Slide 1

Evaluation and Treatment of Speech and Language Disorders in Bilingual & Bicultural Students

Cassandra Guarneros Rosile, MS, CCC-SLP
Bilingual and Bicultural Speech Language Pathologist

Claire Schuster Murrell, MS, CCC-SLP
Bilingual Speech Language Pathologist

casa speech

Slide 2

¡¡¡GRACIAS!!!

Slide 3

Why are WE giving this presentation?

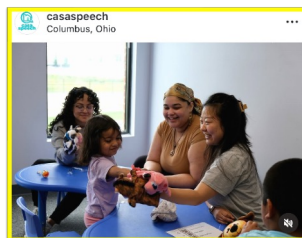MARQUETTE UNIVERSITY
BE THE DIFFERENCE.

Slide 4

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Slide 5

Why is this important?

As an SLP, you are teaching:
- Language
- Culture
- Social skills & expectations
- Goals
- Immersion

casaspeech
Columbus, Ohio

Slide 6

Linguistic and Cultural Diversity in Ohio Schools

As of the **2023-2024** school year,

- Ohio services over 80,000 English language learners (ELLs), reflecting a significant increase from two decades ago.
- Most common languages spoken being Spanish, Somali, Arabic, Chinese, and German.
- This growth underscores the need for educational programs that support linguistic diversity and cultural inclusion.

The Ohio Newsroom, 2024
Ohio: ELL Resources | Colorín Colorado, 2017
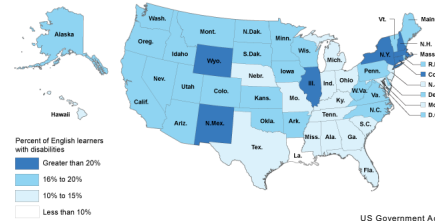
ELLs with Disabilities Ohio School Systems

15.8%

Or 253, 522 English Language Learners were identified as needing special education services in the 2022-2023 school year.

Ohio Department of Education, 2024

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ELL Students Identified as SPED by State

Percentage of Enrolled K-12 English Learners with Disabilities by State, School Year 2021-2022

Percent of English learners with disabilities
- Greater than 20%
- 16% to 20%
- 10% to 15%
- Less than 10%

US Government Accountability Office, 2024

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IDEA and Bilingualism
Legal and Illegal Aspects of Special Education Testing

casa speech
Resource Available

Legal Requirements
- Non-Discriminatory Evaluation
- Comprehensive Assessment
- Qualified Personnel
- Use of Multiple Sources of Information
- Consideration of Language Proficiency
- Parent Involvement

Illegal Practices
- Uses Tests that are Not Valid for ELLs
- Failure to Assess in Native Language
- Relying Solely on One Test
- Ignoring Cultural and Linguistic Factors
- Misidentification Based on Language Delays

Asha.org

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Challenges in Dual Language Education

- Lack of teacher-preparation programs for bilingual SPED classrooms
- Lack of resources in communication between schools and families (Google translate, Martii)
- Preference for English-only instruction
- Lack of appropriate testing materials

Education Week, 2024

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BILINGUALISM

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Bilingualism & Second Language Acquisition

Second language acquisition processes often result in differences that can impact communication.

These differences are **normal and typical** for students learning a second language.

Roseberry-McKibbin, 2018

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Bilingualism & Second Language Acquisition

The process
- Transfer
- Silent Period
- Interlanguage
- Language Loss
- Code-switching

Roseberry-McKibbin, 2018

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It's not one-size-fits-all

Second language learning styles
- Modeling
- Avoidance
  - Jimena (SM)
- Practice opportunities
  - "I took 4 years of high school Spanish!"
- Formulaic language
  - Gordo – "Have a good day!"

Roseberry-McKibbin, 2018

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Types of Language Proficiency

Separate Underlying Proficiency
- Skills in L1 do not transfer to L2
- 2019 SLPs – "stop talking to your child in Spanish"
- Parents are not L2 proficient!
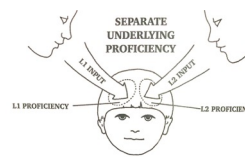
Common Underlying Proficiency
- Skills in L1 transfer to L2
- Need strong foundation in L1 before introducing L2
- Assumptions that SPED services are needed
- Importance in being a fluent bilingual individual
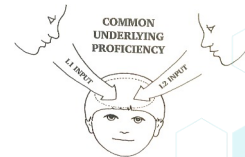
Roseberry-McKibbin, 2018

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Types of Language Proficiency

Separate Underlying Proficiency

Common Underlying Proficiency

Roseberry-McKibbin, 2018

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Types of Language Proficiency

BICS
Basic Interpersonal Communication Skills
- Social interaction in daily life
- Learned naturally
- Formulaic language
- Discussion of present
  - Very common in ELL

CALP
Cognitive Academic Language Proficiency
- Formal and informational
- Oral and written language
- High-school Spanish class

Roseberry-McKibbin, 2018

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"The first language is a foundation for learning a second language. This foundation needs to be solid and strong. High quality language exposure enhances the learning of concepts that are important for cognitive and linguistic development!"

Roseberry-McKibbin, 2018

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English Mastery

3-5 years

of full time English schooling to develop oral language proficiency like that of native English-speakers.

Academic language proficiency took **4-7 years** for ELL's to master.

Hakuta, Butler, and Witt (2000)

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Types of Bilingualism

Simultaneous Acquisition

Two languages are acquired simultaneous from infancy.

Sequential Acquisition

One language is acquired before the other

Roseberry-McKibbin, 2018

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HOW CAN CULTURE IMPACT BEHAVIOR?

21

In the Classroom

- Learning Preferences
- Communication Styles
- Community Connection

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East African Culture

- **Learning Preferences**
  - Community-centered
  - Students may be influenced by how other peers react
- **Communication Styles**
  - May prefer indirect communication
  - Gender norms may impact communication with girls being more quiet
- **Community Connection**
  - Authority figures should not be questioned directly
  - Values such as modesty, humility, and respect may shape participation

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Asian American Culture

- Learning Preferences
  - Tone of voice
  - Direct eye contact
  - Communication of emotions or feelings
  - Formality and politeness
- Communication Styles
  - Passive and nonverbal
  - Showing off vs. being wrong
  - Preference for structured lessons
  - Respect for teachers
  - May not ask questions
- Community Connection
  - High value placed on learning and exceeding academically
  - May not discuss difficulties or struggles

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Hispanic Culture

- Learning Preferences
  - May prefer collaborative learning, thrive in community based classroom
  - Respectful towards authority
- Communication Styles
  - Oral narratives are very common
  - May stand close during conversations or engage in touching, gesturing, and/or embracing
  - Increased verbal expression and facial expressions
- Community Connection
  - Family commitment: child's behavior impacts entire family
  - Cooperation versus competition (prefer cooperation)
 - Value placed on teacher-parent relationships

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Possible Interpretations of Behavior

- Expressive and loud speech may be viewed as aggression

- We may not know a child is struggling academically if they don't talk about it or ask for help

- Increased respect of authority figures may mean students don't ask questions, which could be interpreted as "not being engaged"

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Practical Resources

Think Cultural Health through the Health and Human Services Office of Minority Health
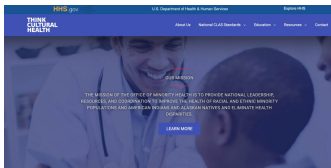
27

EVALUATING CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

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Case History: Alex

- o 5-year, 8-month-old bilingual male in kindergarten at his local school district
- o Mom works full time at McDonald's and is currently pregnant
- o Student resides with mother and her boyfriend in a low SES area of Columbus
- o Student received services in the past at the local children's hospital for a language disorder and behavior.

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Case History: Alex

- o Mother was interviewed by monolingual English-Speaking SLP through a Spanish interpreter
- o Per Speech ETR:
  - o *"His mother indicated behavior to be the primary area of concern for Alex but also noted a concern about his speech."*
  - o *"He was observed to produce a variety of word forms such as –er, –ing, plurals, pronouns, etc."*
  - o *"He was observed to verbalize information on what he was doing (i.e. gonna make it the mouth, going to learning alphabet, no play with books)"*
  - o *"Alex's difficulty following teacher directions appeared to be behavioral in nature and not due to lack of understanding."*

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Case History: Alex

SLP's conclusion:

*"…he **seemed** to have adequate abilities to use and understand spoken language and produce speech that was able to be easily understood"*

?

**Alex is not qualified for ST.
Does mom sign the ETR?**

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YES

… why?

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Case History: Alex

Results from bilingual language evaluation

PLS–5 Spanish			
	Standard Score	Percentile Rank	Age Equivalent
Auditory Comprehension	68	2	3:9
Expressive Communication	59	1	3:2
Total Language Score	61	1	3:6

ALEX'S TEAM

Casa Speech (Speech Therapy)
Ohio Hispanic Coalition for Education (Family Advocates)
St. Vincent's (Behavioral Therapy)

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EVALUATION OF EXPRESSIVE & RECEPTIVE LANGUAGE

34

EVALUATION OF SCHOOL–AGE BILINGUAL STUDENTS

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Screening and Evaluation Tools for Bilingual School–Age Students

- Determine language proficiency
- Thorough parent interview
- Classroom Observations
- Home Videos
- Dynamic Assessment
- Portions of standardized assessments to support your suspicions
- C–LIM

Dog Comes Home

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Parent Interview

casa speech
Resource Available

- Contact the parent with an interpreter, if applicable
- Establish a sense of trust and care
- Interview
  o Parent/child communication
  o Communication with siblings
  o Experience in the US
  o Experience in home country
  o Social interactions
  o Parent concerns

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Classroom Observation

- Language Use and Comprehension
  - L1 vs. L2, understanding directions, expressive skills
- Academic Behaviors
  - Response to instruction
- Social and Behavioral Observations
  - Peer interaction, avoidance, consider their culture
- Cognitive and Learning Indicators
  - Problem solving without language, memory and attention

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Home Videos and Communication with Parents

- Use of WhatsApp for culturally diverse families
- Request home videos if approved by your district
  - Interaction with siblings
  - Meal times
- Interpreter may be needed to translate videos

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Working with Interpreters

- When do use an interpreter?
  - Any time a student or parent is not proficient in English
  - To gather background information, explain special education processes and work with the parents of they do not speak English
  - For testing if student does not speak English (Consider the language demands of testing tools)
- Ensuring Effective Communication: using simple, short sentences for clarity and ease of interpretation–nonverbal
- Avoid idiomatic expressions and professional jargon or provide clear explanations if used.
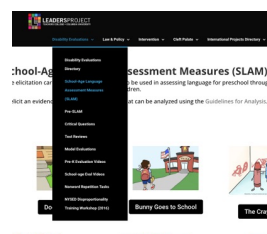
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Dynamic Assessment

Leaders Project's The School-Age Language Assessment Measures (SLAM)
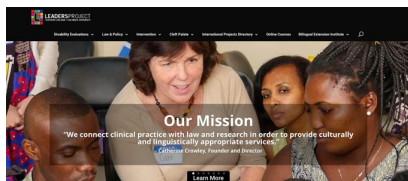
Catherine Crowley, JD, PhD, CCC-SLP, BCS-CL · Teachers College, Columbia University

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Slam Cards
Kindergarten – High School

Areas of Assessment
o Syntax
o Cohesion
o Perspective Taking
o Social/Pragmatic Language
o Theory of Mind
o Narrative Skills
o Clausal Density
o Inferencing
o MLU

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Slam Cards Hierarchy

1. Ask the student to place the cards in order
   *Note: You are NOT assessing sequencing skills here; if they can't sequence them, help them.
2. Ask the student to tell you the story
3. Ask questions from SLAM Guidelines for Analysis
4. Teach!
5. Administer a second set
6. Ask questions from SLAM Guidelines for Analysis
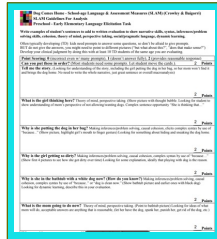7. Determine additional assessment tools

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Dog Comes Home

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SLAM Guidelines for Analysis

- Theory of mind
- Perspective taking
- Inferencing
- Cohesion
- Syntax
- Persuasive argument
- Social/Pragmatic Language

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Valentina
Spanish SLAM – Dog Comes Home
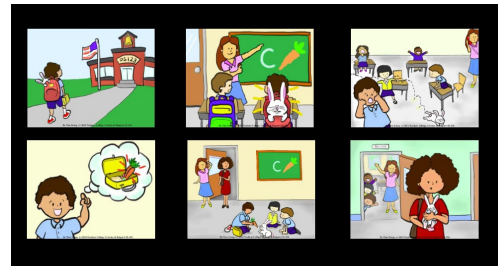

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Test – Teach – Retest

- Identify what the student missed
- Teach the skill
- Retest the student's performance using different SLAM cards
- Consider your efforts
- Analyze student's response to teaching

Dog Comes Home

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Bunny Goes to School

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Slide 49

Valentina
English SLAM – Bunny Goes to School

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Slide 50

Record and Transcribe
Bunny Goes to School

- SLP: Alright, here we go, so let's look at the story, tell me what happens here.
- One upon a time, he take her pets and her name is Bonbon.
- And, and, and, and her teacher said, "C for carrots"
- and then, and then the Bo-, and then Bonbon, he hear, hears carrots and the boy he watched.
- And then, uhm, the kids is crying because there's jumping jumping away because he want to, he want to the carrots.
- And the boy is happy because he is really fun and the teacher had to call her mom.
- And then, who, the boy he tried to, he tried to give her lunch and the carrots.
- And then her mom is ... and then the, the, the Bonbon he really, he really hungry but now the boy he give for for eat
- and then the bunny now it's coming to home, and ho-, the mom said, "You're grounded," "but mom," "no, no talking."
- Because, because Bonbon he trying to eat the carrots.
- And the boy have idea. In her lunchbox he have carrots.
- For her, ho-, at the home

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Slide 51

Analyzing Language Samples
Bunny Goes to School

🟨 Language Differences
🟦 Language Errors

- SLP: Alright, here we go, so let's look at the story, tell me what happens here.
- One upon a time, he take her pets and her name is Bonbon.
- And, and, and, and her teacher said, "C for carrots"
- and then, and then the Bo-, and then Bonbon, he hear, hears carrots and the boy he watched.
- And then, uhm, the kids is crying because there's jumping jumping away because he want to, he want to the carrots.
- And the boy is happy because he is really fun and the teacher had to call her mom.
- And then, who, the boy he tried to, he tried to give her lunch and the carrots.
- And then her mom is ... and then the, the, the Bonbon he really, he really hungry but now the boy he give for for eat
- and then the bunny now it's coming to home, and ho-, the mom said, "You're grounded," "but mom," "no, no talking."
- Because, because Bonbon he trying to eat the carrots. And the boy have idea. In her lunchbox he have carrots.
- For her, ho-, at the home

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Analyzing Language Samples – Cont.
Expressive Language

Language Differences
- "He take her pets..."
  - No irregular past form in SP
- "He hear"
  - "s" omitted in third person singular
- "He want to.."
  - "s" omitted in third person singular
- "The boy have idea"
  - Articles are often omitted

Language Errors
- He/her
  - Inconsistent pronoun use
- "He really hungry"
  - Omission of auxiliary verbs
- "He have carrots / The kids is crying"
  - Verb errors
- Sentence Structure

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Slide 53

Analyzing Language Samples – Cont.
Receptive Language

- **Theory of mind** 🚩
  - "...the boy have an idea. In her lunchbox he have carrots!"
- **Perspective taking** 🚩
  - "...he don't want to eat her hairs."
- **Inferencing** ✅
  - "He's going to be grounded."

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Slide 54

Language Difference vs. Disorder Using AI

casa speech
Resource Available

What are you working on?

I am a speech-language pathologist and I am evaluating a 9-year-old bilingual English-Spanish student. Her primary and dominant language is Mexican Spanish. I collected the following language sample. Can you tell me if there are any concerns for the student's language based on this sample, or if she is exhibiting a language difference?

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Chat GPT's Response

casa speech
Resource Available

Potential Areas of Concern
- Pronoun use
- Verb Tense and Agreement
- Sentence Structure
- Use of Connectors

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Alternative and Additional Dynamic Assessment Tools

- Wordless Books
- Culturally Appropriate Wordless Videos
  - Pixar Animated Shorts
  - CGI Animated Short Films

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Wordless Videos for Dynamic Assessment: Dante's Lunch

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Our Favorite YouTube Wordless Videos

- Preheated (CGI)
- Dante's Lunch (Pixar)
- For the Birds (Pixar)
- The Box (CGI)
- Ice Pepper (CGI)
- Dust Buddies (CGI)
- Partly Cloudy (Pixar)
- Snack Attack (Eduardo Verastegui)

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Additional Dynamic Assessment Tools

- Nonword repetition tasks
  - "Naib"
  - "Tay vock"
  - "Chee noy taub"

- Fast Mapping

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Implications of Fast Mapping

- **Fast mapping** – the ability to acquire a word rapidly based on minimal information
- Implications for second language learners
- Consider underlying disorders
- Think of the foundation
- Involvement of parent, ESL teacher, outside services

"The first language is a foundation for learning a second language..." – Celeste Roseberry-McKibbin

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Standardized Assessments
Two ways to support what you suspect

NUMBER 1
- Choose 2-3 subtests that will give you more information
- Best if presented in both L1 and L2
- Interpreters CAN translate prompts
- Calculate, but do NOT report standard scores

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Standardized Assessments
Two ways to support what you suspect

NUMBER 2
- If the student is bilingual and can speak and understand English, administer the assessment in English
- Administer all or some subtests
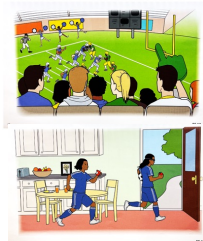- Obtain and report standard scores
- Use C-LIM

CASL-2

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Cultural Sensitivity in Standardized Testing

CELF-5 Formulated Sentences

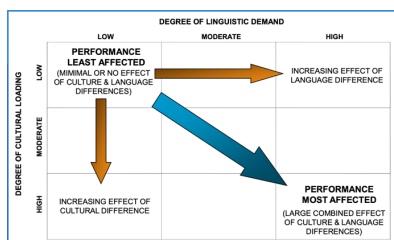- Which image shows the most cultural sensitivity?

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The Culture-Language Interpretive Matrix (C-LIM)

- The **C-LIM** is recommended for interpreting data generated through the administration of intellectual and achievement tests when evaluating students who are considered English Language Learners and have culturally and/or linguistically differences.
- It assists the clinician in determining the relevance of cultural and linguistic factors, as they relate to the overall scores obtained for the individual undergoing evaluation.
- The C-LIM helps determine which scores are valid for the individual as well as determine a pattern of strengths and weaknesses.

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C-LIM: Degree of Linguistic Demand

	DEGREE OF LINGUISTIC DEMAND		
	LOW	MODERATE	HIGH
LOW	PERFORMANCE LEAST AFFECTED (MIMIMAL OR NO EFFECT OF CULTURE & LANGUAGE DIFFERENCES)		INCREASING EFFECT OF LANGUAGE DIFFERENCE
MODERATE			
HIGH	INCREASING EFFECT OF CULTURAL DIFFERENCE		PERFORMANCE MOST AFFECTED (LARGE COMBINED EFFECT OF CULTURE & LANGUAGE DIFFERENCES)

DEGREE OF CULTURAL LOADING

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C-LIM: Degree of Difference

- Slightly Different
- Moderately Different
- Markedly Different

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C-LIM: Slightly Different

- Characterized by differences in culture, language, and experiences that although not fully representative of the U.S. mainstream, have nevertheless been supported by high family SES, well-educated parents, formal elementary education in the heritage language, bilingual parents, etc.
- Where opportunity for developing English language proficiency constitutes at least 1/2 or more of a student's life.

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C-LIM: Moderately Different

- Characterized by differences in culture, language, and experiences that are not representative of the U.S. mainstream and where few supporting factors are present (e.g., low family SES, parental lack of education, no formal education in the heritage language, parents with limited English proficiency, etc.)
- Opportunity for developing English proficiency constitutes less than 1/2 of a student's life.

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C-LIM: Markedly Different

- Characterized by differences in culture, language, and experiences that includes at least one additional factor that is atypical, and which creates an adverse influence on development (e.g., poverty/homelessness, exposure to war, trauma, violence, abuse, neglect, immigrant or migrant worker experience, refugee status, chronic illness, etc.)
- Opportunity for developing English proficiency constitutes less than 10% of a student's life.
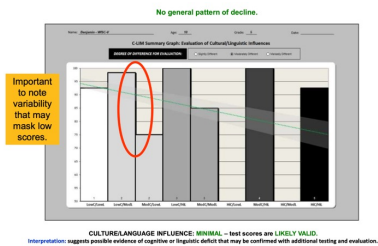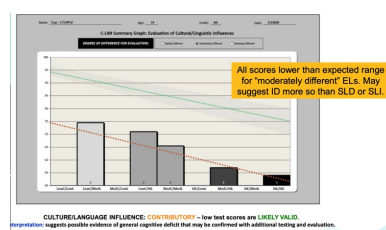
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C-LIM Summary Graph

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C-LIM: Summary Graph
Test Scores are LIKELY VALID

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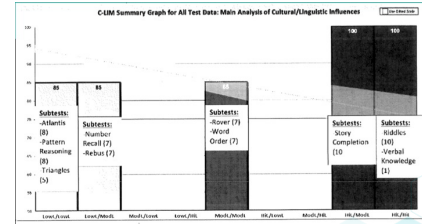## C-LIM: Summary Graph
LOW Test Scores are LIKELY VALID

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ETR C-LIM Write Up Example

- Student's scores from the CELF-5 were placed within the Culture-Language Interpretive Matrix (C-LIM) to determine if the cultural loading and linguistic loading demands of the subtests impacted his/her performance. The dotted line within the graph above indicates the mean level of expected performance and the scores within the shaded area of the graph are considered to be where a student that is considered an English Language Learner with average ability or higher would perform with similar experiences. According to the graph above all areas fell within the shaded area indicating his/her scores were similar to same-age peers with similar cultural and linguistic experiences.

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C-LIM: Summary Graph
KABC-2 Example of Mixed Scores

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ETR C-LIM Write Up Example

- Student's scores from the KABC-2 were placed within the Culture-Language Interpretive Matrix (C-LIM) to determine if the cultural loading and linguistic loading demands of the subtests impacted his/her performance. The dotted line within the graph above indicates the mean level of expected performance and the scores within the shaded area of the graph are considered to be where a student that is considered an English Language Learner with average ability or higher would perform with similar experiences. According to the graph above, all of student's scores fell within the expected range within his/her Crystallized Intelligence and Fluid Reasoning, indicating his/her scores were similar to same-age peers with similar cultural and linguistic experiences. He/She also had the subtest Rover (Visual Processing) and Word Order (Short Term Memory) fall within the expected range indicating his/her scores were similar to same-age peers with similar cultural and linguistic backgrounds. His/Her scores within Number Recall (Short Term Memory), Rebus (Long Term Memory), and Triangles (Visual Processing) all fell below the expected range meaning that these areas may be true weaknesses for the student. His/Her scores within the Atlantic and Pattern Reasoning were also below the expected range, however his/her scales scores of 8 fell within the Average range and are not true areas of weakness for the student.

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Downloading and Using C-LIM

- C-LIM – https://caipsychs.com/clim/
- Requires Microsoft Excel
- Click "Enable Macros"
- Click first tab – "C-LIM Analyzer"
- Select assessment administered
- Enter student's name, age, grade, and date of assessment
- Enter the standard scores for each subtest
- Select degree of difference for evaluation

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Example: CELF-5

Student Information

Prashant is a bilingual (English/Nepali) 7-year, 5-month-old first-grade student who was referred for an initial speech/language evaluation. The referral for a speech/language evaluation was submitted by the school-based speech language pathologist and his general education team, due to below average results in a speech/language screener and fluency, oral motor, and receptive language concerns from his general education teacher. A formal speech evaluation was initiated following parent consent.

Parent Interview

- Prashant's mother participated in the planning meeting via phone. His general education teacher, the SLP, the district representative, and an English/Nepali interpreter participated in the meeting. During the meeting, the SLP shared the strengths and weaknesses identified by the team. Prashant's mother reported no concerns with speech and language skills and reported Prashant is developing his language in the home environment as expected. Mother provided consent for the special education team to evaluate Prashant. No significant medical history was reported by the parent.
- Mother reported that Prashant is exposed to English and Nepali in the home environment. She expressed that Prashant is bilingual but only speaks Nepali with her. Per mother's reports, Prashant demonstrates a preference for the English language in the home environment as he communicates exclusively in English with his siblings.

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Example: CELF-5

Language Differences Observed in Nepali-Influenced English

Prashant is a bilingual (English/Nepali) individual. Research shows that the following concepts are considered language differences in bilingual speakers of English and Nepali and not language errors:

- Articles (Nepali does not have an article system)
- Reduplication (ie: "Much much better")
- Nepali uses one word for prepositions (ie: "maa" for in, at, on, to)
- Word order (ie: subject + object + verb)
- "To be" verbs (ie: is) not used

These language differences were considered when completing Prashant's speech and language evaluation. It is important for general education teachers to be aware of these language differences as Prashant may exhibit them in the classroom. These differences are not to be considered errors. If a difference is observed, general education teachers are encouraged to provide models of the expected productions and allow the student to make corrections as needed without being penalized.
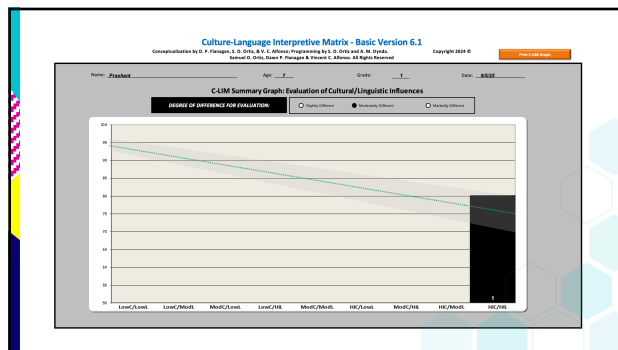
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Example: CELF-5

	Raw Score	Standard Scores
Sentence Comprehension	22	8
Linguistic Concepts	16	5
Formulated Sentence	13	5

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Barriers to Dynamic Assessment

- Lacks standardization procedures
- May not be accepted by insurance or ODE
- Time consuming
- No normative scores

**Download:** SLAM Lost Cellphone Cards (English)

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In Summary...

Whether the dominant language is English or not, it is important to follow these steps:

- Search for a bilingual professional in your area
  - Facebook Groups
  - Contact your SPED coordinator
  - Advocate for your students and your own needs!
- If a bilingual professional is not available...
  - Collect the necessary tools to evaluate the student
  - Request an interpreter, especially to conduct a thorough parent interview
  - Use dynamic assessment
  - Use standardized assessments in a dynamic way

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¿Pero coooomoooo?
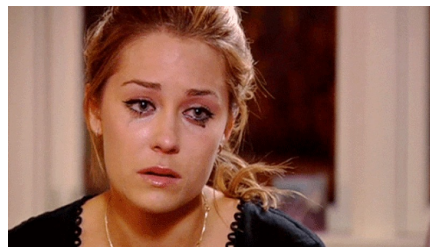
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MultiCSD

- Created by Christina Gildersleeve-Neumann, PhD, CCC-SLP Over – University of St. Augustine
- Over 50 languages!!!!
- Language differences in:
  - Phonology
  - Syntax
- Perception of communication disorders in each culture
- Implications for SLP's

Somali

Adjectives

In Somali, most adjectives are formed by adding -an or -san to a verb or noun. Thus, gaab (shortness) becomes gaaban (short), and qurux (beauty) becomes quruxsan (beautiful).

Somali adjectives often occur with a short form of the verb to be suffixed to them. For example, yar (small) becomes yaraa (he was small). As a result, Somali speakers of English tend to add "aa" to adjectives. Thus, instead of saying "small", they might say something that sounds like "small-ah". This may cause confusion, particularly among British speakers of English, who may think the speaker is saying "smaller".

https://sites.google.com/pdx.edu/multicsd/home?auth user=0

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Language Difference: Somali

- Addition of "aa" to English words

- "At-aa the grocery store, I bought bananas-a and-a I use-a them for my smoothie."
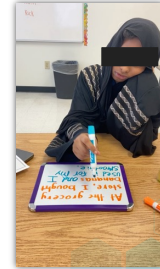
86

Language Differences: Spanish

Colombian Spanish

Morphology/Syntax

The following information is from Swan, M. & Smith, B. (2001).

Word Order
- Spanish word order is generally subject-verb-object, as is English. However, Spanish allows for more flexibility in word order. When speaking English, Spanish-speakers may use a freer Spanish-like word order that does not sound correct in English.
- Adjectives and nouns typically come after head nouns, which is the opposite of English. For example, a Spanish speaker may say "ball blue" instead of "blue ball".
- Spanish indirect objects usually come right after the verb, so a Spanish speaker may say "He gave to Mary the book."

Questions
- Word order is freer when forming questions and auxiliary verbs are not used in Spanish for questions, such as in "do/does/did" in English.
- Spanish speakers may tag "no" to the end of a question (e.g., "You're going to the game, no?")

Negatives
- Spanish speakers may use "no" in place of "not" when speaking English.
- Spanish speakers tend to use double negatives when speaking English (e.g., "I never get nothing.")

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Language Differences: Russian
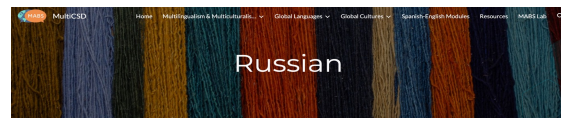
Russian

Russian is an Indo-European, Eastern Slavic language. Other languages that fit this category are Byelorussian and Ukrainian. The three major dialects include: Northern (St. Petersburg), Central (Moscow) and Southern.

Webber & Webber (2002) stated that Russian was the seventh most common language in the world proceeded by Chinese (Mandarin), Spanish, English, Bengali, Hindi and Portuguese.

Russian language compared to English

The following list describes some of the differences between Russian and English:
- Russian does not have articles. Therefore, the concept of using words like a, an, and the is new to many Russian speakers learning English, and these words may be used incorrectly or omitted. For example, a native Russian speaker may say "I had the nice day" or "I had nice day" instead of "I had a nice day."
- Russian has three genders for nouns, and native Russian speakers may therefore use pronouns when referring to objects (e.g., "I wa... but I left her

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EVALUATION OF PRESCHOOL AND NON-SPEAKING BILINGUAL STUDENTS

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Dynamic Assessment for PS and Non-Speaking Students

- Parent interview
- Classroom or home observation
- Dynamic assessment
- Play-based assessment
- Standardized assessment subtests
- Introduce AAC
- Consider cultural and dialectal differences
- Parent can modify prompts
- Test – Teach – Retest

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Pre-SLAM (Preschool Language Assessment Measures)

Making Meaningful Predictions	Similarity of Function

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Pre-SLAM
Making Meaningful Predictions

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Pre-SLAM
Similarity of Function

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Dynamic Assessment for PS and Non-Speaking Students

Play-based assessment
- Consider culturally sensitive toys and materials
- Use toys that are cause and effect – elicit request for continuation
- Think about different types of play

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Dynamic Assessment for PS and Non-Speaking Students

Standardized Assessment for Expressive and Receptive Language

- Choose 2-3 subtests that will give you more information
- Best if presented in both L1 and L2
- Interpreters CAN translate prompts
- Calculate, but do NOT report standard scores
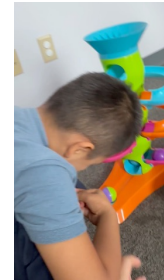- May report scores if using C-LIM for bilingual students
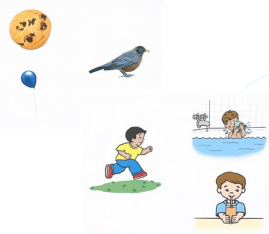
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Dynamic Assessment for PS and Non-Speaking Students

- Test – Teach – Retest

  o Can be used for EI and non-speaking students using native language with parent/interpreter assistance

  o Great for getting an idea of receptive language, joint-attention, imitation of actions, etc.

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¡¡DESCANSO!!

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EVALUATION OF SPEECH SOUND SKILLS

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The Big DON'Ts in Articulation Assessment

DO NOT

- …administer a bilingual articulation assessment if you are not fluent in that language
- …report standard scores if you administer an English articulation assessment to a non-native English speaker
- …set IEP goals for English-sounds, unless:
  - the student dominates English and is English-language proficient
  - it's important for the student and parents to improve articulation of English sounds
  - the student has received English instruction for 5+ years (typically middle and high school students)

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Assessing Articulation in Bilingual Students by English-Speaking SLP's

The Process

- Parent interview
- Print the phonemic inventory for the student's language
  - Google or ASHA
- Circle the sounds that are **SHARED** between the student's language and the English language
- Administer standardized assessments in a dynamic way
- Calculate but do NOT report standard scores
- Do not count English-only sounds against the student

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ENGLISH PHONEMIC INVENTORY[1]

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d				k g			
Nasal	m			n				ŋ			
Trill											
Tap or Flap											
Fricative		f v	θ ð	s z	ʃ ʒ						h
Affricate					tʃ dʒ						
Glides	w						j				
Liquid				l			ɹ				

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SPANISH PHONEMIC INVENTORY[1]

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d				k g			
Nasal	m			n			ɲ				
Trill				r							
Tap or Flap				ɾ							
Fricative		f		s				x			
Affricate					tʃ						
Glides (Approximant)	w						j				
Liquid (Lateral Approximant)				l							

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9/26/25

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CAAP-2 (English) for bilingual English/Spanish student

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GFTA-3 (English) for bilingual English/Spanish student

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Calculating Scores

- Count the sounds that do **NOT** exist in the patient's native language as **CORRECT**
- If the student made an error in a shared sound, mark as **incorrect**
- Obtain a standard score for your reference only, without counting English-only sounds
- Analyze patterns based on shared sounds only

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Slide 109

MultiCSD – NOT ALL SPANISH IS THE SAME!

Latin American Spanish ("Standard")

Allophonic Variations
- The voiced stops /b, d, g/ often become voiced spirants [ß, ð, ɣ] between vowels

Comparing Spanish and English
- Sounds in Spanish that do Not occur in English [ɾ] [ß] [x] [θ] [ʝ] [ɲ]
- Sounds in English that do Not occur in Spanish [v]* [ð]* [ʃ] [h]* these consonants occur in some dialects
- The consonant clusters that can occur in Spanish are: /pl, pɾ bl, bɾ, tɾ, kl, gl, gɾ, fl, fɾ/
- There are only five consonants that can occur at the end of a word /l, ɾ, d, n, s/

Vowels
Spanish, with only five vowels, has a simpler vowel system than English. They are: [i, e, u, o, a].

Syllable Structure
Spanish has few one syllable word, so SLPs may working with Spanish speaking clients need to work on multi-syllabic words with clients at an earlier age.

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Slide 110

Phonemic Differences: Spanish

Puerto Rican Spanish

Phonetics and Phonology:

In Puerto Rican Spanish it is common that the endings -ado, -ido, -edo often drop intervocalic /d/
- hablado > hablao
- vendido > vendío
- dedo > deo

The /r/ in syllable-final position is often replaced with /l/
- dolor > dolol
- amor > amol
- carne > calne
- perdón > peldón

Puerto Ricans from outside of San Juan commonly articulate "rr" with a /ʀ/
- arroz >ajoz
- carro>cajo
- perro>pejo

The aspiration of the /s/ at the end of a syllable
- escuela > ehcuela
- los dos > loh(doh)
- buscar > buhcá(l)

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Mexican Spanish vs. Puerto Rican Spanish

Jaime Camil – Mexico City, Mexico

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Mexican Spanish vs. Puerto Rican Spanish

Benito "Bad Bunny" Martinez– Almirante Sur, Puerto Rico

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Mexican Spanish vs. Puerto Rican Spanish

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Some considerations…

- There are only 5 Spanish phonemes that exist in the final position:
  - /s/ – mas, pez, arcoiris
  - /l/ – sol, mal
  - /n/ – ten, pon
  - /ɾ/ – mar, ser, ir
  - /ð/ – ciudad, huesped
- The Spanish phonemic inventory provided by ASHA is missing the following consonants:
  - /ɣ/ – "jugo"
  - /ð/ – "dedo"

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Culturally Insensitive Articulation Goals for Spanish-Speaking Students

- Producing any phonemes that do not exist in the student's native language
  - [v] [θ] [ʔ] [h]
- Producing final consonants that do not exist in Spanish
- Producing voiceless /b/
  - /vaca/ vs /baca/
- Producing s-blends in **initial position**
- Producing /z/

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Shared and Non-Shared Sounds in English and Spanish

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Shared and Non-Shared Sounds in English and Spanish

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Shared and Non-Shared Sounds in English and Spanish

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Shared and Non-Shared Sounds in English and Spanish

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TREATMENT APPROACHES FOR BILINGUAL AND BICULTURAL STUDENTS

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Effective Service Delivery for Preschool English Language Learners

- Show interest in the student's home language
- Pronounce the student's name the right way
  - It's /ɑnhɛl/ not "Angel;" /ɛrik/ not "Eric"
- Use some words in the student's native language, especially if working with late talkers or articulation students
- Make it **FUN**!

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Effective Service Delivery for Preschool: Spanish Lesson

Download WordReference app on your smart phone
- Duck – Pato
- Dog – Perro
- Cat – Gato
- Horse – Caballo
- Bird – Pajarito
- Rooster - Gallo

Animal Sounds – Same but different
- Pato – /kwa–kwa/
- Perro – /wau–wau/
- Gato – miau
- Caballo – (Tongue click)
- Pajarito – /pio–pio/
- Gallo – /kikiɾikiiiii/

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Effective Service Delivery for Preschool: Spanish Lesson

Speech Therapy Session with Spanish Words and Animal Sounds

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Effective Service Delivery for Preschool: Spanish Lesson

- Go – "ya"
- More – "mas"
- Stop – "alto, ya"
- All done – "ya," "ya acabe"
- Please – "por favor"
- Open – "abre"
- Eat – "come" /kɔmə/
- Bye – "adios" (bye)

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Effective Service Delivery for Preschool: Spanish Lesson

Things to keep in mind when using two languages in therapy
- Always use the easiest word to produce
  - "up" vs "arriba"
  - "please" vs. "por favor"
  - "apple" vs. "manzana"

- Some words that are easier in Spanish
  - "dame" vs. "give me"
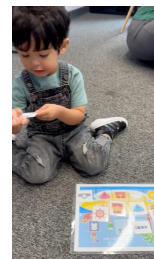 - "toca" vs. "touch"
  - "avión" vs. "airplane"

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Effective Service Delivery for Preschool

Things to keep in mind when using two languages in therapy
- Create a comfortable, safe environment where it's ok to be silly and make errors
- Use visuals whenever possible
- Use music
  - Super Simple Songs Español

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Effective Service Delivery for Preschool

Things to keep in mind when using two languages in therapy
- Involve parents to promote carryover!
- Discuss target words from the session
  - Today we worked on the word, "open" (English) and "abre" (Spanish)
  - Teach the sign/gesture
  - Use of target words at home

- Communication through notes home or messages (email, text, Class Dojo) – Google translate!

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Effective Service Delivery for Bilingual Students: AAC

Things to keep in mind when using two languages in therapy

- Total Communication
  - Pointing and gestures
  - AAC – low tech or high tech
 - Sign language

- Cultural considerations with AAC

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Effective Service Delivery for Bilingual Students: AAC

High-tech AAC software available in English and Spanish (and other languages):
- PRC-Saltillo:
  - TouchChat, LAMP Words For Life Spanish/English, UNIDAD
- Tobii Dynavox:
  - TD Snap (Core First and Motor Plan)
- Proloquo2go Spanish
- Cough Drop
- Grid

pelota carro
burbujas muñeca
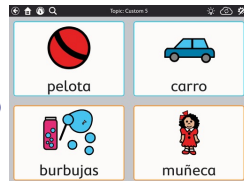
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Effective Service Delivery for School-Age Bilingual Students

- Consider cultural background and SES when planning activities

- Read bilingual books

- Create a comfortable environment by allowing the students to use their primary language in therapy to teach others

- Use **sheltered** English for students with limited English language proficiency

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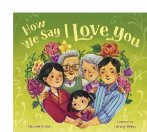
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Sheltered English

Subject-matter instruction in English that is comprehensible to limited English speakers through:

- Visuals
- Demonstrations
- Student experiences
- Repetition

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Effective Service Delivery for School-Age Bilingual Students

GREEN Is a CHILE PEPPER

THE PROUDEST BLUE

How We Say I Love You

Use sheltered English for students with limited English language proficiency

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Effective Service Delivery for School-Age Bilingual Students

Use bilingual/bicultural activities whenever possible
- Books
- Wordless videos (e.g. Dante)
- Teachers Pay Teachers
- Use of both languages during activities – especially articulation!

Bilingual Speechie Bilingual Flashcards

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Effective Service Delivery for Bilingual Students: Expressive Language

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Effective Service Delivery for Bilingual Students

What do researchers and bilingual therapists suggest?

- Children taught in both languages had significantly higher scores in both English and Spanish than children taught in English only (Mendes, Crais, Castro, and Kainz, 2015)

- School support for the development of English and the home language is important for the social and emotional well-being of students which will likely increase the opportunity for students to achieve academic and vocational goals (Pieretti & Roseberry-McKibbin, 2016).

- Bilingual language approaches to therapy are often necessary to teach students effectively and result in improved communication skills in both the first language and English (Genesee, 2016).

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Effective Service Delivery for School-Age Bilingual Students

What to do if bilingual intervention and bilingual support is not available in your school district

- Monthly meetings with ELL teacher or bilingual teacher in the district

- Purchase bilingual activities

- Use "sheltered English" as much as possible, especially with young students or students who recently moved to the U.S.

- Communicate with parents; send homework and letters in the family's native language (Google translate)

- Recommend enrichment opportunities and outside private services

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Bilingual SLPs to the Rescue! ASHA Member Directory

Member Directory

< - Back to Search Options
Showing 1 to 86 of 86+

DA	Deepa Agrawal Bajaj	Loveland, OH United States	Send Message	Add as Contact
	Nahar Albudoor	Columbus, OH United States	Send Message	Add as Contact
JA	Jissel Anaya	Columbus, OH United States	Send Message	Add as Contact
PB	Paige Biglin	Columbus, OH United States	Send Message	Add as Contact

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PUTTING IT ALL INTO PRACTICE!

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Things You Won't Find in a Textbook

- Consider holidays celebrated in the culture
  - E.g., Halloween, Christmas
- Consider exposure to different toys and play partners
- Ask students about their foods, their clothes, traditions, holidays
  - You don't have to know everything
- Establish trust, communication and patience, especially before discussing difficult topics
- Be curious about student's culture, especially with older students
- Ask student how to pronounce their name

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Putting it all into Practice: ETR and IEP Meetings

- Educate yourself on the family's culture
  - MultiCSD
  - ChatGPT
- Communicate that you are there to help
- The parent is part of the team
- Discuss, ask for their opinion; don't talk at them
- Explain what an ETR/IEP is
- Summarize their rights

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Putting it all into Practice: Evaluations

- Ask student about their interests
  - Foods
  - Traditions
  - Religion
- Ask them what they like and dislike about:
  - School
  - Peers
  - America
- Explain to them why they are there
- Convey that you are there to help them

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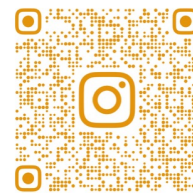### Putting it all into Practice: In the Classroom/In Therapy

- Encourage them to use their language
- Encourage them to teach YOU
- Present topics and materials familiar to them
- Use bilingual books
- Ask them about their personal goals
- Make mistakes on purpose

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¡FIN!

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@CASASPEECH

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casa speech

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