# Chapter 3: Evaluation

## Table of Contents

- **Introduction** [p. 1]
- **Articles and Books with Resources on Early Childhood Special Education Evaluation** [p. 1]
- **Web Resources on Early Childhood Special Education Evaluation** [p. 3]
- **Legal Requirements According to IDEA and MDE Regarding ELL Evaluations** [p. 5]
- **Home Language Interview/Ethnographic Interview** [p. 7]
- **Finding and Working with Interpreters** [p. 10]
- **Screening of CLD Children in Early Childhood** [p. 18]
  - Child Find Practices [p. 19]
  - Referral to Early Childhood Special Education [p. 20]
  - Re-screening Referrals [p. 23]
  - Early Childhood Screening Tools [p. 24]
  - Adapting Screening Tools [p. 27]
- **Evaluation of CLD Children in Early Childhood Special Education** [p. 28]
  - Important Factors in Evaluating CLD Children [p. 29]
  - ECSE Evaluation Planning [p. 30]
  - Transitioning From Part C to Part B [p. 32]
  - Evaluation for Developmental Delay [p. 32]
    - Standardized Evaluation Tools Available in Spanish [p. 36]
  - Motor Evaluation [p. 36]
  - Cognitive Evaluation [p. 37]
  - Social-Emotional-Behavior Evaluation [p. 40]
  - Autism Evaluation [p. 42]
- **Communication Evaluation** [p. 45]
  - Language Evaluation for Special Education [p. 47]
    - Dynamic Assessment [p. 48]
    - Language Sampling [p. 49]
    - Lists of Language Tests in Various Languages [p. 49]
    - Formal and Informal Language Tools for Speakers of Any Language [p. 50]
    - Information on Languages of the World [p. 51]
    - Hmong Language Evaluation Tools [p. 52]
    - Somali Language Tools [p. 54]
    - Spanish Language Tools [p. 54]
    - Articles, Books and Websites with Information on Language Evaluation [p. 53]
  - Articulation Evaluation in CLD Children [p. 62]
    - Procedures for Evaluating Articulation in a Language Other than English [p. 63]
    - Creating Your Own Articulation Screener [p. 64]
    - Resources on Phonology in Other Languages [p. 64]
    - Informal Articulation Screening Measures for Other Languages [p. 65]
    - Online Spanish Phonology Resources [p. 69]
    - Commercially Available Spanish Articulation Tests [p. 71]
    - Additional Resources Related to Articulation in CLD Children [p. 72]
Chapter 3
Evaluation

Introduction to Section

Evaluation of young children who speak a language other than English is challenging for speech-language pathologists and early childhood special education teams who do not speak the family’s language. The articles, books, and links in this section, as well as those in the first chapter, highlight the importance of the following steps that are needed in preparing for an evaluation:

- Understanding second language acquisition and bilingualism in order to determine whether there is a language disorder or a difference due to learning English as a second language.
- Completing a thorough home language/ethnographic interview with parents to determine which language(s) the child hears and uses in different situations.
- Learning about the culture and language of the child and family so that you have a context in which to interpret the child’s performance and make non-biased judgments about the child’s skills.
- Understanding the specific legal requirements that apply to evaluation of culturally and linguistically diverse children.
- Asking the parent to compare the child being referred with other children in the family and/or peers from the same culture. If the parents see differences and are concerned, the need for an assessment is strongly indicated.
- Training and using an interpreter to help you talk with the parents, work with the child, and learn about the culture of the student and the language you are evaluating.
- Evaluating the child’s skills using tasks that are age appropriate and culturally relevant. If items from standardized tests are given, scores should not be reported since the test is not being given in the standardized manner. If a test was given with an interpreter or the child is not representative of the standardization group, the standardization is invalid.

Consult the following recommended articles, books and Websites for further information about general birth-to-five screening and evaluation guidelines for culturally and linguistically diverse children.

Articles and Books with Resources on Early Childhood Special Education Evaluation
**Assessment and Intervention for Communication Disorders in Culturally and Linguistic Diverse Populations**

This text provides specific information on the major cultural and linguistic groups a speech-language pathologist may encounter, as well as best practices when assessing and working with a student or adult from a culture that is not shared by the service provider. As speech-language pathologists serve more clients from culturally and linguistically diverse backgrounds, there is a growing need for strategies to provide successful and appropriate assessment and treatment. This resource helps practitioners determine the most effective and appropriate ways to provide services to all clients.


**The Bilingual Special Education Interface (4th Edition)**

This book describes the major needs of bilingual children who have disabilities and balances practical information with strong research. Chapters highlight the connections between the common knowledge base and programs and methodologies of special education and those of bilingual education. Other topics include: the legal background supporting bilingual special education; bilingual language development and second language acquisition; issues, considerations, procedures and techniques related to assessment; development of individualized educational programs, curriculum, methods and materials; family involvement; and issues in policy development and implementation. This book is an excellent resource for teachers, social workers, psychologists and speech-language pathologists. It covers evaluation in all areas of development and looks at standardized tests, criterion-referenced measures, work sampling and how to use observations as ways of determining a diagnosis. There is discussion of developing the IEP and a thorough review of federal law.


**Developmental Delay or Cultural Difference? Developing Effective Child Find Practices for Young Children from Culturally and Linguistically Diverse Families.**

This article considers the extent to which Child Find procedures, discussed in the literature, are responsive to families from culturally and linguistically diverse backgrounds. Discussion of the legal basis for Child Find activities targeting these young children and challenges in early identification of children from diverse backgrounds is followed by seven suggested guidelines and possible resources for developing culturally sensitive Child Find programs.
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Linguistically Culturally Diverse II: American Indian and Spanish Speaking
The Wisconsin Department of Public Instruction produced this manual to provide information on linguistic and cultural differences of American Indian and Spanish-speaking students. The manual provides information on developing guidelines for assessment procedures used with American Indian and Spanish-speaking students who are experiencing academic and communication difficulties in the educational environment. Although this guide is specific to American Indian and Spanish-speaking students, educators in both regular and special education will find the information useful in their work with students from other bilingual and cultural groups.

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&%26ERICExtSearch_SearchValue_0=ED482754&ERICExtSearch_SearchType_0=no&accno=ED482754

Web Resources on Early Childhood Special Education Evaluation

Bilingual Therapies Website
This Website provides a variety of clinical resources for speech-language pathologists working with Spanish-speaking children and families. Lists of informative Websites, electronic educational forms translated into Spanish, and speech-language articles and materials are all available without charge. Two monthly columns, Hortencia Kayser’s “From the Hart” and Henriette Langdon’s “¿Qué Tal?” are archived here as well. A series of 10-minute webinars cover evaluation of phonology in bilinguals, intervention with phonologically disordered bilingual children and autism in bilingual populations.


ELL Companion to Reducing Bias in Special Education Evaluation - Minnesota Department of Education Temporarily unavailable on the MDE Website
This online resource provides guidelines for reducing bias in special education evaluation for English Language Learners (ELL). The manual was developed as a companion to the existing guidelines, Reducing Bias in Special Education Assessment for American Indian and African American Students, and can be found on the Minnesota Department of Education (MDE) Website. Topics covered in the manual include legal requirements for evaluation; diversity among English Language Learners; language acquisition; how to work with cultural liaisons, interpreters and/or translators; collecting and using background
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information; assessment tools; eligibility; and mental health issues affecting immigrants and refugees.
Minnesota Department of Education. (2003). *ELL companion to reducing bias in special education evaluation*

Contact Elizabeth Watkins, Special Education Policy Section to request a copy. Phone: 651-582-8678. Email: Elizabeth.Watkins@state.mn.us

Or access the ELL Companion as a PDF file at:
http://www.asec.net/Archives/Manuals/ELL%20companion%20Manual%20020212%5B1%5D.pdf

**Language Ability Assessment of Spanish-English Bilinguals: Future Directions**
This short online article summarizes research on bilingual language development and describes the limitations of current approaches to testing the language skills of culturally and linguistically diverse populations such as translating tests and comparing monolinguals with bilinguals. It provides suggestions for developing new tests that are designed for and normed on bilingual children.

http://PAREonline.net/getvn.asp?v=8&n=4

**PACER**
This Parent Advocacy organization has produced many materials in *Spanish*, *Hmong* and *Somali* to help parents understand their rights in special education, how the evaluation process works, how to prepare for an IEP meeting, emotional/behavioral disorders, mental health services, and assistive technology, to name just a few topics. Find "Translated Materials" in the Publications section.

www.pacer.org

**Reducing Bias in Special Education Assessments Manual - Minnesota Department of Education**
*American Indian* and *African American* students are disproportionately represented in special education programs in Minnesota. This manual provides data and analysis of the causes of disproportional representation, its positive and negative impacts, and legal requirements of school districts for reducing bias in assessment practices.


http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=040052&RevisionSelectionMethod=latestReleased&Rendition=primary

Or go to:
Screening and Assessment of Young English-Language Learners

In 2003, the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in state Departments of Education published the joint position statement, “Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8.” The position statement explains what effective assessment looks like for all young children. One of the indicators of a good assessment is that it is linguistically and culturally responsive for all children, including those whose first language is not English. The purpose of this supplement to the original position statement is to: (1) explain and expand on the meaning of “linguistically and culturally responsive”; (2) discuss issues specifically related to the screening and assessment of young English-language learners; and, (3) make recommendations to increase the probability that all young English-language learners will benefit from appropriate, effective assessments of their learning and development. This document, as well as a two-page summary, can be downloaded from the NAEYC Website at www.naeyc.org. Both documents also are available in Spanish.

Legal Requirements According to IDEA and MDE Regarding ELL Evaluations

Federal and Minnesota state laws require that:

1. Special education testing must be done in the child’s primary language or languages, or in the case of a young child, the language normally used by the parents of the child.
2. No single procedure can be used to determine eligibility.
3. Testing materials and procedures should be used that are not racially or culturally discriminatory.
4. Communication to the parents and due process forms must be provided to them in the parents’ language. This must be documented.

Implementing legal guidelines and due process requirements for evaluations of children who speak languages other than English involves being aware of cultural and linguistic differences and making accommodations so as to ensure unbiased testing and eligibility determination. When striving to limit bias in evaluation, traditional evaluation methods need to be modified and additional information must be gathered. It is not necessary to override state eligibility
when using alternative evaluation methods for culturally and linguistically diverse children.

**The Minnesota Department of Education (MDE) Memo** NEW dated March 9, 2011 (See Appendix 3A)

This memo outlines how to evaluate and determine eligibility for ELL students. An override is not necessary as long as all components of the eligibility criteria are addressed. The evaluation team should gather additional evaluation data and document all types of data that were used to determine eligibility. A statement should be made as to why standard procedures are not considered to be valid and needed to be modified for the student. A statement should also be made as to which data had the greatest relative importance to the eligibility decision.

A statement such as the following can be included in the evaluation report (ER) to explain how and why standard testing procedures were modified:

“The standards and procedures (standardized, norm-referenced scores) used with the majority of children were not used with this child, as the instruments were not normed on bilingual children who speak languages other than English. Such norm-referenced scores are not considered valid for this child. The objective data used to conclude that this child has a disability and is in need of specialized instruction included: (MODIFY AS APPROPRIATE) parent comments, Head Start teacher comments, developmental data, observation of the child in the home/school setting, the child’s responses to items from standardized instruments used with young children, and comparison of his/her skill development with that of siblings (or peers from the same culture).”

**A List of the federal and Minnesota laws** pertaining to special education evaluations of CLD children can be found on the MDE Website ELL Companion, (temporarily unavailable on the MDE Website) Chapter 2:

Minnesota Department of Education. (2003). *ELL companion to reducing bias in special education evaluation*.  

Contact Elizabeth Watkins, Special Education Policy Section to request a copy. Phone: 651-582-8678. Email: Elizabeth.Watkins@state.mn.us

**Or access the ELL Companion as a PDF file at:**
http://www.asec.net/Archives/Manuals/ELL%20companion%20Manual%202012%205B1%5D.pdf

**Minnesota due process forms in other languages** (Arabic, Bosnian, Khmer, Hmong, Lao, Russian, Somali, Spanish, Vietnamese) such as: Parental Rights and Procedural Safeguards for Parts B
and C, Notice of Team Meeting, Evaluation Summary Report, Individual Education Plan, and others are available at:
http://education.state.mn.us/MDE/SchSup/SpecEdComp/ComplMonitor/ProcSafe/

**Minnesota Rules for speech or language impairments** 3525:1343 can be found at:
https://www.revisor.mn.gov/rules/?id=3525.1343

In reference to communication evaluations of culturally and linguistically diverse students, it should be noted that the Minnesota criteria for Language Disorder, Subpart 4, Part B, #4 states that speech-language pathologists do not need to show scores of -2.0 standard deviations on two standardized language tests if those tests are not deemed technically adequate for the student being tested. The criteria specifically states that alternative measures can be used, including: "additional language samples, criterion-referenced instruments, observations in natural environment, and parent reports."

**Minnesota Rules for Early Childhood: Special Education** 3525:1350 for Birth to Age Three can be found at:
https://www.revisor.mn.gov/rules/?id=3525.1350

**Minnesota Rules for Early Childhood: Special Education** 3525.1351 for ages 3 to 6 can be found at:
https://www.revisor.mn.gov/rules/?id=3525.1351

MDE Contact: ELL and Minority Issues Specialist regarding legal questions:
Elizabeth Watkins, 651-582-8678, elizabeth.watkins@state.mn.us

MDE Contact Specialists in Early Childhood:
Lisa Backer, ECSE Supervisor: 651-582-8473, email: lisa.backer@state.mn.us
Kara Hall, Part C Coordinator: 651-582-8495, email: kara.hall@state.mn.us
Michelle Dockter, State Specialist, 651-582-8347, michelle.dockter@state.mn.us
Shivani Pandit, State Specialist: 651-582-8266, email: shivani.pandit@state.mn.us

**Home Language Interview/Ethnographic Interview**

In planning for the evaluation of a culturally/linguistically diverse child, one of the first things that needs to be accomplished is to determine what languages the child is exposed to and what languages the child speaks. There are many parent interview forms available to help staff learn about the language environment of the child. Some are listed below. Others are available in the resources described in Chapter 1.
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An ethnographic interview style is appropriate to use with CLD families since it allows Early Childhood Special Education (ECSE) staff to get to know the family, the child and the family's child-rearing practices through open-ended questions that focus on the whole family rather than just on the child. The goal of this process is to understand the family's perspective and needs in order to provide family-centered early intervention.

Examples of Home Language/Ethnographic Interview Forms

The following forms can be used to gather information about the languages that the child hears and uses.

ELL Student and Family Background Information adapted for use in Early Childhood from the MDE ELL Companion Web manual  (See Appendix 3B.)

Parent Interview for Communication Evaluation of Students who are CLD - adapted from Minneapolis Public Schools Special Education Department  (See Appendix 3C.)

Questionnaire for the Family - Home language and developmental history interview in English (Durán, 2008)  (See Appendix 3D.)

Cuestionario Para La Familia - Home language interview in Spanish (Durán, 2008)  (See Appendix 3E.)

Minnesota Department of Education Home Language Questionnaire - available in English and other languages. Minnesota requires that every child in the district—regardless of native language— (including native English speakers) have a home language questionnaire on file. The questionnaire is the first step in determining a student's ELL status. It need only be collected once during a child’s time in the district. The designation of home language stays the same throughout the child's school career. The HOME PRIMARY LANGUAGE is the language first spoken by students when they begin speaking, the language spoken most of the time, or the language usually spoken in the home.

English:  [Link](http://education.state.mn.us/MDE/JustParent/EngLearn/)

For the questionnaire in languages other than English, please contact:  mde.el@state.mn.us

Health History Interview

Part of the information gathering process for both Early Childhood Screening and Early Childhood Special Education evaluation is to obtain health history and developmental history information. View samples of Health History forms below:
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Early Childhood Health Information: English  (See Appendix 3F)

Early Childhood Health Information: Spanish  (See Appendix 3G)

Early Childhood Screening Health History
Health and Developmental History Form (3-5 years) that meets Early Childhood Screening, Head Start, and Child & Teen Checkups/EPSDT requirements in English, Hmong, Somali, Russian, Spanish, and Vietnamese.  
http://education.state.mn.us/MDE/StuSuc/EarlyLearn/EarlyChildScreen/

Articles, Books and Websites with Information on Ethnographic Interviewing

Asking the Right Questions in the Right Ways: Strategies for Ethnographic Interviewing
This five-page article provides suggestions for interviewing parents in an open-ended manner in order to reduce bias and to allow parents to share with you their experiences with their child.


Discovering Family Concerns, Priorities, and Resources: Sensitive Family Information Gathering
This article provides an overview of the family information gathering process in early intervention and the effect of cultural and linguistic diversity on this process. Practical strategies that early intervention providers can use in interviews, surveys, and observations are discussed, as well as implications for personnel preparation.


Gathering a case history – Ethnographic interviewing  NEW
Tips are outlined for using open-ended questions, summarizing what you hear, and avoiding the question “Why?” in interviews. Key points to cover in gathering a home language history are listed.  
http://www.asha.org/practice/multicultural/issues/casehx.htm
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**Home Language Interview** NEW from BELA: Bilingual Early Language Assessment. Home Language and Literacy Interview in English, Spanish, Portuguese, Haitian Creole, Arabic, Bangla, or Chinese. The interview elicits basic demographic and language use information from the families of the children you are assessing. [http://www.cpsd.us/bela/belamaterials.htm](http://www.cpsd.us/bela/belamaterials.htm)

**Interviewing Bilingual Parents - From the Hart**
This issue of Hortencia Kayser's monthly newsletter discusses the importance of discovering how much exposure a bilingual child has had in each of his/her languages and in what context the languages are heard and used. She gives specific examples of case history questions that one could ask of parents to get this information. This and other Hortencia Kayser newsletters can be found on the Bilingual Therapies Website:


**The Perils and Value of the Home Language Survey** NEW
This article by Ellen Kester and Scott Prath, discusses the various uses of the Home Language Survey and the need to test children in each language that he/she speaks in order to get a comprehensive picture of the child’s communication skills across languages.

[https://bilinguistics.box.com/s/kca4zxtfxxbuo6s2zf2t](https://bilinguistics.box.com/s/kca4zxtfxxbuo6s2zf2t)

**Toward a Thick Description of Families - Using Ethnography to Overcome the Obstacles to Providing Family-Centered Early Intervention Services**
This article describes the use of ethnographic interviewing to develop a description of the whole family from the family's perspective through observations and open-ended questions, such as, "Tell me about your child" or "Tell me about your child's experience in the hospital." It is based on family-systems theories and ecological theories of child development. It is necessary to explore with families their understanding of 'disability'. Speech-language pathologists who are members of the American Speech-Language-Hearing Association (ASHA) are able to access the entire article online.

Hammer, C.S. (1998). Toward a thick description of families. *American Journal of Speech Language Pathology, 7*, 5-22. [http://ajslp.highwire.org/cgi/content/citation/7/1/5](http://ajslp.highwire.org/cgi/content/citation/7/1/5)

**Finding and Working with Interpreters**
Collaboration between service providers and families forms the basis upon which all early childhood services are given. Therefore, interpreters and translators play a critical role in the special education process when educators are faced with serving linguistically diverse children and families. The following resources are directly applicable to this topic.

**Collaborating with Interpreters and Translators: A Guide for Professionals in the Communication Disorders Field**
This book addresses federal guidelines and best practices for working with interpreters and translators in a variety of settings. It gives options for overcoming typical challenges in this area and also provides a variety of sample forms to use in implementing work with interpreters and translators. The authors provide standards for planning collaborations with interpreters and translators and gives useful suggestions for making appropriate assessment decisions. This resource is useful when training interpreters, translators, speech-language pathologists, and audiologists to work together to serve the growing population of people whose primary language is not English.


**Interpreters and Translators in Communication Disorders: A Practitioner's Handbook**
This companion book, also by Henriette Langdon, provides an interpreter training program to assist speech-language pathologists in training interpreters to work in special education. This is a useful resource to share with your interpreters. It is a quick reference that covers all of the essentials during training. This guide assists the professional and the interpreter in operating within a common framework.


**It's a Three-Way Conversation – Families, Service Providers and Interpreters**
This article reviews literature on the use of interpreters and offers recommendations that will promote effective communication among family members, service providers and interpreters who speak the family's language but have not been trained formally as interpreters or special educators. The complexity of the interpretation process is discussed.


**A Three-Way Conversation - Effective Use of Cultural Mediators, Interpreters and Translators**
This booklet and videotape discuss how cultural mediators, interpreters and translators can be effectively utilized as key special education team members,
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integral to the process of working with families from culturally and linguistically diverse backgrounds. The intended user audience includes service delivery personnel and professionals who are working with children with disabilities and their families. It would be appropriate for early childhood educators, service providers and early interventionists.

http://ecap-webserver.crc.uiuc.edu/cgi-bin/clas/viewitem.asp?rp=2&cl=2666

Minnesota Department of Education Resources for Special Education Staff

1. ELL Companion - Chapter 5: Cultural Liaisons, Interpreters and Translators in the Special Education Process - MDE has gathered many resources on training and using interpreters in special education. Definitions and job descriptions are provided for cultural liaisons, interpreters and translators. In addition, sample codes of ethics and a list of Ten Core Competencies for interpreters are included. Temporarily unavailable at the MDE Website.

Contact Elizabeth Watkins, Special Education Policy Section to request a copy. Phone: 651-582-8678. Email: Elizabeth.Watkins@state.mn.us

Or access the ELL Companion as a PDF file at:
http://www.asec.net/Archives/Manuals/ELL%20companion%20Manual%202012%5B1%5D.pdf

2. MDE Interpreter Database - lists names of interpreters, contact information, languages spoken and the areas within Minnesota to which the interpreter is willing to travel. School districts can contact these interpreters and make their own arrangements for hiring these individuals. New interpreters who wish to be included in the database should contact the Minnesota Department of Education.
http://education.state.mn.us/InterpreterDB/

3. Let's Talk - Holding IEP Meetings with ELL Families and Interpreters - a reproducible informational brochure that contains basic information on how to work with interpreters effectively in IEP meetings including Briefing, Interacting and Debriefing. This can be distributed to IEP team members before or during meetings held with an interpreter.
http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=041783&RevisionSelectionMethod=latestReleased&Rendition=primary

4. Working with Interpreters - a brief three page description of interpreter/translator duties as well as how to hire and pay them.
   General Principles for Working with Interpreters - this one page handout summarizes best practice in working with interpreters. Both of these documents are temporarily unavailable at the Minnesota Department of Education’s Website.
**Registry of Interpreters for the Deaf**: Code of Professional Conduct

The Registry of Interpreters for the Deaf (RID), along with the National Association of the Deaf (NAD), co-authored the ethical code of conduct for interpreters for the deaf.  
http://www.rid.org/ethics/code/index.cfm
http://www.rid.org/UserFiles/File/NAD_RID_ETHICS.pdf

**Resources for Interpreters**

1. Special Education Glossary of Terms - *Hmong and Somali* - for use by special education interpreters. This dictionary is arranged in categories according to topics (ER reports, IEP's, Due Process forms, etc.) The words are in English alphabetic order. They are available to download and print from the Minnesota Department of Education’s Website.

   **English/Somali special Education Glossary**
   http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005591&RevisionSelectionMethod=latestReleased&Rendition=primary

   **English/Hmong Dictionary of Special Education**
   http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005565&RevisionSelectionMethod=latestReleased&Rendition=primary

2. English-Spanish Special Education Glossary/Glosario Ingles-Español de Educación Especial - a collection of English terms used in special education services that are translated into Spanish. It was designed by OSEP (U.S. Office of Special Education Programs) to assist translators and interpreters in the difficult task of conveying accurate information in Spanish to parents of children with special needs.

   **Bilingual Glossary Spanish-English educational terms**
   from Head Start's Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)
   http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/glossary

3. Training for Interpreters Working in Special Education - There is no degree program for training interpreters for special education in the state of Minnesota. However, the Minnesota Department of Education has regular training sessions that are run by Elizabeth Watkins, the ELL and Minority Issues Specialist. She can be reached at:
   Elizabeth Watkins, 651-582-8678, elizabeth.watkins@state.mn.us

4. International Institute of Minnesota - Interpreter Ethics and Skills Training - The International Institute occasionally offers training on the role of the interpreter, the Interpreter’s Code of Ethics and suggestions for conducting
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interpreted encounters.
The International Institute of Minnesota,
1694 Como Avenue, Saint Paul, Minnesota
(651) 647-0191  http://www.iimn.org

5. Interpreter Code of Ethics NEW The National Council on Interpreting in Health Care provides this example of a code of ethics for interpreters.

Sample Forms for Orientation of New Interpreters

When hiring a new interpreter, it is important to get contact information from the person, discuss the duties and expectations and review the code of ethics. Here you will find some sample forms that can be adapted, as appropriate, for your district.

1. Early Childhood Special Education Interpreter Contact Information - Keep track of your interpreters and how best to contact them and when they are available. (See Appendix 3H)

2. Early Childhood Special Education - Basic expectations of interpreters and information about payment. You will want to inform your new interpreter of what will be expected and how much they will be paid. (See Appendix 3I)

3. Sample Code of Ethics for Cultural Liaisons/School Interpreters. This is a document that your bilingual school employee or new interpreter can read through and sign if in agreement to uphold standards of confidentiality and impartiality. (See Appendix 3J)

4. Working with Interpreters: Suggested Script to Use for Evaluation Report Meetings. This handout walks an interpreter through possible topics covered in an Evaluation Report meeting. Ideas are given regarding how to describe the content of the different areas of evaluation. (See Appendix 3K)

Working with Interpreters during Evaluations

The federal law says:
1. Testing must be conducted in the child’s primary means of communication.
2. Testing must be nonbiased.
3. Parents must be informed of their rights in their language. Parent Rights brochures are available in eight other languages on the MDE Website: Procedural Safeguards Notice: Part B (annotated)
Provides an overview of parental rights for parents of children with disabilities ages 3 through 21 under Part B of the Individuals with Disabilities Education Act (IDEA). This document includes relevant
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Procedural Safeguards Notice: Part C-Infant and Toddler Early Intervention, Ages Birth-2 (non annotated)
Provides an overview of parental rights for parents of children with disabilities from birth through age 2 under Part C of the Individuals with Disabilities Education Act (IDEA). This document does not include relevant citations to applicable state and federal laws. English - Arabic - Bosnian - Hmong - Khmer - Laotian - Russian - Somali - Spanish - Vietnamese

4. Parents must understand and agree to the evaluation plan.

The Interpreter's role is to:
- Facilitate communication between school staff and families and students.
- Help the staff provide information about special education to families.
- Provide information to school staff about the student’s background and the family’s view of the student.
- Provide cultural information to staff and families that may impact interactions, evaluation or educational planning.

Who should interpret for ELL evaluations?
- A trained special education interpreter.
- An interpreter from an agency.
- An hourly contracted low-incidence interpreter.
- Bilingual school district staff.
- Last resort is: family member (only when there are no other options.)

Low incidence interpreters can be found through:
- Community organizations.
- Churches.
- Colleges and universities.
- Private interpreter agencies.

Using a family member should be a last resort since it is difficult for family members to be objective. It is not appropriate to use bilingual children as interpreters for their parents.

When talking to parents with the help of the interpreter, special education staff should:
- Avoid jargon.
- Keep sentences short.
- From time to time ask if the parents have any questions or ask them to restate what was said to them to be sure it is clear.
- Look at the parents and speak directly to them, not to the interpreter.
Talk with Me

Evaluations with an Interpreter

When evaluating a child, ask the interpreter to interpret exactly what you say and to do it just one time, unless further instructions are given. It is hard not to give cues, because the interpreters want the children to do well. In some cultures, talking with your hands is second nature and is done unconsciously. You may need to suggest that they sit on their hands or put their hands behind their back.

We may want to determine how the child responds to specific stimuli given different levels of cueing, for example,

- Following a one-step direction with a cue.
- Following a one-step direction with no cue.
- Following a two-step direction with no cues.

If so, there needs to be a discussion about cues. We give cues by pointing to the correct object or picture, by looking at it, by changing the instructions or by giving more information. If the instruction is "point to the shoe," saying additional cues such as: ‘the top one,’ ‘the one by Mommy,’ ‘the one you put on your foot,’ would change the amount of information that the child is given and would change what is being tested.

An evaluation of the home language is better completed in the home. The child associates the home language with the home environment. A child may be reluctant to use his home language in a school setting, even with an interpreter who speaks the language.

For speech-language pathologists, interpreters may be asked to:

- Take a language sample (in their language or in English).
- Estimate how intelligible the child’s speech is to them.
- Read a book with the child or play with a toy informally.
- Do an imitative articulation test.
- Identify the dialect of the language spoken by the family and make sure that it matches their dialect.

For assistance in evaluating the speech and language skills of children who speak other languages, consider contacting a bilingual speech-language pathologist – see list of bilingual speech-language pathologists at: www.MSHA.net. The list contains 56 bilingual speech-language pathologists and audiologists in Minnesota who speak 19 different languages.

http://msha.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=20

The BID procedure: Briefing, Interaction, Debriefing, described by Henriette Langdon was developed to help interpreters and special education staff complete an evaluation together:
BID: Briefing
We can help interpreters by going over the evaluation plan and test materials ahead of time. Show them any questionnaires that will need to be interpreted and administered to the parent, such as, Receptive-Expressive Emergent Language Scale-3, Sensory Profile, Scales of Independent Behavior, etc., so they can get clarification on any terms used that are unfamiliar.

- Explain the purpose of the testing.
- Review the materials and procedures.
- Explain strategies you will use to maintain the child's interest and motivation (reinforcements – toys, food).
- Give the interpreter time to review and translate items ahead of time if necessary. Clarify terms.
- If needed, work with the speech-language pathologist to make an Imitative Articulation Measure for the language, using a list of all of the consonant sounds in the language and the interpreter's skills in thinking of simple words that start with or contain those sounds.

BID – Interacting
- The interpreter should introduce himself or herself to the child. State that the talking will be in the home language.
- The interpreter may engage the child in informal conversation to establish rapport.
- Special education staff directs the interpreter during the evaluation, records responses, makes notes on behavior, and makes the determination as to special education eligibility.

BID – Debriefing
When the evaluation visit is over, away from the student and family, review how the child responded. Discuss general impressions with the interpreter. Ask about cultural issues that may have been confusing. Were some test items culturally inappropriate? Answer questions that the interpreter may have. Give the interpreter feedback on the observed interaction during the evaluation and what could be done differently next time.

Using an interpreter to give a standardized test invalidates the standardization. None of the tests available in Early Childhood Special Education were normed with items given by an interpreter, with the exception of some bilingual and Spanish speech and language tests. Therefore it is not appropriate to report the scores. What can be done is to give a description of what the child could do and what was difficult.

Canceling appointments without an interpreter
What if you have an appointment to visit a family at home and the appointment has been cancelled, but you do not have the interpreter available to let the family know? Here are some short phrases you could say over the phone to alert the family that the appointment is not going to happen:
“No visit today.”
**Spanish:** No visita hoy. *(No bee-see-ta oy)*
**Somali:** Maanta booqasho ma jirto. *(Ma-anta bow-kah-show ma chirto)*
**Hmong:** Peb tsis tuaj. *(Pay chee dua)*

“The teacher is not coming today.”
**Spanish:** La maestra no viene hoy. *(La ma-es-tra no bee-en-ay oy)*
**Somali:** Macalimadii manta ma imaaneyso. *(Ma-a-lima-dee manta ma ee-mah-ney-so)*
**Hmong:** Nyob zoo! Nais khu tsis tuaj hnub no. *(Nyah Zhong! Nai kou chee toua new nah.)*

**Screening of CLD Children in Early Childhood**

There are many challenges in screening culturally and linguistically diverse (CLD) children. To start, it can be difficult to conduct effective outreach activities in CLD communities in a way that adequately informs all families with young children about community-wide early childhood screenings and other Child Find activities. Community-wide screenings often have a standard protocol for all families, making it difficult to individualize the screening process to meet the needs of CLD children and families. Another challenge is determining a child’s proficiency in the native language and English. Parents typically are the ones who provide this background information, and they might be inclined to say their child knows English even when the child is more proficient in the home language. In some situations an interpreter might be needed but not available. Obviously, it would be unfair and invalid to test a child in a language that the child does not speak or understand.

Screening of CLD children can often over-identify or under-identify children for special education referral. Over-identification can occur when the skills of CLD students are compared to children of the majority culture who hear and speak only English. Even when test items are translated, it is unfair to make this comparison. It would be ideal to measure the bilingual child's abilities in both of his/her languages. Screening conducted in only one language provides incomplete information regarding the child's performance and can lead to an inaccurate referral. Under-identification can occur when significant delays are attributed to lack of exposure to English without considering the child’s skills in the home language. An evaluation of the home language and/or a parent
Talk with Me

Interview may be needed to identify possible delays in the first language. Early Childhood Special Education teachers, therefore, need to carefully plan follow-up to these referrals in order to gather more information regarding the child's language background. (For examples of home language and ethnographic interview forms see Appendices 3B, 3C, 3D, 3E.)

Early Childhood Screening
A parent brochure describing the Early Childhood Screening program is available from the Minnesota Department of Education for download in black and white for families who speak English, Hmong, Somali, Spanish, Russian, and Vietnamese.
http://education.state.mn.us/MDE/StuSuc/EarlyLearn/EarlyChildScreen/

Effective Child Find Practices for CLD Populations

Many Early Childhood Special Education teachers participate in local Child Find activities (e.g., district-wide preschool screenings) and/or serve on local Interagency Early Intervention Committees (IEIC). Reaching out to culturally and linguistically diverse populations for Child Find purposes continues to be a challenge faced by most communities in Minnesota. Edmunds, Martinson, and Goldberg (1990) interviewed a parent and three early intervention professionals in four different states with large culturally and linguistically diverse populations. They found that the following four strategies were used in all of the effective Child Find programs that target CLD populations:

1. Culturally and Linguistically Appropriate Outreach: All Child Find outreach activities were conducted in the native language of the target community. Involvement of leadership from the target community was a priority to provide advice regarding the direction of Child Find activities that might be most successful and culturally acceptable. In some cases, programs focused more on oral communication via advertisements on popular local radio stations, messages delivered by clergy at churches serving the CLD population in that community or announcements at large community events such as street fairs, county fairs, etc. This approach to outreach was found to be particularly important when literacy in the native language of the target community was uncommon. In addition to the verbal strategies, all written early intervention information was published in the native language of the target community and made accessible at locations frequented by the target population. Some examples of culturally appropriate locations include local ethnic grocery stores, clinics, churches, community centers and other agencies (e.g., public health and social services agencies.)

2. Active and Ongoing Participation of the CLD Community in Child Find Planning: Prominent members of the CLD community should serve on the local Interagency Early Intervention Committee (IEIC). Their ongoing
participation on the committee will allow the group to understand the needs, cultural norms and the best means of communication with the target CLD population in the area. These community leaders can serve on the IEIC as interested community members, even if they are not directly involved in Early Intervention, and can be recruited from local churches, community centers or by soliciting recommendations from CLD families currently being served.

3. **Recruitment and Retention of CLD Professionals:** It is widely recognized that there are too few early childhood professionals who are from culturally and linguistically diverse backgrounds. An important step in Child Find practices is to have a CLD professional from the same cultural and linguistic community as your target population represent early intervention services in your area. In order to do this, there needs to be a focus on the recruitment and retention of professionals with diverse backgrounds. This means that the culture of the IEIC, as well as participating agencies in the community, should be open to new ideas and supportive of diversity. Professionals from culturally diverse backgrounds are needed to strengthen the ability to more effectively reach traditionally underserved CLD populations and ultimately have higher rates of success with Child Find.

4. **Ongoing Training:** Unfortunately, attempts to recruit and retain CLD early childhood professionals are often unsuccessful. It is increasingly important for local agencies involved in early intervention to sponsor workshops and trainings in the area of serving CLD young children and their families. Practitioners serving this population need to be aware of their own cultural backgrounds and sensitive to the needs of individuals from different backgrounds. They also need to know how to best reach out to diverse communities and to communicate and interact in culturally appropriate ways. Additionally, it is imperative that local service providers know what resources are available to them when questions arise. If local service providers and administrators who sit on the IEIC are well informed this will also improve Child Find efforts targeting CLD populations in your area.

**Referral to Early Childhood Special Education**

When there is a concern about the development of a young child in Minnesota prior to Kindergarten entrance, a referral is made to the local Interagency Early Intervention Committee (IEIC). An Interagency Referral Team (IRT) reviews referrals and decides what action is appropriate. It generally follows that an Early Childhood Special Education (ECSE) teacher will be given the referral and called upon to decide whether to screen the child to determine a need for further evaluation or to go ahead and fully evaluate the child for eligibility for special education services. In this process, ECSE teachers often carry the responsibility of judging the child’s developmental functioning and whether or not the child is in need of special education.
Many questions have arisen in the field about best practices regarding the process of screening young CLD children, including what screening tools to use, how to ascertain the child’s language ability in both their native language and English, and how to appropriately identify a developmental delay versus a cultural difference. The first and most important step in screening young children from CLD backgrounds is to gather information from the family regarding the child’s development. (For examples of home language and ethnographic interview forms see Appendices 3B, 3C, 3D, 3E.)

Sensitive and culturally appropriate information gathering is critical to the screening process. The manner in which information is gathered from families who are CLD may differ from the way the process is currently organized. In many communities the first visit to a family is conducted by an Individualized Family Service Plan (IFSP) facilitator (0-3) or ECSE teacher (3-5) who interviews the family to gather information. This includes: basic family demographics; thoughts the family has regarding their child’s development; medical information regarding the mother’s pregnancy, labor, and delivery; and the health of the child following birth. Consent forms are signed, the evaluation process is explained and packets of information are distributed from all participating agencies. For some families whose cultural values and practices differ from those of the mainstream (on which the intake process has been established) this initial visit may seem overwhelming, intrusive and inappropriately personal for a first visit. Banks, Milagros-Santos, and Roof (2001) suggest that formal interviews and surveys should be used cautiously with this population. Instead they suggest that family information gathering should be conducted informally over time with a sensitivity to and respect for the cultural values of the family. The early intervention system should have flexibility about how much information is collected and when it is collected.

The early childhood special education team, in collaboration with the local IEIC and IFSP facilitator, should develop a list of relevant information that needs to be gathered to complete the screening and/or evaluation process. This information can then be gathered over subsequent visits to the home as the team learns more about cultural norms, family members’ roles and language patterns in the home. The initial visit then should be less of a formal interview and more of an open-ended discussion with the family about their perception of their child’s strengths and weaknesses, any concerns they might have regarding their child’s development and the language patterns in the home that will directly affect decisions made after the child’s screening or evaluation. Some sample, open-ended questions are listed below:

- How well do you understand your child?
- How well do others understand your child?
- Does your child talk using several words together? Please give an example.
- What kinds of questions does your child ask?
Talk with Me

- What kinds of things does your child tell you about?
- Please describe your child’s speech. Is it similar to or different from siblings/cousins?
- How does your child play/get along with others?
- What kinds of directions does your child follow?
  - Simple, one-step directions?
  - Two-step directions?
  - How many times do you have to repeat the direction?
  - Do you have to do anything to help your child understand the direction?
- Describe how your child behaves when you are out in the community.
  - Can you go to the store or a friend’s house without behavior problems?
- What concerns do you have related to your child’s learning or development?
  - Does your child seem to learn like other children?
  - Does your child learn new skills at a rate you would expect?

Additional home visits during the evaluation process may be necessary to complete the process in a culturally sensitive and conversational manner. Establishing a relationship with the family and respecting their cultural norms will take precedence over completing all paperwork during the initial visit. Understandably, special education due process forms may need to be signed, but sensitive information about pregnancy, birth and delivery and more details about concerns they may have regarding their child may need to wait for subsequent visits.

Banks, Santos and Roof (2001), offer seven suggestions for interviewing culturally and linguistically diverse families:

1. It is recommended that a conversational approach be adopted with families.
2. The purpose of the interview should be made clear to the families prior to the visit.
3. A rapport should be established with the family prior to gathering sensitive information. Small gestures such as greeting all of the people present, thanking everyone for their time and sharing background information about yourself and your program can help with that relationship building.
4. Using open-ended questions along with close-ended questions can lend to more of a conversation rather than just a question-and-response format to the dialogue.
5. Practitioners should be sensitive to the fact that some families may see information gathering as an invasion of their privacy or as threatening or demeaning. They should be sure to use interpreters or “cultural liaisons” whenever possible.
6. Including as many family members that are present as possible in your interview will broaden the scope of the information you are able to gather.
Talk with Me

about the child and their home life. This also recognizes that many times
extended family members may play vital roles in the child’s development.

7. Practitioners should begin with more general information and get more
specific as the interview progresses.

Referrals to Early Childhood Special Education (ECSE) in Minnesota:
Parents, family members, teachers, or medical professionals can refer a child for
special education evaluation anywhere in the state of Minnesota by contacting
the Help Me Grow hotline. 1-866-693-GROW (4769) or use the online referral
form at:
http://parentsknow.state.mn.us/parentsknow/age1_2/HelpMeGrow_SpecialNeeds/Refer
Child/index.html

Re-screening Referrals from Universal Screening

It is important to differentiate between universal screening procedures
implemented in district-wide early childhood screening efforts and screenings
conducted by special education teams based on a referral to special education.
Universal screenings are large scale and generally conducted in a central
location such as the public library or a local school building on specified dates
throughout the year. The child and family are generally led through a prescribed
series of activities and interviews to gather information regarding the child’s
overall development including vision and hearing. This section does not relate
specifically to these screening situations; however, information from this section
can be incorporated into universal screening efforts to improve the cultural
responsiveness and linguistic appropriateness of current procedures. This
section more specifically addresses the situation in which after these universal
screenings children are referred to special education as a "rescreen." In this
instance or in other instances where a special education teacher or team decides
to re-screen a child instead of initiating a full evaluation process, it is important
that the special education team use appropriate screening procedures with
culturally and linguistically diverse (CLD) children and their families to gather
accurate information about the child's need for further evaluation.

One of the main difficulties in appropriately screening CLD preschoolers is that
Early Childhood Special Education (ECSE) preschool teachers responsible for
processing referrals often do not have the time and flexibility built into their
schedules to make home visits. Or if they do, their home visiting time is much
more limited than teachers who work with children birth to 3 years old. This time
constraint may lead the focus of the home visit to be on the expediency of the
screening rather than on the quality of the information obtained. Unfortunately,
there is no perfect screening tool that shortcuts the need for a process of
information gathering that includes interviewing the family to gather information
regarding the child's exposure to child care environments, the family's language
usage in the home, and cultural norms that might cause this child's development
Talk with Me

to look different. Best practice continues to include gathering information first from the family by involving them as much as possible in the screening process. Additionally, it is important to observe a CLD child in their natural setting to obtain a native language sample and to observe their typical functioning within their home context. Given this information, school districts will hopefully become more sensitive to the need to allot home visiting time for teachers of culturally and linguistically diverse 3- to 5-year olds in ECSE programs.

Early Childhood Screening Tools

Decisions regarding the use of a specific screening tool are up to local discretion. In selecting screening measures, the most important point to remember is that no one tool is perfect, and it is instead the early childhood teacher’s ability to gather information about the child and their family in a culturally appropriate manner, in the child’s natural setting, that will ultimately provide valid developmental information to make an informed decision regarding the child’s need for further evaluation. The following list of screening tools has been provided to assist in the process of making informed decisions regarding the child’s need for further evaluation.

American Academy of Pediatrics List of Recommended Developmental Screeners

This table provides information on available screening tools. Information includes the cultural considerations of the norming sample used for each screening tool as well as which of the tools are available in languages other than English (Arabic, Chinese, French, Indonesian, Japanese, Korean, Lao, Malaysian, Portuguese, Russian, Somali, Spanish, Swahili, Taiwanese, Thai, Turkish, Vietnamese).

American Academy of Pediatrics
http://aappolicy.aappublications.org/cgi/content/full/pediatrics;118/1/405/T1

The Ages and Stages Questionnaire-3 (ASQ-3) (Squires & Bricker, 2009)
The ASQ-3 is suitable for use with children birth to 5 years, 6 months, and covers the areas of gross and fine motor, expressive and receptive language, cognition, self-help, and social-emotional development. The new edition is normed on the largest and most diverse sample of any screener including 12,695 children from all regions of the United States with representation of many different ethnic groups. The ASQ-3 can be completed as a caregiver report or through informal play sessions with the child and observation in the home. The ASQ-3 is available in English, French, Korean, and Spanish. The Spanish version is not normed specifically on Spanish speakers. The cut-off scores for bilingual children in the language section should be interpreted cautiously, but the information gathered regarding the child’s abilities in each of the six domains on the questionnaire, in addition to the information provided to you by the family, can be combined to provide a solid foundation of information that can help you determine whether or
not the child is functioning within normal limits given the child’s cultural and linguistic background.

Available from Brookes Publishing:

The ASQ can also be administered to parents using a recorded version. To see and hear an online demo of the audio tracks of the orally presented tool in English, Spanish, Hmong and Somali NEW:
http://pediatrics.patienttools.com/demo/asqpti/default.htm

Denver II (Frankenburg, Dodds, Archer, et al., 1992)
The Denver II can be administered to children birth through age 6. In 1992, it underwent a major re-standardization process to include a more representative sample of the U.S. population. The Denver II also has separate norms that can be used for subgroups within the larger sample including norms based on sex of the child, ethnicity and maternal education. There are no separate norms, however, for bilingual children. The Denver II has been translated into Spanish and covers language, fine and gross motor, language and personal/social development.

http://www.denverii.com/DenverII.html

Developmental Indicators for the Assessment of Learning--4 (DIAL-4) (Mardel & Goldenberg, 2011) NEW EDITION
The DIAL-4 covers motor, language, concept, self-help and social development and is for use with children ages 2 years, 6 months to 5 years, 11 months. In addition to the materials for individual administration of the screening, a teacher questionnaire and a parent questionnaire are also provided. There is a Spanish version that is included in every kit, but test administrators should be aware of whether the child is a monolingual Spanish speaker or a bilingual English and Spanish speaker. If the child speaks both languages they should be tested in both languages on the language and concept sections on separate days for an accurate picture of their overall language and concept knowledge. The DIAL-4 also has many pre-academic skills embedded in the screener and the evaluator should take the child’s background experiences into consideration when interpreting the results of the screening. If the child has not had exposure to a formal preschool program and if the child is living in poverty with a family that has low educational attainment, it could be that the child has not had adequate exposure to many of the concepts on the DIAL-4. In this case, Dynamic Assessment may be a good approach to determining whether the child is demonstrating a "difference" or a "delay." A shortened version, called the Speed DIAL-4 is also available in both English and Spanish for quick mass screenings.

http://psychcorp.pearsonassessments.com/hai/Templates/Products/ProductDetail.aspx?NRMODE=Published&NRNODEGUID={4DB6CC4B-D482-4DFD-A1BB-
Early Screening Inventory-Revised (ESI-R) (Meisels, Wiske, Henderson, 2008)
The ESI-R is available in two versions: the ESI-P for children ages 3 years to 4 years, 5 months, and the ESI-K for children ages 4 years, 6 months, to 5 years, 11 months. Both versions cover visual motor/adaptive, language and cognitive development, and both are available in Spanish. The new examiner's manual includes two appendices that contain administration and scoring criteria when administering the screener to Spanish-speaking preschoolers.

http://www.pearsonassessments.com/esir.aspx

Is Your Child Ready? Get Smart about Kindergarten Readiness NEW
This questionnaire in English and Spanish can be completed online by families to get information about how their child is developing at ages 1 year, 2, 3, 4, or 5 years of age. Dr. Marti Erickson and the Minnesota Early Learning Foundation provide information about what to expect in a child's development at different ages and how to stimulate their learning.

Spanish: http://www.isyourchildready.com/es/


Learning Accomplishment Profile-Diagnostic Normed Screens (LAP-D) (Hardin, Peisner-Feinberg, Weeks, 2005)
The Learning Accomplishment Profile - Diagnostic Normed Screens has one screening for each of the following age levels, 3-4, and 5-year olds. The LAP-D Screens contain a hierarchy of developmental skills arranged in chronological sequence by age level in four developmental domains, including gross motor, fine motor, language and cognition. The LAP-D is available in Spanish.


This screening tool was developed for use with children ages 3 years to 5 years, 11 months. Items address gross and fine motor, language, literacy, and perceptual development. The revised version also has a social-emotional subtest. Versions of the MPSI-R are available in Hmong, Somali and Spanish, and local norms for CLD children are provided based on sample populations from Minneapolis, Saint Paul, Saint Anthony, Cambridge, Fridley, North Branch and Woodbury in Minnesota.
Preschool Language Scale-5 Spanish (PLS-5) Screening Test  NEW SCREENER

The PLS-5 Spanish Screening Test provides an efficient instrument to help you identify infants, toddlers, and young children from Birth to age 7-11 years of age from Spanish language backgrounds who are at risk for a language disorder. This tool can help you screen for a broad spectrum of skills in 5 to 10 minutes including articulation, language, social/interpersonal communication skills, stuttering, and voice.

Adapting Screening Tools

In order to adapt your screening tool for language groups other than English:

- Use informal nonverbal tasks to measure concept development (block designs, drawing, matching).
- Do not do the language tasks in English. Instead, try informal language tasks in the home language with the help of an interpreter. One example of an informal tool is the Bilingual Early Language Assessment (BELA) developed by Tabor and Heise-Baigorria, 2004. There are many other tools listed in the "Informal language tools" section of this chapter.
- Carefully consider the prerequisite skills and culturally specific knowledge that may be embedded in each item on the screener. If the child has recently arrived in the U.S. or has come from impoverished conditions in another country or in the U.S. do not judge their development based on a lack of pre-academic concepts such as color, shape, and letter names. Instead investigate their general development and ability to acquire new skills.
- Ask the parent if they have concerns. If parents have concerns we should look more carefully at the child's development.

Add Parent Questions to Early Childhood Screening for CLD children:

- Do you understand your child?
- Do others understand your child?
- Does your child talk using several words together?
- Does your child ask questions?
- Can your child tell a story?
- Does your child play and talk like siblings?
- Can your child follow two-step directions?
- Can you go to the store or a friend’s house without behavior problems?
- Are you concerned with your child’s learning or development?
Selected Resources related to Early Childhood Screening

Screening and Assessment of Young English-language Learners
In 2003, the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education published the joint position statement, “Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8.” The position statement explains what effective assessment looks like for all young children. One of the indicators of a good assessment is that it is linguistically and culturally responsive for all children, including those whose first language is not English. The purpose of this supplement to the original position statement is to: (1) explain and expand on the meaning of “linguistically and culturally responsive”; (2) discuss issues specifically related to the screening and assessment of young English-language learners; and (3) make recommendations to increase the probability that all young English-language learners will benefit from appropriate, effective assessments of their learning and development. This document, as well as a two-page summary, can be downloaded from the NAEYC Website at [www.naeyc.org](http://www.naeyc.org). Both documents also are available in Spanish.


ECHO Emergency and Community Health Outreach Early Childhood Screening
This 30-minute DVD describes the process of early childhood screening in Minnesota and is available in English, Spanish, Hmong, Somali, Vietnamese, Lao and Khmer (Cambodian). This DVD is available from ECHO or it can be viewed from the Website in all languages.

Emergency and Community Health Outreach
[www.echominnesota.org](http://www.echominnesota.org)
125 Charles Ave., Saint Paul, MN 55103        651-224-3344
View the shows at: [http://www.echominnesota.org/library/early-childhood-screening](http://www.echominnesota.org/library/early-childhood-screening)

Evaluation of CLD Children in Early Childhood Special Education

The state of Minnesota is becoming increasingly more diverse. The 10 most common home languages of students in Minnesota schools after English as of June, 2012 are in order of largest to smallest: Spanish, Hmong, Somali,
**Vietnamese, Russian, Mandarin Chinese, Arabic, Laotian, Karen, Cambodian.**

The Minnesota Department of Education provides language-specific maps by county in Minnesota indicating where speakers of these languages live. These maps can be accessed through the Minnesota Department of Education’s Website. You will find "maps" listed under the “Data” tab on the home page or you can directly link to the maps at the following Web address: [http://education.state.mn.us/MDEAnalytics/Maps.jsp](http://education.state.mn.us/MDEAnalytics/Maps.jsp)

This variety in native languages presents a unique challenge to special educators who are involved in assessing children whose native language varies their own. The tests that are typically administered are not appropriate for children who are learning a language other than English since these children do not have the same background as the children used in the standardization samples. Traditional tests may contain items or developmental expectations that are not appropriate for this population. The standardized method of administering the test may not match the typical play or interaction patterns of children from other cultures. The manner in which parents are typically involved and the amount of involvement in the assessment process may not be comfortable to parents from other cultures. When testing is not adapted for culturally and linguistically diverse (CLD) children, the result has often been over-representation or under-representation of these children in special education. Included in this section are some basic facts about CLD students and some suggestions for evaluation practices in Early Childhood Special Education (ECSE).

**Important Factors in Evaluating CLD Children**

- When possible, see the preschool-aged child at home. The parent and the child will be more comfortable. You can observe the child playing with siblings and compare the siblings’ performance to that of the child being evaluated.
- Testing may take several visits. It can be helpful to observe the child in more than one setting: in the home, at preschool, playing in the park, etc.
- If the parents are concerned with their child’s development, the child’s skills should be evaluated. Parents are able to describe their child’s skills if asked specific questions, and research supports that parent information is a valid evaluation tool. Use evaluation measures that make use of the parents’ input.
- Obtain information on the child from other sources if available (with parent permission): public health nurse, physician, Head Start teacher or preschool teacher, early childhood screening, etc.
- Do not translate tests and then score them. A standardized test that is given in a non-standardized manner cannot be scored.
- Do not give a standardized test in the usual manner to CLD children. Our usual tests were not designed for children who speak other languages or...
Talk with Me

dialects and were not normed on CLD children. Therefore, the scores would not be valid.

- If items from a standardized test are given to a CLD child, the items must be adapted to eliminate bias.
- Play-based assessment procedures are appropriate to use in place of standardized tests.
- When the home visit is complete, ask the parents whether the child’s performance was typical.
- Adaptations in scoring are often appropriate. Use local norms if available. Consider alternate scoring, such as combining the correct answers given in any language. Basals and ceilings may not be appropriate – test beyond the limits. Age of acquisition of certain skills varies across cultures. For example, the acquisition of color labels occurs later in Spanish-speaking children than in English-speaking children.

ECSE Evaluation Planning

Preparing for the Evaluation: Key Decisions

- What languages are spoken in the child’s environment?
- How should the evaluation procedures be adapted?
- How will language and culture be considered?
- Is an interpreter needed?
- What domains will be evaluated?
- Can CLD status and lack of exposure to certain tasks or materials be ruled out as primary causes of delays?
- Where and by whom will observations in the natural environment be conducted?

Interviewing Parents

- Involve as many family members as possible.
- Take time to introduce yourself, describe for whom you work and explain the purpose of your visit.
- Ask general questions, open-ended questions and routines-based questions first before asking more specific questions.

Obtaining a Language History

- Use a Home Language Questionnaire to start the discussion.
- Where were parents born and how long have they lived in the United States?
- What was the child’s first language?
- What language(s) does the child hear – from mother, father, siblings, grandparents, daycare provider, preschool, TV?
- What language(s) does the child prefer to speak?
Talk with Me

- What language(s) does the child understand?

Planning to Observe Young Children who are English Learners

This four-page worksheet is found in *Assessing Children with Disabilities who are English Learners*. It can be downloaded from the Desired Results System - California Department of Education’s Website (www.draccess.org). The printed form can be used in planning to observe and gather information about a child’s language environments and in estimating a child’s language skills in the home language and in English. This information will help you plan for the support you may need to ensure that the assessment will be a valid measure of a child’s abilities.


Collecting Data

- Educational history, including daycare, preschool, Head Start, and Early Childhood Family Education programs.
- Basic family background and health information.
- Home language development and current skills.
- Current English skills and progress compared with peers from the same cultural background.
- Current educational environment and teacher report.

Conducting Preschool Observations - What to Look for:

- What language or dialect does the student use with peers – with adults?
- How do others respond to the child’s communication attempts?
- How does the student respond in different situations (structured and unstructured)?
- Do the student and teacher have the same linguistic background?

Legal Requirements (IDEA 2004): “Tests and other evaluation materials…”

- Are selected and administered so as not to be discriminatory.
- Are given in the student’s native language or mode “unless clearly not feasible…”
- Materials and procedures measure the disability, not English language skills.
- No single procedure should be used to determine eligibility.

Q&A: Evaluation Due Process Requirements for English Learner Students. NEW

The Minnesota Department of Education provides answers to many questions about special education evaluations of CLD students in this document including
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how to define what the home language is for a child, the need for evaluation notices in other languages, when to test in other languages and whether or not to report results when alternate procedures are used as an override or not.
http://www.education.state.mn.us/MDE/SchSup/SpecEdComp/ComplMonitor/QA/

Transitioning From Part C to Part B

At age three, children who are receiving special education services under Part C criteria must be re-evaluated to determine their need for continuing services under the Part B criteria. The initial evaluation procedures described in this section apply to re-evaluations as well. One difference is that for re-evaluations the ECSE team should have information documenting the child's growth while receiving services and this information can be factored into the decision when determining the child's need for ongoing services. The child's rate of growth can be compared to siblings or other children with a similar cultural/linguistic background that are being served. The team should also gather information from the family regarding the child's performance at home and in their home language(s). If the parents have concerns these should be further investigated.

When I'm 3, Where Will I Be?  A Family's Transition Workbook
The following links contain a workbook in English and Spanish that can be used with families to help ensure a planned and thoughtful transition from Part C to Part B services. It is available from the Illinois State Board of Education at http://www.isbe.net/default.htm


Spanish workbook:  http://www.isbe.net/earlychi/pdf/transition_workbook_sp.pdf

Evaluation for Developmental Delay

There is some confusion about what early childhood evaluation instruments are available for use with culturally and linguistically diverse (CLD) children. The simple answer to this question is that the standardized early childhood evaluation tools that are currently used in the field, such as, The Mullen Scales of Early Learning (Mullen, 1995), The Battelle Developmental Inventory-2nd Edition (Newborg, 2005), The Bayley Scales of Infant Development-3rd Edition (Bayley, 2006), etc., are not adequate for evaluating children with diverse cultural or language experiences. What is much more important than the results of a single test is the ability of an evaluation team to follow a process that will lead to the gathering of accurate and unbiased developmental information about the child. Solid training in early childhood development, a full understanding of special education eligibility criteria, and knowledge of the child's cultural and linguistic
background must guide the process of evaluating CLD children. In the section that follows best practices will be explained.

**Evaluation Tools for Eligibility Determination**

The specific evaluation tools a team decides to use will be based on district practices and personal preference, but remember the choice of the tool is not nearly as important as the interpretation of the information that it actually provides. In the field, the most prominent early childhood standardized instruments being used to determine eligibility under the developmental delay criteria include, but are not limited to, The Mullen Scales of Early Learning (Mullen, 1995), The Bayley Scales of Infant Development--3rd Edition (Bayley, 2006), and the Battelle Developmental Inventory-2nd Edition (Newborg, 2005). Each of these tools has its strengths and weaknesses, and outlining those is beyond the scope of this chapter. The most important consideration when using any of these tools with young CLD children is to recognize their limitations and possible cultural bias. These tests can be used as part of information gathering with CLD children by using an interpreter to administer the items. However, if the test is administered using an interpreter or if testing procedures are otherwise modified to meet the cultural or linguistic needs of a student, the standard scores are not reportable and should not be used to determine eligibility. ECSE teachers can instead write about the child’s ability level by describing the child’s performance in each area of the test. Specifically when reporting the results of standardized ECSE assessments with CLD populations, teachers should:

1. Describe each task the child completed in each sub-domain of the evaluation. They should also be specific about at which level the items became difficult.
2. Describe HOW the child completed each item. Specifically, what supports or prompts may have been offered? They should provide information on the quality of the child’s performance. What was the child’s attention to task? Did the child appear to understand what was being asked?
3. Explain how specific items on the test may have presented a cultural bias. For example, in an adaptive section of a test the child may specifically need to use a fork during mealtimes, but if the child is Chinese and their family uses only chopsticks, the child may not be able to achieve a score for that item. The evaluator should describe these types of items in the evaluation report.

When a standardized test has been modified by the use of an interpreter or when the standardization sample does not include children that share the same background as the child you are evaluating, the information gained from testing should be augmented with other data. The ECSE team should compare the standardized test information with other sources of information, such as parental/care provider report, observation in natural settings, and ecological evaluations to determine eligibility. The standardized evaluation in this scenario
Talk with Me

provides supportive developmental information to other data sources that are more culturally and linguistically sensitive.

**Criterion-Referenced Measures**
Criterion-referenced measures can be used for gathering developmental information. An argument for using this type of instrument with CLD children is that information can be recorded via observation and parent report in a child’s natural setting over several sessions. These instruments provide a developmental profile of the child which can be used to corroborate standardized testing and the parents’ and other care providers’ reports. These tools also provide the important option of continuing to document the child’s growth in the specific domains over time. Whether or not the child qualify for special education, staff can continue using the same instrument over the course of a year to document the trajectory of development for that child. This will provide valuable supportive information to determine whether or not the correct decision was made regarding the child’s need for special education.

Special considerations regarding the cultural appropriateness of various items on each criterion-referenced measure should be taken into account. Be sure to consider the family’s cultural and linguistic background when administering all items. If the child cannot perform a task, just like with a standardized evaluation, consider whether or not the child has been exposed to the activity or the materials involved in certain items on the test. If the child is a dual-language learner, be sure to note in the language and cognitive sections of the evaluation in which language the child completed each skill. Commonly used criterion-referenced instruments are listed below.

- Early Learning Accomplishment Profile (E-LAP) (Glover, M.E., Preminger, J.L., Sanford, A.R., 2002).
- Hawaii Early Learning Profile (HELP) (Furuno, O’Reilly, Hosaka, Inatsuka, Allman & Zeisloft, 1985), also has developmental activity hand outs for families in Spanish.

**Transdisciplinary Play-Based Assessment, 2nd Edition (TPBA2) (Linder, 2007)**
Another option for evaluation is the Transdisciplinary Play-Based Assessment-2 (TPBA2) (Linder, 2007). The TPBA2 was developed to provide a functional approach to the evaluation of young children ages birth to six in the cognitive, social-emotional, communication and sensorimotor domains. To complete the evaluation, the child is observed by an ECSE team that can include an early childhood special education teacher, a speech-language pathologist, a physical...
Talk with Me

therapist and an occupational therapist during structured and unstructured play sessions. The evaluation is organized into four sections in which the child plays with a familiar care provider, a play facilitator (i.e., a member of the ECSE team), a peer, and in conclusion is provided a snack and observed while eating and socializing. The TPBA2 is conducted by a team over at least three sessions, involves parents as well as professionals, and is scored based on observation of functional skills during structured and unstructured play with both peers and adults. Developmental level, learning style, interaction patterns and other relevant behaviors are analyzed based on the TPBA2 guidelines. The TPBA2 does not provide standard scores; instead, it summarizes information in terms of a developmental profile, and this new version provides a "percent of delay". The TPBA2 provides a functional and holistic picture of the child’s development which ultimately is what is needed for the determination of special education eligibility for CLD children.

There are some limitations to this evaluation process for CLD children as well. Not all cultures promote adult-child play, which may place some family members in an awkward situation if they are asked to play with their child while being observed. The child may also not be accustomed to this type of interaction. To determine whether or not this section of the TPBA2 is appropriate for administration in a given situation, rely on your previous data gathering to judge the cultural norms of a particular family. The goal is for observation of the family and the child in a natural context, not to simply complete all portions of the TPBA2. Also, the developmental guidelines provided by the TPBA2 should be used cautiously with CLD populations, and once again professional judgment and knowledge of the family must be paramount in deciding whether or not the child is exhibiting a developmental delay given the cultural and linguistic context of the family.

No longer in print. Can be purchased from online booksellers.

Child Developmental Inventory (CDI) (Ireton, 1990)
This comprehensive tool is useful to summarize parental input in a form that is comparable with other evaluation tools. It provides a concrete comparison between the formal evaluation results and a parent’s perception of their child’s developmental functioning across all domains. The CDI can be used for children who are 15 to 72 months old. The CDI is a family questionnaire with 300 items that can be used to gather a significant amount of developmental information from the parents in the social-emotional, self-help, language comprehension, expressive language, and gross and fine motor domains. It includes a section on both letters and numbers to investigate pre-academic skill development in preschoolers. In addition, there is a section for families to express behavioral concerns regarding their child. There is also an Infant Developmental Inventory (IDI) (Ireton, 1994) that is less comprehensive but still useful for children ages birth to 2 years old. Both are available in English and Spanish. The Spanish version is only a translation and does not have separate norms.
Talk with Me


French norms and validation of the Child Development Inventory (CDI) NEW

Standardized Evaluation Tools Available in Spanish

Battelle Developmental Inventory, 2nd Edition-Spanish (Newborg, 2005)
The BDI-2 Spanish is an adaptation/translation of the BDI-2 English materials and is designed for the screening, diagnosing and evaluating of early childhood development of non-English proficient children with their caregivers. It includes items administered to the child as well as items which rely on parent report. This evaluation tool is designed for use by a bilingual examiner, by an English-speaking examiner and a Spanish-speaking colleague or by a team of professionals. The BDI-2 Spanish can be administered entirely in Spanish or English, or in both languages.


Learning Accomplishment Profile-Diagnostic, 3rd Edition (LAP-D) (Hardin, Peisner-Feinberg, Weeks, 2005)
The Learning Accomplishment Profile-Diagnostic 3rd Edition is a standardized norm-referenced developmental evaluation tool for children between the ages of 30 to 72 months. It may also be used with children who are functioning in the 30 to 72 months developmental age-range even when their chronological age is older. The test evaluates fine motor skills, language skills, cognitive ability and gross motor development. The LAP-D Third Edition is based on research conducted over a two-year period (2002 to 2004) in order to provide updated norms as well as to develop a Spanish version of the instrument. The research included representative samples of both English- and Spanish-speaking children in order to update norming for the LAP-D in English as well as to develop and establish norms for the LAP-D in Spanish. Furthermore, psychometric properties, such as test construction, reliability and validity, were examined for both the English and Spanish versions to ensure the technical competence of the LAP-D for each language group.

http://www.kaplancio.com/store/trans/productDetailForm.asp?CatID=17%7CEA1035%7C0&CollID=22189

Motor Evaluation

When conducting motor evaluations with CLD populations, carefully consider how the child's background experiences may have influenced motor development. Consider the opportunities the child has had to engage in gross
Talk with Me

and fine motor activities. Additionally, if the child's home language is not English, an interpreter may need to interpret directions into the child's language in order to yield accurate results, especially if there is a considerable amount of receptive language embedded into the motor evaluation. In general, the same considerations that have been outlined throughout this chapter apply to motor evaluations. The Battelle Developmental Inventory-2 and The Learning Accomplishment Profile-Diagnostic, 3rd Edition both have gross and fine motor sections and are both available in Spanish. For other languages you will need to have an interpreter help administer the tools that you currently use.

**The Sensory Profile: Spanish NEW**

This test is available to administer to parents or caregivers via a Spanish-speaking staff member or through an interpreter. Use the Sensory Profile to determine how well children ages 3 to 10 years process sensory information in everyday situations and to profile the sensory system's effect on functional performance. The classification system and cut off scores were maintained for the Spanish version based on the assumption that children's sensory processing abilities are universal across cultures. The following Spanish versions are available for purchase through Pearson:

- Sensory Profile Caregiver Questionnaire, Spanish
- Sensory Profile Summary Score Sheets, Spanish
- Short Sensory Profile, Spanish


**Culturally and Linguistically Sensitive Practices in Motor Skills Intervention for Young Children. NEW**

This CLAS Technical Report #1 outlines the factors that may influence a child’s motor development, including the child’s temperament, presence of a disability, the physical environment of the family, as well as the culture and child-rearing practices of the parents.


http://clas.uiuc.edu/techreport/tech1.html#cultural

**Cognitive Evaluation**

When assessing CLD children in the area of cognitive functioning, many of the same general testing guidelines already presented apply. Tests of very young children tend to be more developmentally based, using motor and visual-motor tasks and, therefore, are inherently less biased than tests which measure learned skills. Cognitive evaluation tools should be used to look at current strengths and
Talk with Me

weaknesses and to help determine special education eligibility. They should not be used as a predictor of future intellectual functioning. The results of this testing combined with parent report and observations and test results in other areas help to create a picture of the child’s current level of functioning.

In testing, the examiner should rely heavily on more performance-based tools to help determine eligibility. For preschool children, the Differential Ability Scales (DAS) and the Weschler Preschool and Primary Scales of Intelligence (WPPSI) are some of the tools used by school psychologists in looking at a child’s cognitive ability. Standardized scores are not used with children who do not speak English, but a description of what the child can do and how their performance relates to other children of the same age and cultures are the important eligibility factors. The test-teach-retest method of testing can help rule out lack of experience with certain skills. It is often important to see a child over a period of time to help determine if a child has a developmental disability.

Resources for Cognitive Evaluation

Culturally Competent Evaluation of English Language Learners for Special Education Services NEW
This article reviews best practice in evaluation of dual language learners in the areas of cognitive, academic, social-emotional, and adaptive functioning assessment. Also covered are the uses of standardized tests and working with interpreters.


Portraits of the Children: Culturally Competent Assessment [Video and CD-ROM]
This multimedia professional development resource package highlights four culturally diverse case studies that feature students from preschool to high school age levels with challenging learning issues. Interviews with leading psychological assessment experts and general educators, related services personnel, ESL (English as a Second Language) specialists, administrators, and parents create meaningful discussion on: 1) the use of interpreters, 2) bilingual assessment, and 3) the role of culture, race, and language on school performance. The CD-ROM includes: (1) the entire video in an interactive format; (2) a User’s Guide with suggested previewing and post-viewing discussion questions; (3) extensive hand-outs, reference lists, and Web links; and (4) Office of Special Education Programs (OSEP) discretionary grant information.
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**Functional Skills-Adaptive Evaluation**

The age at which self-sufficiency and independence are fostered varies along a continuum between dependence and independence in all populations. When assessing functional and adaptive skills in CLD children, information should be gathered regarding the family's expectations for the child in a variety of developmental tasks, including the self-care skills of dressing, feeding and toileting. If the child is performing these tasks at a level that is consistent with other children in the family when at the same age, then there may not be a reason for concern.

**Resources for Functional Skills-Adaptive Evaluation**

Currently there are no functional/adaptive standardized assessments that have been normed on culturally diverse populations especially populations newly arrived in the United States. Our published evaluation tools do not adequately reflect a broad diversity in parenting practices and expectations. The following non-standardized assessments can provide a starting place for eligibility determination in the area of Functional Skills-Adaptive for children who do not fit within the norming population of standardized assessments.

**The ELL Adaptive Behavior Assessment** *(See Appendix 3L)*

This assessment is an adaptation of standardized functional evaluation tools. Items from the Adaptive Behavior Assessment System (ABAS), Scales of Independent Behavior-Revised (SIB-R) and the Vineland Adaptive Behavior Scales were selected and reviewed by Hmong, Somali and Hispanic staff to choose items that did not present cultural bias toward children from those cultural groups. This tool has not been standardized; therefore, no score will be derived. It is designed to be given by professional staff knowledgeable in normal early childhood development and informed about the culture and child-rearing practices of the family. Determining a child's functional independence and the level of support they need in accomplishing adaptive skills and developmental tasks is the ultimate purpose of an Adaptive Behavior Assessment.

**Routines-Based Interview (RBI)**

This type of interview is an alternative way to gather information about a child's typical functioning within daily routines in their natural setting. Asking the family if they have any concerns about their child's performance or ability level during daily routines is an important part of a Routines-Based Interview. This information will provide a much better picture of the child's functional and adaptive skills within their natural context than an evaluation tool that may be
inherently biased because of the limitations of the sample on which it was normed.

For more information on the Routines-Based Interview go to:  


Social-Emotional-Behavior Evaluation

As with all other areas of development, care must be taken to avoid applying an inappropriate metric to a child's Social-Emotional-Behavioral presentation. Consider the family's typical expectations regarding the child's behavior and social-emotional development, in addition to keeping in mind normative developmental expectations for a child of that age. Interview the family regarding the child's behavior, and include questions such as:

- Who disciplines the child and how?
- What level of activity is typical in the home?
- What experiences might the child have had that could impact his/her development in this area?
- How does the child's behavior compare to siblings or cousins or peers from the same culture?

Additional family information is usually helpful in evaluating children. That said, attention should be given to the interview process so questions regarding potentially sensitive issues will not be offensive or appear judgmental. For example, it might be useful to know if anyone else in the family has or has had emotional or behavioral issues. However, mental health-related concerns may be considered a source of embarrassment or shame from a cultural perspective. Gathering relevant information that tends to be more private is best done when the early childhood special education teacher has established a good relationship with the family.

If social-emotional-behavioral development is an area of concern, consider how to gather pertinent data both from the family and from direct behavioral observation for a Functional Behavior Assessment (FBA). An interview with the family (and child care provider or teacher) is an important part of a FBA. Questions related specifically to behaviors of concern can be used to gather information in order to develop a hypothesis regarding how the behaviors function for the child. Examples of questions are listed below.

- What are the behaviors of concern, and how intense are they?
Talk with Me

- How often do the behaviors occur?
- What might be setting off the behavioral episodes?
- In what ways have caretakers intervened and what were the results of the intervention?
- What in the environment might be contributing to or helping maintain the maladaptive behaviors?

Tools that support systematic observations include simple written logs of activities, checklists, ABC charts (Antecedent-Behavior-Consequences) and scatter-plot graphs, which can all potentially be used as part of the FBA. The information gathered for the FBA will be instrumental in the development of a behavior intervention plan should the child qualify for special education services.

If social-emotional-behavioral concerns appear to be the child's primary area of disability, be sure to consider using the Emotional Behavior Disorders (EBD) criteria rather than the Developmental Delay criteria for eligibility determination.

Children who are in the process of acquiring English may exhibit what looks like challenging behavior in the classroom. They may appear to have difficulty paying attention, or they may not follow directions. Rather than be evidence of an underlying problem, these behaviors may simply reflect lack of understanding of English. Other "challenging behaviors" may be attributed to incongruence between behavioral norms in their household or community and those in the classroom. The ECSE teacher should carefully consider these factors when evaluating a referral made because of a CLD child's challenging behavior in a classroom setting. The teacher should be aware of the child's norms at home and should investigate what instructional strategies have been implemented to help the child maintain interest and be actively involved during activities that involve a significant amount of language.

Resources for Social-Emotional-Behavioral Evaluation

Functional Behavior Assessment (FBA)
The Early Childhood Behavior Project Website housed at the University of Minnesota provides high quality and concise information on conducting functional behavior assessments in early childhood including the various tools that can be used.
http://slhslinux.cla.umn.edu/Topic2/index.html

Understanding the Impact of Language Differences on Classroom Behavior
This 4-page article highlights some typical behaviors of ELL children that can be misinterpreted as challenging behaviors in the classroom, such as playing in isolation, not talking, difficulty following directions, difficulty expressing ideas and feelings, and difficulty responding to questions consistently.

Understanding the Impact of Language Differences on Classroom Behavior, Center on
Talk with Me

the Social and emotional Foundations for Early Learning, Santos, R. M. and Ostrosky, M.M. (n.d.) What Works Series #2
http://journal.naeyc.org/btj/200307/Understanding.pdf

Autism Evaluation

Autism is a qualitative impairment in social interaction and communication and is also characterized by restricted, repetitive and stereotyped patterns of behavior, interests and activities. How these three areas of development are viewed is shaped by cultural values and expectations, and cultural differences must be considered and addressed. A few recent studies (Oliver, Robins, Hazzard, 2009; Inada, Koyama, Kamio, 2009; Perera, Wijewardena, Aluthwelage, 2009) have explored how one’s cultural background might impact responses on parent report screening measures. Results indicate that there may be culturally based differences in how questions are interpreted by caregivers. These findings have suggested a need for culturally sensitive follow-up questions and possible changes in how the questions are asked. Lastly, cultural views towards disability may pose an additional challenge when conducting an evaluation for autism spectrum disorders in culturally and linguistically diverse children.

According to the “Common Questions about Children with ASD” section in the Promising Practices for the Identification of Individuals with Autism Spectrum Disorders Manual published by the Minnesota Department of Children, Families and Learning (now the Minnesota Department of Education), “when assessing children for the educational category of ASD, the impact of diverse cultures and languages must be considered. Areas for team discussion as to individual or cultural differences may occur in the following areas:

- expectations for eye-to-eye gaze and amount of eye contact
- reactions to physical touch and acceptable areas for touch
- social games/interactions used to evaluate reciprocity
- social play routines and toys used to evaluate imagination and interaction responses
- reactions and responses to an interpreter’s language/behaviors
- cultural reactions in “warming up” to new situations and issues of anxiety regarding authority figures
- presentation of material regarding Autism Spectrum Disorders given to parents in the language spoken in the home

All of the accommodations and considerations described in earlier sections of this chapter as well as those described in the section titled “Communication Evaluation” pertain to autism evaluations as well.

Resources for Autism Evaluation
Assessing Diverse Students With Autism Spectrum Disorders

This article discusses the reasons for disproportionate representation of autism across racial, ethnic, and cultural groups. It comments on screening and evaluation tools including parent interviews and observations and it includes an extensive reference list.


Autism Speaks Website (www.autismspeaks.org)

This Website has many resources for parents and professionals. The two resources described below are specifically related to serving CLD children and families.

- Research Summaries from the eighth annual International Meeting for Autism Research (IMFAR) contain a section titled “Culture and Diagnosis.” This section summarizes four studies related to culturally diverse and bilingual children with autism. You can read individual abstracts, by visiting http://imfar.confex.com/imfar/2009/webprogram/start.html

- 100 Day Kit for families of children newly diagnosed with ASD is available in English and Spanish. This kit provides information about autism and resources to families. Families whose children have been diagnosed within the past 6 months, and are age 5 or younger, may request a complimentary 100 Day Kit after completing a survey. Families with children diagnosed more than 6 months ago and/or over the age of 5, as well as other interested professionals, can download a PDF of the kit or view a PDF of each section.

  English:  http://www.autismspeaks.org/press/100_day_kit.php

  Spanish:  http://www.autismspeaks.org/press/100_day_kit_spanish.php

Cognition and Behavior: Bilingualism Doesn’t Hinder Language

Growing up bilingual doesn’t impair language skills in children with autism, according to two studies in the Journal of Autism and Developmental Disorders reviewed in this article by Virginia Hughes. The studies showed no negative effects of bilingualism on children with autism.
Talk with Me


Differences in Educational Services for English Language Learners with Autism Spectrum Disorders (See Appendix 3M)
This research study describes the number of children in Minnesota schools who receive autism services, including those who are English language learners (ELL), and the age at which they began receiving educational services under the categorical label of autism spectrum disorders. The research questions were: “What percentage of Minnesota students who are ELL have ASD, and how has it changed between 2001 and 2008?” and “What is the association between the primary language spoken at home and the age at which children first begin receiving special education services under the autism categorical label?” In addition to answering these questions, Dr. Estrem provides a list of selected references related to CLD diagnostic differences with ASD.


Is This Your Child?
This handout on the characteristics of autism, developed by the Autism Society of Minnesota, is available in English, *Somali, Spanish, Hmong, French,* and *Arabic.* It lists possible red flags for autism and resources for parents if they have concerns about their child’s development.

Is This Your Child? *(English)* (See Appendix 3N)
Is This Your Child? *(French & Arabic)* (See Appendix 3O)
Is This Your Child? *(Hmong)* (See Appendix 3P)
Is This Your Child? *(Somali)* (See Appendix 3Q)
Is This Your Child? *(Spanish)* (See Appendix 3R)

Promising Practices for the Identification of Individuals with Autism Spectrum Disorders
Spanish and Somali videos and transcripts are available on MDE website.


Tools for Autism Spectrum Disorders Evaluation Available in Other Languages

The Autism Diagnostic Observation Schedule (ADOS) (Lord, Rutter,
DiLavore, Risi, 1999)  
The ADOS and ADI-R, commonly used in the United States, are available in 
several different languages (Danish, Dutch, Finnish, French, German, 
Hungarian, Icelandic, Italian, Korean, Norwegian, Romanian, Spanish, 
Swedish) through a variety of international publishers posted on the Western 
Psychological Services’ Website. According to the Website, these translated 
versions are available for use in “funded, qualified research studies by properly 
trained, scholarly investigators.”


Conners Comprehensive Behavior Rating Scales   NEW  
The Conners Comprehensive Behavior Rating Scales is a multi-informant tool 
available in English and Spanish that assists in the diagnostic process, guides in 
the development of intervention strategies and monitors a student’s responses to 
intervention and its effectiveness. Spanish versions are available for parent and 
self-report forms.


Modified Checklist for Autism in Toddlers (M-CHAT)  
The M-CHAT is a 23-item parent report screener for autism spectrum disorders. 
It is designed to be used with a follow up interview. It can be downloaded for free 
for clinical, research and educational purposes. It is available in a number of 
different languages: Instructions for use and scoring are available on their 
website along with translated versions in: Arabic, Bangla, Chinese, Czech, 
Dutch, French, French-Canadian, German, Greek, Gujarati, Icelandic, 
Italian, Japanese, Kannada, Korean, Kurdish, Malay, Portuguese, Russian, 
Sinhala, Somali, Spanish, Swedish, Tamil, Turkish, Vietnamese, and Urdu. 
Translations are in progress for: Hmong, Polish, and Thai.

http://www2.gsu.edu/~psydlr/Diana_L._Robins,_Ph.D..html

Communication Evaluation

Who are Culturally/Linguistically Diverse (CLD) children?  

Who are the children we consider to be Culturally/Linguistically Diverse? 
Recognizing that children cannot be diverse in and of themselves but only in 
relation to someone else, CLD is a term that encompasses children who have a 
heritage or cultural background that differs from what is considered to be
Talk with Me

“mainstream American.” The term also refers to those who speak languages or dialects other than standard American English. Culture includes values, beliefs, patterns of thinking, behavioral norms, symbol systems and ways of communication.

Children we consider to be culturally-linguistically diverse may:
- Speak only English but have a strong cultural heritage that has been maintained (i.e., third generation Hmong-Americans).
- Speak a dialect of English (e.g., Black English, Appalachian English, Liberian English).
- Speak only a language other than English (no English at all).
- Speak English and another language equally well.
- Speak another language and have emerging English skills (some comprehension and little expressive language in English).
- Be experiencing loss of the native language as they become more proficient in English.
- Speak more English and have only limited receptive and/or expressive language abilities in a language other than English.
- Speak three or more languages.

The languages that the child hears and speaks must be determined as part of the special education evaluation, preferably at the onset, so that arrangements can be made to have an interpreter available when appropriate.

The 10 most common home languages in Minnesota after English as of June, 2012 are in order of largest to smallest: Spanish, Hmong, Somali, Vietnamese, Russian, Mandarin Chinese, Arabic, Laotian, Karen, and Cambodian. The Minnesota Department of Education provides maps indicating where speakers of these languages live by county in Minnesota.

http://education.state.mn.us/MDEAnalytics/Maps.jsp

Factors to Consider in Communication Evaluations for CLD Children

- Determine which language is the child’s primary language.
- Always test in the child’s native language.
- Test the child in English if English skills are emerging.
- A peer comparison can be useful if the child is in a Head Start or other preschool program. A systematic comparison can be done with another child who is from the same culture and language group as the child being evaluated and shares that child’s length of exposure to English.
- If a child is learning English as a second language, determine if the native language is continuing to develop, has plateaued or if the child is losing proficiency in the native language.
Talk with Me

- Use a trained interpreter to complete a language sample and a tally of intelligibility in the native language.
- A hearing screening and impedance testing will provide critical information.
- To look at articulation, have an interpreter read a prepared list of sounds and words in the native language and have the child repeat them, one at a time. Then ask the child to repeat English sounds, such as the alphabet, or simple words.
- Parents can be asked to list the words they have heard their child say in order to obtain an estimate of expressive vocabulary.
- When calculating expressive vocabulary for a bilingual child, count each concept/item for which the child has a word, whether it is in English, the native language, or both. For example, if a child says both “table” and “mesa” (the Spanish word for “table”) count it as only one vocabulary item.
- Parents can answer questions from a tool such as the Receptive-Expressive Emergent Language Scale-2 (REEL-2) - a parent report language evaluation tool for children aged birth to three that is based on the universals of early language development. Their responses can provide an estimate of the level of the child’s receptive and expressive language development.
- Significant delays must be present in the native language as well as in English to qualify for speech or language services.

Language Evaluation for Special Education

Using two standardized tests to determine eligibility for language disorders, as the Minnesota state criteria requires, is often not possible with CLD children because of the lack of standardized tests available for children speaking other languages at home. As explained in the Legal Requirements section earlier in this chapter, the Minnesota criteria for Language Disorder, Subpart 4, Part B, #4 states that speech-language pathologists do not need to show scores of -2.0 standard deviations on two standardized language tests if there are no tests that are deemed technically adequate for the student being tested. The criteria specifically states that alternative measures can be used, including "additional language samples, criterion-referenced instruments, observations in the natural environment and parent reports."

The Ethics of Assessment With Culturally and Linguistically Diverse Populations

Sometimes speech-language pathologists are caught in an ethical bind regarding their CLD students. Some administrators require test scores for special education eligibility, but altering the standardized administration by using an interpreter, for example, or testing a child in English when English is not the child’s language makes scoring of tests invalid. This article relates a personal story of one individual’s ethical dilemma. (See Appendix 3S)
Language Evaluation Tips and Strategies:

Cheng (2002) described a process for evaluating language skills of CLD students which is abbreviated as: R.I.O.T.

- **Review**: Gather information from other sources including medical records and previous evaluations.
- **Interview**: With the help of an interpreter, interview the parents, teachers, the public health nurse or others who know the child. Discover which languages are spoken in the home and the language history of the child. Learn what concerns others have about the child.
- **Observe**: Ideally it would be best practice to observe the child over more than one day with different communication partners. Much can be learned about child-rearing practices and parent expectations by observing parent/child interactions in the home. Often CLD children are more verbal with peers (siblings, cousins, neighbors) than with a new adult visiting their home.
- **Test**: Cheng suggests that language testing can be dynamic assessment, portfolio assessment, naturalistic assessment and language sample analysis (using wordless books, pictures or photos).

Dynamic Assessment:

Dynamic Assessment was described by Gutiérrez-Clellan and Peña in 2001 as a modification to standardized evaluation procedures with CLD students in order to determine if adult assistance or training of a skill during an evaluation changes the child's performance. A child who improves his/her performance on a task given extra practice or explanation of what is expected may not be truly delayed. Rather this improvement could indicate that the initial difficulty was due to unfamiliarity with the task. The researchers stated that there is much variability in dynamic assessment methods. They described three types of dynamic assessment:

1. Testing the limits.
2. Graduated prompting.
3. Test-teach-retest.

Of these three, they found that test-teach-retest was the most effective modification to use when testing CLD children. They described two goals of using dynamic assessment: 1) to ensure that the evaluator obtains the child's best performance during testing, and 2) to aid in setting appropriate treatment strategies.
Dynamic Assessment

ASHA (The American Speech-Language Hearing Association) provides a series of 5 online video trainings related to the use of dynamic assessment in the evaluation of CLD students.

http://www.youtube.com/playlist?list=PL513541E032A793B2

Dynamic assessment of diverse children: A Tutorial

The complete Gutiérrez-Clellan and Peña article can be viewed in its entirety at http://lshss.asha.org/cgi/content/abstract/32/4/212 by members of ASHA. The authors have included the Learning Strategies Checklist and Modifiability Scale in the appendix to the article. Practitioners may find these rating scales to be useful in their evaluations of CLD children.


Fast Facts: Dynamic Assessment

This one-page summary gives examples of four methods of dynamic assessment: testing the limits, clinical interview, graduated prompting and test-teach-retest.

Colorado Department of Education, Special Education Services Unit. CDE, Special Education Services Unit, 201 E. Colfax, Denver, CO 80203. 303-866-6694 January, 2011

http://www.cde.state.co.us/cdesped/download/pdf/FF-DynamicAssessment.pdf

Language Sampling:

Tips for Gathering a Culturally Fair Language Sample

- Use pictures or items familiar to the child.
- Use family photographs (yours or the child’s).
- Observe the child talking with a familiar native language communication partner (parent, sibling, friend, cousin).
- Avoid asking questions to which you already know the answer.
- Gather samples in different contexts.

Getting a Language Sample - From the Hart

In this newsletter article on the Bilingual Therapies Website, Hortencia Kayser describes techniques for eliciting a language sample from Hispanic preschool-aged children.


List of Language Tests in Various Languages:

Directory of Speech-Language Pathology Assessment Instruments NEW
The American Speech-Language-Hearing Association (ASHA) has prepared an online list of speech and language tests that can be searched by language and by communication area (language, articulation, etc.). Tests are listed for 20 different languages: English, Arabic, Chinese, French, French-Canadian, Haitian-Creole, Hindi, Hmong, Italian, Japanese, Korean, Navajo, Polish, Portuguese, Russian, Sign Language, Spanish, Turkish, and Vietnamese.  
http://www.asha.org/assessments.aspx

**Formal and Informal Language Tools for Speakers of Any Language:**

**Bilingual Oral Language Development Sample Pragmatic Communication Checklist (BOLD) (See Appendix 3T)**
This checklist can be used to record observations of the child's communicative behavior in English and in the home language. By Academic Communication Associates, 1991. May be reproduced.

**Bilingual Vocabulary Checklist (See Appendices 3U, 3V)**
This list of early vocabulary words is used to gather input from the parent on which words they have heard their child say spontaneously. It is adapted from Patterson (1998) and Rescorla (1989). The list is in English and has two columns (“English” and “Home Language”) which can be checked to indicate which words the child says in each language. The words are ordered in groups by category, such as food, toys, actions, people, animals, etc. Patterson concludes that bilingual children should be referred to a speech-language pathologist if they are not combining two words into phrases by age 27 months.

**Diagnostic Protocol (See Appendix 3W)**
This bilingual diagnostic protocol was developed by the University of Texas at Austin as a planning sheet to help prepare for an evaluation of a bilingual child, including gathering background data, determining the areas of evaluation, the language of evaluation and which evaluation procedures will be used.

**ELL Early Language Assessment Tool (See Appendix 3X)**
This is an informal language measure that can be used to look at receptive and expressive language skills in any home language and/or in English. It provides opportunities for the child to demonstrate understanding of body part words and basic concepts (size, position, number), to follow one and two-step directions and to answer questions. There are no norms; it is a framework for looking at general comprehension and expressive language skills in other languages with the help of an interpreter.

**Informal Multicultural Communication Measure (See Appendix 3Y)**
This language tool was developed for use with elementary-aged children. It can be given in English or translated into another language. It contains questions about personal information, direction-following, labeling objects, describing the function of objects, making comparisons and retelling a story. These tasks may
be appropriate for Kindergarten and 1st graders but are often too difficult for preschool children.

**MacArthur/Bates Child Development Inventory (CDI)**
This inventory is available in 47 different languages: American Sign Language, Arabic, Bangladesh, Basque, Catalan, Cantonese (Hong Kong), Chinese, Croatian, Danish, Dutch, English (British), English (Zealand), English (Singapore), Farsi, Finnish, French (Canadian), French (European), Galacian, German (Austrian), German, Greek, Hungarian, Hebrew, Icelandic, Italian, Japanese, Kiswahili and Kigiriana, Korean, Malay, Malawian, Mandarin (Beijing), Mandarin (Singapore), Mandarin (Taiwan), Norwegian, Polish, Portuguese (Brazilian), Romani, Romanian, Russian, Tamil, Thai, Turkish, Spanish (Cuban), Spanish (Mexican), Spanish (European), Swedish and Yiddish. This parent report evaluation tool was designed for children 16 to 30 months old. It measures comprehension of words and phrases, vocabulary production and use of gestures.  
http://www.sci.sdsu.edu/cdi/cdiwelcome.htm

**Information on Languages of the World:**

**Concise Compendium of the World’s Languages (2nd Edition)** NEW EDITION

This second edition of *The Routledge Concise Compendium of the World’s Languages* has been completely revised to provide up-to-date and accurate descriptions of a wide cross-section of natural-language systems. It includes updated cultural and historical notes and offers information on a greater number of the lesser-known languages, such as Cree, Maltese and Haitian Creole. This new edition covers a total of 111 languages. International Phonetic Alphabet (IPA) symbol grids are arranged by articulatory feature and by alphabetic resemblance to facilitate use of the new phonology sections.

http://www.routledge.com/books/details/9780415478410/

**Ethnologue**
The Center for Applied Linguistics' Ethnologue, an online resource, is an encyclopedic reference work cataloging all of the world’s 6,912 known living languages.  
http://www.ethnologue.com/web.asp

**Language Transfer Issues for English Language Learners**
This 16-page reference book contains two charts. One explains differences in language structures between English and six other languages (Cantonese,
Talk with Me

_Haitian-Creole, Hmong, Korean, Spanish_ and _Vietnamese_. The other chart compares the sounds of English to those sounds found in the languages listed above.


**English Sounds Lacking in Other Languages** (See Appendix 3Z)

This chart lists the consonant sounds and vowels in English. Then it notes whether or not each sound exists in each of the following languages: _Cantonese, Hmong, Japanese, Cambodian, Korean, Lao, Mandarin, Portuguese, Samoan, Spanish, Tagalog, Tai Dam (Black Tai)_ and _Vietnamese._

Project E.S.L. (English as a second language) by Carol Martinez and Carol Fea. (Lafayette School Corporation, Indiana, 1980-81)

**UCLA Language Materials Project**

This project, which is accessible online, provides profiles of over _100 languages_, describing the language family, the areas where it is spoken, the dialects of the language, as well as information about the phonology, grammar and orthography.

[http://www.lmp.ucla.edu/Profile.aspx?menu=004](http://www.lmp.ucla.edu/Profile.aspx?menu=004)

**Hmong Language Evaluation Tools:**

_Hmong Test for Auditory Comprehension of Language-3 (TACL-3)_ (See Appendices 3AA, 3BB, 3CC, 3DD)

Here you will find a test protocol and pictures for an adapted version of the TACL-3. Items that do not have a clear translation into _Hmong_ have been eliminated from the English TACL-3. Some data has been collected from the performance of Hmong-speaking students in Saint Paul Schools from Kindergarten to grade 6 on language comprehension tasks that range from understanding single words to understanding more grammatically complex sentences. A scoring protocol is provided along with the data obtained with normally developing children who speak Hmong in the home.

The adapted Hmong TACL-3 can be given to children ages 3 years and up who hear Hmong in the home. There are two different ways to use the tool.

1. The adapted Hmong TACL-3 can be given on one day with the English TACL-3 given on another day. This allows you to compare comprehension skills for the child in the two languages. Average scores and ranges for the
Hmong version do not apply when administered in this manner. Norms for the English TACL-3 do not apply when given to a bilingual child.

2. The adapted Hmong TACL-3 or the English TACL-3 can be given first in the stronger language with only error items presented later in the other language. Results are combined. This allows you to compare the child's performance to Hmong grade peers using the average scores and ranges provided on the scoring protocol.

- Hmong TACL-3 Subtest I selected items (See Appendix 3AA)
- Hmong TACL-3 Subtests II and III selected items (See Appendix 3BB)
- Hmong TACL-3 Adaptation Score Sheet with comparison data from Kindergarten through grade 6 (See Appendix 3CC)
- Hmong TACL-3 Performance Data by grade (Kindergarten through grade 6) (See Appendix 3DD)

Hmong Expressive Vocabulary Test
This expressive vocabulary measure was developed for use with children 3 to 5 years old who speak Hmong in the home. It contains 50 pictures that children are asked to label. You may print out the protocol and the pictures (in color or black and white) to make a picture stimulus book. There are five pages of pictures, with 10 pictures per page.

- Hmong Picture Naming Task Test Protocol (See Appendix 3EE)
- Hmong Picture Naming Task 1 (See Appendix 3FF)
- Hmong Picture Naming Task 2 (See Appendix 3GG)
- Hmong Picture Naming Task 3 (See Appendix 3HH)
- Hmong Picture Naming Task 4 (See Appendix 3II)
- Hmong Picture Naming Task 5 (See Appendix 3JJ)

Test developed by Pui Fong Kan, CCC-SLP, Ph.D.


Hmong Receptive Vocabulary Test
This receptive vocabulary measure was developed for use with children 3 to 5 years old who speak Hmong in the home. It contains 50 items. The child points to one of a set of four pictures when named in Hmong. You may print out the score sheet and the pictures (in color or black and white). Each page contains two test items. These can be left together or cut apart to make a picture stimulus book.

- Hmong Receptive Vocabulary Score Sheet (See Appendix 3KK)
- Hmong Receptive Vocabulary Pictures (See Appendix 3LL) 25 pages in one folder

Test developed by Pui Fong Kan, CCC-SLP, Ph.D.
Talk with Me


Hmong Translation of “Frog Where Are You?” (See Appendix 3MM)
Mercer Mayer’s wordless book Frog Where Are You? has been given words in Hmong that can be used in a Story Retell task with the help of a Hmong interpreter. Developed by Pui Fong Kan, CCC-SLP, Ph.D.

Somali Language Tools:

Boehm Concept Chart - Somali Adaptation (See Appendix 3NN)
Using the Boehm Test of Basic Concepts with an interpreter to get information about comprehension of concept words in Somali with this translation sheet can help the evaluator understand some of the challenges in translating concept terms into Somali. Somali interpreters have reviewed the test and given appropriate equivalents for several of the concept words on the Boehm which do not have exact translations from English.

Somali Test for Auditory Comprehension of Language-3 (TACL-3) (See Appendix 3NNa)
This is a test protocol to be used with the pictures from the English TACL-3 using prompts in Somali which were translated by Somali special education interpreters in Saint Paul Schools. Items that do not have a clear translation into Somali have been eliminated from the English TACL-3. It provides information on language comprehension tasks that range from understanding single words to understanding more grammatically complex sentences. There are no norms for this tool.

The adapted Somali TACL-3 can be given to children ages 3 years and up who hear Somali in the home. There are two different ways to use the tool.

1. The adapted Somali TACL-3 can be given on one day with the English TACL-3 given on another day. This allows you to compare comprehension skills for the child in the two languages. Norms for the English TACL-3 do not apply when given to a bilingual child.

2. The adapted Somali TACL-3 or the English TACL-3 can be given first in the stronger language with only error items presented later in the other language. Results are combined. This allows you to combine the child’s knowledge in the two languages.

Spanish Language Tools:
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**Language Sample Analysis for Spanish-Speaking Preschoolers**
The use of mean length of response (MLR) is recommended for analyzing the spontaneous utterances of *Spanish*-speaking preschool children, according to Gutierrez-Clellen, et. al.


Miller (1981) outlined the steps for calculating MLR:
- Eliminate imitations and self-repetitions (within a speech turn).
- Eliminate yes/no responses.
- Eliminate routines (alphabet, counting, singing).
- Count the number of words per utterance.
- Divide the total number of words by the total number of utterances to get MLR.

**Norms for the acquisition of morphology and syntax in Spanish-speaking children** and bilingual children aged 2 years to 7 years are listed in several charts in Chapter 1, pages 28-33 of Goldstein’s book: *Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists*. One chart gives average number of words spoken by *Spanish*-speaking children and bilingual children 12 months to 31 months. Goldstein compiled data from a variety of research studies. It is important to note that the acquisition of specific grammatical structures occurs at different ages in Spanish and English.


**Spanish/English Vocabulary Checklist** (See Appendices 3OO and 3PP)
This parent report tool can be used with children who are just beginning to talk. It asks the parent to indicate which words they have heard their child say in English and/or in *Spanish* in order to obtain an estimate of total vocabulary combining words in both languages. The words are ordered by category, such as food, toys, actions, people, animals, etc. Patterson concludes that bilingual children should be referred to a speech-language pathologist if they are not combining two words into phrases by age 27 months. She also recommends referral of children 21 to 22 months with a total expressive vocabulary (Spanish plus English) of less than 20 words; at age 23 to 25 months if less than 37 words; and at 26 to 27 months if less than 82 words.


**Commercially Available Spanish Language Tests:**
The following list contains some common Spanish language tools used in Early Childhood Programs. It is not designed to be all-encompassing or exhaustive. Please refer to the section titled “List of Language Tests in Various Languages” for additional assessment tools.

- **Clinical Evaluation of Language Fundamentals-P-2 Spanish** (Wiig, Secord, & Semel, 2009)
  CELF Preschool–2 Spanish is a parallel edition to the CELF Preschool–2 English, not a translation. This tool was designed to be appropriate for a wide range of Spanish-speaking children. Items are ordered by difficulty based on research conducted with monolingual and bilingual preschoolers tested throughout the United States and Puerto Rico. Four levels of testing are offered: Level 1 tests for the presence of a language disorder, Level 2 determines the nature of the disorder, Level 3 pinpoints the critical clinical skills or behaviors that underlie the disorder, and Level 4 evaluates how the disorder affects classroom performance. Standard scores are provided for children ages 3 years to 6 years, 11 months.

- **Compton Speech and Language Screening Evaluation Spanish Adaptation** (Compton & Kline)
  This screening tool was designed for Spanish-speaking children ages 3 to 6 years. It is not a direct translation of the English screening tool, but it does parallel it. It has been adapted to reflect Spanish phonology and grammar. Objects are used to elicit vocabulary, memory span, grammar and spontaneous language. It also has an articulation screener. Age profiles and pass/fail guidelines are provided.

  The Spanish-Bilingual Edition of this vocabulary test allows students to respond to the picture labeling task in either Spanish or English. Examiners must be fluent in both languages or be assisted by someone fluent in the language not spoken by the principal examiner. Norms are based on a sample of Spanish-bilingual students between 4-0 and 12-11 years of age, residing in the U.S.

- **Inventarios del Desarrollo de Habilidades Comunicativas** (Maldonado, et. al., 2003)
  This standardized parent report tool focuses on current behaviors and emerging behaviors in the areas of gestures, words, and sentences in bilingual children from 8 months to 37 months. Parents indicate which
words their child understands or has used. It is the adapted **Spanish**
language version of the MacArthur/Bates Child Development Inventory
(CDI).

- **Preschool Language Scale – 4th Edition Spanish** (Zimmerman,
Steiner, & Pond, 2002)
The PLS–4 **Spanish Edition** is designed for children from birth to 6 years,
11 months of age. While similar to the English version, it is not simply a
translation. It has separate norms based on 1,188 Spanish-speaking
children living in the United States that are different from the norms for the
English version. Furthermore, items were reviewed by experts in the field
to ensure that they are appropriate for all Spanish speakers and original
PLS items were modified to reflect cultural experiences common to all
Spanish subgroups. Alternate vocabulary that reflects regional differences
are accepted and are listed on the Record Form. A total language
standard score is calculated by combining the standard scores of the two
subtests: Auditory Comprehension and Expressive Communication.
Parents and caregivers can complete the reproducible **Cuestionario para los padres** (parent questionnaire) to share their knowledge of the child’s
typical communication at home. A Spanish Articulation Screener is also
included.

- **Preschool Language Scale-5 Spanish PLS-5** (5th Edition) **NEW TEST**
(Zimmerman, Steiner, & Pond, 2012)
The PLS-5 **Spanish** offers a comprehensive developmental language
assessment, with items that range from pre-verbal, interaction-based skills
to emerging language to early literacy. This interactive, play-based
assessment provides comprehensive information about language skills for
children birth through age 7 who are Spanish dominant or Spanish/English
bilingual. Dual language scoring is used combining measured skills in the
two languages. Items missed when administered in Spanish are
afterwards re-administered in English. The Home Communication
Questionnaire items which are asked of the caregiver, directly correspond
to test tasks to serve as a baseline for testing.

Additional resources for examiners using the the PLS-5 Spanish include:

**PLS-5 Spanish Frequently Asked Questions** **NEW**
http://www.pearsonassessments.com/pai/ca/research/resources/faqs/PLS5_FAQs
PLS-5 Spanish and Screening Presentation Webinar  NEW
https://www.brainshark.com/pearsonassessments/PLS-5SpanishandScreening

PSL-5 Spanish norms in 1 month increments for children age 2-6 to 2-11  NEW
http://www.pearsonassessments.com/hai/images/Products/PLS5_Spanish/38814_Sp_1MonthNorms_2yr_r3.pdf

The Spanish Bilingual Edition of this test allows students to demonstrate understanding of words in either Spanish or English, giving a measure of total acquired receptive vocabulary. Examiners must be fluent in both languages or be assisted by someone fluent in the language not spoken by the principal examiner. Norms are based on a sample of Spanish-bilingual students between 4-0 and 12-11 years of age, residing in the United States.

• Spanish Structured Photographic Expressive Language Test (Spanish SPELT-3) by Henriette Langdon (2012)  NEW TEST
This test was normed on Hispanic children ages 4-0 to 9-11. It samples morphological, syntactic and pragmatic language features in Spanish.
http://www.janellepublications.com/0709.shtml

Additional Resources for Spanish Language Tests:

Spanish Language Assessments for Dual Language Programs
This list provides details about 28 Spanish language assessment tools, many of which are designed for early elementary-aged children. It describes the tests, explains how they can be used, and gives information on where they can be purchased.


Spanish-Language Tests Available on Loan from the Minnesota Department of Education
Spanish-language tests must be selected and used with careful consideration for the norming population and the dialect of Spanish of the child. In addition, Spanish-language instruments are designed to be given by a licensed speech-language pathologist who is bilingual in Spanish and English. Elizabeth Watkins, the ELL and Minority Issues Specialist at MDE, has set up a small lending library of Spanish-language evaluation tools. Schools may borrow these instruments on
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a first-come, first-served basis. Schools that have a large Spanish-speaking population are invited to borrow tests on a trial basis and then purchase their own copies, since it is not possible to guarantee that a specific test will be available when it is needed. Schools that have only a few Spanish-speaking students may be able to rely on borrowing tests. The specific tests were selected based on recommendations from members of the Minnesota Speech-Language-Hearing Association’s (MSHA) Multicultural Affairs Committee.

Expressive One Word Picture Vocabulary Test – Spanish Bilingual Edition
Receptive One Word Picture Vocabulary Test – Spanish Bilingual Edition
Clinical Evaluation of Language Fundamentals – 3rd Edition Spanish

Alternate Instructions for Spanish language tests
Several members of the MSHA Affairs Multicultural Committee collaborated to develop instructions for administration of these tools by a monolingual clinician working with an interpreter. These instructions are available to download. If your district already owns one of these Spanish-language instruments, please print these instructions and place them in the kit so that they are readily available to all who use the test.

On the MDE Website in the section on: Special Education in the Classroom: See English Learner Disability Resources towards the bottom of the page:
http://education.state.mn.us/MDE/EdExc/SpecEdClass/

If you would like to borrow one of the test kits or if you have questions about the instructions, please contact Elizabeth Watkins via e-mail at: Elizabeth.Watkins@state.mn.us or by phone at: 651-582-8678.

Articles, Books and Websites with Information on Language Evaluation:

American Speech-Language-Hearing Association: Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services
This document specifies the cultural competence and language competence needed by bilingual as well as monolingual speech-language pathologists when working with CLD students. It describes the role of the speech-language pathologist in distinguishing typical from disordered language, evaluating CLD students and providing therapy to CLD students with disorders of language, articulation, voice, swallowing and hearing/balance.


Assessing Asian/Pacific Languages
Dr. Li-Rong Lilly Cheng provides a wealth of information regarding the cultural and linguistic characteristics of the following languages for populations now living
in the United States: Chinese, Vietnamese, Lao, Hmong, Cambodian,
Filipino, Korean, Japanese, Hawaiian, Guamanian and Micronesian. Dr.
Cheng stresses the importance of a team approach to evaluation and
determination of eligibility. She outlines procedures and provides a step-by-step
process for determining language difference vs. language disorder. She
provides checklists for evaluation procedures, articulation tests for Vietnamese
and Chinese, language tests, word lists, and pictures for storytelling tasks.

Academic Communication Associates.

Bilingual Speech-Language Pathologists in Minnesota
The Minnesota Speech-Language-Hearing Association's (MSHA) Multicultural
Affairs Committee has compiled a list of 56 speech-language pathologists in the
state who speak a total of 19 different languages. Also listed are Websites that
specific MSHA members have developed related to the Hmong, Chinese, and
Vietnamese languages, specifically for speech-language pathologists. The list
of bilingual speech-language pathologists can be found in the section titled:
Consumer Information: Resources for speech-language pathologists and
audiologists.

www.msha.net

Cultural and Linguistic Diversity Resource Guide for Speech-Language
Pathologists
This comprehensive guide is designed for speech-language pathologists who
work with individuals from culturally and linguistically diverse populations. It
bridges the gap between existing research and the use of that information in
clinical practice. It includes easy to access information on normative data,
evaluation techniques, intervention approaches, and resources. Practical
information is included to help readers provide speech and language services
that meet the needs of culturally and linguistically diverse populations.

Goldstein, B.A. (2000). Cultural and linguistic diversity resource guide for speech-

Dual Language Development and Disorders A Handbook on Bilingualism &
This book explains normal and impaired dual language development and the
differences between monolingual and bilingual development. This information
can assist professionals with successfully diagnosing and treating children with
language delays and disorders. The book divides children into two types of
language learners: bilingual children, who have learned two languages from
infancy (simultaneous bilinguals), and second language learners, who are
learning a second language after significant progress has been made with a first
language (sequential bilinguals). The book also breaks dual language learners
into two types according to whether or not their primary language is widely used,
Talk with Me

has a high social value, and is typically associated with socioeconomic power. Case studies of four children representing each of these four groups are introduced in chapter one and reoccur throughout the book. The final section of the book discusses assessment and intervention issues related to dual language children with impaired development.


**Gateway Course on Clinical Decision Making with Linguistically Diverse Learners**

See Appendix 1A to view the powerpoint for this tutorial on evaluating and treating linguistically diverse learners was developed as part of a multicultural training grant from the American Speech-Language-Hearing Association awarded to Drs. Kohnert and Glaze at the University of Minnesota. Presented in PowerPoint format, it provides the user with valuable information on speech and language services for culturally and linguistically diverse students. The first part covers bilingual language development – including differences between simultaneous and sequential learners. Evaluation information follows and includes a description of the documentation necessary under federal special education law. An intervention section explains how to provide speech-language services to bilingual clients. It includes suggestions for choosing the language or languages of intervention and for structuring intervention so that gains are made in both languages. See Appendix 1A

Kohnert, K., & Glaze, L. (2003). Clinical Decision Making with Linguistically Diverse Learners: A Statewide Professional Training Model. ASHA Multicultural Grant Award

**Increasing Language Skills of Students from Low-Income Backgrounds: Practical Strategies for Professionals**

This is a practical book for speech-language pathologists, educators and other professionals attempting to gain an understanding of the effects of socio-economic status on children's language development. This resource provides readers with strategies for supporting these children and their families. Factors that impact low income children's language skills, strategies for nonbiased evaluation and suggestions for structuring school environments are discussed.


**Language Disorders in Bilingual Children and Adults**

This book offers speech-language pathologists information on how to provide effective services to bilingual children and adults with suspected or confirmed language disorders. Emphasis is placed on functional aspects of bilingualism as opposed to mere analysis of proficiency in a second language. This book
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provides the reader with an understanding of both typical and atypical language skills in bilingual children and adults. Assessment and intervention information is provided with consideration given to social, cognitive and communicative systems. Sections on bilingual children focus primarily on developmental language disorder (i.e., specific language impairment, language learning impairment, isolated language impairment and late talkers) as opposed to language disorders that are secondary to other conditions (e.g., autism, Down Syndrome).


Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention, 3rd Edition

This third edition provides the reader with practical strategies for evaluation and intervention of students from culturally and linguistically diverse backgrounds. Specific information about the cultural and linguistic variables that may affect speech and language evaluation and intervention for the following cultural groups: Anglo-European, African American, Hispanic, Asian, Native American, Pacific Islander, Middle Eastern and Russian. These variables are important to consider when assessing and planning programs for students with language disorders and other special learning needs.


Articulation Evaluation in CLD Children

Testing articulation skills in other languages involves eliciting a sample of the child's speech to determine overall intelligibility as judged by a native speaker as well as eliciting production of the different sounds in the language in isolation, words or connected speech. By using a phonemic sound inventory or an informal articulation measure a speech-language pathologist can begin to determine:

• Which sounds are the same in the child's home language and in English. See also the Chart on English Sounds Lacking in Other Languages (See Appendix 3Z)
• Whether the child's acquisition of the native language is influencing the production of sounds in English.
• Whether English phonology is influencing the child's production of sounds in the native language.
• Subtle differences in the production of the same sound can be detected with the help of an interpreter. For example, in Spanish the two “d’s” in the word “dedo” are pronounced differently. Initial /d/ is similar to the English /d/; whereas, medial /d/ is pronounced with an inter-dental tongue
Talk with Me

placement and is less plosive than the English /d/ (more similar to voiced “th” as in “the”).

For children who speak English as well as another language, articulation skills in English must also be evaluated. To do this, you can use published English articulation measures with which you are familiar. Be cautious when interpreting the child’s performance, as any “errors” that are due to dialect and/or influence of the other language cannot be counted as errors but rather reflect normal, expected cross linguistic transfer. Learning about the phonology of the other language(s) and completing a contrastive analysis between the sound systems of English and that/those language(s) will aid in interpretation. For example, there are no final consonants in Hmong, therefore it would be expected that a Hmong speaker would have difficulty hearing and producing final consonant sounds in English. This would be considered a typical 'difference' and not a 'disorder.' Be advised that the norms on the English articulation measures may not be valid for bilingual children.

Suggested Procedures for Evaluating Articulation Skills in a Language Other than English

- Arrange for an interpreter.
- Listen to the speech of the parents and with the help of the interpreter, determine the language and dialect the child is hearing at home.
- Review the words on the articulation measure that you will be using, to determine if they are appropriate for the dialect of the family.
- You may wish to use audio or video recording to review the child's speech production afterwards.
- You may use pictures to elicit the words spontaneously.
- If pictures are not available, the interpreter can ask the child to imitate each word, one at a time.
- Make sure the interpreter and the speech-language pathologist each have a copy of the protocol.
- Establish scoring parameters ahead of time.
  - For example, will the interpreter make a judgment on just the targeted sound in a word or the production of the entire word?
- The interpreter makes a judgment of correct/incorrect and informs the speech-language pathologist.
  - Try having the interpreter use a code such as saying: “Good” when the child correctly produces the target sound/word
    "OK" - when there was an error in the child's production in the interpreter's judgment.
- Ask the interpreter to describe the child's ability to appropriately use tonal markers, if used in the language being tested.
- Ask the interpreter to describe how intelligible the child's speech was during spontaneous conversation:
  - Rarely understandable (less than 50 percent of the time)
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- Sometimes understandable (between 50 and 75 percent of the time)
- Usually understandable (more than 75 percent of the time)
- Always understandable (nearly 100 percent of the time)

Creating Your Own Articulation Screener

If you do not have an articulation measure available to test the speech sounds in a particular language, you can make your own screener.

- Contract an interpreter for that language.
- Obtain information on the phonological system of the language (refer to the following section for a list of resources).
- Make a list of all of the consonant sounds in the language and ask your interpreter to give you a simple word that starts with each sound. If a particular sound is not found in the beginning of words, you will need to find a word that has the sound in the middle or the end of a word.

You now have an informal articulation measure that can be used as an imitation tool.

Resources on Phonology in Other Languages:

Concise Compendium of the World’s Languages (2nd Edition) NEW EDITION

This second edition of The Routledge Concise Compendium of the World’s Languages 2nd Edition has been completely revised to provide up-to-date and accurate descriptions of a wide cross-section of natural-language systems. It includes updated cultural and historical notes and offers information on a greater number of the lesser-known ones, such as Cree, Maltese and Haitian Creole. This new edition covers a total of 111 languages. International Phonetic Alphabet (IPA) symbol grids are arranged by articulatory feature and by alphabetic resemblance to facilitate use of the new phonology sections.


International Guide to Speech Acquisition

The International Guide to Speech Acquisition serves as a comprehensive guide for speech-language pathologists working with children from a wide variety of language backgrounds. Descriptions of phonetic inventories, syllable structures, and phonological processes as well as the age of acquisition of speech sounds are given for 12 dialectal variations of English and 24 other languages. This information is valuable when identifying speech difficulties in children and when choosing age-appropriate intervention targets.
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**National African Resource Center**  NEW
The National African Language Resource Center was established in September, 1999 by a grant from the U.S. Department of Education. The Center improves the accessibility of African languages in the United States by developing resources for research, teaching, and learning of African languages.

http://african.lss.wisc.edu/nalrc/prog-serv/index.html

**Speech Accent Archive - Native Phonology Inventory**
This Website has the phonetic inventories of 220 different languages and dialects. It also has recordings of native speakers of more than 100 different languages reading a passage in English. The articulation errors made by the speakers are described. This helps to point out the kinds of articulation errors that are due to influence of the native language on English and therefore would not be considered a disorder.

http://accent.gmu.edu/browse_native.php

**UCLA Language Materials Project**
This Website provides profiles of over 100 languages, describing the language family, the areas where it is spoken, the dialects of the language as well as information about the phonology, grammar and orthography.

http://www.lmp.ucla.edu/Profile.aspx?menu=004

**Wikipedia**
This Website has phonological and linguistic descriptions of many languages. Search by the target language + phonology.

http://wikipedia.org/

**World Atlas of Language Structures Online**
This site contains information from more than 40 authors on the phonological, grammatical and lexical features of 2500 languages. Maps and linguistic comparisons are available.

http://wals.info/

Informal Articulation Screening Measures for Other Languages:
The following 24 articulation screening measures provide a method for systematically evaluating a child's sound system in other languages. These are informal measures without scores and should be considered one part of an evaluation of articulation skills.

**Amharic:**   Amharic Imitative Articulation Measure (See Appendix 3QQ)  Amharic Consonant Chart (See Appendix 3RR)

**Arabic:**   Arabic Imitative Articulation Measure (See Appendix 3SS)  ASHA Arabic Phonemic Inventory  [http://www.asha.org/uploadedFiles/practice/multicultural/ArabicPhonemicInventory.pdf#search=%22ASHA%22](http://www.asha.org/uploadedFiles/practice/multicultural/ArabicPhonemicInventory.pdf#search=%22ASHA%22)

**Arabic Speech and Language**  NEW  Age norms for the acquisition of speech sounds in Arabic as well as some milestones for morphology acquisition based on research studies that have been done in various Arabic speaking countries.  [http://literacyencyclopedia.ca/index.php?fa=items.show&topicId=274](http://literacyencyclopedia.ca/index.php?fa=items.show&topicId=274)

**Bosnian-Serbo-Croatian:**   Bosnian/Serbo-Croatian Imitative Articulation Measure (See Appendix 3TT)

**Cantonese:**   Phonemic Inventory and Contrastive Analysis Cantonese/English—ASHA Website  [http://www.asha.org/uploadedFiles/practice/multicultural/CantonesePhonemicInventory.pdf#search=%22cantonese%22](http://www.asha.org/uploadedFiles/practice/multicultural/CantonesePhonemicInventory.pdf#search=%22cantonese%22)


**German:**   German Imitative Articulation Measure (See Appendix 3UU)

**Hmong:**   Contrastive Analysis Hmong/English (See Appendix 3VV)  White Hmong Articulation Test (See Appendix 3WW)  Hmong (White) Imitative Articulation Measure (See Appendix 3XX)

Hmong English Bilingual Speakers. This Website by Pui Fong Kan, Ph.D., CCC-SLP, provides in depth information on the phonology, word order, and tones in Hmong. There is a chart of Hmong consonants and vowels organized by manner and placement with
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recorded samples of words from native speakers for each sound in the language. Information on the Hmong culture is also provided.  

http://www.tc.umn.edu/~kanx0004
Website is temporarily unavailable.


Karen Sgaw dialect: Karen Imitative Articulation Measure  (See Appendix 3YY)

Khmer:  
Khmer Imitative Articulation Screener  (See Appendix 3ZZ)
Contrastive Analysis Khmer/English  (See Appendix 3AAA)

Korean:  
Phonemic Inventory and Contrastive Analysis – ASHA Website  
http://www.asha.org/uploadedFiles/practice/multicultural/KoreanPhonemicInventory.pdf#search=%22korean%22

Korean Phonology NEW  
This website provides information about the sounds and alphabet of Korean.  
http://www.learnkorean.com/lesson/lesson2.asp

Super Duper Communication Differences Among Asian-American Speakers Korean/English  

Korean Articulation Measure  (See Appendix 3BBB)

Lao:  
Lao Imitative Articulation Measure  (See Appendix 3CCC)

Liberian:  
Liberian English Phonology Information  (See Appendix 3XXX)

Mandarin:  
Mandarin Articulation Measure and accompanying pictures  
http://home.comcast.net/%7Ebilingualslp/

Phonemic Inventory and Contrastive Analysis Mandarin/English–ASHA Website  
http://www.asha.org/uploadedFiles/practice/multicultural/MandarinPhonemicInventory.pdf#search=%22mandarin%22

Tao Yuan Li’s Website has information for parents and speech language pathologists on speech and language development and delays in Mandarin speaking children. Includes a chart of normal developmental expectations of speech sounds in Mandarin by age.  
http://home.comcast.net/~bilingualslp
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**Mandingo:** Mandingo Imitative Articulation Measure (See Appendix 3DDD)

**Nepali:** Nepali Articulation Screener (See Appendix 3DDDa) NEW

**Oromo:** Oromo Imitative Articulation Measure See Appendix 3EEE, Oromo Consonant Chart (See Appendix 3FFF)

**Portuguese:** Portuguese Imitative Articulation Measure (See Appendix 3GGG)

**Russian:** Russian Imitative Articulation Measure (See Appendix 3HHH) Russian Articulation Screener with Boardmaker photos NEW PICTURES. This articulation screener now has photos of the objects for labeling or imitation. (See Appendix 3HHHa)

**Somali:** Somali Imitative Articulation Measures (See Appendices 3III, 3IIId, 3IIIb)

**Spanish:** Spanish articulation measures are described in the section immediately following this list (there are published tools available).

**Swahili:** Swahili Imitative Articulation Measure (See Appendix 3JJJ)

**Tagalog:** Tagalog Imitative Articulation Measure (See Appendix 3KKK)

Heritage Voices - Language: Tagalog Center for Applied Linguistics
http://www.cal.org/heritage/research/voices_tagalog.pdf

**Tibetan:** Tibetan Imitative Articulation Measure (See Appendix 3LLL)

**Tigrinya:** Tigrinya Imitative Articulation Measure (See Appendix 3MMM) “Tigrinya” is also spelled “Tigrigna,” “Tigrina,” and “Tigriña”

**Urdu & Punjabi & Mirpuri** (languages of Pakistan) Articulation Screener NEW For sale at: http://www.speechmark.net/bilingual-speech-sound-screen-pakistani-heritage-languages

**Vietnamese:** Vietnamese Imitative Articulation Measure (See Appendix 3NNN)

Vietnamese Language and Phonology Information (See Appendix 3000) ASHA Phonemic Inventory and Contrastive Analysis http://www.asha.org/uploadedFiles/practice/multicultural/VietnamesePhonemicInventory.pdf#search=%22Vietnamese%22
VN Speech Therapy. Information in English and Vietnamese on speech and language disorders for parents, clinicians, and researchers.  
http://vnspeechtherapy.com/default.html

Crosslinguistic Analysis of Vietnamese and English  (See Appendix 3PPP)  
This article has three parts. Section 1 discusses previous studies on first language (L1) maintenance among Vietnamese Americans. Section 2 presents a cross-linguistic comparison of Vietnamese and English across speech-sound, word, and grammatical language levels. A cross-linguistic analysis may help educators better understand speaking patterns of Vietnamese American students. Based on this cross-linguistic comparison, Section 3 presents potential bi-directional interactions between Vietnamese and English within an individual speaker.


Online Spanish Phonology Resources

ASHA Spanish Phonemic Inventory and Contrastive Analysis  
This chart, based on the work of Brian Goldstein, lists all of the consonant sounds in Spanish by manner and place of articulation. It cautions that the specific dialect of Spanish needs to be considered when using any phonemic chart.

http://www.asha.org/uploadedFiles/practice/multicultural/SpanishPhonemicInventory.pdf

Así Hablamos  
This online resource allows you to type in a word in Spanish to find out what country it is used in, its meaning, and show it used in a sentence. You can also do a search for words from just one country. This Website is entirely in Spanish.

http://www.asihablamos.com/

Common Articulation Variations between English and Spanish  
This downloadable handout describes contrasts between English and Spanish, highlighting which sounds in English may be difficult for Spanish speakers because of lack of practice hearing and using the sounds which are not present in Spanish.

Super Duper - Common Articulation Variations between English and Spanish by Melanie Frederic M.S. CCC-SLP  
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Dialects of Latin American Spanish
The Omniglot Website has information on the different dialects of Spanish.
http://www.omniglot.com/language/articles/latin_american_spanish.htm

Spanish Dialects and Varieties - Wikipedia article
This article has links to information on many dialects of Spanish.
http://en.wikipedia.org/wiki/Spanish_dialects_and_varieties

Other Resources on Spanish Phonology

Spanish Phoneme Development Chart – (See Appendix 3QQQ)
This chart compares data on the acquisition of phonemes in Spanish-speaking children from four different studies.

Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists
Goldstein provides information on normal speech sound acquisition in Spanish-speaking children and dialectal variation across Spanish-speaking countries in charts on pages 22 to 27.


Educating Latino Preschool Children
Hortencia Kayser's book has a chart of Spanish pronunciations in the appendix that lists the phonemes in Spanish and the variations on their pronunciation from one Spanish-speaking country to the next.

http://www.pluralpublishing.com/publication_hpc.htm

Linguistically Culturally Diverse II: American Indian and Spanish-Speaking
The Wisconsin Department of Public Instruction produced this manual to provide information on linguistic and cultural differences of American Indian and Spanish-speaking students. The manual provides information on developing guidelines for assessment procedures used with American Indian and Spanish-speaking students who are experiencing academic and communication difficulties in the educational environment. It has detailed information about the phonological differences among the various dialects of Spanish.

Commercially Available Spanish Articulation Tests

Compton Speech and Language Screening Evaluation Spanish Adaptation (Compton & Kline)  
One portion of this screening tool provides a way to screen Spanish articulation skills in children ages 3 to 6 years by listening to a child label toy objects. A concurrent score for vocabulary is also obtained. Cut-off scores are provided for each age group.


Contextual Probes of Articulation Competence - Spanish (CPAC-S)  
(Goldstein & Iglesias, 2006)  
This tool has a Quick Screen that assesses all Spanish phonemes and many frequently occurring phonological patterns. In addition, it contains a criterion-referenced full assessment that provides a comprehensive analysis of a child’s articulation and phonological skills. It also is a vehicle for monitoring progress and changing treatment goals. Norm referenced scores are available for children 3 years, 0 months, to 8 years, 11 months.


La Medida Española de Articulación (La MEDA)  
This Spanish articulation test has norms for Spanish-speaking children from California ages 4 years to 9 years. It can be purchased from SanYsidro School District, 4350 Otay Mesa Road, San Ysidro, CA 92073.

Preschool Language Scale - 4 Spanish Edition Articulation Screener (PLS-4 Spanish)  
(Zimmerman, Steiner, & Pond, 2002)  
This imitative articulation screener has cut-off scores for Spanish-speaking children living in the United States ages 2 years, 6 months, to 6 years. This comes attached to the PLS-4 Spanish Language Test. Available from Pearson Assessment.


PLS-5 Spanish Articulation Screener:  
(Zimmerman, Steiner, & Pond 2012)  
NEW TEST  
The Articulation Screener with pictures is a supplemental test that comes with the PLS-5 Spanish Language Test designed to be used with children 2 years, 6 months to 7 years, 11 months of age. It is not sold separately.
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**Spanish Articulation Measures (SAM) (Mattes, 1995)**
Normative data is available for this spontaneous word production task beginning at age 3 years. In depth testing of a particular sound, an imitative *Spanish* articulation test and a stimulability task are also included.


**Spanish Preschool Articulation Test (SPAT) (Tsugawa, 2004)**
Articulation test with norms for *Spanish*-speaking children living in the United States ages 2 1/2 to 5 1/2 years old. The pictures and scoring protocol come on a CD. Available from Lexicon Press.

http://lexiconpress.com/catalog/c18_p1.html

**Additional Resources Related to Articulation in CLD Children**

**Bilingual Speech-Language Pathologists in Minnesota**
The Minnesota Speech-Language-Hearing Association’s Multicultural Affairs Committee has compiled a list of 56 speech-language pathologists in the state who speak a total of 19 different languages. Also listed are Websites that Minnesota speech-language pathologists have developed related to *Hmong*, *Chinese* and *Vietnamese* languages, specifically for speech-language pathologists.


**Fonetics - The Sounds of Spoken Language – Spanish and German**
This lively and informative Website contains animated libraries of the phonetic sounds of *English*, *German*, and *Spanish*. An animated diagram with sound is available for each consonant and vowel in the language. You can watch a native speaker saying a word, hear the word, and see the written word as well as the International Phonetic Alphabet (IPA) symbols. Spanish sounds are defined by the dialect they belong to. There is also an animated diagram of tongue
placement that shows how the tongue and palate move during the production of each sound.

http://www.uiowa.edu/~acadtech/phonetics/

**International Dialects of English Archive**
This Website contains recordings of speakers of various dialects of English and native speakers from many different countries reading a standard passage in English. Listening to these recordings can help speech-language pathologists identify normal accented English in speakers of many languages.

http://web.ku.edu/~idea/index.htm

**Language Transfer Issues for English Language Learners**
This 16-page reference book contains two charts. One explains differences in language structures between English and six other languages (Cantonese, Haitian-Creole, Hmong, Korean, Spanish and Vietnamese). The other chart compares the sounds of English to those sounds found in the languages listed above.

http://ngsp.com/

**Phonological Assessment and Treatment of Bilingual Speakers**
This paper provides speech-language pathologists information about common and uncommon phonological patterns across a variety of languages, the influence of the sound patterns of one language on another and guidelines for assessment and intervention.

http://ajsdp.asha.org/cgi/content/abstract/7/2/49 ASHA members can access the full text of the article.

**Cleft Palate Evaluation in CLD Children**

**Cleft Palate Speech: Cross-linguistic Considerations**
This section was contributed by Kelly Nett Cordero, Ph.D., CCC-SLP, and Anna Thurmes, M.A., CCC-SLP

*For treatment information and additional resources please see the Cleft Palate section of Chapter 4 “Intervention” in this *Talk with Me* resource guide.

**Core Knowledge**
Information regarding the nature and impact of cleft palate on communication can be reviewed through:

- American Cleft Palate-Craniofacial Association (ACPA) Core Curriculum in Speech-Language Pathology and listening samples of speech with various degrees of hypernasality can be reviewed at: [http://www.acpa-cpf.org/education/educational_resources/](http://www.acpa-cpf.org/education/educational_resources/)


### Cleft Palate Speech Assessment

Goal: To determine if resonance distortions and articulation errors are anatomically and/or behaviorally based and what treatment is needed. Systematic evaluation should gather information regarding what the speaker is capable of with current speech structures. This information will assist you and the cleft palate team in the process of initiating speech treatment and/or planning surgical intervention.

Assessment tools for cleft palate speech examine the following components:

- Presence of articulation errors commonly associated with cleft palate, including glottal stops, pharyngeal fricatives/stops, and nasal fricative substitutions.
- Speech production during oral versus nasal consonants.
- Degree of intraoral pressure and nasal air emission perceived during the production of high pressure consonants (stops, fricatives, and affricates).
- Resonance variation in vowels (high versus low).

There are specific tasks recommended to assess cleft palate speech that can be reviewed in the following article:


### Cross-Linguistic Assessment

Assessment of non-English speakers with cleft palate speech requires knowledge regarding the phonetic inventory of the target language and the potential impact on the evaluation components listed above. Speech characteristics that are considered disordered in English may be typical of other languages. Examples include:
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- Glottal, pharyngeal and uvular consonant productions are phonemic in Somali. In English, these are articulation errors commonly associated with cleft palate.
- English has three nasal consonants and Hmong has 27 consonants with some nasal component. However, the frequency of occurrence is relatively similar across the languages.
- English has 16 high pressure consonants while the native Hawaiian language has 2 high pressure consonants.
- Phonemic nasalization of vowels is present in languages such as Hmong, Portuguese and French and should be considered in addition to vowel height.
- Lexical tones, characteristic of many Asian languages, add another dimension to assessing resonance cross-linguistically.

During the phonetic inventory review, audio samples will facilitate the ability to identify these potential differences. This can be accomplished through various Websites and with the assistance of interpreters. Some Websites include the following:

- **Hmong**  [http://www.tc.umn.edu/~kanx0004/](http://www.tc.umn.edu/~kanx0004/)
- **Spanish**  [http://www.uiowa.edu/~acadtech/phonetics/about.html](http://www.uiowa.edu/~acadtech/phonetics/about.html)
- **Somali**  [http://www.cal.org/co/somali/ssound.html](http://www.cal.org/co/somali/ssound.html)

In addition to Internet searches, resources to examine phonetic inventories include the following:


Information on the development of cleft palate speech evaluation protocols across languages is described in the following resources:


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http://surgicalteamsconference.googlepages.com/Cordero_Thurmes_Handoutpdf.pdf

  http://www.cpcjournal.org/doi/pdf/10.1597/06-086.1


For more information, or for specific questions about cleft palate assessment and treatment of CLD speakers, feel free to contact the authors of this section directly.

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Selective Mutism versus the Silent Period in ELL Students

Helping Young ELL Children Who are Not Speaking at School - Tips and Ideas - by Janell Norman, M.A., CCC-SLP, 2009 (See Appendix 3RRR)

After retiring from the St. Paul Public Schools, Janell Norman opened a private practice in speech language pathology that specializes in Selective Mutism. She consults with school districts throughout Minnesota, Iowa, Wisconsin, North Dakota and South Dakota. She has found that 9 of 10 of students who do not talk at school when they first begin preschool will talk by the end of their first year. She has prepared a three-page handout, clinician to clinician, with suggestions on how to support ELL children in their regular education programs as they learn English and begin to feel comfortable speaking in school. She also points out red flags that may indicate which children truly are developing selective mutism.

Language Immersion Programs and Children with Disabilities

Struggling Learners & Language Immersion Education – Research-based Practitioner-informed Responses to Educators’ Top Questions  NEW  
Tara Fortune of the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota along with Mandy Menke have written
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talk to this book to address 10 important questions and answers related to immersion programs and children with disabilities. Some issues covered include: “For whom might immersion not be appropriate?” and “Who is likely to struggle and stay in the immersion program?” and “What kind of assessments can be given to language immersion students who are not progressing…”?


http://www.carla.umn.edu/immersion/learners.html

Immersion Schools in Minnesota

There are three types of immersion programs:

1. One-way (foreign language) immersion programs are designed to serve students whose native language is English.
2. Two-way immersion programs are designed to serve a combined population of native English speakers and native Spanish speakers (all two-way programs in Minnesota are Spanish/English).
3. Indigenous language immersion programs promote the revitalization of Native languages and cultures and typically enroll Native American children whose first language is English.


http://www.cal.org/jsp/TWI/SchoolListings.jsp

List of Minnesota Immersion Schools

MAIN (Minnesota Advocates for Immersion Network) published this list of immersion schools in Minnesota in November of 2011. They list 62 immersion schools - preschools through high school. See Appendix 3SSS

Native Language Revitalization

The People’s Path is an example of an Ojibwe/Dakota Language Revitalization effort. Language immersion is shown to have a multiplier effect for young Native American children. Language Immersion with children has developed “intensive language acquisition” which benefits in communication. Learning one’s native language reveals and teaches tribal philosophies as a link between the past and
future of Native American tribal nations. Darrell Kipp of the Piegan Institute has documented the precious bond created between the children and elders. “Knowledge of the Native language gives tribal members a unique tool for analyzing and synthesizing the world, and the incorporating the knowledge and values of the tribal nation into the world at large.” (Crawford) http://www.thepeoplespaths.net/News2004/0404/NAECLC040416LangRevitalization.htm

Voice Evaluation in CLD Children

When conducting a voice evaluation with CLD children, it is imperative that speech-language pathologists gather information about the child’s cultural and language backgrounds. This information is needed to determine whether or not the presenting problem is a difference or a disorder. In addition, cultural views towards disability may be a factor to consider when planning and conducting the evaluation and when interpreting and sharing the results. Minnesota state criteria specifically address these issues in its definition of a voice disorder. According to Minnesota Rules 3525.1343, Subpart 2, "'Voice disorder’ means the absence of voice or presence of abnormal quality, pitch, resonance, loudness, or duration. Voice patterns that can be attributed only to dialectical, cultural, or ethnic differences or to the influence of a foreign language, must not be identified as a disorder.

A pupil has a voice disorder and is eligible for speech or language special education when:
   A. The pattern interferes with communication as determined by a speech-language pathologist and either another adult or the pupil; and,
   B. Achievement of a moderate to severe vocal severity rating is demonstrated on a voice evaluation profile administered on two separate occasions, two weeks apart, at different times of the day."

https://www.revisor.mn.gov/rules/?id=3525.1343

Fluency Issues in CLD children

About three-quarters of children who demonstrate dysfluencies during childhood will recover by late childhood. Girls are more likely to spontaneously recover from stuttering than boys. Children with an early onset (before age 3 years, 6 months) and those who have been stuttering for no more than 18 months to 2 years are also more likely to recover. Other factors that increase the likelihood for recovery include a lack of family history of chronic stuttering and average language ability. Families and clinicians should not rely on spontaneous recovery but rather implement indirect or direct intervention to assist in alleviating the disorder when concerns arise.
Research does not support the idea that bilingualism causes stuttering or makes it more difficult to recover from stuttering. When one evaluates stuttering in a bilingual child, the some of the most important factors to investigate are the presence of a language disorder in the child or family history of stuttering. It is also important to obtain information from the family regarding their beliefs about stuttering and its cause.

Evaluation of fluency in CLD preschoolers should involve:
- Tallying the fluency rate in both languages, looking at the frequency and type of stuttering. It is possible that there is a difference in the frequency of dysfluency in the two languages. If that is the case, it would be important to investigate the possibility that language loss of the home language is occurring.
- The types of dysfluency have been found to be similar across languages: within-word dysfluencies (sound and syllable repetitions), blocks, and prolongations. Speech-language pathologists who do not speak the language of the child can detect dysfluencies with the same level of accuracy as they can in English-speaking American children. If the type of dysfluency consists of revisions and interjections (between word dysfluencies) the problem may be linguistic rather than chronic stuttering.
- The presence or absence of struggle or tension during dysfluencies may not be a critical factor for determining eligibility. Young children with dysfluencies may not show tension at first, but could develop those patterns if not treated. On the other hand, a person speaking a language that is new to them may show some struggle behaviors because they are not comfortable speaking that language.
- It is important to determine the role of linguistic complexity and to look at this aspect in each language. More instances of stuttering may be noted during code-switching or at higher levels of linguistic complexity.
- Self-awareness is not a clear indicator of stuttering in young CLD students because they may be very aware that they are having difficulty communicating in the new language and be able to report that. Young stutterers in general are not necessarily aware that their stuttering is different or problematic.

The following fluency problems may be related to limited English proficiency rather than chronic stuttering:
- No stuttering in the stronger language.
- Dysfluencies which are present at moments of complex language formulation attempts in the weaker language.

Assessment and Treatment of Fluency Disorders in Bilingual Children
Kerry Danahy, SLP Ph.D. uses this PowerPoint/video presentation which discusses fluency issues in bilingual children.

Power Point slides handout: [http://shs.umn.edu/assets/pdf/Bilingual_fluency%20lecture.ppt](http://shs.umn.edu/assets/pdf/Bilingual_fluency%20lecture.ppt)
Does Language Influence the Accuracy of Judgments of Stuttering in Children?
This research study required Icelandic speech-language pathologists (SLPs) and American English-only speaking SLPs to rate speech samples of Icelandic speaking children by tallying fluency. The study concluded that American SLPs were able to rate fluency in the speech of children who speak other languages as accurately as they rated American English speech samples. This article can be downloaded from the ASHA website by ASHA members.


Fluency in Bilingual Spanish-speakers
This chapter is found in *Bilingual Language Development and Disorders in Spanish-English Speakers Second Edition* (Goldstein, 2011). It reviews basic information about stuttering and then covers general principles of culture-sensitive assessment, treatment, and counseling as it pertains to Latinos. While much of the chapter is geared towards older children and adults, clinicians may find the information about cultural views towards this disability helpful as they assess young Hispanic children.


Stuttering Foundation
This organization has brochures and articles on stuttering in bilingual children.


Writing the Evaluation Report (ER)

It is challenging to summarize the data collected while making sure to include all of the information that is legally required to be in an evaluation report. Revisit the manuals published by the Minnesota Department of Education that were described the section on legal requirements, as each of these provides guidance as to what information needs to be included specifically in the evaluation of young CLD children in order to meet the requirements of both federal and state special education law.

The section that follows will summarize what information and documentation should be included in each section of the Evaluation Report (ER).
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**Background Information**

- What is the cultural background of the family?
- How long has the family been in the United States?
- Where have they lived in the United States?
- How many siblings are in the home and what are their ages?
- What language(s) is/are primarily spoken in the home (by parents, siblings, and extended family members)?
- Who is the primary care provider for the child? What language does that person speak to the child?
- Do parents work outside of the home? If so, has the child been in any daycare, preschool or other community childcare/classroom settings? What language was spoken in those settings?

**Information from the Parents**

- What are the parents’ thoughts about the child’s strengths and weaknesses?
- What are their primary concerns?
- What would they like help with?
- What language do they think their child knows best?

**Modifications to Testing Procedures**

- Was an interpreter used? Include the name and title of the interpreter.
- What language or combinations of languages were used during testing?
- Were testing items or materials otherwise modified to be more culturally or linguistically appropriate? List any modifications and why they were made.
- Based on these modifications, are standard scores reportable? If not, what other data sources will be used specifically to determine eligibility?

**Test Results and Developmental Information**

- What specific skills did the child display in each area of development that was evaluated including expressive and receptive language, cognitive functioning, fine and gross motor, social/emotional/behavior and self-help?
- How does this compare with other peers of the same age who are from the same cultural background?
- Based on your knowledge of child development was this child’s performance at a level that would be expected for their age?
- Do multiple sources of data (i.e., parental report, observation, testing and criterion-referenced instruments) support your conclusions about the child’s developmental functioning?
Documentation of Eligibility

The Minnesota Department of Education outlines how to evaluate and determine eligibility for English Language Learners (ELL) students. An override is not necessary when cultural and linguistic diversity are factors. The evaluation team should gather additional evaluation data and document all of the types of data that were used to determine eligibility. A statement should be made as to why standard procedures needed to be modified for the student. A statement should be made as to which data had the greatest relative importance to the eligibility decision. Please see the 2011 MDE Memo on Determination of Eligibility for ELL students: Appendix 3A. NEW

The following statement was provided in the manual Assessment Instruments: A Selected Review for Use in Minnesota, published by the Minnesota Department of Education, as a guideline for how to document a culturally and linguistically diverse child’s need for special education without the use of standard scores.

“The standards and procedures (standardized, norm-referenced scores) used with the majority of children were not used with this child, as the instruments were not normed on bilingual children. Such norm-referenced scores are not considered valid for this child.

The objective data used to conclude that this child has (or does not have) a disability and is (or is not) in need of specialized instruction included: parent comments, teacher comments, developmental data, observation in the child’s home setting, the child’s responses to items from standardized instruments used with young children and comparison of his/her skill development with that of siblings (or peers from the same culture).”

The determination of eligibility for special education is ultimately a team decision based on the results of the entire evaluation process.

Resources for Writing an Evaluation Report (ER)

ELL ER "Audit" Checklist for Early Childhood Special Education (See Appendix 3TTT)
This informal checklist provides a way to look at an ER and determine if key elements have been included in the report. It can be used by an individual or as part of an internal monitoring process. It includes information for the background section, discussion of the use of an interpreter, interpreting the evaluation data and determining eligibility.

Writing an ER - A Speech-Language Pathology Perspective
In her newsletter on the Bilingual Therapies Website, Hortencia Kayser offers suggestions on what to include in an ER that describes the speech and language evaluation of a bilingual child.
Writing the Individual Education Program (IEP)

- Findings from the evaluation regarding the child's performance in all languages the child was tested in should be included in the present levels of performance in each developmental area on the IEP.
- Goals and objectives should reflect exactly how native language support will be incorporated into intervention and should specify the language(s) the child will use during service delivery times.
- Parent report should also be included under each objective as a source of information about the child's progress on each objective.
- Under adaptations on the IEP, a statement can be made describing the parent's preference for having an interpreter available at Due Process meetings.

Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Process
This article briefly reviews literature regarding the involvement and participation of culturally and linguistically diverse (CLD) families in the special education process. Barriers to family participation and strategies for facilitating family participation are summarized. The authors highlight the importance of developing collaborative and effective IFSPs and IEPs with all families. (See Appendix 3UUU)

Zhang, C. and Bennett, T. (2003) Facilitating the meaningful participation of culturally and linguistically diverse Families in the IFSP and IEP process. Focus on autism and other developmental disabilities. 18, 1, 51-59

Writing the Individualized Family Service Plan (IFSP)

Helping the family understand the culture of special education and become an advocate for their child is a process that begins at the evaluation and the IFSP process for children birth to three years old. Please see the Parent Resources Chapter (Chapter 6) for articles, Websites and videos in other languages that will help parents understand the special education process. The following family considerations page from the IFSP form has been translated from English to Spanish to help you, your interpreter, and your Spanish-speaking families think about the family needs.

Family Considerations and Concerns page from the Individualized Family Service Plan (IFSP) English (See Appendix 3VVV)
Beginning in 2005, the United States Office of Special Education Programs (OSEP) began requiring State Early Intervention and Preschool Special Education programs to report on child and family outcomes. These outcomes are designed to reflect where a child's skills are at in relation to age-expected development in three areas: positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy) and use of appropriate behaviors to meet their needs. In addition, families of children who receive early intervention services are asked to complete a survey that addresses how well early intervention services have helped them know their rights, effectively communicate their children's needs, and help their children develop and learn. Data used to complete outcome summary forms should come from multiple sources, including age-referenced tools that can compare the child to same-age peers as well as information about the child in natural contexts. Therefore, when working with CLD children and families, the culture and language of the family need to be considered in much the same way as discussed in the preceding sections.

The Early Childhood Outcomes (ECO) Center
This organization is a national center that supports state agencies as they implement outcome requirements. Their Website provides up-to-date information and resources for state and local administrators, technical assistance providers, teachers and other direct-service providers, and families. Specific items from their Website are highlighted below.

http://www.fpg.unc.edu/~eco/index.cfm

- **ECO Questions and Answers**
  Under "ECO Resources" in the menu on the home page, you can find "ECO Q&A." Selecting this item will provide you a list with a quick reference to frequently asked questions and answers.

- **Issues in Using Assessments in Accountability Systems for Young Children with Disabilities—OPEP Think Tank on Assessment**
  This is an archived presentation about the issues of assessment with young children for the purpose of program accountability. It can be accessed under "ECO Resources" in the main menu and then under "Archive of ECO Presentations" or through this direct link:
  http://www.fpg.unc.edu/~eco/assets/pdfs/OSEP%20Think_Tank_presentation_2-07.pdf
• **Family Outcome Surveys in Different Languages**
The family outcomes surveys have been translated into 12 different languages including: **Arabic, Cambodian, Croatian, Hmong, Korean, Lao, Simplified Chinese, Oromo, Russian, Somali, Spanish,** and **Vietnamese.** These surveys are found under "ECO Resources" in the main menu, under "Family Outcomes Survey," and then under the tab "Survey Versions." You can directly link to the surveys at: [http://www.fpg.unc.edu/~eco/pages/tools.cfm#SurveyVersions](http://www.fpg.unc.edu/~eco/pages/tools.cfm#SurveyVersions)

• **The Family Outcomes Survey Cover Letter**  **NEW**
This letter explains to families why data is being collected and how the information will be used. The cover letter is available in the following languages: **English, Arabic, Cambodian, Croatian, Hmong, Korean, Laotian, Chinese, Oromo, Russian, Somali, Spanish,** and **(Vietnamese – which is temporarily unavailable).**


• **List of Links to Age-Expected Child Development Resources**
The ECO Center developed a list of links to Age-Expected Child Development from birth to five years. It can be found under "ECO Resources" in the menu on the home page, under "Professional Development Resources," under the Tab "COSF Topics," and under the heading "Suggested Participant Materials." The direct link to the list is [http://www.fpg.unc.edu/~eco/assets/pdfs/Age-expected_Resources.pdf](http://www.fpg.unc.edu/~eco/assets/pdfs/Age-expected_Resources.pdf)

**Desired Results System - California Department of Education**
[http://www.draccess.org](http://www.draccess.org)
This system is California's ECO program developed to evaluate the effectiveness of California Department of Education's child development and early childhood special education services and programs. Their project Website provides key resources to help families, assessors and administrators understand, use, and benefit from ECOs. The following resource specific to assessing children with disabilities who are English Language Learners can be found on their Website.

• **Assessing Children with Disabilities who are English Learners:**
**Guidance for the DRDP access and the PS DRDP-R for Children with IEPs**
This manual, while specific to California's procedures, has information on planning observations, working with interpreters and a list of annotated resources.
Staff Training and Continuing Education Opportunities Related to CLD Evaluation

This two-hour audio course is available through the American Speech-Language-Hearing Association (ASHA) for .2 CEUs. Discover the patterns of grammar development in young Spanish-speaking children between the ages of two and five. This seminar addresses ways in which language contact situations may affect Spanish-speaking children’s grammatical development. Strategies for developing sound assessment procedures for Spanish grammar in young children (both typical and atypical learners) are presented by Raquel T. Anderson, Ph.D., CCC-SLP. Available for CEUs until 7-21-13.

www.asha.org  View Continuing Education Opportunities - Multicultural Issues

Assessment and Treatment of Fluency Disorders in Bilingual Children
Kerry Danahy, CCC SLP Ph.D., uses this PowerPoint/video presentation to discuss fluency issues in bilingual children.
Handout of PowerPoint slides:
http://slhs.umn.edu/assets/pdf/Bil-fluency%20lecture.ppt#256

Assessment of Phonology
Brian Goldstein’s 10-minute video covers completing a case history specific to phonological skills, completing an independent analysis, completing a relational analysis and linking results from the assessment to intervention goals.

On Bilingual Therapies Website http://blog.bilingualtherapies.com/2008/03/

Bilingual Phonological Development and Disorders
In this audio CD and manual, Brian Goldstein, Ph.D., CCC-SLP, provides you with critical information on Spanish and English phonology, bilingual phonological development in Spanish- and English-speaking children and current approaches for least-biased assessment and intervention. It is available for purchase through ASHA. You can earn .2 CEUs through 5-13-13.

www.asha.org  View: Continuing Education Opportunities - Multicultural Issues

Conversations for Three
This excellent one-hour video by Deborah Chen, Sam Chan and Linda Brekken provides an overview of the process of working with interpreters in early
Talk with Me

childhood special education from the perspective of several interpreters, parents and service providers. It comes with a discussion guide. It can be effectively used for inservice staff training. This video is no longer available for purchase. Please contact Elizabeth Watkins, Specialist in ELL Special Education at the Minnesota Department of Education to ask about borrowing it for staff training.

Elizabeth Watkins, 651-582-8678, elizabeth.watkins@state.mn.us

Gateway Course on Clinical Decision Making with Linguistically Diverse Learners
Please see Appendix 1A to view the tutorial on linguistically diverse learners that was developed as part of an ASHA multicultural training grant awarded to Drs. Kohnert and Glaze at the University of Minnesota. Presented in PowerPoint format, it provides the user with valuable information on speech and language services for culturally and linguistically diverse students. The first part covers bilingual language development – including differences between simultaneous and sequential learners. Assessment information follows, and includes a description of the documentation necessary under federal special education law. An intervention section explains how to provide speech-language services to bilingual clients. It includes suggestions for choosing the language(s) of intervention and for structuring intervention so that gains are made in both languages.


Phonological and Speech Sound Disorders in Bilingual Children
Explore ways to enrich your work with culturally and linguistically diverse clients, students and families through this journal self-study. This collaborative project between ASHA’s Professional Development and Special Interest Division 14 presents four articles by experts in the field of child bilingualism. Topics include common theories of language organization in bilingual individuals, the implications of typical phonological development for assessment and intervention strategies, tailoring phonological assessments for bilingual children, and the use of evidence-based practice in treating speech sound disorders. The journal can be accessed online or downloaded and printed. You can earn .2 CEUs through 5-3-2013.

www.asha.org View: Continuing Education Opportunities - Multicultural Issues

Portraits of the children: Culturally competent assessment [Video and CD-ROM]
This multi-media professional development resource package from the National Association of School Psychologists highlights four culturally diverse case studies that feature students from preschool to high-school-age levels with
Talk with Me

challenging learning issues. Interviews with leading psychological assessment experts and general educators, related services personnel, English as a Second Language specialists, administrators, and parents create meaningful discussion on the use of interpreters, bilingual assessment, and the role of culture, race and language on school performance. The CD-ROM includes the entire video in an interactive format, a User's Guide with suggested previewing and post-viewing discussion questions, extensive hand-outs, reference lists and Web links and Office of Special Education Programs discretionary grant information.

http://www.nasponline.org/resources/culturalcompetence/featuredresources.aspx

Speech, Language, and Hearing in Developing Bilinguals
A hallmark of developing bilingualism is variability in time frames and patterns of language acquisition. This journal self-study course, edited by Brian Goldstein, is available in print form or online through ASHA. It specifically addresses sources of this variability and the clinical challenges of serving developing bilinguals. Topics include comparison of phonological skills, language processing, conceptual scoring, and effects of classroom noise. .9 CEUs are available through 9-12-2013.