

# Evaluation Strategies for Bilingual Children: ArkSHA Convention 2018

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## Learning Objectives:

1. Describe differences between language difference and language disorder
2. Describe what the referral process may look like for bilingual Spanish and English students
3. Describe evidence based evaluations with bilingual children
4. Describe how to work effectively with interpreters and parents and caregivers

## **RESOURCES LIST:**

### **WEBSITES:**

<https://bilinguistics.com/>: Bilinguistics is a company based in Austin, TX, that has a wide range of free resources available to SLPs and parents. There are also products and CEUs available for purchase.

<https://www.leadersproject.org/>: The Leaders Project is managed by the Teachers College of Columbia University. The following information is available: test reviews, CEUs, information on law and policy, and evaluation guidance.

<http://www.colorincolorado.org/>: Self-described as "Colorín Colorado is a national multimedia project that offers a wealth of bilingual, research-based activities, and advice for educators and families of English language learners (ELLs)."

[https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225&section=Key\\_Issues](https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225&section=Key_Issues) : ASHA's area of the Practice Portal associated with bilingual service delivery.

### **BOOKS:**

Goldstein, A. (2004). Bilingual Language Development & Disorders in Spanish-English Speakers. Baltimore, MD: Brooks Publishing.

Kester, E.S. (2014). Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students. Austin, TX: Bilinguistics.

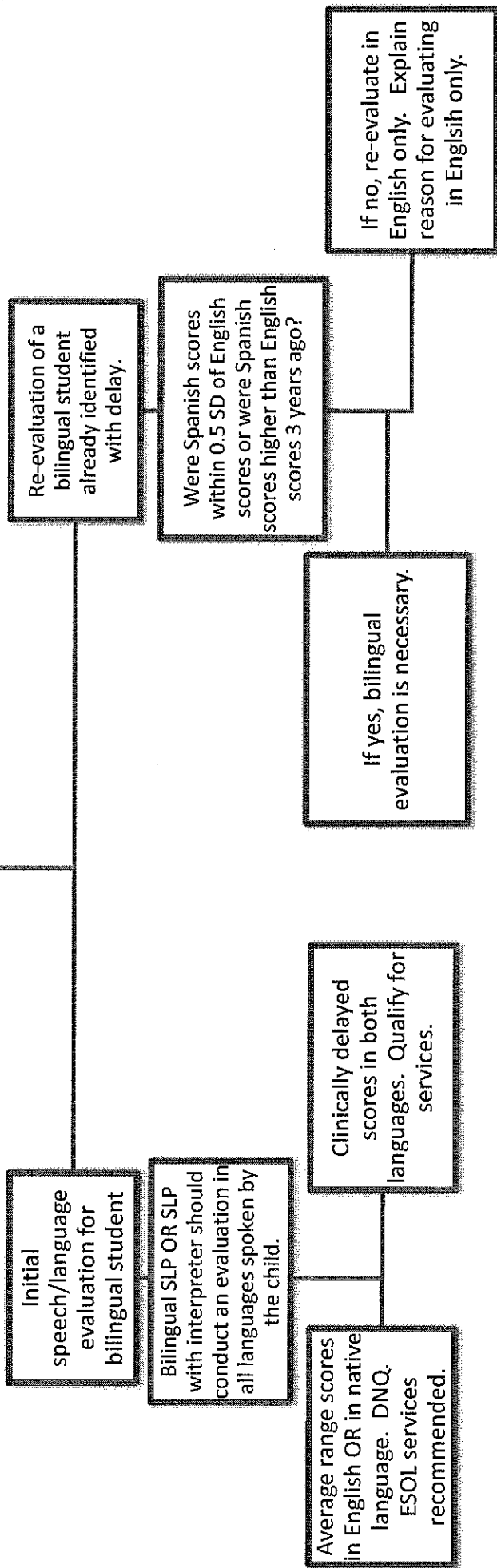
Rhodes, R., Ochoa, S. H. & Ortiz, S. O. (2005). Comprehensive Assessment of Culturally and Linguistically Diverse Students: A practical approach. New York: Guilford.

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# When do I conduct a bilingual evaluation?

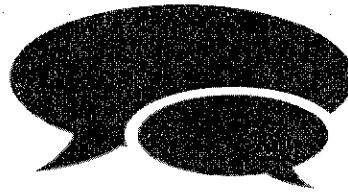


## Bilingual Evaluation Tips:

- Do not administer an English standardized measure in a language other than English and report a standard score.
- Use evaluation techniques beyond standardized assessment (i.e., dynamic assessment, language sampling).
- Conduct a thorough parent interview and social history.
- Investigate the culture and native language characteristics of the child.

# MYTH vs. FACT

## Bilingual Language Development



### MYTH

### FACT

Speaking 2 or more languages to a child can "confuse" them, so it is better to only speak 1 language.

All children are capable of learning multiple languages, including children with developmental delays and learning disabilities.

It is better for families to only speak the language taught in school to their children, even if they do not speak the language well.

Families should speak the language they are most comfortable speaking, so children are given rich linguistic models and can interact best with other members of their community.

Young bilingual children are delayed in learning language compared to peers who only speak 1 language.

Bilingualism does NOT cause language delays, and has been shown to improve children's ability to learn new words, identify sounds, and problem-solve.

Bilingual children should not mix parts of the languages they speak.

"Translanguaging" occurs when individuals grammatically mix aspects of the languages they speak. It fosters cultural and metalinguistic awareness.

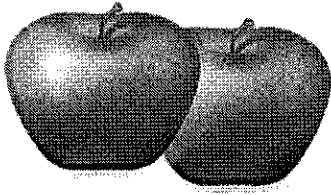
Children become bilingual just by listening to people around them speaking the second language.

Learning language is an active process that requires many opportunities for children to practice communicating in context with others. Listening and responding are both crucial for developing competence.

If you are concerned about the language, speech, or communication development of someone you know, contact a speech-language pathologist for a comprehensive assessment.

#### Citations:

1. Bird, E. K. R., Cleave, P., Trudeau, N., Thordardottir, E., Sutton, A., & Thorpe, A. (2005). The language abilities of bilingual children with Down syndrome. *American Journal of Speech-Language Pathology*, 14(3), 187-199.
2. Celis, C., & Seltzer, K. (2011). *Translanguaging: A CUNY-NYSIEB guide for educators*. New York, NY: The Graduate Center.
3. Ellis, R. (1994). *The study of second language acquisition*. Oxford University.
4. Roseberry-McKibbin, C. (2014). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (4th ed.). Oceanside, CA: Academic Communication Associates.



# Apples To Apples

The following milestones are expected for all children, regardless of home language

## Building Blocks for Speech

- ⊙ 0-1 month – crying and vegetative sounds
- ⊙ 1-6 months – cooing, laughter, squealing, growling
- ⊙ 4-6 months – marginal babbling
- ⊙ 6-8 months – reduplicated babbling
- ⊙ 8-10 months – variegated babbling
- ⊙ 8-12 months – echolalia
- ⊙ 9-12 months – phonetically consistent forms
- ⊙ 9-12 months – jargon

## Speech Intelligibility

- ⊙ For parents: (Lynch, Brookshire & Fox, 1980)
  - ⊙ 18 months - ~25% intelligible
  - ⊙ 2 year olds - 50-75% intelligible
  - ⊙ 3 year olds - 75%-100% intelligible
- ⊙ For unfamiliar listener: (Flipsen, 2006)
  - ⊙ 18 months - ~25% intelligible
  - ⊙ 2 year olds - ~50% intelligible
  - ⊙ 3 year olds - ~75% intelligible
  - ⊙ 4 year olds - 100% intelligible

## Building Blocks for Language

- ⊙ 0-1 month – crying and vegetative sounds
- ⊙ 2-3 months eye gaze
- ⊙ 6-9 months-- joint attention
- ⊙ 9-12 months -- using gestures
- ⊙ 12-15 months--following simple commands
- ⊙ 18 months – symbolic play, pretend play
- ⊙ 24 months – sequencing of activities
- ⊙ 36 months – episodic play

## Language Trajectories

- ⊙ Bilingual children develop early vocabulary at the same rate as monolingual children (Pearson, 1993).
- ⊙ Early language milestones are similar (single words, lexical spurt, 2-word phrases) (Pearson and Fernandez, 2001).
- ⊙ Conceptual scores are similar (Pearson, 1998).

## Vocabulary Development

- ⊙ 12 months – first words (usually labeling familiar objects, and actions in child's environment)
- ⊙ 15 months - 4-6-word vocabulary
- ⊙ 18 months – 20-50-word vocabulary
- ⊙ 24 months – 200-300 word vocabulary
- ⊙ 36 months - roughly 1000 words
- ⊙ Overextensions (calling all men Dada)
- ⊙ Underextensions (calling a tiger Kitty)

Find this and more great resources at [www.bilinguistics.com](http://www.bilinguistics.com)

**BILINGUISTICS**

# Spanish

## Developmental Articulation Norms -

AGES

<p><b>3</b></p> <p>m</p> <p>b</p> <p>p</p>	<p><b>4</b></p> <p>k</p> <p>w</p> <p>y</p> <p>l</p> <p>f</p> <p>t</p> <p>n</p>	<p><b>5</b></p> <p>d</p> <p>g</p> <p>ñ</p> <p>r</p> <p>ch</p>	<p><b>6</b></p> <p>x</p> <p>s</p>	<p><b>7</b></p> <p>rr</p>
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Based on: Jimenez 1987, Acevedo 1993  
90% mastery

# 10 TIPS FOR WORKING WITH INTERPRETERS

**1. Talk to the person directly, using the first person. Make eye contact with the person with whom you are speaking – NOT the interpreter.**

**2. Be patient and avoid interrupting during interpretation.**

Allow the interpreter as much time as necessary to ask questions, ask for repetition of a point, and for clarification. Be prepared to repeat yourself in a different way if your message is not understood the first time. Professional interpreters do not always translate word-for-word but rather concept-by-concept. Also remember that English is a direct language, and may need to be relayed into language that has a complex grammar with a different communication pattern.

**3. Never assume that speakers of another language do not understand at least some spoken English.**

Therefore, never say anything you do not want overheard.

**4. Speak clearly in a normal voice. Do not speak loudly.**

**5. Speak slowly and pause often. Wait for interpretation after every 3 to 4 sentences.**

Remember that you are communicating through an interpreter. Pause after a full thought for the interpretation to be accurate and complete. If you speak too long, the interpreter may not remember and include everything you said.

**6. Be brief, explicit, and basic.**

Think: "How can I say this in the most direct way?" "How can I be clear and say this in the least amount of words?"

**7. Avoid technical terms and jargon.**

Avoid idioms, technical words, or cultural references that may be difficult to interpret. If there is a simpler way to say the same thing, use the simpler explanation instead of the 'term.' Never assume that the other person will understand technical terms specific to your field.

**8. Allow extra time for interpretation.**

Remember that interpretation requires additional time. What can be said in a few words in English, may require a lengthy paraphrase in another language.

**9. If possible, hold a brief meeting with the interpreter beforehand.**

If it is your first time working with a specific interpreter, briefly meet with the interpreter first to agree on basic interpretation procedures. Also prepare the interpreter about what is going to be discussed. If there is a topic that will be especially difficult, warn the interpreter about this before the meeting begins so that the interpreter can be prepared.

**10. Read body language during face-to-face encounters**

Making eye contact is key to establishing a relationship. Arrange yourself so that you, the parent/client, and the interpreter are visible to one another. A triangular seating arrangement is ideal. Watch the parent/client's facial expression. Look for signs of comprehension, confusion, agreement, or disagreement.