ESSENTIAL COMPONENTS OF EARLY CHILDHOOD BILINGUAL EVALUATIONS

Presenters:

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Special Education District of Lake County (SEDOL)

WHO ARE YOU?

OBJECTIVES

- **WHAT**
  - Today we are going to talk about the essential components of a culture fair early childhood evaluation

- **WHY**
  - We will discuss why it is important to consider a child's language and culture during the assessment process

- **WHO**
  - We will explore the reasons why it is important to use qualified personnel when conducting an evaluation

- **HOW**
  - We will present strategies that we use at SEDOL to obtain fair and unbiased information regarding the development of preschool children

- **WHERE**
  - We will share resources (both professional and locally developed) that you are welcome to use as you develop your evaluation strategies

SPECIAL EDUCATION DISTRICT OF LAKE COUNTY

Early Childhood Assessment Teams

OVERVIEW OF SEDOL

Special Education District of Lake County

- Formed in 1960
- 35 member districts in Lake County
- Five building based programs
- 100+ classrooms in member districts for students with moderate to severe disabilities
- 700+ employees
- Six Early Childhood evaluation teams
- ECAT is a twelve-month program

ECAT EVALUATION STATISTICS

FY13:

    374 Transition meetings

    649 Preschool Evaluations

      a) 375 cases from Early Intervention

      b) 274 cases from district screenings

    272 Bilingual evaluations

    212 (78%) of those were in Spanish

    Bilingual evaluations were conducted in 26 languages

PARTNERSHIP WITH MEMBER DISTRICTS

- Vision Screening
- Audiology Evaluation
- Child Find – Ages and Stages Screening for children 4-36 months
- Transition Conference for children referred from Early Intervention
- Parent, DCFS or Caseworker Interview completed by Social Worker or School Psychologist
- Comprehensive review of referral components from Early Intervention/District screenings/ECAT screening
- Comprehensive Evaluation (bilingual when indicated)based on the Domain Sheet.

PARTNERSHIP WITH MEMBER DISTRICTS

- Communication with Early Intervention providers and district personnel

- Classroom/daycare visit, or interview, by members of the evaluation team

- Communication with district regarding evaluation impressions

- 48 hours before the IEP meeting – when possible

  - Documentation of evaluation results

  - Present levels of achievement

  - Draft goals when requested

- Attendance at IEP meetings

- Initiation of Early Childhood Outcomes – given to district at meeting

FEDERAL AND STATE REGULATIONS

FEDERAL IDEA MANDATES

Procedures for Evaluation and Determination of Eligibility under the Individuals with Disabilities Act Amendments of 1997

Individuals with Disabilities Education Act, Revisions of 1997 (Public Law 105-17, Section 300.532).

Each public agency shall ensure, at a minimum, that the following requirements are met:

(a)

(1) Tests and other evaluation materials used to assess a child under Part B of the Act:

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and

(ii) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and

(2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

(b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining:

 (1) Whether the child is a child with a disability under §300.7; and

(2) The content of the child's IEP.

(c)

(1) Any standardized tests that are given to a child:

(i) Have been validated for the specific purpose for which they are used; and

(ii) Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.

(2) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.

FEDERAL IDEA MANDATES

(d) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(e) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

(f) No single procedure is used as the sole criterion for dete1mining whether a child *is* a child with a disability and for determining an appropriate educational program for the child.

(g) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

(h) In evaluating each child with a disability under §300.531 300.536, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

    (i) The public agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

    (ii) The public agency uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child

ILLINOIS STATE MANDATES ADMINISTRATIVE CODES

Section 226.140 Modes of Communication and Cultural Identification

* Before a child is given an evaluation, the local school district shall ensure compliance with the requirements of Section 14-8.02 of the School Code by determining the primary language of the child's home, general cultural identification, and mode of communication.

* a) Determination of the child's language use pattern and general cultural identification shall be made by determining the languages spoken in the child's home and the languages used most comfortably and frequently by the child.

* b) If the child has a non-English-speaking background, a determination shall be made of his or her proficiency in English. This determination shall be conducted in accordance with the provisions of 23 Ill. Adm. Code 228 (Bilingual Education), which specifies the assessment procedures and eligibility criteria for bilingual education programs (see 23 Ill. Adm. Code 228.15).

* c) Determination of the child's mode of communication shall be made by assessing the extent to which the child uses verbal expressive language and the use he or she makes of other modes of communication (e.g., gestures, signing, unstructured sounds) as a substitute for verbal expressive language.

* d) The child's language use pattern, proficiency in English, mode of communication, and general cultural identification shall be noted in the child's temporary student record, and this information shall be used in the evaluation and in the development and implementation of the individualized education program.

ILLINOIS ADMINISTRATIVE CODE

Section 226.150 Evaluation to be Nondiscriminatory

- Each evaluation shall be conducted so as to ensure that it is nondiscriminatory with respect to language, culture, race, and gender. (See also 34 CFR 300.304(c).)

- a) The languages used to evaluate a child shall be consistent with the child's primary language or other mode of communication. (See Section 226.140 of this Part.) If the language use pattern involves two or more languages or modes of communication, **the child shall be evaluated by qualified specialists** or, when needed, **qualified bilingual specialists using each of the languages or modes of communication used by the child**. The provisions of subsections (b) and (c) of this Section shall apply when a qualified bilingual specialist is needed but unavailable.

- b) If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the district shall use an individual who possesses the professional credentials required under Section 226.840 of this Part to complete the specific components of the evaluation. This qualified specialist shall be assisted by a certificated school district employee or other individual who has demonstrated competencies in the language of the child.

- c) **If documented efforts to locate and secure the services of a qualified bilingual specialist or a qualified specialist assisted by another individual as provided in subsection (b) of this Section are unsuccessful, the district shall conduct assessment procedures which do not depend upon language.** Any special education resulting from such alternative procedures shall be reviewed annually until the student's proficiency is determined no longer to be limited pursuant to 23 Ill. Adm. Code 228 (Transitional Bilingual Education; see Section 228.15).

- d) Tests given to a child whose primary language is other than English shall be relevant, to the maximum extent possible, to his or her culture.

- e) If the child's receptive and/or expressive communication skills are impaired due to hearing and/or language deficits, the district shall utilize test instruments and procedures that do not stress spoken language and one of the following:
  - 1) Visual communication techniques in addition to auditory techniques.
  - 2) An interpreter to assist the evaluative personnel with language and testing.

QUALIFIED BILINGUAL SPECIALIST

Illinois Administrative Code 226.800 (f)

Professional staff otherwise qualified pursuant to this Section shall

be considered "qualified bilingual specialists" if they submit the

required application and meet the applicable requirements set

forth in this subsection (f).

* 1) A holder of a special preschool-age 21 certificate endorsed in the area of responsibility pursuant to 23 Ill. Adm. Code 25.43 shall successfully complete a language examination in the non-English language of instruction and shall have completed coursework covering:

* A) Psychological/educational assessment of students with disabilities who have limited English proficiency;

* B) Theoretical foundations of bilingual education and English as a second language, including the study of first and second language acquisition; and

* C) Methods and materials for teaching students of limited English proficiency or students with disabilities who have limited English proficiency.

BOTTOM LINE REQUIREMENTS

- First Choice: Qualified Bilingual Specialist with testing in both English and the native language

- Second Choice: Certified School Personnel with Qualified Interpreter for L1

- Third Choice: Certified School Personnel using non-language measures…….

INFLUENCE OF CULTURAL DIFFERENCES

Why does it matter?

ISSUES TO CONSIDER

- Children may have had limited exposure to experiences outside of the home

- Exposure to literature may be limited

- Cultural expectations regarding family vs. school responsibilities may be different

ISSUES TO CONSIDER (CONT.)

- Parents may not be good reporters regarding developmental norms

- Anxiety and shyness may be misinterpreted as lack of ability

- Continuum of language experiences

CULTURAL CONSIDERATIONS

- Remember that there are many variations within cultures (ex. Socioeconomic) so don't be afraid to ask questions

- Remember that the parent may not be proficient in English even though they may speak a little or understand some

CULTURAL CONSIDERATIONS (CONT.)

- Families may be dealing with legal, family or financial stressors

- Be sensitive to male/female roles within the culture of your families

- Be aware of communication styles (American style is more assertive)

FAMILIES AND INTERPRETERS

- We need to explain to the parents why we need to use an interpreter

- Stress to parents the importance of letting the interpreter do the work

- Provide parents with paper and pencil to make notes

FINDING INTERPRETERS

- Agencies
- Community Centers
- Local universities and colleges
- Network with known interpreters
- Religious institutions

AVOID:

- Using parents
- Using other individuals close to the child such as relatives or neighbors

WORKING WITH INTERPRETERS GENERAL GUIDELINES

- Confirm date and time with interpreter and discuss the importance of punctuality

- Meet with the interpreter before the session to discuss the procedure and their role in the session

- Discuss the importance of maintaining confidentiality

WORKING WITH INTERPRETERS GENERAL GUIDELINES (CONT.)

- Review key concepts, phrases and words you may be using during the evaluation

- Ask the interpreter to inform you if specific words/concepts that are not translatable or are used differently in their language

- Remind the interpreter to say exactly what you say and report exactly what the child says

WORKING WITH INTERPRETERS GENERAL GUIDELINES (CONT.)

- Review evaluation instruments and/or any specific forms that may be used during the session

- Explain their role as interpreter not family advocate

- Meet with the interpreter after the session for debriefing

INTERPRETER CHECKLIST

Follow directions for:

In / Out / Off / All / On / Under / Big / Heavy

Response to questions:

What is this?

What is (he, she) doing?

Where is….?

How Many?

Why?

Response to pronouns:

I / Mine / Your

I want a_____

Where is mine? Where is yours?

Identify body parts

Eyes, Nose, Ears, Mouth, Hair, Stomach, Back, Hands, Finger, Legs, Feet

Identify by Function/use

What do we use for drinking? What do we use for cutting?

Follow directions

1-step: Clean up.

Put the toys away. Give me the _____

Throw the napkin in the garbage.

2-step: Put the dog in the chair and give him a drink.

Put the baby in the bed and cover her up.

Sorting: Animals, food

Put the animals in this one and the food in this one.

Articulation/sound production

How much of this child's speech do you understand?

Estimate a %_____

For example: 100% - all is clear and easy to understand OR 50% - I only understand about half of what the child is saying OR about 80 - 90% - I understand most but there are a few words I can't understand.

Does this child seem to produce sounds in a similar way to other children his/her age who speak his/her primary language?

Fluency

Do you notice any stuttering in this child's speech?

PARENT INTERVIEW WITH AN INTERPRETER

- Introductions

- Speak directly to the parent not to the interpreter

- Have the interpreter sit near the parents to make the parents feel more comfortable

- Watch your body language- some gestures may be misinterpreted

PARENT INTERVIEW WITH AN INTERPRETER (CONT.)

- Use short phrases to facilitate accurate interpretation

- Be aware of your rate and tone of speaking (not too fast or too slow or too loud)

- Do not use idiomatic expressions- these are hard to translate

- Avoid using humor that may not translate well

PARENT INTERVIEW WITH AN INTERPRETER (CONT.)

- Wait until the interpreter is done speaking before giving them additional information

- When conveying evaluation results or eligibility information, ask the interpreter not to change what you say, even if they think it may be uncomfortable or offensive to the parents

- Control the environment (ex. sidebar conversations)

CULTURE FAIR ASSESSMENT OF COGNITIVE ABILITIES

Presented by Maria Ruetz, M.Ed., NCSP
Bilingual School Psychologist
Qualified Bilingual Specialist

PLAY BASED ASSESSMENT

Toys can be used to assess reasoning, memory, classification and pre-academic readiness skills without having to rely on receptive or expressive language.

SOURCES FOR ASSESSMENT GUIDELINES

- Born to Play.org (0 to 36 months)
- Toni Linder Transdisciplinary Play Based Assessment, Second Edition (2008)
- Hawaii Early Learning Profile (vort.com)
- The Psychoeducational Assessment of Preschool Children (Bruce Bracken, 2000)
- Preschool Children with Special Needs (Lerner, Lowenthal, Egan, 2003)
- Preschool Assessment Principles and Practices (Brassard & Boehm, 2008)

http://borntoplay.org/star/12-15mth.htm

12-15 months --- Birth to T...

12-15 Months

SOCIAL/EMOTIONAL	COGNITIVE	PLAY	LANGUAGE COMPREHENSION	LANGUAGE PRODUCTION
SELF-AWARENESS	**PROBLEM SOLVING**	**IMITATION**	**AUDITORY PROCESSING**	**VOCALIZATION/PHONOLOGY**
• Acts without regard for rules • Shows a sense of humor • Identifies some body parts • Enjoys being the center of attention	• Uses non-systematic trial and error problem solving strategies • Discovers novel behavior needed to obtain a desired goal (e.g. dumps pellet from bottle) • Begins smiles of mastery upon attaining self-generated goal	• Imitates novel movements (e.g. bends and straightens finger) • Imitates unfamiliar action with an object (e.g. blows a ping pong ball)	• Displays awareness of speaker's emotional tone • Listens to adult naming pictures in a book	• Uses at least 18 different speech sounds • Produces true words in jargon utterances • Omits final consonants and some initial consonants • Has a repertoire of consonants including w,h,p,b,m,n,t,d,j,k,g,l
SELF CONTROL	• Demonstrates increased awareness of dissonance • Demonstrates tool use after demonstration • Demonstrates capacity for social tool use (e.g. shows other what to do) • Explores cabinets and drawers	**EVENT REPRESENTATION**	**VOCABULARY/CONCEPTS**	**INTENTION/DISCOURSE**
• Resists adult control • Needs and expects rituals and routines • Temporarily responds to "no" and "stop"		• Recognizes use of familiar objects • Restricts most acts with objects to own body (e.g. sits on doll chair) • Mimics ongoing domestic activities • Begins to direct functional acts to replicas • Points out familiar facial features on self and adults • Uses words as symbols • Describes line and rotational courses with his own body and in miniaturized space (e.g., runs in a circle and moves car in a circle) • Pats pictures in books	• Begins to pat named picture in a book • Identifies at least two body parts • Recognizes or identifies common objects and pictures as they are named	• Requests actions/objects/information via vocalizations and gestures • Refuses by saying "no" • Uses exclamatory expressions (e.g. uhoh) • Demonstrates sense of humor • Greets when given verbal cues • Initiates topic using glances and vocalizations • Begins to maintain play and vocal interactions
INTERPERSONAL RELATIONSHIPS	**CAUSALITY**		**COMMANDS**	
• Shows affection to parents • Understands pointing and showing • Gives toy to adult upon request • Shares with an adult • Refuels emotionally through intermittent contact with parent • Wants to be near adults	• Attempts to activate a simple mechanisms • Uses adults as a means (e.g. brings windup toy to adult) • Uses purposeful gestures to make wants understood		• Retrieves a familiar item from another room upon request • Chooses an object from a group of two objects • Follows routine one part commands given with gestures	
SOCIAL PLAY	**CLASSIFICATION**	**ACTIONS**	**QUESTIONS**	**IMITATION**
• Enjoys imitating adult behavior. • Takes the lead in initiating social games • Engages in interactive play (e.g. rolls ball back and forth) • Enjoys chasing and hiding games	• Picks up like objects in each hand spontaneously • Relates visual configurations (e.g. relates arms to shirt) • Selects object misplaced in an array of like objects	• Interacts with multi-dimensional objects using a variety of schemes • Directs functional objects first to self, then to adult, then to a doll	• Responds to 'where' question forms by indicating location • Begins to respond to simple 'what' question forms	• Imitates vocal intonation patterns of others • Imitates three animal sounds • Imitates simple novel behaviors • Imitates familiar words
ADAPTIVE BEHAVIOR	**OBJECT PERMANANCE**	**OBJECTS**		**SEMANTICS**
• Finger feeds self for part of meal • Begins to use spoon or	• Enjoys losing and finding play • Finds object removed from a container	• Clearly inspects and investigates objects first, then accords appropriate uses • Pretends using real props		• Uses single word sentences • Uses five or more words consistently • Begins to label objects

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8/20/2013

COGNITIVE DEVELOPMENT PROTOCOL

Cognitive Development:

Performs action to produce result	9-12 mos
Attempts to activate simple mechanisms	12-15 mos
Uses **variety of actions in T/E** to operate	13-17 mos
Purposeful exploration of toys	13-17 mos
Uses adult to achieve goal	12-18 mos
Adapts familiar actions to new situations	12-18 mos
Uses **non-systematic** trial and error	12-18 mos
Tool use after **demonstration**	15-18 mos
Begins to recognize adult standards	15-18 mos
Can foresee effects or infer causes	18-21 mos
Systematic trial and error strategies	18-24 mos
Approximates reactivation of toys (demo)	18-24 mos
Solves problem with **verbal instruction**	18-24 mos
Solves problem without trial and error	18-24 mos
Demo. awareness of adult standards	18-30 mos

Uses tool spontaneously to solve problems	21-24 mos
Begins to use foresight in problem solving	24-30 mos
Plans actions, uses **if/then logic** to solve	24-30 mos
Recog operation of **variety of mechanisms**	24-30 mos
Reconstructs operational sequence (demo)	24-30 mos
Investig/experim w/put tog & taking apart	24-30 mos
Problem solving happens by 'thinking'	30 mos
Begins **abstract thinking**	30-36 mos
Uses foresight in problem solving	30-36 mos
Understands **logical consequences**	30-36 mos
Visual searching to solve problems	36 mos
Tries alt. when 1st solutions don't work	36 mos
4-5 piece puzzle **spontaneously**	36 mos
Puts graduated sizes in order (seq)	36-48 mos
Initiates, plans, organ prob solving spont.	42 mos

REASONING

- Puzzles
- Nesting boxes
- Ring Stacker with blocked ring
- Tool use
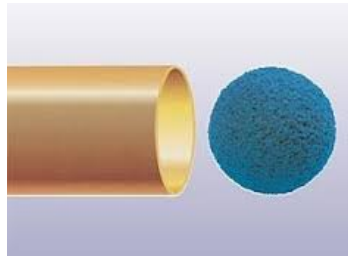
CAUSE AND EFFECT

- Toys requiring multiple steps for operation
  - Wind-up toys
  - Push-n-Go toys
  - Car Launchers
  - Cash Register
  - Pop-up Toys
  - Pull-back Toys

MEMORY

- Spatial Memory
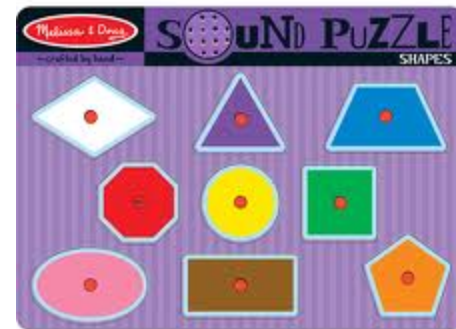- Sequential Memory

CLASSIFICATION

- Sorting colors, shapes and sizes
- Matching objects by function
- Matching objects by category
- Matching objects by complement

PRE-ACADEMIC READINESS

- Matching by color and shape
- Identifying and naming colors and shapes
- Rote counting
- Quantity concepts
- Story sequencing

NON-VERBAL STANDARDIZED ASSESSMENTS

- Leiter International Performance Scale-Third Edition (2013)-ages 3yrs to adult

"Measures non-verbal intelligence in fluid reasoning and visualization as well as appraisals of non-verbal memory, attention and cognitive interference."

- Wechsler Non-Verbal Scale of Ability (2006)-ages 4yrs to 21yrs

"Measures general cognitive ability using a variety of non-verbal subtests....useful for examinees who are diverse in terms of linguistic, cultural, educational and socioeconomic backgrounds."

NON-VERBAL STANDARDIZED ASSESSMENTS (CONT.)

WPPSI-IV-Non-Verbal Index (2012)-ages 2-6 to 3-11

"...uses only subtests that do not require any expressive responses. The NVI offers a useful estimate of overall ability for children who are deaf or hard of hearing or children who are English Language Learners"

- Block Design- "measures the ability to analyze and synthesize abstract visual stimuli. It also involves nonverbal concept formation and reasoning, broad visual intelligence and organization, simultaneous processing, visual-motor coordination, learning and the ability to separate figure-ground in visual stimuli."
- Object Assembly- "measures visual-perceptual organization, integration and synthesis of part-to-whole relationships, non-verbal reasoning, and trial and error learning"
- Picture Memory- "measures visual working memory....relatively novel in its use of meaningful stimuli"
- Zoo Locations- "measures spatial working memory...but it is relatively novel in its use of stimuli and context that are meaningful to young children"

For children ages 4-0 to 7-7 other non-verbal subtests include Matrix Reasoning, Bug Search, Picture Memory, Picture Concepts, Cancellation, Animal Coding

WARNING

NEVER translate tests that have been developed for monolingual English-speaking students!!!!

SPEECH AND LANGUAGE ASSESSMENT

Presented by
Lynn Sagendorph, M.S., CCC-SP/L
Speech/Language Pathologist

AREAS OF ASSESSMENT

- Heavy focus on language skills

- Sound production

- Voice

- Fluency

- Pre-linguistic skills

CHARACTERISTICS OF DUAL LANGUAGE LEARNERS

Goal: to differentiate between a language disorder and typical characteristics of an English Language Learner

BILINGUALISM CAN BE DEFINED BY *WHEN* THE LANGUAGE IS INTRODUCED TO THE CHILD

- Simultaneous bilinguals – child has learned 2 languages before age 3

- Preschool Successive bilinguals – L2 after age 3

- School Age Successive bilinguals – L2 at 5 or 6 when entering school

SIMULTANEOUS BILINGUALS

- Language mixing (using the features of both languages) occurs up to age 3.5.

- Language mixing should decrease as the child develops languages.

VOCABULARY

- Vocabulary influenced in simultaneous bilingual child, as they may have the word they want to use in one language.

- Vocabulary development may be unequal in the languages, but total vocabulary development "compares favorably" with monolingual children. *Some researchers have estimated that when the two languages are combined, bilingual child may have a slightly larger vocabulary than a monolingual child.* (Battle, p. 211)

VOCABULARY (CONT.)

Some standardized measures for assessment of vocabulary are available for Dual Language Learners.

Ex: Expressive One-word Picture Vocabulary Test 4-Spanish bilingual edition

Ex: Receptive One-word Picture Vocabulary Test 4-Spanish bilingual edition

(These are normed down to 2-0.)

Others out there!

PRESCHOOL SUCCESSIVE BILINGUALS (L2 AFTER AGE 3)

- Primarily home language before starting school

- Exposure to English may vary depending on… older siblings, daycare, television, etc.

TYPICAL STAGES CHILDREN GO THROUGH WHEN LEARNING A SECOND LANGUAGE

STAGE 1 – HOME LANGUAGE USE WITH ENGLISH SPEAKERS

- Usually only lasts a few days, atypically could last 2-4 months

STAGE 2—NONVERBAL STAGE OF LEARNING THE SECOND LANGUAGE

- Sometimes called "silent period"

- Nonverbal because children communicate, but not with words

- Can last a few weeks to a few months, younger children stay in this stage longer than older children

STAGE 3- TELEGRAPHIC AND FORMULAIC USE

- One word utterances to label, colors, counting

- Memorized phrases "I don't know", "Excuse me", "Hi how are you?" "My turn"

- Phrases allow preschool children to socialize with English speakers in play situations

STAGE 4 – PRODUCTIVE USE OF SECOND LANGUAGE

- Learn syntactic rules to become productive

- Won't necessarily sound like native speakers

- May make errors in grammar, and in word choice, which is typical

INTERLANGUAGE

- "The period in second language development between when the learner starts to use the language productively until when the learner achieves competence similar to a native speaker is referred to as Interlanguage" Genesee, Paradis, Crago, p. 121.

DURING INTERLANGUAGE ERRORS MAY INCLUDE:

- Developmental errors

- Transfer errors

INTERLANGUAGE-DEVELOPMENTAL ERRORS

- Frequently grammatical errors (ex: verb tenses)

- More frequently errors of omission than commission

- Alternating between correct and incorrect usage is typical and transitional

INTERLANGUAGE-TRANSFER ERRORS

- Accent, phonological errors

- Word order (ex: I have hunger, The car red)

- Avoidance of certain structures

HOW LONG DOES INTERLANGUAGE LAST?

- ESL children who appear to learn L2 very slowly cause concern for parents and teachers.

HOW LONG DOES INTERLANGUAGE LAST?

- Jim Cummins, one of the foremost researchers on child bilingualism, stated that ESL children need about 5-7 years to obtain full proficiency in verbal academic skills. This is difficult because the children are hitting a moving target; the native speakers are continually building their verbal academic skills, while L2 children are in the process of learning the language in addition to its applications to academic tasks (GPC p. 136).

FACTORS THAT INFLUENCE HOW QUICKLY A CHILD LEARNS A LANGUAGE

- Motivation
- Personality
- Anxiety Level
- Socioeconomic Status
- Language aptitude

(Roseberry-McKibbon, p. 197; Genesee, Paradis, Crago, p. 129)

- …it is difficult to discern the difference between *slow L2 acquisition* and the *acquisition of an L2 under conditions of impairment* (Genesee, Paradis, Crago, p. 150).

SO HOW DO WE DISCERN THE DIFFERENCE BETWEEN SLOW L2 AND SLI?

- We must determine if the child is showing signs of language impairment in L1.

- Evaluate in L1 if possible, through a speaker of that language or through trained interpreter

LANGUAGE LOSS

- Language loss is the weakening of an individual's L1 because of the focus on learning the L2.

- Language loss can occur at any age, even adulthood.

LANGUAGE LOSS (CONT.)

- If a child from a bilingual home is in an English-only class and the parents do not encourage the maintenance of the home language, then language loss or attrition may occur. (Battle, p.216)

- Child may lose his ability to communicate with the family in L1.

GATHERING INFORMATION

- Ask the parents

- We must ask the right questions to get the information we are looking for

- Child must demonstrate impairments in BOTH languages to be considered SLI, therefore parent information/input is crucial

PARENT INFORMATION

- What language(s) does your child hear?

- From whom? Mom, Dad, Grandma, Aunt, siblings, day care provider...

- How frequently? 8 hours a day, only on weekends, only from TV, when sibs are home from school...

PARENT INFORMATION (CONT.)

- How does your child tell you what he wants?

- Type of cry, Eye gaze, pointing, words, phrases

- Rejects by pushing away, turning head away, "no"

- Does your child eat a variety of foods and flavors? Does she eat a variety of textures (give examples)?

AFTER WE HAVE SPENT SOME TIME WITH THE CHILD...

- What words does your child use? (May provide a list to circle, but be careful as this may be overwhelming to a parent)

- Can your child name most things at home?

- Can your child tell you if she is hurt?

- How do you know what toy he wants?

- Can he communicate a past event? (give example)

BOOKS...DOES YOUR CHILD

- Hold books
- Turn pages
- Look at the pictures
- Pat pictures
- Listen to adults naming pictures
- Identify pictures when asked
- Listen to the story
- Answer questions about the story

PARENT INFO – CON'T

- Does your child point to the members of your family? In person? In photos?
- Does your child understand a firm tone of voice?
- Does your child clean up toys when asked?
- Does your child follow routine household directions with a visual cue (ex: put it in the trash)?
- Does your child follow novel household directions (ex: go find your shoes)?

PARENT INFO – CON'T

- How much of your child's speech do you understand?

- How much do other people (outside the family) understand?

- "I think she's speaking English."

ARTICULATION SKILLS

- ASHA.org   Sound System Charts

- Preschool Language Scale- Articulation Screener

- Spanish Assessment Measures (Mattes)

- Informal observation

PARENT REPORT OF SPEECH/LANGUAGE

Name: Birthdate: Date:

Brought to eval by:

Primary Language with parents: Span   Eng

Primary Language with daytime caregiver: Span   Eng

Primary language with siblings: Span   Eng

% Intell to Family_____
% intell to others_____

Feeding: likes a variety?   Yes   No
Problems with chewing?   Yes   No
Chokes on food?   Yes   No

Uses:
Gestures, pointing, taking your hand
Words - one word at a time(approx# of words?)
 2-3 word Phrases
Complete sentences

Answers questions about recent *I* past events?

Retells events from his/her day?   Yes   No
Narrates play?   Yes   No

Likes to listen to stories/look at books

Points to pictures in books when asked   Yes   No

Follows directions:
One step   Two steps

Forms questions with …rising intonation?
What   Where   Who   How

Fluency

Voice

OTHER SOURCES OF INFORMATION ABOUT THE CHILD

- Make sure to talk with preschool teachers, E.I. therapists, day care providers, as they may have a different perspective than the parents
- May be able to provide information regarding the child's social use of language
- Roseberry-McKibbon – Bilingual Classroom Communication Profile
- Checklist for Identifying Bilingual communication Difficulties (Mattes)

CLASSROOM OBSERVATION

Name: Birth Date:

Date of Observation:

District: Preschool: Am/pm/ all day

Eng/Span/other -teacher

Eng/Span/other -classroom aide

 Attending since:

# of students

- Knows/follows basic classroom routines
- Follows basic classroom instructions
- Uses language when participating in classroom activities (ex: calendar, art)
- Responds to questions presented to a group
- Attends to group discussion
- Participates in/contributes to group discussion
- Attends to stories presented to a group
- Responds to questions regarding stories presented to a group
- Answers simple questions about every day activities
- Retells recently completed activities
- Retells events from outside environment
- Communicates basic needs to others

- Uses gestures or other nonverbal communication (rather than speech) to communicate
- Initiates verbal interactions:
  - With adults
  - With classmates
- Maintains a conversation appropriately:
  - With adults
  - With classmates
- Initiates play interactions with classmates
- Gets along well with peers

Pre-academic skills:

Colors   id   names

Shapes   id   names Counting

Quantity   1 2 3

Name in print:

Id's whole name   Id's firstletter/any letters

Writes name: from model   from memory

Do you feel that this student requires a different type of instructional program than other students who have had similar linguistic or cultural experiences?

What, if any, concerns do you have for this child?

WE FIND MANY STUDENTS TO BE...

- Unfamiliar with a "school" environment

- Shy, timid

- Quiet, unwilling/uncomfortable verbalizing in front of the examiners
  - Shh! Aquí vienen!
  - May need a baby monitor
  - Observation room

TO MAKE THE CHILD MORE WILLING TO PARTICIPATE…

- Sometimes play sets that require imaginative play are too intimidating…start with an easier "school" activity
  - Ex: matching puzzles
  - Nonverbal…ex: looking at books, pointing to pictures in books
  - Play-dough with tools
  - Following directions with familiar objects

FACILITATING COMMUNICATION- ROBERTS AND CRAIS (1989) SUGGESTIONS FOR INTERACTING WITH CHILDREN

- Limit your own talking, especially questions. Pause often, encourage the child to initiate communication and take a turn.
- Watch for and encourage any mode of communication demonstrated by the child (eye gaze, point, shrug, word, etc)
- Parallel play with the child, mimicking her actions. Play animatedly with object or toy and occasionally comment on an object or action.

(CONTINUED)

- Place a few items within eye gaze but out of reach; partially hide a few objects as well. If necessary, point to or comment on objects to encourage a comment or request by the child.

- Let the child choose objects and/or activities, particularly in the beginning (and throughout the interaction if possible). Be prepared to watch and interact/comment when the child shows interest.

- Include parent or another child to help break the ice. Stay in the background and slowly get into the interaction.

(CONTINUED)

- Begin interaction with activities that require little or no talking, and gradually move into more verbal tasks.

- Be genuine in your questions, and stay away from asking what is obvious to both you and the child.

- Follow the child's lead in the interaction by maintaining the child's focus on particular topics and meaning.

- Show warmth and positive regard for the child, and value his comments.

TOYS THAT MAY ELICIT SPEECH (NO GUARANTEES!)

- Dora

- Kitchen

- Garage/Cars

- Small animals, people

- Playground, large motor activities

- Sometimes "flap" books better than traditional books

AFTER THE ASSESSMENT

- Families receive informal feedback regarding the impressions of the evaluators.

- Educational options are explained (continuum of services)

- Parent resources

PARENT RESOURCES

RESOURCES

- Coloring pages for basic concepts, colors, shapes
- Play dough
- Recipes
- Activities
- Video with fine and gross motor activities

IF IN DOUBT........

- Err on the side of least restrictive

- Consider other opportunities for language development:
  - Story time at the library
  - At-Risk district program
  - Head Start
  - Private preschool
  - Religious education
  - Saturday School

IF THE CHILD IS FOUND TO HAVE A SPEECH/LANGUAGE IMPAIRMENT..

...the most recent information suggests that children with language impairments can eventually become bilingual, it will just take longer to develop both languages

WE NEED TO SUPPORT PARENTS AND FAMILIES IN THEIR EFFORTS TO MAINTAIN AND DEVELOP L1

"It is not appropriate or recommended to suggest that a bilingual child with SLI be encouraged to use only one language. There is no reason to assume that dual language knowledge is a burden for children with SLI; in fact, children with SLI are able to learn two languages." Genesee, Paradis, Crago, p. 88.

WHAT IS LOST WHEN CHILDREN AND PARENTS CANNOT COMMUNICATE EASILY WITH ONE ANOTHER?

(Lily Wong-Fillmore)

"What is lost is no less than the means by which parents socialize their children; When parents are unable to talk to their children, they cannot easily convey to them their values, beliefs, understandings, or wisdom about how to cope with their experiences."

"They cannot teach them about the meaning of work, or about personal responsibility, or what it means to be a moral or ethical person in a world with too many choices and too few guideposts to follow…"

"Talk is a crucial link between parents and children: It is how parents impart their cultures to their children and enable them to become the kind of men and women they want them to be."

"When parents lose the means for socializing and influencing their children, rifts develop and families lose the intimacy that comes from shared beliefs and understandings."

REFERENCES

- <u>Dual Language Development and Disorders</u>, Genesee, Paradis and Crago, 2004.
- <u>Multicultural Students with Special Language Needs</u>, Roseberry-McKibbon, 2002.
- <u>Communication Disorders in Multicultural Populations</u>, Battle, 2002.
- www.asha.org
- www.borntoplay.org
- Bilingual Communication Assessment Resource (Mattes & Saldaña-Illingworth)

REFERENCES (CONT.)

- Toni Linder Transdisciplinary Play Based Assessment, Second Edition, 2008
- Hawaii Early Learning Profile (vort.com)
- The Psychoeducational Assessment of Preschool Children (Bruce Bracken, 2000)
- Preschool Children with Special Needs (Lerner, Lowenthal, Egan, 2003)
- Preschool Assessment Principles and Practices (Brassard & Boehm, 2008)
- STARnet www.thecenterweb.org

SUMMARY

- ## WHAT

  - A culture fair early childhood evaluation requires qualified personnel, research based instruments/protocols and cultural considerations.

- ## WHY

  - It is important to consider a child's language and culture during the assessment process because, by law, a child should not be placed in special education programs due to lack of English language proficiency.

- ## WHO

  - It is required by federal and state regulation to use qualified personnel when conducting an evaluation to determine the need for special education services.

SUMMARY (CONT.)

- HOW
  - Fair and unbiased information can be obtained using a variety of assessment tools and methods, using highly qualified personnel and always taking into consideration the student's language exposure and cultural background. Information about the child should be collected from a variety of sources.

- WHERE
  - A variety of resources (both professional and locally developed) have been uploaded to the Sharing a Vision website for your reference.

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