian- and Spanish-Influenced English
- V. Legal Issues in Nonbiased Assessment
- VI. Considerations in Standardized Testing
- **VII. Practical Strategies and Materials for Ecologically Valid Nonstandardized Assessment****
- VIII. Utilizing Services of Interpreters

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So remember that it's OK to start with the bunny slope…

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Our most precious national resource is our children….

- Let's support them in developing and using all their potential to create better lives for themselves and for the next generation
- Thank you for all the hard work you do for the kids!

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