

Assessment and Eligibility in Culturally and Linguistically Diverse Populations

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Learner Objectives

- By attending this webinar participants will:
 1. Recognize when it is appropriate to use a supplemental tool to determine ECI eligibility for children in bilingual environments.
 2. Be able to accurately determine eligibility for children in bilingual environments.

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Poll question

- For those of you who have administered the Spanish version of the BDI-2, are there items that seemed easier or harder in Spanish than their English counterparts?
- If so, which items were they?

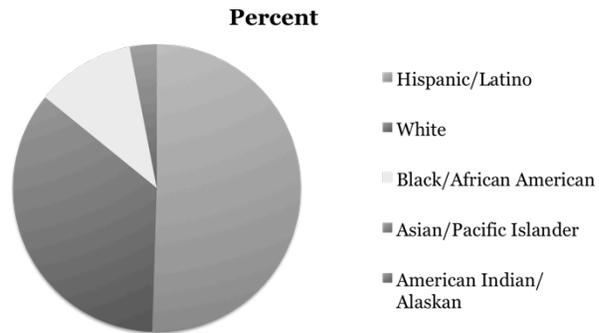
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Outline for Today

- Provide information and strategies to enhance the ability to accurately determine ECI eligibility for children in bilingual environments.
- Identify when more information is necessary
- Discuss other assessment procedures for determining eligibility for children in bilingual environments
- Evaluate additional information to make eligibility decision
- Case Studies

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Texas ECI Demographics



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The Spanish version of the BDI-2 is not normed.

- Keen clinical judgment is necessary
- While many motor skills and daily living skills are not influenced by language, communication skills are obviously strongly affected.
- Norms do not transfer from one language to the other.
- Understanding the building blocks for speech and language that are similar across languages is essential.

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Basal and Ceiling Rules across two test versions

- In order for basal and ceiling rules to work, items have to be ordered by level of difficulty from easiest to hardest.
- When a test is translated, item difficulty levels are not the same.
- When using a translated version of a test, test below the basal and above the ceiling.

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Building Clinical Judgment with the BDI Communication Domain

A look at key items and a word on building blocks and milestones that are common across all languages.

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Building Clinical Judgment - Communication Domain

- RC 14
 - English: Responds to the prepositions “out” and “on.”
 - Spanish: Responde a las palabras “fuera” y “sobre.”
- These prepositions are similar in meaning, though they do not have a one-to-one correspondence across languages and therefore likely differ in their level of difficulty.

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Building Clinical Judgment - Communication Domain

- RC 17
 - English: Understands the possessive form ‘s.
 - Baby’s mommy. Daddy’s boy.
 - Spanish: Entiende las formas del posesivo.
 - El bebé de la mamá. El hijo del papá.
- In English this deals with morphology and in Spanish it deals with syntax. It cannot be assumed that these will follow the same developmental sequence.

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Building Clinical Judgment - Communication Domain

- RC 28
 - English: Understands irregular plural forms.
 - Spanish: Usa el plural.
- There are no irregular plurals in Spanish. This is a much more challenging item in English than it is in Spanish but the use of basal and ceiling rules that are based on English assumes the same level of difficulty.

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Building Clinical Judgment - Communication Domain

- EC 17
 - English: Uses three-word phrases meaningfully.
 - Spanish: Usa frases coherentes de 3 palabras.
- Children can express something that is at the same level of complexity with fewer words in Spanish than in English.
 - “I want cookie.” = “Quiero galleta.”
 - “Pick me up.” = “Recójame”
 - “Give to me.” = “Dame”

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Building Clinical Judgment - Communication Domain

- EC 19
 - English: Uses the pronouns *I, you, and me.*
 - Spanish: Usa los pronombres, yo, me, mi, tú, te, ti
- The requirement is that each of them is used on a daily basis. The Spanish pronouns “me” and “te” are more complex pronouns than those tested in English. Additionally, pronouns are used with less frequency in Spanish than in English. Thus, this item would be more difficult for Spanish speakers.

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Building Clinical Judgment - Communication Domain

- EC 25
 - English: Uses the articles *the* and *a.*
 - Spanish: Usa los artículos *el, la, un, and una.*
- In Spanish the article system is more complex because it includes gender, which does not exist with the same complexity in English. Instead of two articles, Spanish has six (*un, el, los, una, la, las*). The Spanish translation focuses on the four singular articles.

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Building Clinical Judgment - Communication Domain

- EC 27
 - English: Uses plural forms ending in */s/* and */z/.*
 - Spanish: Usa las terminaciones plurales.
- In English this tests two plural forms ending with */s/* and two endings with */z/.* In Spanish this difference would be */s/* and */es/.* The Spanish item tests three */s/* and one */es/.* In English the number of syllables in the word remains the same, while in Spanish the number of syllables increases when */es/* is required.

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Building Clinical Judgment - Communication Domain

- EC 29
 - English: Repeats familiar words with clear articulation.
 - Spanish: Repite palabras conocidas articulando claramente.
- The sound inventories of the languages are not equally represented. There are no final consonants evaluated in Spanish but there are 6 in English. There are fewer final consonants in Spanish than in English but they do exist.

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Determine Percent Delay

- Adaptive
- Personal-Social
- Communication
- Gross motor
- Fine Motor
- Cognitive



If the child is from a bilingual environment consider the items carefully and use your clinical judgment on each item. If you calculate a percent delay based on test results, know that they might provide a guideline but could misrepresent the child's abilities.

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Requirement

- If the child is from a bilingual environment and communication is the only area of concern, additional information is necessary.

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Four Possibilities after BDI-2 Administration

Eligible →	BDI ✓ C. J. ✓	BDI ✓ C. J. ✗	Need More Information
	BDI ✗ C. J. ✓	BDI ✗ C. J. ✗	

C. J. = Clinical Judgment

← Not Eligible

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Additional information to gather to build clinical judgment

- Language samples in all languages
- Inside HELP
- PLS-4-Spanish or PLS-5-Spanish and English
- Use intelligibility guidelines
- Other resources about bilingualism

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Language Samples

- Conversational
- Story telling
- Story retelling
- Interactive book reading

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Analyzing Language Samples

- Transcribe online or record
- Identify errors
- Classify the errors

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Difference vs. Disorder

NORMAL
DEVELOPMENTAL
ERRORS

SECOND-
LANGUAGE
INFLUENCE

ATYPICAL
ERRORS

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Inside HELP

- Identifying and Interpreting Needs for Intervention
 - Poor oral motor skills
 - Auditory processing difficulties
 - Oral motor planning difficulties
 - Hearing impairment
 - Other causes of differences not indicative of disabilities
 - Cultural/dialectal differences
 - Different speech models

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Highlights from Inside HELP

- Speech production
 - Consider vowel productions – frequent vowel distortions are not typical
 - Omission of word-initial sounds is not typical
 - 35+ months: 80% intelligible

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PLS-4-Spanish

- Norm-referenced
- Normed on Spanish-speaking children in the U.S.
- Separate versions for Spanish and English

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PLS-5-Spanish and English

- Norm-referenced
- Normed on children from Spanish-speaking homes in the United States
- Uses conceptual scoring
 - Items are administered in Spanish
 - If missed, items are administered in English
 - Allows for different knowledge/vocabulary in two languages

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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: (Flipsen, 2006)
 - 18 months - ~25% intelligible
 - 2 year olds - ~50% intelligible
 - 3 year olds - ~75% intelligible
 - 4 year olds - 100% intelligible



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Additional Resources



SpeechPathologyCEUs.net
THE FREEDOM TO EARN CEUs ANYTIME, ANYWHERE

Home About Us FAQ Contact Us Blog for SLPs Live Presentations Resource Library

Resource Library

We are dedicated to providing speech pathologists with research-based information that is immediately applicable, and user-friendly. We feel that there is a gap in our field between the research findings published in academic journals and the ability to apply those findings to the clients we serve. Additionally, there is a diversity to most caseloads that is not reflected in available speech products, books, and literature. Enjoy these evidence-based materials and let us know how we can help you today!

All-In-One Data and Attendance Spreadsheet
 Analysis of Formal and Informal Bilingual Articulation Assessment
 Analysis of Formal and Informal Bilingual Expressive Language Assessment
 Analysis of Formal and Informal Bilingual Receptive Language Assessment
 Apples to Apples: Spanish and English Comparison
 Articulation Norms in Spanish and English

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Red Flags For Speech and Language Impairment in Bilinguals

- Difficulty learning both languages, even with adult assistance
- Difficulty producing sounds in both languages
- Family history of language/learning disabilities
- Slower development than siblings
- Difficulty interacting with peers
- Inappropriate pragmatic/social language skills (i.e., turn-taking, topic maintenance, considering listener needs, non-verbal communication)
- Difficulty with language in many routines
- Idiosyncratic error patterns
- Speech and language performance unlike others with similar cultural/linguistic experiences

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More Resources on Bilingualism

- The International Guide to Speech Acquisition
 - McLeod, S. (2007). Thomson Delmar Learning.
- Developmental Milestones in the back of SMILE for Infants and Toddlers
- Developmental Milestones in the back of SMILE for Young Children (coming soon)
www.bilinguistics.com

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Case Study

- Child – Juan Diego
- Age 2 years, 6 months
- Language background
 - Father speaks mostly Spanish, some English
 - Mother is fluent in both English and Spanish
 - Two older siblings are fluent in both
 - In the home Spanish is the primary language.
 - Juan Diego stays home with his mother who speaks Spanish 90% of the time with him.

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Juan Diego Case Study Continued

- BDI is administered in Spanish
- Per publisher directions, English norms are referenced
- You (savvy ECI person), know the norms are not a good representation of Juan Diego because:
 - The test you administered was not normed.
 - You did not use basal and ceiling rules.
- The child did well in all areas except communication and you are on the fence about whether his communication skills are delayed.

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Juan Diego- Additional Information

- Speech sample during play

<u>Utterance</u>	<u>English Translation</u>
▫ Atos (zapatos)	shoes
▫ a-eta (galleta)	cookie
▫ o-o-a (pelota)	ball
▫ Un o-ito (un osito)	a bear
▫ Ete niña (este niña)	this girl
▫ Iya oto (mira oso)	mira, bear
- Intelligibility rating
 - Mom understands approximately 50%
 - Unfamiliar people understand roughly 25%

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Juan Diego- Additional Information

- Language sample using wordless picture book

<u>Utterance</u>	<u>English Translation</u>
▫ Guau guau	dog
▫ Dis	this (?)
▫ Una ana (rana)	a frog
▫ X	[unintelligible]
▫ Una ana (rana)	a frog
▫ Ete (este), mio	this, mine
▫ Una on	a X
▫ Iño (niño)	boy
▫ Ayó (cayó)	fell down
▫ Ete, oyos.	This, X
▫ I (si)	Yes

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Assessment

- Language
 - PLS-4-Spanish score was 85 (low average)
 - Language sample indicated
- Speech
 - Inside HELP indicates that initial consonants are not typically omitted
 - Intelligibility is lower than it should be.
 - Child omits 2+ consonants in 3-syllable words
 - Child gets frustrated when not understood
- Eligibility: Delayed speech development
 - Re-evaluate in 6 months

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