Assessment of the Bilingual Child

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Children and Families are coming from many nations.
### Top 10 States for Immigration

<table>
<thead>
<tr>
<th>State</th>
<th>Total 2009-2018</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Texas</td>
<td>63,108</td>
<td>679</td>
</tr>
<tr>
<td>2. California</td>
<td>51,423</td>
<td>587</td>
</tr>
<tr>
<td>3. New York</td>
<td>36,856</td>
<td>605</td>
</tr>
<tr>
<td>4. Arizona</td>
<td>28,028</td>
<td>403</td>
</tr>
<tr>
<td>5. Michigan</td>
<td>27,906</td>
<td>318</td>
</tr>
</tbody>
</table>
### Top 10 States for Immigration

<table>
<thead>
<tr>
<th>Rank</th>
<th>State</th>
<th>Immigrants</th>
<th>New Immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Florida</td>
<td>26,959</td>
<td>232</td>
</tr>
<tr>
<td>7.</td>
<td>Georgia</td>
<td>25,172</td>
<td>338</td>
</tr>
<tr>
<td>8.</td>
<td>Pennsylvania</td>
<td>24,431</td>
<td>487</td>
</tr>
<tr>
<td>10.</td>
<td>Ohio</td>
<td>23,937</td>
<td>793</td>
</tr>
</tbody>
</table>
# Bottom 10 States for Immigration

<table>
<thead>
<tr>
<th>State</th>
<th>Total 2009-2018</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Alaska</td>
<td>1011</td>
<td>17</td>
</tr>
<tr>
<td>9. Wyoming</td>
<td>185</td>
<td>1</td>
</tr>
<tr>
<td>8. D. of Columbia</td>
<td>184</td>
<td>1</td>
</tr>
<tr>
<td>7. Arkansas</td>
<td>161</td>
<td>2</td>
</tr>
<tr>
<td>6. Missouri</td>
<td>156</td>
<td>29</td>
</tr>
</tbody>
</table>
## Bottom 10 States for Immigration

<table>
<thead>
<tr>
<th>State</th>
<th>Total 2009-2018</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Mississippi</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>4. Delaware</td>
<td>68</td>
<td>11</td>
</tr>
<tr>
<td>3. Hawaii</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>2. Puerto Rico</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>1. Wyoming</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Children enter the schools with diverse language backgrounds and experiences.
Culture, the roles and expectations for children have determined the extent of their language development and literacy experiences.
Children may have some schooling in their native language.
Parents of these children may not be born in the US and have a different literacy expectation from the US.
Child Background

- English may be the school language for the child and the native language may be used at home and in the community.
- Households may receive written materials in the form of native language newspapers, books, outdoor prints.
- In school the child may be expected to comprehend vocabulary and language structures that are totally alien to the child.
- The quantity & quality of L1 (home language) & L2 (English) for the bilingual child determines their proficiency and dominance in each language.
- Every child is different.
Our Problems in Assessment

- There is over identification of bilingual children as language impaired (Paradis, 2016).
- “Surface similarities between typically developing children learning second language and monolingual children with language disorders lie at the heart of difference or disordered diagnostic challenge faced by SLP’s and special educators”, Kohnert, K. (2008) pg. 98.
The Assessment

- School History & Background
- Case History
- Testing & Language Samples
- Questionnaire
- Observations
- Play**
- Language Impairment Characteristics
School History & Background

- Social and family background
- Languages spoken by family
- Parents’ occupation, educational level, and proficiency in English
- Language or learning difficulty of family members
- Visits to home country (the family may not return)
- Parents’ perception of the student
School History & Background

- Student’s experiences with literacy and activities outside of home.
- Remediation programs that student has attended in school.
- Classroom modifications made to meet student needs (RTI).
- School attendance or disruptions in education
- Results of testing from other professionals.
Case History & Background

- Conditions related to when difficulties were first observed by family
- Previous diagnostics and therapy
- General developmental status
- Health status
Case History: Language Development

- Language developmental milestones
- Languages used in home
- Age & conditions for L2
- Age & conditions for L1
- Motivation for proficiency in L1 & L2
Case History & Development

- Emotional/social adjustment
- Pregnancy & birth history
- Gross and fine motor development.
- Oral motor, feeding and swallowing
- Accidents, hospitalizations, medications
- Pertinent family concerns
Published Spanish Tests

- *Bilingual English Spanish Assessment* (BESA); Peña, Gutierrez-Clellen, Iglesias, Goldstein, & Bedore, 2014


Both are standardized and normed on bilingual populations living in the US & whose first language was Spanish.

- BESA has a 87.5% sensitivity & 100% specificity

- CELF-4 Spanish has a 96% sensitivity and 87% specificity
Recommendations for Testing

- Test both languages (traditional perspective)
- If child is monolingual Spanish or other language speaker, always test receptive English abilities.
- Use tests (Eng. & Span.) that are parallel if possible or
- Use tests that are similar in conceptual framework.
Recommended Modified Testing Procedures for Clinician

- Provide additional time for child’s response
- Watch child’s eye gaze and body movements for referencing
- Accept culturally appropriate responses
- Have child name a picture that they missed.
- Have child explain an incorrect answer (Kayser, 1998).
Speech/language Research on Testing

- If no tests are available in the child’s first language then we use the following:
  - Observations (Clinician, Parent, & Teacher)
  - Conceptual Scoring
  - Dynamic Assessment
  - Testing in English Only (experimental)
Parent Observations

  - 4 measures discriminated the groups of children: Sensitivity of 91.3%; Specificity of 100% on 4 measures.
  - *Parental report of child’s speech/language skills (Appendix A).*
  - *Number of errors per T-unit,
  - Mean length per T-unit
  - Family history of speech/language problems.
T-Unit Defined

- T-Unit: consists of an independent or main clause with all its modifiers, including any dependent, or subordinate clauses attached to it.
Parent Observations

- Alberta Language Development Questionnaire (ALDeQ) (Paradis, Emmerzael, & Duncan (2010).
  - Section A: early developmental milestones such as 1st word & 1st word combination.
  - Section B: Current abilities with L1.
  - Section C: behavior patterns and activity preferences
  - Section D: family history
Observations

- Classroom Observations:
  - Child interactions with teacher & peers in the classroom compared to another child with a similar background.
  - Teacher reported observations of learning behaviors.
- Document with a questionnaire completed by teacher and parents.
- Hearsay is not an observation.
Tests with Questionnaires

Tests with Questionnaires

Questionnaires for Younger Children (0-3 years).

Online Resources

- [http://isd2397community.sharpschool.net/UserFiles/Servers/Server_3117142/File/Screening%20Questionnaire.pdf](http://isd2397community.sharpschool.net/UserFiles/Servers/Server_3117142/File/Screening%20Questionnaire.pdf) (Parent questionnaire)

- [https://static1.squarespace.com/static/582ed844e3df2844237c18b3/t/58463292197aeac7d8afdeda/1480995474909/School+Age+Teacher+Questionnaire.pdf](https://static1.squarespace.com/static/582ed844e3df2844237c18b3/t/58463292197aeac7d8afdeda/1480995474909/School+Age+Teacher+Questionnaire.pdf) (teacher questionnaire) (Sample Handouts)
Conceptual Scoring

- Conceptual scoring considers the number of concepts that a child has for a word in any language (Anaya, Peña, & Bedore, 2018).
- Vocabulary tests have been used with ELL children but these tests have poor sensitivity and specificity.
  - Sensitivity: How accurately does the test identify LI children
  - Specificity: How accurately does the test identify T children
  - 90% is good, 80% is OK, less than 70% not acceptable.
  - Bilingual child may have a word in one language but not in the other language.
Four vocabulary tests widely used in testing monolingual children’s vocabulary to identify SLI (Betz, Eickhoff, & Sullivan, 2013) are:

- The Receptive One-Word Picture Vocabulary Test (Brownell, 2000b),
- The Expressive Vocabulary Test 2nd Edition (Williams, 1997).
These standardized tests do not have good classification accuracy or sensitivity and specificity for English speakers (Anaya, Peña, & Bedore, 2018).

It is unlikely that these same tests would help in identifying bilingual children with a language impairment.

Conceptual scoring has been found to reduce the documented differences between monolingual and bilingual children’s performance on vocabulary tests. (Peña, Bedore, & Kester, 2015).
Conceptual Scoring

Three Methods for Conceptual Scoring:

1) Ask the child to code-mix immediately after an incorrect or no response is given in the target language.

2) Administer all items in English and then readminister the incorrect items in the second language.

3) Administer English and Spanish tests on separate days. Then count the number of different concepts known by the child. Dog Vs. Perro = 1 concept
Conceptual Scoring

- *The Expressive One Word Picture Vocabulary Test* (EOWPVT).
- *The Receptive One Word Picture Vocabulary Test* (ROWPVT).
Dynamic Assessment

- Kantzoglou, Restrepo & Thompson (2012).
  - Based on Vygotsky’s (1978) work. He stated that high-level mental processes (problem solving, voluntary attention & memory, & concept formation), develop through interaction with the environment.
Dynamic Assessment

- Test-Teach-Test format
  - Vocabulary
  - Narratives

This can be used as assessment or as part of Intervention Based on Cognitive psychology.
- Read Lidz (1991) for detailed instructions or see video tutorials listed in references.
Dynamic Assessment

- Pretest typically assessed with static tests
- Teach-phase is less structured, no script, & examiner observes how the child learns, observes problems and works on these problems in one session.
- Post test phase evaluates learning, maintenance, and/or transfer of concepts/skills taught in teaching phase.
- The goal is to determine how much a child can learn not how much a child knows.
Dynamic Assessment

- DA gives weight to the child’s social & interpersonal interaction making it more natural than a test.
- The examiner makes conclusions on the strategies the child uses in learning, the amount and type of prompts the child needs to learn.
- DA also reduces task familiarity biases thus reducing test anxiety.
- PROTOCOL: All 3 tasks are completed in about 40 minutes
- Please read article for description of their procedures.
- Kantzoglou, Restrepo & Thompson (2012)
Gilliam, Peña, Bedore, Bohman, & Mendez-Perez (2016).

They modified the EpiSLI model by Tomblin, Records, and Zhang (1996). They used the analysis of five composite scores (expressive, receptive, vocabulary, grammar, & narration) from Test of Language Development-Primary & a narrative comprehension & production screening task. These were analyzed on 1502 children. The criterion of -1.25 SD below the mean on 2 or more composites resulted in sensitivity of .77 and specificity of .91.
English Only Testing

- Gilliam, et al., Purpose was to derive empirically supported cutoff scores for the identification of SLI in bilingual (Spanish-English-speaking) children based on English language performance.
  - Criteria for children: Tested bilingual children who had been enrolled in school for 1 academic year, and listening/speaking English 30% of day.
  - See Appendix B for equation for modification of original formula.
Sociologists & Anthropologists have stated that children from diverse cultures play what is observed or needed in their culture/environment. It may be work related, a skill for household duties, or needed for a future ritual and it may not be imaginary play (Kayser, 2018).

The child may take up to 3 years to play like those children born in the U.S.

Be cautious in evaluating play levels for children coming from diverse cultural backgrounds.
Behavior Characteristics of ELL Children with Language Impairment

- Children with LI have word learning difficulties. It takes longer for them to fast map (initial exposure) and then remember the word even with successive repetitions of target word in different contexts.
- Children with LI need greater numbers of exposures in a word learning task.
- It takes more than 3 years to learn English.
- It takes longer for children who come from Chinese/Mandarin backgrounds to learn English than children from languages that are closer to English structure & phonology.
Behavior Characteristics of ELL Children with Language Impairment

- ELLs with SLI are slower to learn L2 than typical ELLs.
- ELL children with SLI have difficulty learning both languages.
- Balanced bilingual children **without** SLI who spoke/heard both languages 40% to 60% of time had lower scores on Spanish and English measures compared to Spanish & English monolinguals.
Behavior Characteristics of ELL Children with Language Impairment

“Having an L1 closer to English in grammar and phonology, superior language learning aptitude, older age of L2 onset, richer English environment, and a mother with higher education all predict faster L2 development in children.” Paradis (2016)
Research Sites

- [https://langlit.gse.harvard.edu/supporting-linguistic-diversity](https://langlit.gse.harvard.edu/supporting-linguistic-diversity)

- Provides articles and reports from the research on children from diverse backgrounds.
Research Sites

- [http://clas.uiuc.edu/aboutclas.html](http://clas.uiuc.edu/aboutclas.html) Federal funding for this website ended in 2003, therefore few materials have been added since that time. Fortunately, there is continued interest in culturally and appropriate materials, curriculum, and programs. Because of this, we have allowed this site to remain as an archive. Please feel free to use this site, but recognize that it is no longer current.

The National Center for Education Research (NCER) supports rigorous, scientifically based research that addresses the nation’s most pressing education needs, from early childhood to postgraduate studies.
Organizations & Resources

- [http://nabe.org/publications](http://nabe.org/publications)  Since 1975, the National Association for Bilingual Education (NABE) has been a non-profit membership organization that works to advocate for educational equity and excellence for bilingual/multilingual students in a global society.

- [https://www.asha.org/Practice/multicultural/default/](https://www.asha.org/Practice/multicultural/default/)  The American Speech Language Hearing Association provides resources for parents and professionals concerning children from diverse populations.
Organizations & Resources

- [www.colorincolorado.org](http://www.colorincolorado.org) A bilingual site for educators and families of English language learners

- [www.enchantedlearning.com](http://www.enchantedlearning.com) (online picture dictionaries and resources in a variety of languages)
Websites & Resources

- [www.wordfocus.com/index.html](http://www.wordfocus.com/index.html) (Focusing on Words site is dedicated to enhancing vocabulary skills through looking at the Latin and Greek elements of words)
- Center for Immigration Studies - [www.cis.org](http://www.cis.org)
- Portland State University's [Multicultural Topics in Communication Sciences & Disorders](http://www.pdx.edu/sphr) website ([www.pdx.edu/sphr](http://www.pdx.edu/sphr)).
Tutorials on Dynamic Assessment & Intervention

- [https://www.youtube.com/watch?v=_Blu8GRIBII](https://www.youtube.com/watch?v=_Blu8GRIBII) Lidz, DA I
- [https://www.youtube.com/watch?v=1O4_dxdnKUQ](https://www.youtube.com/watch?v=1O4_dxdnKUQ) Lidz, DA II
- [https://www.youtube.com/watch?v=7PKWygzhGTc](https://www.youtube.com/watch?v=7PKWygzhGTc) Lidz, DA III
- [https://www.youtube.com/watch?v=Jupxtg0vETM](https://www.youtube.com/watch?v=Jupxtg0vETM) Lidz, DA IV
- [https://www.youtube.com/watch?v=TXrggNVAOB0](https://www.youtube.com/watch?v=TXrggNVAOB0) Peña DA Basic Framework
- [https://www.youtube.com/watch?v=7SHazrTcUbI](https://www.youtube.com/watch?v=7SHazrTcUbI) Peña DA Components MLE
- [https://www.youtube.com/watch?v=6flw0cs7-64](https://www.youtube.com/watch?v=6flw0cs7-64) Peña DA Major Outcomes
- [https://www.youtube.com/watch?v=oWdFAl1dBeQ](https://www.youtube.com/watch?v=oWdFAl1dBeQ) Peña DA Vocabulary
- [https://www.youtube.com/watch?v=ChKE2OIszbw](https://www.youtube.com/watch?v=ChKE2OIszbw) Peña DA Developing plan
References


References

  (Alberta Language Development Questionnaire, ALDeQ)


References


