Assessment and Intervention for Dual Language Learners: Raising the Game

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• None
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Background

• Linguistically diverse children are insufficiently represented by the norms of most standardized language assessments.
• Bilinguals should be tested in both languages, not just so-called “dominant.”
• Relative dominance may shift depending on particular social/academic task demands

Learning Outcomes

1. Formulate a defensible assessment plan that integrates current methods and technologies for a DLL case scenario.
2. Discuss the selection of appropriate intervention targets to enhance communication and academic outcomes.
3. Explain the importance of and several methods for providing intervention within culturally responsive contexts.

The Seven Integral Factors

• The critical pieces of assessment for English Language Learners (ELLs) (Hamayan et. al, 2013)
• The language learning environment
• Personal/family factors
• Physical/psychological factors
• Previous Schooling and Performance
• Oral Language and Literacy Skills
• Academic Achievement in both languages
• Cross-cultural factors
### Inform Yourself About the Language and Culture

**Free resources**
- About World Languages (AWL)
- ASHA – Phonemic Inventories and Cultural and Linguistic Information Across Languages
- Cultural Orientation Resource Center
- CultureGrams – check your school library
- Ethnologue – Languages of the World
- EthnoMed
- MNSHA – Talk With Me Manual
- Omnistat
- Portland State – Multicultural Topics in CSD
- UCLA Language Materials Project

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### Statements About Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) Are Not Enough

Children’s expressive language skills/preference do not necessarily mirror their receptive language skills

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### Language Experience Classification

- **Functional Monolingual English (FME)**
  - 80% or more English input-output
- **Bilingual English Dominant (BED)**
  - 60–80% English input-output
- **Balanced Bilingual (BL)**
  - 40–60% input-output in each language
- **Bilingual Other Dominant (BOD) (Spanish)**
  - 60–80% other language input-output
- **Functional Monolingual Other (FMO)**
  - 80% or more other language input-output

(Peña, Gillam, Bedore, & Bohman, 2011)

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### Additional resources from the Bilingual English-Spanish Assessment (BESA)

- Bilingual Input-Output Survey (BIOS)
- Inventory to Assess Language Knowledge (ITALK)
Language of instruction

- Bilingual Education/ESL Programs in IL:
  - English-only (TPI)
  - Transitional bilingual (TBE)
  - Developmental bilingual (one-way dual language)
  - Two-way bilingual/immersion programs (2-way dual language)

School Input/Output

- Considerations when completing school-based language survey:
  - Type of bilingual/ESL program
  - Language allocation (is it followed with fidelity)?
  - Language that special education/related services are provided in
  - Student participation in program over time

Student Language Experience

<table>
<thead>
<tr>
<th>Age</th>
<th>Home Language Exposure</th>
<th>Educational Language Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>Spanish only</td>
<td>Spanish only in Language of instruction classroom</td>
</tr>
<tr>
<td>8-9</td>
<td>60% Spanish with minimal English with siblings</td>
<td>Spanish only in Language of instruction classroom</td>
</tr>
</tbody>
</table>

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[Peña, Gilam, Bedore, & Bohman, 2011]
Referral Concerns

• Reduced intelligibility in English due to errors with /th/ and /s/
• Difficulties with English past tense verbs
• Concern with reading/language comprehension
• What kind of tests should the clinician use?

Test Classification Accuracy

• How accurate do professionals think standardized tests are?
• How accurate should they be?

Interpretation

• Language assessments have traditionally included children with impairment in the norming sample; however, this lowers overall scores, lowering sensitivity
• A normal standard is better for facilitating identification of disability (Peña, Spaulding, & Plante, 2006)

• Understand what you are using
  – Sensitivity: The probability that a person with impairment will test positive (true positive rate)
  – Specificity: The probability that a person without impairment will test negative (true negative rate)

≥ .9 good

.8 – .89 fair

< .8 unacceptable

(Plante & Vance, 1994)
Is it possible that some tests that you are currently using report no classification accuracy data or have unacceptable classification accuracy? Check immediately.

Inclusion does not necessarily mean accuracy

- Barragan et al. (2018) found that the CELF-4 Spanish over-identifies Spanish-speaking DLLs who attend English-only schools and came from low-income and low-parental education backgrounds.
- In this sample, use of the CELF-4 Spanish resulted in: 1 in every 3 Latino children being incorrectly classified as impaired.

Multiple measures in both languages

American Speech-Language-Hearing Association. (2004). Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services [knowledge and skills].

Speech

Be aware of which English sounds do and do not exist in the home language (shared versus unshared).

Consonant Acquisition

27 Languages (McCleod & Crowe, 2018)

90–100% accuracy

- 4:0-4:11 /dʒ, s, ŋ, ɾ, z, j/
- 5:0-5:11 /s, z, B/
- 6:0-6:11 /ʃ/, /ɹ/ /θ/, /χ/, /r/
- 7:0-7:6 /m/

Spanish and English

- Nasals
- Glides
- Stops
- Fricatives
- Affricates
- Liquids
- Tild
Language

Be aware of which features do and do not exist in the home language (shared versus unshared)

<table>
<thead>
<tr>
<th>Linguistic Feature</th>
<th>Spanish Examples of L1→L2 transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td>Noun-adjective word order</td>
</tr>
<tr>
<td></td>
<td>soup not (not soup)</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>Auxiliaries “do” and “will” do not translate, so may be omitted</td>
</tr>
<tr>
<td></td>
<td>What (do) you wanna do? (Will you go to my school?)</td>
</tr>
<tr>
<td>Negatives</td>
<td>Double negatives exist</td>
</tr>
<tr>
<td>Prepositions</td>
<td>Prepositions may differ</td>
</tr>
<tr>
<td></td>
<td>“He put the food in [on] the plate”</td>
</tr>
<tr>
<td></td>
<td>I am mad with (at) her.</td>
</tr>
<tr>
<td>Verb tenses</td>
<td>Spanish is a morphologically rich language; verb conjugations are very different; moreover, the lack of word final clusters in Spanish may also impact morphophonemic production</td>
</tr>
<tr>
<td></td>
<td>She talked (talked) a lot</td>
</tr>
<tr>
<td></td>
<td>He walked (walked) with my mom.</td>
</tr>
<tr>
<td>Word order</td>
<td>Subject-verb-object word order is indeed common, but Spanish has more flexible word order</td>
</tr>
<tr>
<td></td>
<td>Always my teacher told me. (My teacher always told me.)</td>
</tr>
</tbody>
</table>

Referral Concerns

- Reduced intelligibility in English due to errors with /th/ and /s/
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- What kind of tests should the clinician use?

“Informal” Assessment

Language Sample Analysis

Pros
- *Seems more time consuming*
- *Can be administered in any language*
- Requires more “clinical judgment” (not a manual to help you determine results)
- “Gold Standard” for ELLs when used with SALT software (Heilmann et al, 2016)
- Results easily relate to therapeutic goals/classroom performance
- Can be elicited for any age, population, disorder
- Multiple contexts for elicitation: play, conversation, narration, expository, persuasive

Cons
- *Skewer more time consuming*
- *Cannot be administered in any language*
- Requires more “clinical judgment” (not a manual to help you determine results)

Case scenario
Referral Concerns + Related Assessments

- English narrative retell (SALT)
  - Intelligibility
  - % grammaticality
  - Story grammar (Narrative Scoring Scheme)
  - Comprehension subtest
- Spanish narrative retell (SALT)
  - Intelligibility
  - % grammaticality
  - Story grammar (Narrative Scoring Scheme)
  - Comprehension subtest
- Cef-5 English
  - Core Language Score for “formal” component
- Parent/teacher interview
  - Grammar/comprehension/intelligibility concerns

Key Components for Bilingual Assessment

1. Both/all Languages
2. Multiple measures
   • Disclose the standard and accuracy in your report
3. Converging evidence based on:
   – Parent/caregiver concern
   – Teacher concern
   – Multiple sources of clinical assessment
     • Formal and alternative assessment
     • Results with the interpreter

Interpreting and Reporting

- The X was administered to assess...
- This test was normed on ...
  E.g., Based on parent and teacher questionnaires, the student’s current language input is 50% Spanish and 50% English, and language output is 40% Spanish and 60% English. This test was normed on monolingual English speakers; therefore, in accordance with IDEA’s policy on appropriate testing (Sec. 303.321), results are discussed in descriptive format...

Interpreting and Reporting Results

Present results and write reports using information that is critical for defending clinical interpretations and conclusions

When examiners write, “Interpret results with caution,” do readers actually take this into consideration? Unlikely
Case scenario

Results of Assessments

- English narrative retell (SALT)
  - F or /d/ for /th/; lateralized /s/
  - 95% intelligibility
  - 80% grammaticality
  - “Immature” story grammar (NSS)
  - 25% accuracy on comprehension subtest
- Spanish narrative retell (SALT)
  - Lateralized /s/
  - 95% intelligibility
  - 97% grammaticality
  - “Immature” story grammar (NSS)
  - 30% accuracy on comprehension subtest
- CELF-5 English
  - Core Language Score of 79; higher relative performance on expressive subtests
- Parent/teacher interview
  - Grammar/comprehension/intelligibility concerns

Interpreting/Reporting Results

- Converging evidence (informal language samples, formal testing, parent/teacher interview) pointed to reduced intelligibility and comprehension deficits impacting functional communication in the classroom.
- The test manual of the CELF-5 indicated a sensitivity of 97% and specificity of 97% when using a cut-off score of 80 (-1.3 SD). However, this test was normed on monolingual English speakers; therefore, in accordance with IDEA’s policy on appropriate testing (Sec. 303.321), results are discussed in descriptive format.

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Intervention

Spanish and English
Selecting Goals

Dual Iceberg Representation (Cummins, 1984)

Which therapy goals would tap the tips and which would tap CUP?

Content

• Vocabulary
  – Tier 1
  – Tier 2
  – Consider cognates
• Word meanings
• Definitions
• Word relationships
• Concepts

• Synonyms/antonyms
• Sequencing
• Descriptions
• Categorization
• Compare/contrast
• Strategies such as cues to predict meaning

Morphology and Syntax

• Singular/plural
  – Regular, irregular
• Possessive
• Articles
• Comparative/superlative
• Tenses
• Copula, auxiliary
• Reflexive
• Modals
• Negatives
• Word order
  – Declaratives, interrogatives, imperatives
• Active, passive
• Utterance length
• Compound
• Complex
• Subordination
• Referencing
• Cohesion

NOTE: Potential similarities but should be verified depending on the home language

Pragmatics

• Nonverbals
  – E.g., eye contact, posture, facial expressions, speaker distance, gestures, interruptions
• Initiate, close topics
• Comment
• Ask/answer
• Clarify
• Topic maintenance, changing
• Registers
• Direct, indirect
• Discourse integrations
  – Knowledge of text structure (macrostructure), narration

NOTE: These are potential similarities but should be verified depending on the home language/culture

Receptive Language Goals

Consider accommodations, supplementary aids, and modifications for:
• Following directions
• Answering questions

NOTE: Potential similarities but should be verified depending on the home language
**Recommendations**

- Choose goals that address the disorder (not just English acquisition) and that might transfer
- Goal area must be functional for educational setting/language of instruction
- Consult with family/interpreter/ESL teacher to determine what areas the student does or does not have difficulty with in other language(s)
- The SLP should not prioritize errors that only occur in English until the child gains proficiency
- Maintain communication with family and encourage home practice and monitor

**Results of Assessments**

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**Recommendations: Language of Intervention**

- Best practice for a bilingual therapist is to target in both languages
  - “Basing intervention decisions solely on the determination of overall dominance (ASHA, 1985) reduces dominance to a binary distinction which may ultimately be too simplistic a criterion on which to base intervention decisions” (Thordardottir, 2010).
- Language of home and school may continue to shift
- English-only therapy with methods for fostering home language development is reality for many clinicians who do not speak home language

**Case Scenario Goals**

- By February 2020, Student will improve complexity and independence in production of /s/, as measured by achieving a score of 30 on an attached articulation rubric.
  - /s/ is a shared phoneme; can be targeted in both English and Spanish.
- By February 2020, Student will improve understanding and expression of narratives, as measured by achieving a score of 9 on an attached story grammar rubric.
  - Story grammar can be targeted in both English and Spanish; targets expression and comprehension.

**Case scenario**

There is no evidence that children do any better when reduced to English only
What about children with disabilities?
Does bilingualism exacerbate language difficulties?

- **Language Impairment**
  - No (e.g., Kohnert et al., 2005; Paradis, Crago, & Genesee, 2003; Pena, Gillam, Bedore, & Bohman, 2011)

- **Reading Disability**
  - No (e.g., Genesee, SRCD 2011; Myers, 2011; Thomas & Collier, 2010)

- **Down Syndrome**
  - No (e.g., Kay-Raining Bird et al., 2003; Feltmate & Kay-Raining Bird, 2008; Kay-Raining Bird, 2016)

- **Hearing Impairment**
  - No (e.g., Bunta & Douglas, 2013; McConkey Robbins, Green, & Waltzman, 2004; Thomas et al., 2008; Waltzman et al., 2003)

- **Autism Spectrum Disorder**
  - No (e.g., Hambly & Fombonne, 2012, 2014; Lim et al., 2019; Petersen et al., 2011; Ojepal et al., 2012; Valicenti-McDermott et al., 2013; Gonzalez-Barrero & Nadig, 2017; Zhou et al., 2017)

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Culturally relevant intervention

- Identify various culturally relevant instructional materials and activities
- Understand several ways to empower families to and access supportive resources/services

Ways to support the home language

- Continue to support the home language.
  - Discuss the value of the home language and encourage families to prevent language loss.
- Be positive about bilingualism/multilingualism
- Create environment that values children’s home language and cultures

- This need for **background knowledge** is also why I also advocate for supporting children’s home language. Children acquire a lot of background and world knowledge at home!
- Kids with strong home language skills will likely acquire more background knowledge and bring more of this knowledge, which will support their reading comprehension, to school.
- Kids with limited receptive and expressive skills in the home language may miss out, bringing less background knowledge to support their reading comprehension to school.

Gorman, 2017
Multilingual e-books and videos
See reference sheet

Audio books
Invite family members or others to record
Other volunteers - older students, high school students, university students, etc.

Public library
(e.g., Pimsleur, Rosetta Stone)

- Arabic
- Cantonese
- Croatian
- Czech
- Dutch
- Farsi
- French
- German
- Greek
- Hebrew
- Hindi
- Hungarian
- Italian
- Japanese
- Korean
- Lithuanian
- Mandarin
- Norwegian
- Polish
- Portuguese
- Romanian
- Russian
- Spanish
- Swedish
- Tagalog
- Thai
- Turkish
- Ukrainian
- Urdu

Cloud, Genesee, & Hamayan (2009):
Talk to students about their home language. Encourage students to see connections between their languages. Ask:
- How is the home language similar to and different from English?
- Are there words in the home language that sound the same and mean the same thing in both languages (i.e., cognates)?
  - Or that sound the same but mean different things?

Cont.
- How are words changed and formed in the home language (e.g., singular and plural forms, present tense and past tense verbs) to enhance their metalinguistic knowledge
- For phonological and metalinguistic awareness exercises let students:
  - say words that start with the same sound(s) in English or the L1.

School libraries
Rethinking Multicultural Education (2014)

- "Every dialect, every language, is a way of thinking. To speak means to assume a culture." - Frantz Fanon

- Multiculturalism is a “conversation among different voices” - Henry Louis Gates Jr.

What do students see/hear about their own cultures in your schools?

Imagine that you are a new student walking into the school for the first time. What messages are conveyed about whether you will be included or not, belong or not.

Adapted from Au (2014) and Bigelow (2014)

- Multicultural education (adapted from Wayne Au, 2014, and Bill Bigelow, 2014)
  - Is based on dialogue
  - Is grounded in the lives of students
  - Addresses issues that matter to students
  - Honors students’ identities and experiences
  - Supports identity development and self-esteem
  - Creates space for students to meaningfully engage with each other
  - Expects that all students can and will achieve

Don’t be afraid to let students think about, analyze, and discuss the realities of what they are experiencing

Small group brainstorm
Rodriguez (2014)

- Success of culturally relevant education
- Ex. high school students who participate in the Mexican American Studies program in Tucson public schools outperform their peers academically and reportedly have high rate of students go on to college
  - Yet the program was shut down

One student’s reaction
Marcela Ortega, high school student
- “We don’t realize that our past intertwines with our future, and not knowing we end up following someone else’s history, not our own. If it wasn’t for ethnic studies, I wouldn’t be able to lift my head up and think to myself that I actually belong...I will be the first in my family to attend college. I am going against the role society has created for me.” p. 113.
- *Think about therapy materials

Summary

Christensen (2014)

- “As educators, we have the power to determine whether students feel included or excluded in schools...By bringing students’ languages from their homes in the classroom, we validate their culture and their history as topics worthy of study.”

Putting ideas into practice

- Recall - Multicultural education
  - Is based on dialogue
  - Is grounded in students’ lives
  - Addresses issues that matter
  - Honors identities and experiences
  - Supports identity development and self-esteem
  - Creates space to meaningfully engage with each other
  - Expects that all students can and will achieve

- Include culture, history, art from many peoples to promote positive self-identity as well as and respect for others (Rodriguez, 2014)
  - Children’s books (Delpit, 2014)
  - Real male/female heroes
  - Discuss how children got their names (Tenorio, 2014)

Summary

- Formulate a defensible assessment plan that integrates current methods and technologies for a DLL case scenario.
  - Bilingual speakers need a bilingual assessment
  - Obtain both qualitative and quantitative information about input and output to understand and document language experience
  - Consider cross-language transfer
  - Pay attention to the classification accuracy of assessments

Discuss the selection of appropriate intervention targets to enhance communication and academic outcomes.

- Targeting shared features may give bang for the buck and promote cross-language transfer
- Errors that occur in English only – discuss with ESL teacher
- Many skills transfer - support for the home language benefits both languages
Summary

Explain the importance of and several methods for providing intervention within culturally responsive contexts.

- We can empower families and support the home language even if we do not speak it.
- Create environment that values children’s home language and cultures and promotes a sense of belonging.
- Extends intervention beyond the therapy room (ICF model - activities and participation).

ISHA Multicultural Issues Committee

Thank you for your interest and for all you do to support multicultural and multilingual needs!
References


Websites

- Atiempo Kids: [https://www.youtube.com/channel/UCfQuv6uYplHDRC8tJeJln6g](https://www.youtube.com/channel/UCfQuv6uYplHDRC8tJeJln6g)
- [https://en.duolingo.com/](https://en.duolingo.com/)
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