Dual Language Assessment

Start with Fair Assessment
Expect Lower Standard Scores in Each Language With Some Bilinguals!!
Assessment Procedures
Linguistic Profile
(Douglas, 2011)

Process

Simultaneous

Monolingual Other Language

Family

Sequential

Bilingual
We have a social responsibility, a constitutional opportunity and a moral obligation to help others.

Janie Lewis
Determining Age Indices

- **CA**: How old is the child?
- **HA/CIA**: How long has the child had HA/CI?
- **IA**: How long has the child been in intervention?
Assessment Selection
Assessment Selection
Determine Language of Assessment
Formal Assessment

- Use of Standardized Assessment
- Language exposure, use, and proficiency in both languages
- View with caution
- List strengths and weaknesses
Informal Assessment
Speech and Language Sampling
Dynamic Assessment:
Fast Mapping
Dynamic Assessment
Structured Observation/Probes
Narrative Assessment
Low-Incidence Languages

Formal or Informal?
Bilingual Children

Formal or Informal Assessment?
Children with Language Impairment
Formal or Informal?
Identifying Language Impairment: Assessment Tasks Sensitive to Language Impairment

- Non-word repetition performance
- Sentence repetition tasks
Identifying Language Impairment: Assessment Tasks Sensitive to Language Impairment

• Dynamic Assessment
  – Test – Teach - Retest

• Spontaneous Language Samples
  – Looking for
    1. poor comprehension,
    2. low TTR and MSL,
    3. agrammatic language
Quantifying Informal Language Assessment

**Type-Token Ratio (TTR):**
A ratio of the number of different words compared to the total number of words used.

*Ex.* **The boy watched the boy eat. The boy eat again. The boy smiles.**

TTR above is 6:13
Quantifying Informal Language Assessment

**Mean Sentence Length (MSL):**
The mean number of words per sentence.

Ex. **The boy watched the boy eat. The boy eat again. The boy smiles.**

MSL above is 4.
Articulation Assessment
Articulation Assessment

• Formal and informal

• Complete assessment in both languages

• Consider each phonological system
Informal Articulation Assessment
(Taelman, Durieux, & Gillis, 2010)

1. Phonological Mean Length of Utterance (PMLU)
2. Proportion of Whole-Word Proximity (PWP)
PMLU

• Choose 25 age-appropriate words. Assign one point for each consonant and vowel in the word.

• Each correctly produced consonant is assigned an additional point.
PMLU

Ex. The child’s production of /pun/ for “spoon” is 5 points out of 7 possible points
PWP

• The ratio between the PMLU for the target words in the sample and the child’s PMLU for the same sample.

• Calculate the PMLU for each word in the list. Obtain a total.

• Ex. PMLU for “spoon” is 7. A child’s response of /pun/ is 5. The PWP is (5:7) or .71
PWP

PMLU for “spoon” is 7.
A child’s PMLU response of /pun/ is 5.

The PWP is (5:7) or .71

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Assessment Administration

1. Bilingual Therapist
2. Ancillary Examiner
3. Interpreter
Test Result Analysis

String performance, major browsers

- **join() once**
- **concat() once**
- **join() for**
- **for**
- **concat() for**

- Safari 3.1 (OS X)
- Firefox 2.0.0.14 (Win2k3)
- Safari 3.1.1 (Win2k3)
- Firefox 2.0.0.14 (OS X)
- Internet Explorer 7
- Opera 9.27 (OS X)
- Opera 9.27 (Win2k3)
Interpretation Considerations

• Law

• Integration of Certain Issues

• Potential to Benefit from Services

• Determining Progress/Amount of Services
What does the law say we need to consider when interpreting assessments?
IDEA 2004

Distinction between impairment and difference

- Diagnosis of an impairment cannot be made due to Limited English Proficiency
- Diagnosis of an impairment cannot be made based on a single measure
- Diagnosis requires a variety of assessment tools and strategies
Integrating Certain Issues
Integrating Certain Issues

- Hearing Impairment
- Language Learning
- Bilingual Issues
e.g. Vocabulary Assessment

Spanish
• Elephante
• leche

English
• Elephant
• cup

Concept Score?
• 4?
• 3?

Number of Spanish Words?

Number of English words?
e.g. Language assessment

Comprehension vs. Expression

Comprehension

Expression

Tense Markers
Easier to hear:
regular or irregular verbs?

English
Spanish

Easier to hear?
Singular or Plurals

May hear one language and respond in the other
e.g. Bilingual Issues
e.g. Speech Assessment

Sounds of L1 + Sounds of L2 = Accented Speech

Not Articulation Impairment

Tun/sun
Walk/walked
(rolled R) run/run
Uh uh/banana/platana
Potential to Benefit
Factors
“It doesn’t matter where you come from, all that matters is where you are heading.”
Steady rates compared to children with typical hearing: similar rates as simultaneous bilingual children (Dorman et al., 2007, Douglas, 2011)
Ability to close the gap after a period of 4 years (Rhoades & Chisolm, 2000)
Month of progress for every month of intervention, some may close the gap after 8-10 years (Buhler, et al, 2007)
Determining Progress/Amount of Services

- Spanish Language Age
- English Language Age
- Intervention Age

Child 1 | Child 2 | Child 3 | Child 4 | Child 5
--- | --- | --- | --- | ---
Spanish | | | | |
English | | | | |
Intervention | | | | |
Recommendation Development
Recommendation Development

- Research
- Evidenced Based Practice
- Clinical Experience (results of eval)
- Patient Values
Recommendation Development

- Intervention
- Trial Intervention
- Referral to a more appropriate professional
- Combination
What to do?  
Think/Pair/Share

• Three-year old, mild-moderate hearing loss.
• Referred by audiologist in your program
• Parents report they have speech therapy in their neighborhood
• Call to Speech therapist reveals she did not know the child had a hearing loss.
• Parents speak Burmese – dialect does not match the interpreters on the Language Line
• Parents speak BICS English
• Parents drove 2 hours to see you, referred by audiologist
• Child was not wearing hearing aids
• Assess in all languages the child is exposed to the extent that is possible.
Summary

Hearing Impairment

Language Learning

Bilingual Issues
Questions?
Bilingual Break Thinks

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Additional References


• King K & Fogle L. *Raising Bilingual Children: Common Parental Concerns and Current Research*. Cntr for Applied Linguistics; (April, 2006) [www.cal.org](http://www.cal.org)


Additional References


• Rhoades, EA. *Working with multicultural and multilingual families of young children.* In: J Madell & C. Flexer (Eds.), *Pediatric Audiology: Diagnosis, Technology and Management.* NY: Thieme.


• [www.bilingualfamilynewsletter.com](http://www.bilingualfamilynewsletter.com) (cost to subscribe)