

# Culturally Responsive Assessment Considerations

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~~I have to do an assessment.~~

**I get to unveil what this human knows, shows and needs to grow.**

## Today's Goals:

- Identify and describe legal mandates to support culturally responsive practices.
- Identify and describe culturally responsive, family-centered considerations to maximize communication impact.
- Describe the assessment framework for supporting the heritage language influences of students, clients and patients.
- Describe the process for effectively working alongside interpreters.

## Roles, Responsibilities & Legalities:

Per the [Handbook for Speech-Language Pathologists in Mississippi](#) (May, 2023):

- Is the student's speech and language reflective of 1) processes for learning another language as a dual-language learner or 2) demonstrating a communication disorder in all of their languages of exposure?
- Multiple pieces of assessment data must come together and trend in the same direction to make a diagnostic decision.
- Standardized testing is one of the components in the converging evidence approach, it does not by itself dictate the final diagnostic decision. It is important to note that it is possible to use a convergent evidence approach without a standardized test. In many cases, standardized tests are not appropriate for DLLs (Castilla-Earls, et al, 2020).

Per the American Speech-Language-Hearing Association:

*Providing Culturally Competent Services – With the ever-increasing diversity in the schools, SLPs make important contributions to ensure that all students receive quality, culturally competent services. SLPs have the expertise to distinguish a language disorder from "something else." That "something else" might include cultural and linguistic differences, socioeconomic factors, lack of adequate prior instruction, and the process of acquiring the dialect of English used in the schools.*

*This expertise leads to more accurate and appropriate identification of student needs. SLPs can also address the impact of language differences and second language acquisition on student learning and provide assistance to teachers in promoting educational growth.*

#### Roles and Responsibilities of School-Based SLPs:

Working Across All Levels – SLPs provide appropriate speech-language services in Pre-K, elementary, middle, junior high, and high schools with no school level underserved.

- Serving a Range of Disorders
- Ensuring Educational Relevance
- Providing Unique Contributions to Curriculum
- Highlighting Language/Literacy
- Providing Culturally Competent Services

IDEA: Individuals with Disabilities Education Act (IDEA) Part B states that assessments and assessment materials are administered "in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally." For students with heritage language influences outside of English, this allows for variation from standard testing procedures, when needed, to appropriately evaluate a student. Additionally, the following considerations are acknowledged in IDEA:

- Assessment and other evaluation materials should not be racially or culturally discriminatory.
- Assessments and assessment materials are to be provided in the child's heritage language or other mode of communication unless it is clearly not feasible to do so.
- A child must not be determined to have a disability if the determinant factor is lack of appropriate instruction in reading or math or limited English proficiency.
- Parents/caretakers are entitled to an interpreter at the IEP meeting to ensure understanding of the proceedings.
- When developing an IEP, in the case of a child with heritage language influences, the language needs of the child as they relate to their IEP must be considered.

The Reality: IDEA says we need to test in the student's heritage language, if possible. If we are unable to do so, the heritage language needs to be acknowledged and considered within the evaluation process.

"Despite great strides toward equity and inclusion of all students, the disproportionate representation of students from culturally and linguistically diverse (CLD) backgrounds has been an issue of concern within the field of special education for decades. Of particular concern is the disproportionate representation of students from CLD backgrounds among students served within the category of emotional disturbance and students faced with exclusionary disciplinary decisions." (Sciuchetti, 2017)

**We, both monolingual and multilingual SLPs, are responsible for this work.**

## Think Out of the Box: Bilingual Interest Group (BIG)

### Resources

Kadymusuma, M. R. (2016). Limitations to practicing as a bilingual Speech-Language Pathologist in the United States. *Journal of Speech Pathology & Therapy*, 1(2), e103.

Sciuchetti, M. B. (2017). Addressing inequity in special education: An integrated framework for culturally responsive social emotional practice. *Psychology in the Schools*, 54(10), 1245-1251.

Teoh, W. Q., Brebner, C., & McAllister, S. (2018). Bilingual assessment practices: challenges faced by speech-language pathologists working with a predominantly bilingual population. *Speech, Language and Hearing*, 21(1), 10-21.

### Demographics and Statistics

United States: White 73.0%, Hispanic/Latinx 17.6%, Black and/or African American 12.7%, Native American and Alaska Native 0.8%, Asian 5.4%, Native Hawaiian and Other Pacific Islander 0.2%, Two or more races 3.1%; Bilingual 20%

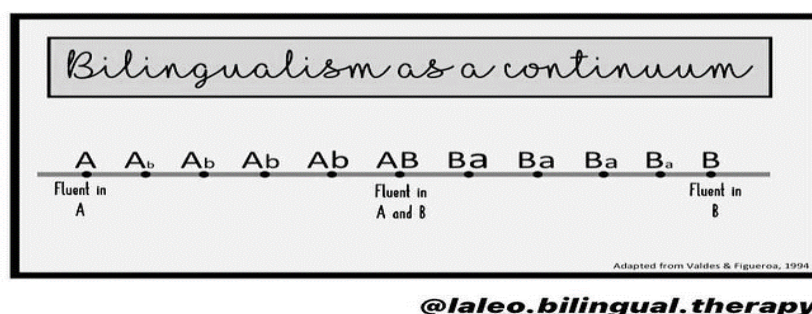
Mississippi: White 58.8%, Black and/or African American 37.8%, Hispanic/Latinx, 3.6%, Asian 1.2%, Native American and Alaska Native 0.6%, Native Hawaiian and Other Pacific Islander 0.1%, Two or more races 1.5%; Bilingual 3.9% (United States Census Bureau, 2022; Migration Policy Institute, 2021)

The most common languages outside of English are Spanish, French (including Cajun), Haitian and Italian (Migration Policy Institute, 2021)

### The Heart and Science of Bilingualism

Bilingualism does not cause delays in language development.

Bilingualism is not uniform or static.



Codeswitching is a valuable part of bilingualism.

## Bilingual versus Bicultural

Bilingual: Being exposed to and/or using two or more languages.

Bicultural: Understanding the attitudes, customs and experiences of two or more cultures

## Accents

- Rules of one's heritage language influences the pronunciation of a second language
- Proficiency is independent from one's pronunciation
- Accents are not correlated to intelligence

## Is the Silent Period a Real Thing? (Krashen & Terrell, 1983)

- Silent Period (receptive reckoning)
- Early Production (Core Words, Still learning grammar)
- Speech Emergence (word combinations, questions)
- Intermediate Fluency
- Advanced Fluency

Bilingualism changes with each generation. For example, research states that a complete shift from the heritage language to English occurs by the third generation.

Our ability to learn the second language is based on our ability to use our first language.

If a second language (L2) is introduced prior to the development of a person's heritage language (L1), AND the second language is used to foster academic learning (CALP), there will be an impact.

As educators and service providers, managing the details of every culture represented by students is unattainable. Rather, it is honoring the complicated and worthy dynamics of a multicultural classroom. This work invests in the inherent value of each student's cultural capital, digesting student narratives as meaningful and relevant educational fuel and building relationships to serve as a conduit for the 1) heart to trust and 2) then the brain to learn.

- Phuong Lien Palafox

## Resources:

Baran, D. (2018). America's Bilingual Roots. *Language Magazine*.

Brislin, R. W., & Yoshida, T. (1994). *Intercultural communication training: An introduction* (Vol. 2). Sage.

Castilla-Earls, A., Bedore, L., Rojas, R., Fabiano-Smith, L., Pruitt-Lord, S., Restrepo, M. A., & Peña, E. (2020). Beyond scores: Using converging evidence to determine speech and language services eligibility for dual language learners. *American journal of speech-language pathology*, 29(3), 1116-1132.

Durán, L. K., Hartzheim, D., Lund, E. M., Simonsmeier, V., & Kohlmeier, T. L. (2016). Bilingual and home language interventions with young dual language learners: A research synthesis. *Language, Speech, and Hearing Services in Schools*, 47(4), 347-371.

Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*.

Miller, L. (2017). The relationship between language proficiency and language attitudes: Evidence from young Spanish-English bilinguals. *Spanish in Context*, 14(1), 99-123.

Nguyen, T. H. (2013). English-Vietnamese Bilingual Code-switching in Conversations; How and Why. *Hawaii Pacific University TESOL Working Paper Series*, 10.


Peña, E. D. (2016). Supporting the home language of bilingual children with developmental disabilities: From knowing to doing. *Journal of communication disorders*, 63, 85-92.

Valdés, G., & Figueroa, R. A. (1994). *Bilingualism and testing: A special case of bias*. Ablex Publishing.

## Culturally-Responsive Multilingual Assessment Needs

Individualized Needs & Language Equity → Culturally Responsive Assessment → Present Levels & Strengths → Intentional IEP → Meaningful Monitoring  
Culturally Responsive assessments are the responsibility of *all* educators and service providers, both monolingual and bilingual.

Gather Info	Pre-Assessment	Assessment	Report	IEP Meeting
Obtain Family Input with Heritage Language Supports (Strengths, Interests, Needs)  Obtain Teacher Input (Strengths & Needs)  Obtain Student Input (Strengths, Interests, Needs)  Obtain Heritage Language Info (Syntax & Sounds)  Recruit Bilingual Assessment Provider or Request Trained Interpreter or Find Community Member to Train	Meet with Interpreter to Dialogue about:  Goals of Assessment  Roles and Responsibilities  Interpretation Process  Review Heritage Language Influences  Practice Interpretation  Interpreter Reviews Assessment & Protocols	Test in English Do Not Report Scores  -and-  Test with Interpreter Do Not Report Scores  -or-  Test in English with Consideration to Heritage Language Influences Do Not Report Scores  Conduct Qualitative Assessment(s)  Dynamic Testing (Test-Retest-Test)  Review Assessment with Interpreter	Report Language History  Describe Multilingual Framework  Describe Teacher Concerns, Family Concerns, Student Concerns  Describe Strengths & Needs for Both Languages  Include Outcomes Influenced by Heritage Language  Report Dynamic Assessment for Needs  Include Needs Demonstrated in Both Languages	Invite Interpreter  Speak Directly to Family  Honor Family's Frame of Reference  State Info in Interpreter-Friendly Manner  Reiterate Benefits of Family's Heritage Language Supports at Home  Develop Goals with Consideration to Heritage Language  Provide Time to Review Assessment & Develop IEP in Entirety with Interpreter  Provide Recording to Family

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## Family-Centered Focus

Evidence-Based Practices is composed of three, equal parts: external scientific evidence, clinical expertise/opinion, student/caregiver perspective.

Audiologists and SLPs recognize the essential role that families play in all aspects of service, from assessment through treatment, and the role that families and individuals play as **key decision makers**, recognized for their knowledge and skills. Families are considered from a **lifespan perspective** and may include parents, guardians, siblings, spouses and caregivers (ASHA).

Meaningful engagement impacted by families':

- limited access to information
- educators' lack of accountability
- limited opportunities for families to develop as advocates.

Combining parental report with direct language measures is effective for assessment (Boerma et al., 2017)

Meaningful Questioning:

- Tell me about your concerns.
- What worries you about their academics?
- What worries you about their communication?
- What goals would help their daily functioning at home?

## LANGUAGE HISTORY

**Academic growth is supported by your heritage language(s). Thank you for supporting our efforts at school by empowering your child by speaking your heritage language at home.**

**What** language(s) is your child exposed to throughout their day? Example: Vietnamese and English

**When** was the language(s) introduced? Example: Vietnamese at Birth, English at 2-years-old with TV

What language(s) does your child **hear/see** throughout the day? Please determine the amount of time exposed to the language. Example: 80% Vietnamese from Parents and Grandparents; 20% English with TV

What language(s) does your child **speak/gesture** throughout the day? Please determine the percentage of time they speak the language(s)? Example: She does not verbally speak; He speaks Vietnamese 90% and English 10%

Please share an example of the longest utterance your child would say in each language. Example: Con muốn đi ra ngoài/I want to go outside (Vietnamese); Daddy! (English)

# Person-Centered Intake

To best support your child, we want to know more. Thank you for allowing us to be a part of their academic journey.

What is your child most **interested** in throughout the day? Example: Her siblings; Watching videos; Knowledge about airplanes

What are your child's **strengths**? Example: Building Legos; Demonstrating affection; Responding to humor; Letting us know when something is uncomfortable

What does your family **enjoy** doing on a regular basis? Example: We like hiking; Holidays, such as the Lunar New Year, is important to us;

What keeps you up at night? In other words, what **worries** you most as the caretaker? Example: We worry about her being able to tell us when she's hurt; We worry about his ability to read

What **qualities** in an SLP are valuable for your child as a learner?

Student Interest Inventory: Gather your student's interests. This will provide valuable information for engaging with the student and maximizing assessment opportunities.

Considerations for Family-Centered Practice:

- Build trust
- Provide welcoming access to information
- Wholeheartedly know the child
- Talk about functional routines and needs

## Think out of the Box: Share successes

Resources:

[ASHA Article: 5 Considerations for the Family Relationship](#)

[The Heartbeat of Speech-Language Pathology](#) by Phuong Lien Palafox, CCC-SLP

Bialystok, E. (2011). Reshaping the mind: the benefits of bilingualism. Canadian Journal of Experimental Psychology/Revue 9anadienne de psychologie expérimentale, 65(4), 229.

Bilingual Speechie, Bilingual Case History Form

Boerma, T., & Blom, E. (2017). Assessment of bilingual children: What if testing both languages is not possible?. Journal of Communication Disorders, 66, 65-76.



Ebert, K. D., & Pham, G. (2017). Synthesizing information from language samples and standardized tests in school-age bilingual assessment. *Language, Speech, and Hearing Services in Schools*, 48(1), 42-55.

Hyter, Y. D., & Salas-Provance, M. B. (2021). *Culturally responsive practices in speech, language, and hearing sciences*. Plural Publishing.

Rossetti, Z., Redash, A., Sauer, J. S., Bui, O., Wen, Y., & Regensburger, D. (2018). Access, accountability, and advocacy: Culturally and linguistically diverse families' participation in IEP meetings. *Exceptionality*, 1-16.

## **The Guise of Language Dominance**

Language dominance only tells us what we do "a bit better in." The results of an assessment conducted in only one language only tells us part of the story.

Four Functions of Communication: Request, Deny, Seek Information, Socialize

"Testing communicative competence in both languages permits the clinician to determine whether the student's skills in one or the other language are superior for certain language uses. Neglecting one language, even the one in which the student has weaker skills, would give an inaccurate appraisal of students' general language competence."  
- Dr. Henriette Langdon

"If it's not a part of the standardization of the test, you cannot stand on the validity of the results. You cannot assign meaning or interpret results because you have violated standardization. How many tests are normed with use of an interpreter? Zero. None. If you use an interpreter, you have violated standardization. You cannot interpret your results. Understand the limitations of scores. You cannot report scores at this point."  
- Dr. Samuel Ortiz

Basic Interpersonal Communication Skills (BICS) BICS (1-3 years): communication skills for every day, social interactions (language on the playground)

Cognitive Academic Language Proficiency (CALP) (5-7 years): Requires formal education, academic language to: compare, classify, synthesize, evaluate, infer, apply abstract concepts

Resources:

Langdon, H. W. (1989). Language disorder or difference? Assessing the language skills of Hispanic students. *Exceptional Children*, 56(2), 160-167.

Ortiz, S. O. (2002). [40 Best Practices in Nondiscriminatory Assessment](#).

Ortiz, S. O. (2019). On the measurement of cognitive abilities in English learners. *Contemporary School Psychology*, 23(1), 68-86.

Ortiz, S. O., & Wong, J. Y. (2020). [Psychoeducational Assessment of Culturally and Linguistically Diverse Preschool Children](#). *Psychoeducational Assessment of Preschool Children*.



Rowland, C., & Fried-Oken, M. (2010). [Communication Matrix](#): A clinical and research assessment tool targeting children with severe communication disorders. Journal of pediatric rehabilitation medicine, 3(4), 319-329.

Vicente, M., Calandruccio, L., Miller, M. K., Browning, J. M., Oleson, J., & Leibold, L. J. (2019). Language Proficiency and Dominance Considerations When Working with Spanish-English Bilingual Adults. American journal of audiology, 28(3), 724-729.

## The Power of Heritage Language

When an individual is learning a second language, there could be influences of the first language in sound production, grammar and social use. This a typical process for Second Language Learners.

Look past the guise of English.

All languages and their accompanying humans have relevancy and infinite value.

All languages hold value, and an accent holds the gifts of a valuable and worthy setting.

Vietnamese Rules	Influences in English
Verbs are not conjugated	I am walk to store.
Plurality is not marked by an /s/	The /s/ is dropped. I have two car.
Pronoun or subject dropped when subject is known in context	Pronouns or subjects are dropped The girl sees dog. Pets dog. Talks to dog. Goes home.
Articles are not used	I see car.
Words are monosyllabic	Bye, Jimmy (looking at Jeremy)

## Vietnamese

Vietnamese Sounds	Mutual Sounds	English Sounds
<p>/t/ - tra    /tʰ/ - thấy            /ɲ/ - nhà    /c/ - chề            /ɣ/ - ghé    /x/ -</p> <ul style="list-style-type: none"> <li>No consonant clusters</li> <li>Words are mostly monosyllabic (some multisyllabic words exist)</li> <li>Six consonants used in final position: /p/, /t/, /k/, /m/, /n/, and /ŋ/</li> </ul>	<p>/w/ - quà, woke    /h/ - hát, hat            /m/ - muốn, must    /b/ - bé, be            /p/ - hộp, party    /f/ - phim, fish            /v/ - vui, very    /t/ - tim, tea*            /d/ - đi, duck    /n/ - nĩa, no            /k/ - khi, key    /g/ - cà, go            /l/ - lá, love    /r/ -            /ŋ/ - xương, song</p>	<p>/θ/ - think            /ð/ - the            /v/ - voice            /dʒ/ - jump            /z/ - usual            /ʃ/ - shoe            /ɹ/ - run</p>

Spanish Rules	Influences in English
Noun-adjective word order	Food hot/hot food
Subject-verb-object word order	Always my teacher told me/My teacher always told me
Verb conjugations are not marked by -ed, -ing, will + (verb)	I eat with my dad/I ate with my dad
Prepositions differ	Put the bowl in the table/Put the bowl on the table
Auxiliaries "do" and "will" do not translate	Where (do) you wanna eat? (Will) You go to my house?

## Spanish

### Spanish Sounds

/r/ - perro  
/f/ - pero  
/ɲ/ - piñata  
/x/ - jamón

- There are five consonants used in word-final position: /s/, /r/, /l/, /n/ and /d/
- An "e" sound before initial /s/-blends
- /t/ or /d/ for the "th" sound
- /z/ for /s/ sound
- use "j" sound for "y" sound
- use /v/ for /b/ sound

### Mutual Sounds

/w/\* - wéstern, woke  
/m/ - mi, must  
/n/ - no, no  
/b/ - bueno, be  
/p/ - pan, party  
/f/ - fin, fish  
/v/ - vui, very  
/t/ - tío, tea  
/d/ - dónde, duck  
/k/\* - ketchup, key  
/g/ - gato, go  
/l/ - lago, love  
/tʃ/ - leche, lunch

### English Sounds

/ŋ/ - song  
/v/ - vase  
/ð/ - the  
/θ/ - think  
/z/ - zoo  
/ʃ/ - shoe  
/ʒ/ - usual  
/h/ - hat  
/dʒ/ - jump  
/ɹ/ - run

#### Resources:

Arias, G., & Friberg, J. (2017). Bilingual language assessment: contemporary versus recommended practice in American schools.(Clinical Focus)(Report). Language, Speech, & Hearing Services in Schools, 48(1), 1-15. [https://doi.org/10.1044/2016\\_LSHSS-15-0090](https://doi.org/10.1044/2016_LSHSS-15-0090)

Bedore, L.M., & Peña, E. D. (2008). Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. International Journal of Bilingual Education and Bilingualism, 11(1), 1-29.

Castilla-Earls, Bedore, L., Rojas, R., Fabiano-Smith, L., Pruitt-Lord, S., Restrepo, M. A., & Peña, E. (2020). Beyond scores: Using converging evidence to determine speech and language services eligibility for dual language learners. *American Journal of Speech-Language Pathology*, 29(3), 1116-1132. [https://doi.org/10.1044/2020\\_AJSLP-19-00179](https://doi.org/10.1044/2020_AJSLP-19-00179)

Difference or disorder?: Understanding speech and language patterns in culturally and linguistically diverse students. (2014). Austin, TX.: Bilingualistics.

Fabiano-Smith, L., & Barlow, J. A. (2010). Interaction in bilingual phonological acquisition: Evidence from phonetic inventories. *International journal of bilingual education and bilingualism*, 13(1), 81-97.

Hambly, H., Wren, Y., McLeod, S., & Roulstone, S. (2013). The influence of bilingualism on speech production: A systematic review. *International Journal of Language & Communication Disorders*, 48(1), 1-24.

Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. *Developmental psychology*, 49(1), 45.

Rose, K., Armon-Lotem, S., & Altman, C. (2022). Profiling Bilingual Children: Using Monolingual Assessment to Inform Diagnosis. *Language, Speech, and Hearing Services in Schools*, 53(2), 494-510.

## Formal Testing

Testing (formally and qualitatively) in both languages will yield information related to:

- Does this student need specialized, differentiated intervention to be successful in an academic setting?

OR

- Is the person still learning a new language?
- What errors in English are due to influences of their heritage language exposure?
- What targets should be acknowledged and addressed?



Analysis:

Errors Attributed to Age → Developmental Errors

Errors Contributed by Heritage Language → Language Difference

**Unexplained Errors → Disorder and/or Disability**

What tests do I use?

Standardized Assessments with consideration to: influences of heritage language, acknowledgement of qualitative procedures, non-reporting of standardized scores, an explanation of all aforementioned considerations

Do I report the score?

- Thought leaders and researchers state that scores should not be used when the standardization measures are not upheld.
- Does the score reflect the student's comprehensive understanding and abilities? If not, then do not use the score.

Assessment
Test in English Do Not Report Scores
-and-
Test with Interpreter Do Not Report Scores
-or-
Test in English with Consideration to Heritage Language Influences Do Not Report Scores
Conduct Qualitative Assessment(s)
Dynamic Testing (Test-Retest-Test)
Review Assessment with Interpreter

Resources:

American Speech-Language-Hearing Association: [Phonemic Inventories and Cultural and Linguistic Information Across Languages](#)

[Dr. Sam Ortiz: C-LIM and Related Downloads](#)

[Viet SLP](#): Speech-Language Pathology Resources for Supporting Vietnamese Children for Monolingual and Bilingual Vietnamese SLPs

Learning Modules:

1. The social and linguistic context for Vietnamese language learners in the United States
2. Typical language development in dual language learners
3. Developmental language disorder in Vietnamese
4. Language assessment of dual language learners with a focus on Vietnamese
5. Language intervention with Vietnamese speakers

Guiberson, M., & Atkins, J. (2012). Speech-language pathologists' preparation, practices, and perspectives on serving culturally and linguistically diverse children. *Communication Disorders Quarterly*, 33(3), 169-180.

McLeod, S., Verdon, S., Baker, E., Ball, M. J., Ballard, E., David, A. B., ... & Brosseau-Lapré, F. (2017). Tutorial: Speech assessment for multilingual children who do not speak the same language (s) as the speech-language pathologist. *American journal of speech-language pathology*, 26(3), 691-708.

Students, C. J., & McLeod, S. (2012). Speech-language pathologists' assessment and intervention practices with multilingual children. *International Journal of Speech-Language Pathology*, 14(3), 292-305.

## Qualitative Assessments: Be Dynamic

We need to think beyond current standardized assessments to determine:

What do they **know**? → What do they **show**? → How do we **empower** them to **grow**?

## Dynamic Assessment

Dynamic Assessment is a method of assessment that focuses on the person's ability to gain new skills following instruction. Embedded in a "test-teach-retest" model, the examiner is able to gain meaningful knowledge regarding the individual's ability to understand a concept without biased reliance on background knowledge, cultural considerations and experiential capital.

Zone of Proximal Development: Embedded in the work of psychologist, Lev Vygotsky, the Zone of Proximal Development (ZPD) is the range of skills and abilities a person can perform with assistance but cannot yet perform independently. In the realm of education, this is valuable because educators can target "proximal" skills, through scaffolding, to move students toward mastery.

Dynamic Assessment is accurate in determining narrative abilities (Peterson et. al., 2017).

Examiner effort is a valuable indicator to determine the amount of intervention to support individualized student needs.

## Language Sampling

Language Sampling is a method of obtaining student skills in a culturally responsive and unbiased manner.

Tests and language samples complement each other in assessment (Ebert & Pham, 2017).

## Think out of the Box: Cumulative Organizational Resources for Qualitative Testing

Resources:

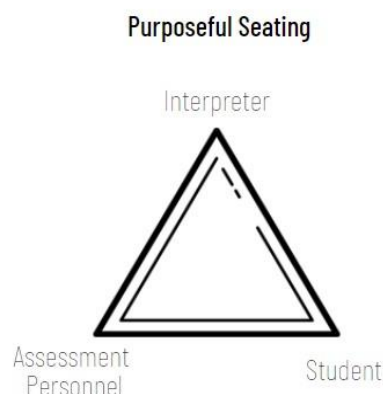
Arias, G., & Friberg, J. (2017). Bilingual language assessment: Contemporary versus recommended practice in American schools. *Language, Speech, and Hearing Services in Schools*, 48(1), 1-15.

Ebert, K. D., & Pham, G. (2017). Synthesizing information from language samples and standardized tests in school-age bilingual assessment. *Language, Speech, and Hearing Services in Schools*, 48(1), 42-55.

Petersen, D. B., Chanthongthip, H., Ukrainetz, T. A., Spencer, T. D., & Steeve, R. W. (2017). Dynamic assessment of narratives: Efficient, accurate identification of language impairment in bilingual students. *Journal of Speech, Language, and Hearing Research*, 60(4), 983-998.

## Working with Interpreters

# Interpreter Collaboration for Evaluations



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Working alongside an interpreter will support your efforts in obtaining meaningful qualitative data.

- Where do I find an interpreter?
- District Processes
- Local Organizations
- Train Community Members
- Train Family Members

#### Briefing, Interaction and Debrief (BID) Process

##### **Briefing (1.0-1.5 hours)**

- Discuss confidentiality
- Goals/Purpose of the assessment
- Roles and responsibilities
- Interpretation process: What the assessment will “look like” and “sound like”
- Review heritage language syntax, speech sounds and use
- Review the client’s background information
- Discuss seating arrangements
- Give interpreter time to review the assessments

##### **Interaction (1.5-3.0 hours)**

- Introduce interpreter: Let student know the role of assessment personnel and interpreter
- Interpret consecutively
- Use interpreter-friendly timing and language

##### **Debriefing (1.0-1.5 hours)**

- Review assessment outcomes (e.g., discuss heritage language influences)
- If needed, provide language samples
- Determine timeline for translation

#### Interpreter Considerations:

- Acknowledge interpreter as professional
- Speak directly to the student/family member
- Speak more slowly (not loudly)
- Speak in short, digestible sentences
- Give permission to ask questions

#### Continuum of Interpretation Support

- Entire BID process with trained interpreter
- Day-of-testing with trained interpreter
- Day-of-testing with untrained interpreter
- Day-of-testing with trained family member
- Day-of-testing with no interpreter with considerations to heritage language influences



## Think out of the Box: District/Organizational Trained Interpreters

### Considerations for Comprehensive Assessment Supports

- Cohort of trained district interpreters
- Assessment personnel with expertise in assessments of Second Language Learners
- Collaboration with Assessment and Team members
- Protocol and processes resources

### Resources:

Langdon, H. W., & Saenz, T. I. (Eds.). (2015). *Working with interpreters and translators: A guide for speech-language pathologists and audiologists*. Plural Publishing.

Saenz, T. I., & Langdon, H. W. (2019). Speech-language pathologists' collaboration with interpreters: Results of a current survey in California. *Translation & Interpreting, The*, 11(1), 43-62.

Santhanam, S. P., Gilbert, C. L., & Parveen, S. (2019). Speech-language pathologists' use of language interpreters with linguistically diverse clients: A nationwide survey study. *Communication Disorders Quarterly*, 40(3), 131-141.

## Report Writing

### Components of Culturally Responsive Report:

- Bio Info: Name, Pronouns, Language(s) of Exposure
- Person-Centered & Family-Centered Considerations:
  - Report purpose of assessment (formal and qualitative testing tools) to: determine strengths, acknowledge family priorities and needs, determine skills with Student's functional communication needs and input.
  - Report Student's Interests
  - Report Family's Priorities for Academics/Communication/O&M/OT/PT/Vision
  - Report Priorities for School-Based Personnel
- Language History: List Languages, State When Language Exposure Occurred, List Amount of Exposure,
- Report Use of Interpreter and Training Considerations
- Social/Behavioral Considerations: Length of Assessment, Rapport, Positive Behavior Supports
- Considerations for Multi-Language Exposure:
  - Reiterate value of heritage language use in the home to support academic and communication needs within the school setting.
  - Report and describe influences of heritage language on the second language.
  - Report information on contrastive analysis.

- Considerations for Each Areas-of-Strength and Areas-of-Need:
  - Describe Area Assessed (using reader-friendly language)
  - Report Eligibility
  - Report Areas-of-Strength
  - Reports Areas-of-Need
  - Explain Report Outcomes of Dynamic Assessment/Trial Therapy
- Recommended Goals with Consideration to Heritage Language Influences

### Sample of School-Based Speech/Language Assessment:

The following information contains portions of a comprehensive speech/language report. The content is offered as a guide to emphasize culturally responsive components for Language Learners. The offered material needs to be individualized to student needs to maintain the integrity of writing culturally responsive reports.

### Eligibility

Speech Impairment: Receptive Language Disorder, Expressive Language Disorder, Speech Sound Disorder

### Sources of Data

Both formal and qualitative sources were considered as meaningful input and data for Khoa's evaluation. The following sources provided converging data to determine the outcomes of this individualized evaluation:

Resource	Date Obtained	Evaluator
Parent Information Form	10.5.21	Thuy Le, Mother
Teacher Information For	n/a	Helen Hamster, Pre-K Teacher
Classroom Observation	10.12.21	Kate Knot, Assistant Principal
Health Information Form	10.4.21	Ms. Tuyet Octopus, School Nurse
Parent Interview	12.14.21	Phuong Lien Palafox, CCC-SLP*
Teacher Interview	1.28.22	Phuong Lien Palafox, CCC-SLP
Preschool Language Scale - 4 <sup>th</sup> Edition (Adapted for Multilingual Communicators)	1.28.22	Phuong Lien Palafox, CCC-SLP
Conversational Language Sample	1.28.22	Phuong Lien Palafox, CCC-SLP
Vietnamese Articulation Test and the Test of Articulation and Phonology (iTAP)	1.28.22	Phuong Lien Palafox, CCC-SLP
Test of Articulation and Phonology (iTAP) (Adapted for Multilingual Communicators)	1.28.22	Phuong Lien Palafox, CCC-SLP

\*Certified speech-language pathologist

## Reason for Referral

Khoa is a 5-year-old, pre-kindergarten student at Story School in the Story Independent School District. This evaluation was initiated by his teacher, Ms. Helen Hamster, and mother, Thuy Le, due to concerns related to Khoa's overall communication. Specifically, he demonstrates needs related to language understanding, language expression and overall intelligibility.

Areas of Suspected Disabilities: Receptive Language, Expressive Language, Speech Sound Disorder

## Background and Sociological Considerations

Source of Data: ☒ Teacher Information ☒ Parent Information ☒ Other: Parent Interview

Languages of Exposure: Vietnamese, English

Ms. Hamster, per teacher input forms, reports that Khoa enjoys engaging with classmates and teachers. He appears to be a visual learner, and his strengths include his socio-emotional skills. She further reports that Khoa demonstrates needs with following directions and expressing himself.

Ms. Le, per parent input forms completed in October of 2021 and a phone conversation with the evaluator in December of 2021, reports Khoa to be a kind and well-behaved. His preferred activities include drawing and painting, playing with his toys (e.g., trains), watching television/electronic device, playing sports (e.g., basketball, soccer) and spending time with his family (e.g., going to the beach). Reported strengths include his ability to offer his help to others, memorization, organizational skills, and complying with requests within the home setting. Ms. Le reports that Khoa's current needs relate to his ability to follow directions within the school setting, communicating using longer utterances and sentences and his overall intelligibility when he is communicating with others. She feels that he is not able to pronounce all of the sounds in words.

Due to aforementioned communication concerns, Khoa received an outside speech-language evaluation from Footsteps and Handprints Pediatric Therapy on December 15, 2021. The outcomes of the evaluation, conducted by Elaine Towne, CCC-SLP, stated that Khoa demonstrated a mixed Receptive/Expressive Language Disorder. Goals include:

- Answering "wh-" questions
- Sequencing 3-4 pictures and describing each picture
- Using 2-3 word phrases to comment or request
- Using modifiers to comment or request specific items

Outcomes of the aforementioned evaluation will be incorporated into this report to provide a comprehensive understanding of Khoa's communication.

## Health and Motor Abilities

Source of Data: ☒ Teacher Information ☒ Parent Information

☒ Other: Certificate of Record for Vision Screen and Eye Examination, Individual Sweep Check Screening

According to an HOTV chart vision screening completed by Ms. Keegan Octopus, school nurse, on 10/4/21, Khoa's vision was reportedly within normal limits with glasses. No further screening or follow-up was recommended. A sweep-check screening for hearing was completed by Ms. Octopus on 10/4/21, which indicated that Khoa's hearing was within normal limits unaided. No further screening or follow-up was recommended. Ms. Octopus did not have any medical needs documented at school. Additionally, he does not currently take any medications at school.

VISION: ☒ Within normal limits ☐ Without correction ☒ With correction ☐ Not within normal limits  
☐ Appears to have functional vision

HEARING: ☒ Within normal limits ☒ Unaided ☐ Aided ☐ Not within normal limits  
☐ Appears to have functional hearing

Ms. Le reported on the Parent Information Form that she had a noncomplicated pregnancy with Khoa. At this time, his sole health need is seasonal allergies, and he does not currently take medication. At this time, Khoa does not appear to have health-related considerations which impact his ability to participate in the educational process.

## Behavioral Considerations

Source of Data: ☒ Teacher Information ☒ Parent Information ☒ Other: Classroom Observation

Khoa's behavior does not impede the learning of his classmates. Ms. Hamster, per teacher input forms, reports that Khoa is "sweet and kind." His strengths include his socio-emotional skills. He is "tender-hearted and kind." For example, he will check in with others (e.g., "Okay, Hamster?"). Ms. Hamster also reports that he is accountable to his actions in the classroom. Per the Classroom Observation form conducted by Ms. Kate Knot (Assistant Principal), Khoa was very focused in class despite a peer demonstrating "silly" behavior. Additionally, she noted that he interacted with peers appropriately.

Ms. Le reports Khoa to be a "sweetheart to everyone". He is able to flex to the personalities of those around him, and "he is well-behaved."

Khoa appeared comfortable during the 1.5-hour assessment. Upon meeting the examiner, he excitedly walked to the assessment room. He easily and comfortably engaged with the examiner. Khoa appeared interested about the manipulatives, communication tools, and toys within the assessment space. He transitioned between each assessment portion without verbal prompts. Khoa participated in all formal and qualitative testing procedures.

## Academic Performance

Source of Data: ☒ Teacher Information ☐ Parent Information

☒ Other: Review of Academic Records

Per the Teacher Information Form, areas-of-strength include performing math computations at expected proficiency and retaining instruction from week-to-week. Ms. Hamster stated that Khoa demonstrates a need for supports, relative to students of the same age and grade level, in the following areas: comprehending material read, writing legibly, exhibiting organization in accomplishing tasks and completing tasks on time.

## Intellectual and Adaptive Behavior

Source of Data: ☒ Teacher Information ☒ Parent information ☐ Other:

Khoa's intellectual functioning was qualitatively evaluated. At this time, per the Teacher Information Form and information on the Parent Information form, there are no concerns with regard to Khoa's 1) intellectual functioning relative to students of the same age and 2) adaptive behavior relative to students of the same age. During the speech and language evaluation, Khoa engaged in conversation. He answered questions, recalled events (e.g., home activities with his mother) and indicated interests in activities and school-related tasks (e.g., going to recess) when asked. Based on information gathered from this evaluation, Khoa's problem-solving and reasoning skills appear functional at this time. Per Ms. Le, Khoa is able to groom himself for the school day when compared to same-aged peers. He is able to use the restroom and wash his hands. There have been no reported difficulties with personal care needs.

Ms. Hamster reported strengths related to memorization of letters and numbers and Khoa's ability to retain instruction from week-to-week when visual supports are provided. The examiner noted that, per the Teacher Information Form, Khoa demonstrates difficulty comprehending material that is read aloud in class. At this time, Khoa's ability to reason, plan, solve problems, think abstractly, comprehend ideas and learn from experiences is being monitored.

These measures appear to be a valid measure of Khoa's current intellectual functioning.

## Communication & Language of Exposure

Source of Data: ☒ Teacher Information ☒ Parent Information ☐ Other:

Khoa's languages of influence include Vietnamese and English. He was solely exposed to Vietnamese at birth, and English was introduced around 18-months via television and an electronic tablet. Additionally, his grandmother and caretaker during the work week speaks Vietnamese 100% of the time. Khoa stayed with her for approximately 8-hours a day, 5 days/week until he began pre-kindergarten in the 2021-2022 academic school year. Per mother's report, Mr. Lien, Khoa's father, speaks to him primarily in Vietnamese. Ms. Le communicates approximately 40% in English and 60% in Vietnamese with Khoa. School is provided in English.

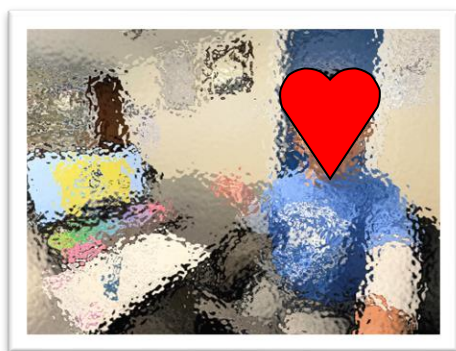
## Considerations for a Multilingual Evaluation

As a student exposed to Vietnamese and English, there are considerations for the speech-language evaluation. Primarily, the evaluation will determine if Khoa's communication skills are 1) typical and appropriate for a Dual Language Learner or 2) truly demonstrating a communication disorder in **both** Vietnamese and English.

Assessment and evaluation materials should not be racially or culturally discriminatory (IDEA Part B). In turn, since standardized evaluations for Vietnamese-English children are not available, standardized scores will not be reported. Additionally, per evidence-based practices, assessment tools for Language Learners include qualitative measures, qualitative assessment, parent report and trial therapy (dynamic assessment) to be used as converging data for assessment results. The outcomes of the assessment data will be reported with regard to Khoa's strengths and areas-of-need.

A bilingual Vietnamese-English speech-language pathologist with training in cultural responsiveness and supporting individuals with heritage language influences conducted the evaluation. Additionally, formal assessments were thoughtfully chosen with considerations to Khoa's language background and supplemented with language samples and parent information.

## Person-Centered and Family-Centered Considerations



The purpose of this assessment, comprised of both formal and qualitative testing tools, is to 1) honor Khoa's strengths and perspectives, 2) determine communication needs within an educational setting and 3) honor family input. The foundation of this work is based in 1) connection and rapport with the educational and evaluation team and 2) communication-based activities and objectives that align with Khoa's interests and needs.

Per Ms. Le's input, if speech-language therapy is warranted, they are looking for a speech-language pathologist who demonstrates compassion, patience and communicates with the family.

## Articulation and Phonological Assessment

Khoa demonstrates as a student **needing articulation supports for the initial "r" sound** as a child influenced by both Vietnamese and English per formal testing, qualitative testing, and observations.

Per teacher report, Khoa's speech sound productions impact his intelligibility within the classroom, and he is "extremely hard to understand". Ms. Le reports that Khoa appears to be having difficulty

pronouncing his sounds. Specifically, parents have reported that they are able to understand him better in Vietnamese than English.

What is Articulation and Phonology? Per the American Speech-Language-Hearing Association (ASHA), articulation is the production of individual speech sounds. Articulation disorders focus on errors in how sounds are made (e.g., substitutions of sounds or distorted sounds). Phonology and phonological disorders relate to predictable, rule-based errors (initial consonant deletion or missing syllables) that impact more than one sound. For example, a child may not yet have the ability to make sounds with the back part of the tongue (e.g., /k/-sound, /g/-sound).

## Speech Considerations for Multi-Language Exposure

As a child whose heritage language is Vietnamese, considerations for influences of his first language were made for his English productions. The following is honored:

- Influences of Vietnamese grammar rules and speech sound productions may impact English speech sound productions. This is a potential and natural outcome for Vietnamese Language Learners, and **this is not considered a disorder and/or impairment.**
- Per the visual below, sounds in the middle section are mutual between Vietnamese and English. Thus, only these mutual sounds, with consideration to developmental norms, are considered in the speech sound evaluation.
- Atypical productions of sounds that are solely in English (e.g., "th") are not considered errored.
- Note that Vietnamese: does not contain consonant clusters/sound blends, words are mostly monosyllabic, final consonants in words are only comprised of six phonemes (p, t, k, m, n, and ng).
- The Lien-Le family speaks the Southern Dialect of Vietnamese; this dialect of Vietnamese does not contain the following English sounds: voiced "th" (think), voiceless "th" (the), "j" (jump), "dz" (measure), "sh" (shoe) and "v" (voice). In turn, these aforementioned sounds may be produced by sounds that are similar in Vietnamese ("d" or "t" sound for "th" sound).

## Vietnamese - Southern Dialect

Vietnamese Sounds	Mutual Sounds	English Sounds
/t/ - tra    /tʰ/ - thấy /ɲ/ - nhà    /c/ - chề /ɣ/ - ghé    /x/ - khóc	<div> <div>           /w/ - quà, woke            /m/ - muốn, must            /p/ - hộp, party            /v/ - vui, very            /d/ - đi, duck            /k/ - khi, key            /l/ - lá, love            /ŋ/ - xương, song         </div> <div>           /h/ - hát, hat            /b/ - bé, be            /f/ - phim, fish            /t/ - tim, tea*            /n/ - nĩa, no            /g/ - cà, go            /r/ - rắn, run            /s/ - xe, see         </div> </div>	/θ/ - think /ð/ - the /dʒ/ - jump /ʒ/ - usual /ʃ/ - shoe /v/ - voice*
• No consonant clusters • Words are mostly monosyllabic (some multisyllabic words exist) • Six consonants used in final position: /p/, /t/, /k/, /m/, /n/, and /ŋ/		The /v/ sound is not used in the Southern Dialect. However, it is used in the Central Dialect which is the dialect centered for media.



Khoa's speech skills were evaluated using the Vietnamese Articulation Test and the Test of Articulation and Phonology (iTAP) for his English productions. The Vietnamese Articulation Test is an individually administered clinical tool used for evaluating Vietnamese speech sound productions. It is a qualitative assessment for monolingual and multilingual individuals with influences of Vietnamese. The iTAP is an individually administered clinical tool used for evaluating English articulation and phonology skills in monolingual English-speaking children. It is normed on children who are from English-speaking environments. Because Khoa's language skills in Vietnamese surpass the normative data of monolingual English-speaking children, the score of the assessment will not be reported. Rather, Khoa's speech sound production will be reported with consideration to "strengths" and "areas of growth". Errored productions are marked in **red**, while correct productions are marked in **green**.

### Vietnamese Articulation Test

Vietnamese Words	English Translation	Errors
<b>đạp</b>	bicycle	
<b>búp bê</b>	doll	
<b>bàn</b>	table	
<b>búa</b>	hammer	
<b>mắt</b>	eye	
<b>buýt</b>	bus	
<b>tay</b>	hand	<b>tay</b> → bay
<b>tiền</b>	money	
<b>thỏ</b>	rabbit	<b>thỏ</b> → pỏ
<b>khóc</b>	cry	
<b>kéo</b>	scissors	
<b>kem</b>	ice cream	
<b>chó</b>	dog	
<b>chuối</b>	banana	
<b>đen</b>	black	
<b>đèn</b>	lamp	
<b>kiến</b>	ant	
<b>nước</b>	water	

<b>đá</b>	ice	
<b>cam</b>	orange	
<b>tắm</b>	bath	
<b>mèo</b>	cat	
<b>mặt trời</b>	sun	
<b>miệng</b>	mouth	
<b>vàng</b>	yellow	
<b>ngựa</b>	horse	<b>ng</b> ựa→nựa
<b>ngủ</b>	sleep	<b>ng</b> ủ→nủ
<b>nhà</b>	house	
<b>nhảy</b>	jump	
<b>lưỡi</b>	tongue	
<b>lửa</b>	fire	
<b>răng</b>	teeth	<b>r</b> ăng→uăng
<b>rắn</b>	snake	<b>r</b> ắn → ắn
<b>heo</b>	pig	
<b>hình ảnh</b>	Picture	
<b>dù</b>	umbrella	
<b>dao</b>	knife	
<b>giày</b>	shoes	
<b>gián</b>	ant	
<b>pháo</b>	firecrackers	
<b>phòng tắm</b>	bathroom	
<b>cà phê</b>	coffee	
<b>voi</b>	elephant	
<b>vịt</b>	duck	

xe	car	
sách	book	
khỉ	monkey	
khói	smoke	
ghế	chair	
gà	chicken	gà → yà
trứng	egg	trứng → gừn g
quần	pants	
quạt	fan	

### iTAP Results

The following chart shows the results of Khoa's English productions on the iTAP:

English Target Word	Khoa's Productions	Consideration for Error
Apple		
Bridge	bwij	Vietnamese Influence
Cages		
Carrot	cawot	Vietnamese Influence
Chicken		
Coffee		
Crab	cwab	Vietnamese Influence
Dinosaur	disa	Vietnamese Influence
Dog	do	Vietnamese Influence
Drum	dwum	Vietnamese Influence
Elephant	elephan	Vietnamese Influence
Feather	Fedu	Vietnamese Influence
Fish		
Flower	Fwowu	Vietnamese Influence

<b>G</b> ame		
<b>G</b> iraffe		
Guitar <b>r</b>	Guita	Vietnamese Influence
<b>H</b> ammer <b>r</b>	Hammu	Vietnamese Influence
<b>H</b> ugg <b>in</b> g	Huggin	Vietnamese Influence
<b>J</b> uice		
<b>K</b> etchup		
<b>K</b> nob	Knov	Vietnamese Influence
<b>L</b> emon		
<b>L</b> iz <b>ar</b> d	lizud	Vietnamese Influence
<b>M</b> outh	Moup	Vietnamese Influence
<b>N</b> eck	net	Error
<b>P</b> each		
<b>P</b> ig	pic	Vietnamese Influence
<b>R</b> obot	wobot	Error
<b>R</b> oof	woof	Error
<b>S</b> ad	Sa	Vietnamese Influence
<b>S</b> hoes		
<b>S</b> hov <b>e</b> l	shovu	Vietnamese Influence
<b>S</b> oap	Fet	Error
<b>S</b> oda	Voda	Error
<b>S</b> pid <b>e</b> r	Pidu	Vietnamese Influence
<b>S</b> tov <b>e</b>	stoe	Vietnamese Influence
<b>T</b> ee <b>th</b>	teet	Vietnamese Influence
<b>T</b> hank <b>y</b> ou	Tank you	Vietnamese Influence
<b>V</b> anill <b>a</b>	unia	Vietnamese Influence
Water		
Yell <b>ow</b>	Yewow	Vietnamese Influence

Yoyo		
Ze <b>bra</b>	Zeba	Vietnamese Influence

Per the Vietnamese Articulation Test and iTAP, Khoa is able to produce the following mutual sounds between Vietnamese and English: /w/ - quà, woke, /h/ - hát, hat, /m/ - muốn, must, /b/ - bé, be, /p/ - hộp, party, /f/ - phim, fish, /v/\* - vui, very, /t/ - tim, tea, /d/ - đi, duck, /n/ - nữa, no, /k/ - khi, key, /g/ - cà, go, /l/ - lá, love, /ŋ/ - xương, song, /s/ - xe, see.

For Khoa, the following differences were considered heritage language influences and not counted as errors on the Test of Articulation and Phonology (iTAP): final consonant deletion (since only six consonants are used in final position in Vietnamese: /p/, /t/, /k/, /m/, /n/, and /ŋ/), blend and/or consonant cluster reduction, syllable deletion (Vietnamese is a monosyllabic language), medial consonant errors (Vietnamese is a monosyllabic language), substitutions of voiced and voiceless “th” (phoneme/sound does not exist in Vietnamese).

The examiner also observed phonological processing errors. Phonological processes are patterns of sound errors that children use to simplify speech as they are learning to talk. A phonological disorder occurs when phonological processes persist beyond the age when most children have stopped using them. Per the iTAP, parent report, and observations, Khoa demonstrated use of the phonological process:

Phonological Process	Observed Speech Production	Vietnamese Consideration
Vowelization: /l/ or “er” sounds are replaced with a vowel	Wobot/robot  Appo/apple	<b>Error for initial “r” sound.</b>  Vietnamese Influence for medial and final word positions.
Stopping: When a fricative (like “th”) or affricate (ch,j) is substituted with a stop consonant like /p/ or /t/	Du/the	Vietnamese Influence
Cluster Reduction: When a consonant cluster is reduced to a single consonant	Pidu/spider	Vietnamese Influence
Final Consonant Deletion	Sa/sad	Vietnamese Influence

The examiner acknowledges errors in the initial /s/ position for the words “soap” and “soda.” Khoa, however, was able to produce the /s/ initial position for the following words: sad and xe/car. In turn, this sound appears to be emerging. Although Khoa missed the final position /k/ sound in “neck”, he produced it in his attempted production for “thank” (i.e., “tank”). Khoa correctly produced the initial position /k/ across several words (e.g., **kiến/ant**, **khóc/cry**, **kéo/cry**, **kem/ice cream**). He was observed using the final /t/ in the following words: vit/duck, buýt/bus, and robot.

Khoa does not yet produce the initial "r" sound (e.g., run, rang/teeth, rắn/snake) as a child influenced by Vietnamese and English. The examiner acknowledges that developmental norms for monolingual English-speaking children for the "r" sound is between the ages of 5-7. At this time, research has not yet been conducted for the "r" sound for the Southern Vietnamese dialect. Trial therapy was initiated to determine Khoa's level of simulatability for the initial "r" sound.

#### Trial Therapy: Speech Sound Production

Khoa's need for support in the area of Articulation was formally targeted for trial speech-language therapy. Khoa's was able to produce the "r" sound in 0 of 5 opportunities (e.g., rocket, rang/teeth, rắn/snake). Then, the examiner explicitly showed Khoa how to produce the "r" sound using visuals by moving from the "l" sound to the "r" sound. With the added supports, Khoa was able to produce the "r" sound at the sound level in 4 out of 5 opportunities. Trial therapy demonstrated that, with repetition and practice, Khoa increased his abilities to produce the initial, pre-vocalic "r" from 0% success to 80% success at the sound level. Outcomes of this trial therapy demonstrate that Khoa would benefit from speech-language therapy targeting evidence-based interventions for production of the initial "r" sound based on Khoa's current level of stimulability.

### Receptive and Expressive Language Assessment

With consideration to Khoa's languages of influence of Vietnamese and English, **he demonstrates as a child with a receptive and expressive language disorder** per formal testing, qualitative testing, and observations.

Ms. Hamster reports the following Receptive Language needs: comprehending word meanings, following directions, understanding the classroom discussion, remembering information just heard and understanding material that has been read. Ms. Le states that Khoa demonstrates a need for following unfamiliar and multi-step directives.

The Preschool Language Scales, 5th Edition-English (PLS-5 English) was administered on 12/15/2021 to assess Khoa's receptive and expressive language skills by Footsteps and Handprints Pediatric Therapy, a speech and language clinic. Because the PLS-5 is not normed on children influenced by both Vietnamese and English, the scores on the test were not reported. Rather, the outcomes reported convey "strengths" and "needs." The assessment, given in English with input from Ms. Le, concluded that Khoa demonstrated a mixed receptive and expressive language disorder. Information from the aforementioned clinical assessment was incorporated into this report. With consideration to the PLS-5, the examiner obtained the following information in both Vietnamese and English.

What is Receptive and Expressive Language? Per the American Speech-Language-Hearing Association (ASHA), receptive language is the ability to understand what others are saying. Expressive language is the ability to share thoughts, ideas and feelings.

What is an Expressive Language Disorder? A child with an Expressive Language Disorder does not yet have a system (through use of gestures, signs and/or spoken words) to convey his/her/their requests, denials, social needs and seek information.

## Receptive Language

Receptive language skills were qualitatively assessed in Vietnamese and English. With data derived from formal assessment, qualitative assessment, parent information, and observation, **Khoa demonstrates a need for supports to increase his receptive language skills.** In other words, he is does not yet comprehensively understand the language that is happening within his educational environments and functional daily activities.

### Receptive Language strengths and abilities in Vietnamese and English include:

- recognizing actions in pictures (e.g., đang ăn/eating)
- understanding use of objects (e.g., để uống nước/use to drink water)
- making inferences (e.g., How did Anna get hurt?)
- understanding analogies (e.g., "You hear with your ears. You see with your \_\_\_\_.")
- understanding negatives in sentences (e.g., chỉ cô Phương đưa bé không khóc/Show me the baby who is not crying)
- understanding post-noun elaboration (e.g., chỉ cô Phương mèo con không phải màu đen/Show me the kitten that is not black)
- understanding one-step familiar directives (e.g., đi tắm/go take a bath, ăn cơm/eat dinner)
- shapes
- letters
- advanced body parts
- quantitative concepts (e.g., chỉ cô Phương tờ giấy có bốn bút chì màu /Show me the paper with four crayons)
- understanding complex sentences (e.g., Tại vì ngoài trời lạnh, Sam mặc áo len và đóng cửa sổ/Because it was cold outside, Sam put on a sweater and closed the window.)

### Receptive Language needs, with regard to Vietnamese and English, include:

- understanding spatial concepts (e.g., dưới cái bàn/under the table, bên cạnh/next to)
- following unfamiliar one- and two-step directives (e.g., get the folder, đóng cửa và sau đó lấy sách/close the door, then get the book)

### Trial Therapy: Receptive Language

Khoa's need for support in the area of Receptive Language was formally targeted for trial speech-language therapy. Khoa's was able to follow unfamiliar two-step directives in 1 out of 4 opportunities (e.g., gõ cửa và sau đó chỉ cô Phương mũi của con/knock on the door and then show me your nose). Then, the examiner demonstrated each directive with one repetition and showed Khoa the actions. With the added supports, Khoa was able to follow two-step directions in 3 out of 4 opportunities. Trial therapy demonstrated that, with repetition and practice, Khoa increased his abilities to follow two-step directions from 25% success to 75% success. Outcomes of this trial therapy demonstrate that Khoa would benefit from speech-language therapy targeting evidence-based interventions for Receptive Language needs.

The aforementioned trial therapy outcomes align with current methodologies that support Khoa's understanding in the classroom per Ms. Hamster (e.g., repetition, visual support, modeling).



## Expressive Language

Ms. Hamster further reports the following Expressive Language needs: using adequate vocabulary, using adequate grammar, expressing himself fluently when called upon to speak, telling a story, and organizing ideas/information. Ms. Le states that Khoa will typically speak in utterances with few words.

Expressive language skills were qualitatively assessed in Vietnamese and English throughout the evaluation and, together with qualitative assessment, parent information, and observation, **Khoa demonstrates a need for supports to increase his expressive language skills**. In other words, he is not yet expressing language to access the four functions of communication (request, deny, seeking information, socializing) within his educational environments and functional daily activities.

### Expressive Language strengths and abilities in Vietnamese and English include:

- naming/labeling objects in photographs (e.g., ball, apple, đèn/lamp)
- using words more than gestures to communicate
- requesting actions ("firetruck!")
- answering yes/no questions verbally and gesturally (nodding/shaking head side-to-side)

### Expressive Language needs, with regard to Vietnamese and English, include:

- consistently using verbs
- using noun/verb combinations
- using complete sentences
- using modifiers to describe nouns

The following utterances were conveyed by Ms. Le\* per a phone conversation on December 14, 2021 and examiner^ observations during the assessment period on January 28, 2022:

Mom, can I play on my ipad?\*

Can I have apple juice?\*

Apple\*

Okay, Hamster?\*

The fire in the building.^

Move^

Đèn/light right here^

Bite me^

Eating sandwich^

Fweeping/sleeping^

In the kitchen^

ở/in kitchen X cookie^

wet^

wash your hands^

on the couch^

at home^

The playground over there^

Let see^  
Wearing coat^  
I don't know.^  
I want my toy out.^  
Mẹ bánh/mom cookie^  
Cơm/rice^  
Where's the duck?^  
What's that noise?^  
How they get out?^  
It's so dark.^

### Trial Therapy: Expressive Language

Khoa's need for support in the area of Expressive Language was formally targeted for trial speech-language therapy. Khoa's was able to use a complete sentence to request for a preferred item in 0 out of 5 opportunities when the examiner was holding a bag containing preferred toys (e.g., firetruck, car). Khoa was observed to label the object he desired ("firetruck") and reach his hand toward the item. Then, the examiner modeled requesting for the item by pairing gestures with verbalizations for the utterance, "Con muốn đồ chơi/I want the toy." A gesture was paired with each word:



With the added gestural and verbal supports, Khoa was able to use a complete sentence to request for the toy in 5 out of 6 opportunities. The examiner observed Khoa making the following statements during the trial speech-language therapy: "I want my toy out", "I give me toy", "I want toy", and "Con muốn play/I want to play". Trial therapy demonstrated that Khoa increased his abilities to use a complete sentence to make a request from 0% success to 83% success with gestural/visual support and modeling. Outcomes of this trial therapy demonstrate that Khoa would benefit from speech-language therapy targeting evidence-based interventions for Expressive Language needs.

### Assistive Technology

Source of Data: ☒ Teacher Information ☒ Parent Information ☒ Other: Observation

Assistive technology needs were considered as a part of this evaluation and evaluated qualitatively. At this time, Khoa is able to participate in the educational program with typically available supports and services. No assistive technology, devices and/or services are recommended at this time.

## Motor Skills

Source of Data: ☐ Teacher Information ☐ Parent Information ☒ Other: Observation

Motor skills were evaluated qualitatively. At this time, there are no concerns related to Khoa's gross motor and fine motor skills.

## Oral Motor

Source of Data: ☐ Teacher Information ☐ Parent Information ☒ Other: Observation

Based on examiner's observation, the structure and function of the face, lips and tongue appeared typical and appropriate. Drooling and pooling of saliva was not observed.

## Voice

Khoa's voice was within functional limits.

## Fluency

Khoa did not demonstrate signs of stuttering-like behavior.

## Conclusions

Khoa is a 5-year, 2-month year old male. Per the assessment, he demonstrates as a student with a Receptive Language Disorder, Expressive Language Disorder and Speech Sound Disorder. **He would benefit from speech-language therapy to improve his overall safety, independence/advocacy and access to the general education curriculum.**

## Considerations for Language Learners

As a child influenced by two languages, the following evidence-based practices should be considered to comprehensively support Khoa's home language (Vietnamese) and language of instruction (English):

- Academic growth and functional communication skills are best supported by continual support and advocacy for Khoa's home language of Vietnamese.
- Culturally responsive educational practices are maximized by family input with consideration to home language, home culture, and familial perspectives.
- Per the Individuals with Disabilities Education Act, when developing an Individual Education Plan (IEP), the language needs of Khoa must be considered.

Resources:

Barrio, B. L., Miller, D., Hsiao, Y. J., Dunn, M., Petersen, S., Hollingshead, A., & Banks, S. (2017). Designing culturally responsive and relevant individualized educational programs. *Intervention in School and Clinic*, 53(2), 114-119.

Barrio, B. L. (2021). Culturally Responsive Individualized Education Programs: Building Transition Bridges Between Families and Schools. *Intervention in School and Clinic*, 10534512211051071.

Rossetti, Z., Sauer, J. S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *Teaching exceptional children*, 49(5), 328-338.

## Summary and Considerations for Eligibility

Khoa meets the eligibility criteria for Speech Impairment in the areas of:

- ☒ Receptive Language ☒ Expressive Language ☒ Articulation ☐ Fluency Advocacy  
☐ Voice ☐ Social-Pragmatic Access (with centering of Neurodiversity)

Khoa meets Texas' three-prong eligibility as a student with a Speech Impairment in the areas of Receptive Language, Expressive Language and Speech Sound Production.

Consideration	Outcomes
Does Khoa demonstrate as a Khoa with a Speech Impairment per the assessment?	<b>Yes.</b> Per formal testing, qualitative testing, Hamster report, and parent report, Khoa requires supports for Receptive Language, Expressive Language and Speech Sound Production.
Does Khoa demonstrate an educational need?	<b>Yes.</b> Individualized educational supports are required to provide communication intervention to access Khoa's general education curriculum.
Do the services require the specialization of a speech-language pathologist?	<b>Yes.</b> Specialized communication supports are required by a licensed speech-language pathologist.

The purpose of this report is to identify needs, in this case relating to communication, with the educational setting. The Admission, Review, Dismissal (ARD) committee will determine whether Khoa has an educational need requiring individualized supports to make meaningful progress solely in the context of a general educational classroom. Decisions will be made related to Khoa's eligibility, educational planning and programming, services to be provided and placements will be the sole responsibility of the ARD committee with equitable input all participants (family, educational staff teacher and administrators).

## Considerations and Accommodations

Suggestions for the classroom teacher, fine arts teachers and speech-language pathologist, per the evaluation, include: repeating instructions, simplifying instructions, providing visual supports when giving oral directions, using examples with consideration to Khoa's frame-of-reference in mind, allowing Khoa a longer response time, modeling utterances that are one-word longer than his statements (e.g., if Khoa says "car," you can say "fast car!") and modeling speech sounds. Additionally, Khoa positively and thoughtfully responded to interest-based activities, positive behavioral supports and topics familiar to his daily home routines.

## Recommended Goals and Objectives

Members of the Individual Education Plan committee (caretakers/family, educators, administrators) are responsible for the dialogue and implementation of Khoa's IEP once agreement has been reached. The following goals are recommended, with consideration to his needs as a Language Learner, to support Khoa's functional communication skills within an educational setting:

Articulation Needs:

- Initial "r" sound

Receptive Language Needs:

- Understanding spatial concepts
- Following unfamiliar one-step directives
- Following two-step directives
- Answering "what, who, where, what are they doing" questions

Expressive Language Needs:

- Increase use of verbs
- Use utterances containing a noun and verb
- Increase use of modifiers

Thank you to Khoa, Ms. Le and the Story Independent School District for allowing me to be a part of Khoa's communication journey.

## IEP Efforts

Considerations for a Culturally Responsive and Relevant Practices (Barrio et al, 2017):

- Attending to what students bring to learning, Gay (2010)
- Enhancing students' cultural competence and self-determination, Darling-Hammond (2012), Ladson-Billings (1995)
- Appreciating and integrating students' capabilities and gifts, Delpit (2003)
- Understanding and accepting students' communication styles, Ladson-Billings (1995)
- Considering language proficiency, Klingner & Eppolito (2014)
- Holding high expectations and goals for success, Banks (2014)
- Understanding students' and parents'/families' frameworks and cultures, Gay (2010), Banks (2014)
- Promoting active collaboration with parents/families in their children's education, Gay (2010)
- Using multiple/varied forms of instruction and assessment to address students learning styles, Ladson-Billings (1995)
- Focusing on cultural reciprocity, Harry, Rueda, & Kalyanpur (1999)

Culturally Responsive and Relevant IEP Builder (CRRIB) (Barrio et al. 2017):

- Families have contributed to IEP
- Integrated student's prior experiences
- Maximize student's intellectual, social, physical capabilities and strengths
- Honor student's and family's frame of reference
- Prioritize family's collaboration as part of IEP success

**The Culturally Responsive and Relevant IEP Builder**  
Barrio, Miller, Hsiao, Dunn, Petersen, Hollingshead, & Banks (2017)  
**Sections 1 & 2**

Cultural Considerations	Section I: Foundation			Section II: Participation & Support	
	Present Levels of Performance	Measurable Annual Goals	Measurement of Progress	Level of Participation in General Education	Related and/or Supplementary Services
How Does the IEP Element:					
Maintain the student's and family's cultural competence and insure they have a voice in the process?					
Use the student's prior experiences?					
Take into consideration student's and family's frame of reference?					
Capitalize on the student's performance style and maximize the student's intellectual, social, physical capabilities and strengths?					
Facilitate success by defining success in collaboration with the family?					

## Meaningful Meetup

Prior to the Meeting: "Please come with student strengths."

Beginning of IEP Meeting: All team members share successes from previous year.

Conclusion of Meeting: "How do you feel about everything we discussed?"

Conclusion of Meeting: "We are grateful to be a part of your child's journey. It is an honor to witness his growth and success."

- Positioning: Use a triangular seating arrangement.
- Share strengths, check in with family, gratitude to support student
- Ask the interpreter to describe their own role, particularly if the family is meeting them for the first time.
- Before starting, be sure to ask the family if they feel comfortable working with this person.
- Ask the parents how much of the discussion they want interpreted. Some people understand receptively; however, they would like to have their comments interpreted. Acknowledge that the interpreter role is to support in whatever way is most beneficial to the family.
- During introductions, have each person explain his/her/their roles.

- School personnel holds responsibility for the visit.
- Encourage the interpreter to intervene if a misunderstanding or miscommunication occurs.
- IEP school personnel should not carry on a separate discussion with the interpreter in the family's presence without first explaining why.
- Look at the family members (as opposed to the interpreter) when addressing them.
- Use short sentences and pause frequently to allow the interpreter an opportunity to convey the information.
- Use of idioms, jargon, slang, abbreviations, acronyms and jokes are difficulty to convey across cultures.
- Provide the family time to ask questions.

**Out of the box idea: Provide list of expectations and acronyms for the interpreter.**

Resources:

Banks, J. (2014). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Boston, MA: Pearson.

Barrio, B. L., Miller, D., Hsiao, Y. J., Dunn, M., Petersen, S., Hollingshead, A., & Banks, S. (2017). Designing culturally responsive and relevant individualized educational programs. *Intervention in School and Clinic*, 53(2), 114-119.

Darling-Hammond, L. (2012, September). Developing and assessing teacher effectiveness. Paper presented at the Educator

Delpit, L. (2003). Educators as "seed people" growing a new future. *Educational Researcher*, 32(7), 14-21.

Effectiveness Summit 2012, Portland, OR. Retrieved from [www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/developingandassessingteachereffectiveness.or.pdf](http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/developingandassessingteachereffectiveness.or.pdf)

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY: Teachers College

Harry, B., Rueda, R., & Kalyanpur, M. (1999). Cultural reciprocity in sociocultural perspective: Adapting the normalization principle for family collaboration. *Exceptional Children*, 66(1), 123-136.

Klingner, J., & Eppolito, A. M. (2014). *English language learners: Differentiating between language acquisition and learning disabilities*. Arlington, VA: Council for Exceptional Children.

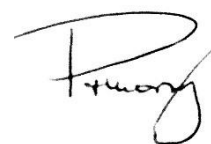
Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.



PressRossetti, Z., Sauer, J. S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *Teaching exceptional children*, 49(5), 328-338.

Tran, L. M., Patton, J. R., & Brohammer, M. (2018). Preparing educators for developing culturally and linguistically responsive IEPs. *Teacher Education and Special Education*, 41(3), 229-242. [Spanish Translations for IEP/ARD Meetings](#)

Thank you for this collective time, Mississippi. Here's to empowering the communication journeys of our humanity. We get to invest in this important, meaningful work.

A handwritten signature in black ink, appearing to read "Phuong". The signature is stylized with a large, sweeping initial "P" and a cursive "Lien Palafox" following it.