

**SPEECH AND LANGUAGE ASSESSMENT
LINGUISTICALLY CULTURALLY DIVERSE:
SPANISH SPEAKING**

Technical Assistance Guide

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Introduction

IEP teams are often unfamiliar with the characteristics of linguistically and culturally diverse (LCD) evaluations. The purpose of this guide is to provide IEP teams with a basic understanding and resources to appropriately differentiate language impairment from typical language development and second language acquisition. Although this guide focuses specifically on Spanish speaking students, many of the assessment practices spelled out in this guide can be followed for LCD students from other cultures. This guide is a revision of the LCD II guide published in August of 2003.

Chapter 1

Assessment

Assessment of linguistically and culturally diverse (LCD) students must be conducted so as to distinguish between a language difference and language impairment. This will ensure IEP teams determine a student's communication difficulties result from a speech and language impairment, and not from a social dialect, learning English as a second language, or a combination of these. Use of assessment tools and strategies with LCD students have moved from the use of only formal standardized measures, assessing discrete units of language, to the use of informal measures assessing the student's total communicative competencies to better distinguish a language difference from a language impairment.

Assessment of a student from a linguistically and culturally diverse background includes the use of a variety of measures across several different contexts. Components addressed include language proficiency in each of the student's languages, specific skills observations on both formal and informal measures and information reported through checklists, questionnaires, and interviews. Multiple sources of data and information gathered are considered in determining whether the student has a speech and language impairment.

Language Proficiency

IEP team members must be familiar with the phonological and linguistic system of the student's primary or dominant language. Speech and language skill levels obtained must be in both the student's native language as well as English to establish whether the student exhibits genuine errors in the first language or dialect. This enables the IEP team to accurately determine whether the student's speech and language skills are a result of an impairment or simply a reflection of the normal process of second-language acquisition (Chamberlain & Medinos-Landurand, 1991).

Wis. Stats. 115.96 (1) states that annually, on or before March 1, each school district shall conduct a count of the limited-English proficient students in the public schools of the district, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency. In Wisconsin, the ACCESS for English Language Learners (ELLs): English Language Proficiency (ELP) Test (2007) is conducted each school year for all students whose first language is not English. Appendix A-English Language Proficiency Levels describes these levels in detail. The English as a Second Language Teacher (ESL)/bilingual teacher administers this test and receives the findings.

Two types of language proficiency skill levels of linguistically and culturally diverse students are acquired at different time intervals. Cummins (1984) identifies these

as basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) skills described as follows:

Basic Interpersonal Communication Skills (BICS)

- Language skills necessary to function in everyday interpersonal context such as greetings, maintaining a conversation, taking turns, and other conversational skills.
- Minimally related to academic achievement.
- Informal and students may rely on contextual cues.
- Proficiency develops generally within two years of exposure to the second language but may take up to 3 years.

Cognitive Academic Language Proficiency (CALP)

- Language skills necessary for communicating thoughts and ideas with clarity and efficiency in academic subject areas.
- Requires students to derive understanding exclusively from the language used to convey the message where situational cues are limited or absent.
- De-contextualized and require higher-level language skills such as hypothesizing, summarizing and inferencing.
- Proficiency may take five to seven years or more for cognitive and academic language demands.

Roseberry-McKibbin and A. Brice (2008) report that students from linguistically and culturally diverse backgrounds may develop conversational English that appears fluent and adequate for everyday communication yet have difficulty in areas such as reading, writing, spelling, and other subject areas, when there is little context to support the languages being heard or read. A BICS-CALP gap may falsely lead IEP teams to assume the student has a language impairment rather than a language difference. Formal and informal measures of BICS and CALP are critical for LCD students being assessed for a speech and language impairment. Examiners must determine which type of language proficiency skills (BICS or CALP) are being assessed by the formal measures employed to avoid interpretive errors concerning a student's language abilities or impairments.

Assessment Measures

According to the Individuals with Disabilities Education Act (IDEA) 2004 Final Regulations (§300.304), IEP teams must use a variety of assessment tools and strategies to gather relevant, functional, developmental, and academic information about the student to determine if an impairment exists. IEP teams must not use any single measure or assessment as the sole criterion for this determination. Evaluation materials must be used for the purposes for which the assessments or measures are valid and reliable. Assessments and other evaluation materials used to assess a student are selected and administered so as not to be discriminatory on a racial or cultural basis. IDEA further clarifies assessments and other evaluation materials are to be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

Wisconsin Administrative Code PI 11.36(5) describes the eligibility criteria for the determination of a speech and language impairment. Speech and Language Impairments: Assessment and Decision Making (2003) Technical Assistance Guide describes this in more detail. Eligibility criteria for speech or language impairments require the use of formal and informal measures as well as information about the student's communication in natural environments. Language assessment of LCD students must be focused on measuring the student's language use, not the student's English language skills.

Informal Measures

Many studies recommend a variety of informal measures for diagnosing speech and language impairments in students who speak a language other than English to provide a more valid manner of evaluation (Saenz & Huer, 2003). Informal measures allow assessment to occur with individuals who are most familiar with the student in naturalistic contexts and across settings where a student will be expected to use both BICS and CALP (Rhodes, Ochoa, and Orititz, 2005). Informal assessments involve both descriptive and dynamic approaches to data collection:

Descriptive Approaches

- **Language Sample Analysis (LSA)** - A language sample is a collection of spontaneous utterances elicited to examine the student's language proficiency in a spontaneous and functional conversational context. This allows for a comparison between formal and informal measures and how each act as an indicator of how the student functions as a communicator. Spontaneous language production demonstrates the true range of the student's language abilities as the student communicates a variety of messages in either Language 1 (L1) or Language 2 (L2) or dialect (Miller, et.al, 2005). A language sample documents growth and development of language proficiency and corroborates or refutes standardized test results. For language sample methods see the *Language Sample Analysis 2: The Wisconsin Guide* published by the Wisconsin Department of Public Instruction in 2005. Miller, et al. (2010) has developed language sampling software for use with bilingual students.
- **Case History Information**- Language history documents the age of language acquisition in both languages, the language(s) used at home and in school, the length of exposure to each language, the language of choice with peers, any ELL services the student is receiving, ELP levels and academic performance. Case histories determine the extent of the student's exposure to English and opportunities for conceptual development, literacy and developmental issues in the (L1) and (L2) (Roseberry-McKibbin, 2008).
- **Home Visit**-Parents and other family members complete a language background questionnaire providing information about language use in the home environment. As students learn language according to the amount of exposure in each language, a home visit is a necessary component included

in the assessment process. A home visit also allows an examiner to establish rapport with the family, learn about the family's values, parenting styles, and family concerns specific to communication. From this, examiners determine whether the student is a simultaneous or sequential language learner. Simultaneous language occurs when both languages are acquired at the same time. In simultaneous language acquisition, the child learns both languages beginning within the first few months of life (DeHouwer, 2009). Sequential language occurs when one language is acquired first and the second language is subsequently learned. Sequential language learning occurs when the child begins learning another language after the first language is partially or fully established which normally occurs at or after 3 years of age (Genesee, 2010, Paradis et. al, 2011). Chapter two discusses the use of an interpreter who can assist with the home visit.

- Direct Observation-Direct observation provides information about the student's communication performance in natural environments. Observations may focus on both individual performance and the environmental variables that surround the communicative behavior. Observations are conducted by examiners in natural environments such as classroom, playground, home and other daily environments. (See Appendix B-Classroom Observation Form)
- Checklists, Questionnaires and Rating Scales-Checklists, questionnaires, and rating scales completed by parents, guardians, teachers and others describing the student's skills provide an overview of how people in the student's environment perceive the student's communication skills. (See Appendix C-Communication Skills Inventory for Bilingual Students)
- Interviews-Interviews provide developmental, behavioral, and learning experience information contributing to an essential understanding of the student's communication abilities. Interviews may be conducted with the parent, classroom teacher, day care provider or other staff members familiar with the student. Westby, et al. (2003) recommends the examiner conduct interviews using open-ended questions, rather than questions triggering a yes or no response; restating what the student says in the exact words giving the student an opportunity to correct statements that may be misinterpreted.; and avoiding multiple back-to-back questions, leading questions and "why" questions which tend to direct the student to a particular response. (See Appendix D-Bilingual Parent Interview and Appendix E-Teacher Interview Form: Bilingual Student)

Dynamic Approaches (DA)

DA approaches examine the student's responsiveness to the introduction of an instructional component into the testing situation. (Jitendra, Rohena-Diaz, and Nolet, 1998) The three most commonly cited DA approaches are testing-the-limits, graduated prompting, and test-teach-retest. The test-teach-retest approach appears best suited for distinguishing a language difference from a language impairment (Gutierrez-Clellen & Peña, 2001). This approach is described as the initial testing of the LCD student followed by a short period of time to teach the LCD student a skill followed by retesting (Pena, 2010). The premise of this approach is the student who is able to make significant changes

after a short term instructional period is the student with a language difference while the student who is unable to make significant changes after a short term instructional period may be a student with a language impairment.

Formal Measures

Formal measures should assess the extent to which a student has a speech and language impairment and not just assess the student's discrete English language skills. Unless a standardized test is administered in the identical manner in which the norms were developed, the results may be invalid. Instead, a description of the student's performance in relation to the skills the test measures can be provided.

The extent to which performance on formal measures is influenced by cultural and environmental factors are unique to the student being assessed and must be viewed as such in the interpretation of test data. Two students from the same cultural background may differ in terms of values, customs, and beliefs related to their culture. Reviewing formal test results with the student's parents may provide information about cultural and environmental factors affecting performance. The use of multiple informants further reduces possible bias due to culture.

Limitations of standardized tests must be considered when assessing and interpreting the results of any formal measure used with LCD students as well as their use in determining speech and language impairments. Most standardized assessments reflect a discrete-point approach to language assessment and measure discrete aspects of language such as vocabulary, grammar, syntax, and phonology, which are more affected by linguistic or cultural differences than other assessment strategies, such as tests examining a student's functional communication ability. Most standardized tests are normed on a majority population that speaks a Standard American English dialect and even when tests have included LCD students in the standardization sample, numbers tend to be small and not representative of the whole population. Students who are unfamiliar with the "testing framework" or "testing situation" used in standardized tests may be at a disadvantage because this may be threatening or foreign to the cognitive styles of LCD students. Few standardized tests are available in languages other than Spanish.

Standardized test scores must always be compared with results from informal measures. Rhodes, Ochoa, and Orititz (2005) feel the limitations of using formal measures with LCD students provide a strong rationale for using informal measures to validate the information obtained from formal measures. When examining the results of any formal measures, the IEP team must determine whether or not these test results are consistent with other data obtained about the student. Standardized tests provide information about possible language difficulties which can then be substantiated within natural communication contexts. Use of dynamic or descriptive assessment strategies can corroborate standardized test results and determine whether there is a problem in the student's functional use of language. IEP teams must not overrate the value of standardized test scores by placing more

emphasis on formal rather than informal measures. This may then result in the increased likelihood of misidentifying LCD students as students with impairments.

Determining a Speech and Language Impairment

Evaluating and interpreting the results of a speech and language evaluation of a bilingual student may be daunting depending upon the complexity of the case. There is no single way to approach the evaluation of a bilingual individual and no simple way to weigh the results of formal and informal measures. As discussed in previous sections of this document, practical consideration must be given to the following:

- Parental concerns
- Developmental and medical histories
- Language history
- Language use
- Teacher concerns
- English proficiency levels
- Language preference
- Performance compared to peers of similar age, language background and language use
- Formal versus informal language skills in both languages.

Second language acquisition is a complex process with a myriad of determining factors. The IEP Team must base eligibility determinations on the overall profile of the student's linguistic competence. IEP team eligibility determinations must not be based solely on measured language scores in L1 and L2. When comparing language skills in both L1 and L2, examiners must be cautious about assigning importance to strengths and weaknesses observed and measured. Language loss in the first language may be observed. Limited skills in both the first and second languages may also be observed. For example, a student who has received all English instruction from 4 year old kindergarten through 3rd grade may demonstrate weaknesses on formal tests of Spanish language skills for any number of reasons including, but not limited to:

- Lack of formal academic instruction in Spanish.
- Underdeveloped Spanish vocabulary skills due to informal contexts in which Spanish is routinely utilized.
- Formal language tests standardized on monolingual Spanish speakers versus bilingual speakers of Spanish and English.
- Unfamiliarity and possible discomfort with using Spanish in the school environment.
- Language loss in Spanish.

Consideration must also be made for what Tabors, 2008, calls the "4 stages of language development" that children pass through:

1. Continued Use of the Home Language: When children enter an environment where the language they use to communicate at home is not understood, they may continue to use their home language in the expectation that they will be understood. Depending on the messages the children receive about the use of languages other than English in the setting, this stage is likely to be relatively brief.
2. The Silent or Non-Verbal Period: Many children when they enter an unfamiliar early years setting go through a period which has been observed by a number of researchers as the 'silent' or 'mute' period. Some researchers refer to this as the 'non-verbal period' to emphasize that children may continue to interact non-verbally. During the Silent or Non-verbal period, children need time to acclimate to the new context and begin to tune into the sounds of English in the setting and begin to understand what is expected. During this time, children may start to 'rehearse' the language silently to themselves and in time begin to practice the utterances in 'private speech' until they have the confidence to try out the language for communicative purposes or 'go public'.
3. Formulaic and telegraphic Period: At this stage, language is characterized by one word utterances meant to convey a complete sentence or message. For example, "eat" means "I want to eat." Children begin to use single words or formulaic phrases and repetition during the early stages of learning English. They use chunks of language as ready-made phrases in routine situations, enabling them to interact with others. These chunks of language may include memorized sequences in singing rhymes and stories, routine language used at specific times in the setting, for example 'happy birthday', answering the register, asking to go to the toilet.
4. Productive Language Use: Children begin to develop productive use of the additional language which builds on and extends the use of single words and chunks of English to produce more complex language. Children may combine some of the acquired chunks to produce longer and more complex sentences which most closely approximate the intended meaning.

When analyzing test data and completing a comparative analysis, the IEP team will also analyze data trends. Data to address the following essential questions are compiled to assist the IEP team in distinguishing a speech and language difference from a speech and language impairment:

- Are the results obtained from both formal and informal measures consistent?
- Do educator concerns mirror parent concerns?
- Do the student's speech and language skills qualitatively differ from other bilingual members of the family, especially siblings?
- To what degree do the student's speech and language abilities differ from those of other second-language learners?
- Are there common areas of weakness between languages?
- Does the Test-Teach-Retest approach yield significant improvements in any skill areas that may indicate normal language potential?
- Do the weaknesses observed on formal language measures translate into

- disruptions in functional communication skills across environments?
- Are errors in speech sound production due to the influence of L1 on L2 (e.g. ch/sh substitution in English from a native Spanish speaker) and an indicator of dialect and not difference?
 - Is speech intelligibility impaired in both languages to the same degree?
 - Has the student continued to demonstrate significant speech and language difficulties despite numerous, varied and documented research-based interventions?

General factors that need to be considered when in identifying LCD students with a speech and language impairment are summarized in figure 1 below.

Figure 1.
Considerations in Reviewing LCD Student's Speech/Language Assessment Results

Results of testing	Diagnosis	Action
Problems noted only in English.	Not a speech and language impairment.	Consultation with bilingual education personnel is suggested to develop a culturally and linguistically appropriate program within the regular education curriculum.
Problems noted in both languages. Language loss is responsible for the deficits observed in the first language.	Not a speech and language impairment. Language loss in the first language is a normal phenomenon when functional opportunities to use the first language are withdrawn or minimized.	Consultation with bilingual education personnel is suggested to develop an appropriate regular education curriculum for the child.
Problems noted in both languages. Language loss is not a factor.	A speech and language impairment if the problems noted cannot be accounted for by differences in dialect, cultural background, etc. The extent to which the child has had functional opportunities to use each language should be considered.	The IEP team considers a speech and language impairment if communicative behaviors are identified that are atypical of other students who have had similar cultural and linguistic experiences. Placement in special education is appropriate only if the child's needs cannot be met within the regular classroom.

The IEP team determines whether or not the student's speech and language abilities differ from those of normally developing peers in the student's home community. Errors that appear to be the result of the student learning English, a dialectal variation, or errors that are developmental in nature should be ruled out

as skill deficits (Wyatt, 1998). The LCD student who demonstrates normal speech and language development in their native or first language must not be labeled with a speech and language impairment in a second language. Speech and language errors or patterns of errors consistent in both languages of the student may warrant IEP team consideration of a speech and language impairment.

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Chapter 2

Use of Interpreters

The terms interpret and translate are often used interchangeably although each have different meanings and functions. To interpret is to convey information from one language to another language in the oral modality; to translate is to convey information from one language to another language in the written modality (Weber, 1990). Interpreting may be simultaneous or consecutive. Simultaneous interpretation occurs when an oral message in another language is interpreted at the same time as it is transmitted. Consecutive interpretation occurs when the interpreter waits to hear the entire message in one language before interpreting it into another language. Consecutive interpretation is the most common model used by interpreters during IEP team meetings. Because of this, allowing for additional time for interpretation will be a factor when scheduling IEP team meetings.

The work of an interpreter requires three separate functions: to translate test questions and student responses accurately and impartially; to help interpret school information and program recommendations to the family; and to interpret family history, family dynamics, and concerns back to the IEP team. A competent, knowledgeable interpreter establishes direct communication, builds trust, and reduces the possibility of the transmission of misinformation. Use of the same interpreter enhances rapport and provides consistency.

Interpreters should be equally fluent in English and the native language of the student. If possible, select an interpreter who is also familiar with educational assessment. English educational terms, especially special educational terms, may not exist in other languages. If the interpreter has not received training, special education personnel must take the responsibility of training the interpreter selected. Training includes the purpose of the process, tasks involved, and other expectations about the information being gathered. Friends and family members of the student or parent should not be used as interpreters.

Interpreters are expected to have the following skills:

- Oral language proficiency and fluency to serve effectively in a variety of roles and to adjust to different levels of language use.
- Ability to relate to students from a particular cultural group.
- Ability to maintain the confidentiality of school records and respect the rights of parents and students involved.

Skills and Training of Interpreters

Interpreters with appropriate training in special education assessment are an asset to an evaluation. Because the language component of the evaluation is a vital link

to the student's overall functioning, speech and language pathologists (SLPs) may be responsible to train the interpreter.

Interpreters should have knowledge of:

- Terminology used in education and assessment.
- Roles of the school personnel.
- Cultural information to explain the student's background.
- Reasons for the assessment, expectations, and rationale for tests used.
- IEP process.
- Test administration procedures.
- Impact of non-verbal behaviors on communication so as to objectively and precisely report these behaviors.

Working with an Interpreter

In assessing speech and language, SLPs guide and direct the assessment activity in which the interpreter is involved. Three stages are involved in this process: briefing (preparation that occurs prior to testing); interaction, (testing and contact with the student); and debriefing, (occurs after testing and includes an analysis and discussion of the interaction). The following section describes these three stages:

Briefing:

- Discuss the nature of the assessment for mutual understanding of what is to be completed.
- Make a list of terms available to the interpreter and address any questions the interpreter may have.
- Advise the interpreter of the importance of retaining the meaning of what is said without imposing opinions or judgment into the communicative exchange.
- Remind the interpreter of the need for confidentiality.

Interaction:

- Keep statements brief. Two to three sentences are enough at one time for an interpreter to remember and interpret.
- Avoid the use of idioms and metaphors.
- Look at the student, not the interpreter. An interpreter is the vehicle for transmitting information while the student receives the information. SLPs talk to the student and the interpreter interprets.
- Remain present throughout the entire interpretation process.
- Be culturally sensitive and aware of any pressures placed upon the interpreter.
- Monitor for any confusion or concerns.
- Allow the interpreter time to translate all messages.
- Provide breaks for the interpreter. Interpreting is a mentally and physically challenging task.

Debriefing:

- Discuss what took place.
- Ask the interpreter for feedback.
- Determine what went well and any issues that arose.
- Discuss areas that need follow-up.
- Include the name and title of the interpreter in the assessment report.

For the Interpreter

An interpreter may speak, read, and write two or more languages and be able to convey the meaning of a conversation or dialogue from one language to another language. Interpreters used for assessment should:

- Speak with the parents and the student prior to any assessment to determine whether dialects are the same.
- Provide an introduction to the student or parent explaining the role of an interpreter in the assessment process as an intermediary bridging the language gap.
- Explain to the student and family that the interpreter is not an advocate.
- Use language that is most readily understood by the listener.
- Interpret everything said to the student.
- Maintain neutrality. An interpreter does not counsel, advise, or interject personal opinions.
- Understand the purpose of the assessment session and the materials and procedures used.
- Clarify any areas of concern or uncertainty.
- Reflect the pace, tone, and inflection of the student.
- Maintain the confidentiality of all aspects of the assessment process.

When an Interpreter is not Available

Interpretation is a complex process. Guidance set out in this chapter provides a framework for the provision of appropriate interpreter services when the IEP team has access to an interpreter. There may be times when an interpreter is not available.

When this situation occurs, the IEP team should follow the procedures spelled out in Chapter 1 for Assessment. The results of the assessment will need to be considered in light of the student's first or native language. When members of the IEP team are proficient only in English, they will have to obtain information on how the student's native or first language contrasts and compares with English and understand the issues in LCD assessment before any special education eligibility determination can be rendered.

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Chapter 3

Speech and Language Development

Spanish

Valid speech and language assessment of a linguistically and culturally diverse (LCD) student must examine speech and language development in both the first language (L1) and second language (L2). A thorough speech and language assessment examines the overall language communication system of the student, including both formal and informal measures.

To distinguish between a speech and language difference and a speech and language impairment, the examiner must establish the presence of an impairment in L1, with evidence of an impairment in L2 as well, depending upon the degree of proficiency possessed. Students who exhibit communication difficulties in only L2 with no indication of delay or impairment in L1 should not be identified as a student with a speech and language impairment.

Lack of consideration given to the development of overall language skills in both languages of a student, as well as to dialectical differences within and between languages, may lead to erroneous interpretation of test results. To comprehensively assess and appropriately interpret testing results, examiners must be familiar with both the language and sound system of the native language. The following information is a general overview to assist speech and language pathologists (SLPs) in developing a basic knowledge of the Spanish speech sound system and various Spanish language constructs.

Morphology

Morphology is the system that governs the structure of words and the construction of word forms. Morphemes are the smallest units of meaning. English language meaning is conveyed to a great extent through word order whereas the Spanish language relies to a great extent on morphology to convey meaning. Inflection is the process by which affixes combine with roots to indicate basic grammatical categories such as tense or plurality (e.g. in the words dog-s/walk-ed, '-s' and '-ed' are inflectional suffixes). Inflection is viewed as the process of adding meaning to existing words. Spanish is a highly inflected language where meaning is often conveyed through inflection rather than word order. Because of this, word order in English is strict and inflexible while word order in Spanish is fluid and adaptable (Gutierrez-Clellen et al., 2000).

Spanish articles, nouns, pronouns, possessives, and adjectives are inflected to reflect gender and/or number. With the exception of possessives and numerals, all inflected features within a sentence must agree in both number and gender (Anderson, 1995). *Figure 2* shows some examples of inflection in the category of

Spanish articles.

In Spanish, the article varies from: *el / la / los/ las* to reflect number and gender differences. Merino (1992) notes the same occurs with the indefinite articles *uno / unos* (male) and *una / unas* (female). Possessives are inflected for number: *su / sus* (see Figure 2). In Spanish, articles are placed before the subject noun, as in "Veo **el** doctor Brown" (I see [the] Dr. Brown) or "Asi es **la** vida" (That's [the] life).

Figure 2		
<u>Spanish articles</u>		
	Singular	Plural
Female	La niña encontró su juguete. (The girl found her toy.)	Las niñas encontraron sus juguetes. (The girls found their toys.)
Male	El niño encontró su juguete. (The boy found his toy.)	Los niños encontraron sus juguetes. (The boys found their toys.)

Verbs: Verb forms are much more extensive in Spanish than they are in English. Complicating things some is that the most common verbs are also irregular, as they are in English ("I go," but "I went," and "I see," but "I saw"). The important thing to keep in mind is that Spanish usually uses endings to more fully convey the nature of the action, while English is much more likely to use auxiliary verbs and other sentence components. A major problem for the Spanish learner is that there is no one-to-one correspondence in the use of the tenses. So, for example, a Spanish learner might incorrectly use a simple tense instead of a progressive or a future one: *She has a shower* instead of *She's having a shower*; *I help you after school* instead of *I'll help you after school*. Problematic for beginners is the formation of interrogatives or negatives in English. The absence of an auxiliary in such structures in Spanish may cause learners to say: *Why you say that? / Who he saw? / Do you saw him? / I no see him. / I not saw him.*

In Spanish, verbs are highly inflected features (Anderson, 1995). The Spanish verbs reflect mode and voice (indicative, imperative, subjunctive, passive, and active), tense (present, past, future), person (first, second and third) and number (singular and plural) (Merino, 1992). Figure 3 provides examples of variations in a Spanish verb

Figure 3.	
<u>Examples of Variations in a Spanish Verb</u>	
Reference: Serpa, M.L. (2005). Language Minority Assessment Project: ELL Assessment for Linguistic Differences versus Learning Disabilities, Spanish Language.	
First person	Variation
Person - estudio (I study)	estudia (s/he studies)
Number - estudio (I study)	estudiamos (we study)

Tense - estudio (I study)	estudiaré (I will study)
Mode - ¡Estudia! (study!)	estudie (I hope you study)
Voice - Estudié la lección.(I study the lesson)	La lección fue estudiada por mí (The lesson was studied by me)

The preterite tense is one of two past tense forms in Spanish. Like English, the preterite is a feature acquired early in the development of the Spanish language (Merino, 1992; Anderson, 1995). The preterite is a past tense form used for past actions completed versus the imperfect tense which describes events in the past that were ongoing. In English, the simple past tense usually is formed by adding "-ed" (for example, I **talked**, you **talked**, he **talked**, we **talked**, they **talked**). Spanish endings for the preterite tense also indicate who performed the action (for example, *hablé*, I talked; *hablaste*, you (singular) talked; *habló*, she talked; *hablamos*, we talked; *hablaron*, they talked). Other inflectional variations are less common due to complexity and are optional to the Spanish speaker. Anderson finds the subjunctive mode is the most difficult verb feature acquired by students who have language impairments. For example, *Yo quiero que te vayas* (I want that [you] go away).

Verbs are differentiated by their word endings: /ar/ as in *caminar* (to walk), /er/ as in *comer* (to eat) and /ir/ as in *subir* (to go/come up). Of the three types, verbs having /ar/ endings occur most frequently and are acquired earlier than other verbs (Anderson, 1998). Spanish has three main auxiliary verbs: *ser* / *estar* (to be), *haber* (to have), and *andar* (to go), that can also function as main verbs. The verb *andar* is commonly used as an auxiliary verb among Mexican-Spanish speakers. The verbs *ser* and *estar* function as linking verbs (copulas) in Spanish. Both are semantically and syntactically different forms, unlike the English copula "to be" (Anderson, 1998).

Pronouns: Spanish is a pro-drop language, meaning the subject pronoun is embedded in the conjugated verb form. Use of personal pronouns in Spanish is optional since information is encoded in verbs (Anderson, 1995). For instance, the sentence "*Van a comer?*" (Going to eat?) could be phrased "*Ustedes van a comer?*" (Are you going to eat?). Both forms are acceptable. Pronouns are modified according to both gender and number. Spanish also differentiates between second person singular "you" (*tú*) and the third person singular "you" (*usted*). For instance, the form *tú* is acceptable during informal exchanges whereas *usted* is the formal mode of address.

Nouns: Nouns in Spanish are much less complicated than verbs. Nouns in Spanish are inflected according to both gender and number. Most commonly the "o" in the final position indicates masculine form and the "a" the feminine, for example, *gato* (male cat) or *gata* (female cat). However, there are some exceptions; for example, *cada día* means "each day." *Día* ("day") is a masculine noun; *cada* ("each") can be either feminine or masculine.

Nouns have only two forms: singular and plural. Similar to English, plural forms are created by adding "s" or "es" at the end of words according to their consonant or vowel endings. The following are examples of plural construction: *avión/aviones* (airplane/s) and *manzana/manzanas* (apple/s). Students exposed to English sometimes exhibit errors in article-noun-gender agreement (Anderson, 1995).

Syntax

Syntax is the system governing the order and combination of words to form sentences and the relationships among the elements within a sentence. One feature of syntax is the order of words in a sentence. When comparing English with Spanish word order in English (sentence or phrase) is far more predictable than in Spanish (Fromkin, Rodman & Hyams, 2003). Researchers claim Spanish syntax is one area of language least likely to be affected by "dialectal and stylistic variations" as a result of the morphological diversity and word order flexibility of the Spanish language (Merino, 1992). Figure 4, *Acceptable Morphological Variations*, lists some morphological variations considered acceptable in Spanish and how an expression may have different meanings and emphasis simply by changing the word order.

Figure 4 <u>Acceptable Morphological Variations</u>	
Adapted with permission from Merino, Barbara J. "Acquisition of Syntactic and Phonological Features in Spanish." In <i>Hispanic Children and Adults with Communication Disorders: Assessment and Intervention</i> . Eds. H.W. Langdon and Li-Rong L. Cheng. Excellence in Practice Series, Katherine G. Butler, Ed., Aspen Publishers, Inc., 1992.	
Spanish Construction	English Translation
La luna se ve llena. Se ve llena la luna.	The moon looks full. (It) Look(s) full the moon.*
El hombre caminaba en la montaña. Caminaba en la montaña el hombre. Caminaba el hombre en la montaña.	The man walked in the mountains. Walked in the mountains the man.* Walked the man in the mountains.*
Nosotras fuimos al parque. Fuimos al parque.	We went to the park. (We) went to the park.*
Las mujeres ya llegaron. Ya llegaron las mujeres.	The women have arrived. Have arrived the women.*
Yo sabía que no era cierto. Sabía que no era cierto.	I knew that it wasn't true. (I) Knew that it wasn't true.*
	*Variations not usually acceptable in English.

Spanish word order is generally Subject-Verb-Object, like English. However, Spanish generally places words at the end of the sentence that are to be emphasized. This may result in non-standard syntax when Spanish learners speak or write English.

Adjective - Noun Reversals: Differences between English and Spanish morphology include adjective-noun reversal. In Spanish, nouns precede adjectives, *el cielo azul* (sky bright), except when using numerals: *dos victorias* (two victories); comparatives: *gran dama* (grand lady); and ordinals: *el primer paso* (the first step) (Anderson, 1995).

Negatives: Use of negatives is also different. In Spanish, the negative form precedes the verb phrase. For instance: *El sol no está brillando hoy* translates as: The sun not is shining today. Double negatives are acceptable variations, as in: *El no ha recibido correo nunca*, which translates as: He has not received mail never. Double negatives are less commonly used (Anderson, 1995), but may influence English language usage by the grammatically incorrect presence of double negatives in that language.

Questions: Questions are easier to formulate in Spanish because, unlike English, there is no need to invert the auxiliary verbs (*ser*, *estar*, *andar*). For example: *¿Qué quieres hacer?* translates as What do you want to do today? Yes/No questions can simply be formulated by raising the intonation at the end of the sentence with no question inversion as is required in English. For example, *¿Quieres café?* (Do you want coffee?). Spanish speakers will likely leave out *do*. Researchers have found that children learn Yes/No questions first and use “WH” questions later (Merino, 1992).

Examples of questions include:

- ¿El va a comer? He (is) going to eat?
- ¿Ella está en la casa?..... She is in the house?
- ¿Quieres café? (You) want coffee?

Semantics

Semantics is the system that governs the meanings of words and sentences. Language blending has led to differences in words and word meanings among the various Hispanic cultures. For example, to a child from Puerto Rico, the word for bus is ‘guagua’. A Colombian child however, would call the same vehicle a ‘buseta,’ and in Chile a bus would be called ‘la micro’. In addition, the same word in Spanish can have differences in meaning depending upon the culture in which it is being used. For instance, the word ‘china’ means orange to people from Puerto Rico. In Colombia, ‘china’ is an endearing term that refers to a young girl. In other parts of South America, ‘china’ refers to people who are from China. Although there are many differences in word use among Spanish-speakers in various regions of the Hispanic world, it should be noted that Latinos or Hispanics do quite well in communicating with each other (Serpa, 2005).

Cognates: Due to shared Latin influence Spanish and English have literally thousands of cognates, words that are basically the same in both languages, having the same etymology and similar meanings. Below are a few examples of English and Spanish cognates:

English

apartments
hotel
airport
map
operator
tomato
melon

Spanish

los apartamentos
el hotel
el aeropuerto
el mapa
el operador
el tomate
el melón

False Cognates: However, there are many words that exist in both languages which, despite looking or sounding similar to one another, are very different in meaning. These are false cognates also known in the literature as false friends. These words can cause confusion and difficulty. Below are some examples of English and Spanish false cognates/false friends:

English

actual
assist
carpet
embarrassed
fabric
library

Spanish

actual - meaning current
asistir - meaning to attend
la carpeta - meaning file folder
embarazada –meaning pregnant
la fábrica - meaning factory
librería - meaning bookstore

Phonology

Phonology is the sound system of language and the rules that govern the sound combinations. The sound system of L1, can influence a student's pronunciation of sounds in L2. Like English, the Spanish language sound system is comprised of vowels and consonants. However, Spanish and English differ in the number of consonants and vowels in each language.

Vowels: English has 13 vowels while Spanish has 5 vowels. The length of the vowel in Spanish is not significant in distinguishing between words while the length of the vowel sound plays an important role in English. It is not surprising, therefore, that Spanish learners may have great difficulty in producing or even perceiving the various English vowel sounds. Specific problems include the failure to distinguish the sounds in words such as *ship/sheep*, *taught/tot*, *fool/full* or *cart/cat/cut*.

Consonants: English has 24 consonants compared to Spanish which has 19 consonants. Some problematic aspects of English consonant production Spanish learners may exhibit include the following:

- failure to pronounce the end consonant accurately or strongly enough; e.g. *cart* for the English word *card* or *brish* for *bridge* or *thing* for *think*
- problems with the /v/ in words such as *vowel* or *revive*
- difficulties in sufficiently distinguishing words such as *see/she* or *jeep/sheep/cheap*
- the tendency to prefix words beginning with a consonant cluster on s- with an /ε/ sound; so, for example, *school* becomes *eschool* and *strip* becomes *estrip*

- the swallowing of sounds in other consonant clusters; examples: *next* becomes *nes* and *instead* becomes *istead*.

These sound production errors will be described in more detail in the following section; ages of acquisition of Spanish phonemes. Figure 5, Spanish Phonemic Inventory, lists the phonemes present in Spanish.

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

Dialectal differences exist for each language and should be considered when using the phonemic charts.

Ages of Acquisition for Spanish Phonemes:

In comparison with English, few studies have been completed to determine the age of acquisition of Spanish phonemes and this information can be difficult to apply to individual students as the composition of sample groups has sometimes focused on monolingual Spanish speakers within the United States, monolingual Spanish speakers outside of the United States, as well as heterogeneous groups of bilingual English and Spanish speakers. It is difficult to generalize the age and sequence of acquisition of phonemes to individuals outside of targeted sample groups. *Figures 6 and 7, Spanish Developmental Articulation Norms and English Developmental Articulation Norms, list the phonemes present in Spanish and in English and the ages at which 90 percent mastery is believed to be achieved.*

Figure 6

Spanish Developmental Articulation Norms Reprinted with Permission
Reference: Bilingualistics (2007).

Spanish

Developmental Articulation Norms

AGES

3	4	5	6	7
m	k		x	rr
	l	d		
b	w	g	s	
p	f	ñ		
	y	r		
	t			
	n	ch		

Based on: Jimenez 1987, Acevedo 1993
90% mastery

Figure 7

English Developmental Articulation Norms Reprinted with Permission

Reference: Bilingualistics (2007).

English Developmental Articulation Norms				
AGES				
4	5	7	7.5	8.5
m	k	v	r	z
h	g		l	th (the)
n	d		s	ch
w	f	-ing	sh	th(with)
b	y		j	
p	t		/r/ blends	
			/s/ blends	
			/l/ blends	

Based on: Massachusetts Speech and Hearing Association Entrance and Exit Criteria Guidelines
90% mastery

English /t/, /zh/, /sh/, /voiced th/, /v/, /ng/, /r/, /z/, as well as many vowels do not typically occur in the Spanish language (see *Figure 8, English Consonants and Cluster Sounds That Do Not Exist in Spanish*). Many Spanish-dominant speakers may substitute for these unfamiliar English speech sounds. Unlike English, in which most word constructions include a postvocalic singleton, only 5 phonemes can be found in the final position in Spanish: /d/, /l/, /n/, /r/ and /s/. The majority of Spanish words end in vowels. Because of this, some Spanish speakers learning English may initially omit final sounds on English words (Langdon, 1992). Spanish speakers may experience difficulty in producing final consonants in English words as the context of word final position is unfamiliar for the majority of phonemes. Figure 9 (Common Phonological Tendencies of Spanish-Speakers Learning English) provides additional examples of the phonological differences that should be considered in the process of learning English speech sound pronunciation. Relatively few studies have been completed on speech sound development in Spanish-English bilingual speakers as compared to their monolingual English-speaking peers and their monolingual Spanish-speaking peers (Goldstein & Fabiano 2005).

Figure 8**English Consonants and Cluster Sounds That Do Not Exist in Spanish:**

Reprinted with permission from Langdon, Henriette W. "Language Communication and Sociocultural Patterns in Hispanic Families." *In Hispanic Children and Adults with Communication Disorders: Assessment and Intervention*. Eds. H.W. Langdon and Li-Rong L. Cheng. Excellence in Practice Series, Katherine G. Butler, Ed., Aspen Publishers, Inc., 1992.

Initial	Medial	Final	Examples
z	z	z	zebra, scissors, houses
v	v	v	vest, harvest, have
voiced th	voiced th	voiced th	them, bathing, bathe
dz	dz	dz	joke, judging, cage
sh	sh	sh	ship, pushing, cash
ng	ng	ng	fingers, ring
e	e	e	think, toothbrush, path
--	z	z	vision, garage
		b	cab
		p	hip
		g	bug
		m	came
		t	cat
		k	coke
		tsh	catch
		f	safe
st, sp, sk		st, sp, sk	store, spin, skate, cast, wasp, desk
sl, sw, sn			slave, swim, snail

Figure 9**Common Phonological Tendencies of Spanish-Speakers Learning English**

/s/ for /z/	sebra for zebra
/sh/ for /ch/	shair for chair
/ch/ for /sh/	chip for ship
/d/ for /voiced th/	den for then
/t/ for /è/	tief for thief, bat for bath
/b/ for /v/	berry for very, cabe for cave
/f/ for /v/	fan for van
/ü/ for /u/	pull for pool
/i/ for /I/	cheap for chip
/e/ for /ou/	call for coal
/esp/ for /sp/	Espanish for Spanish; eschool for school
/i/ for /I/	seek for sick
/a/ for /æ	hot for hat
/e / for / e/	ayg for egg
/j/ for /dz/	yorge for George

Phonetic errors above should not be generalized to all speakers of Spanish. Some L2 learners demonstrate no "accented" English and fully acquire complete phonetic inventories of both languages. Phonetic errors listed are examples of the L1's phonological system ability to impact speech production in L2.

Dialectical Variations

SLPs must consider dialectical variations when assessing, planning and implementing speech and language services with Spanish-speaking students. Dialectical variations can manifest in lexicon, phonology, morphology, syntax, semantics and pragmatics. The Spanish language has a number of dialects due to the wide geographic and cultural diversity of Spanish speaking groups. General Spanish is a form of Spanish from some regions of Spain and is the dialect most typically taught in schools in the United States. Spanish dialects are characterized mainly by consonant distinctions while English dialects are affected by vowel differences. The three main dialects of Spanish in the United States are Cuban, Mexican and Puerto Rican Spanish.

Figure 10, Variations in Puerto Rican Spanish, lists some of the variations found among speakers of Puerto Rican Spanish.

Figure 10

Variations in Puerto Rican Spanish

Modified "El Espanol en Puerto Rico" by T. Navarro, 1974, Rio Piedras, Puerto Rico. In *Hispanic children and Adults and Communication Disorders: Assessment and Intervention*. Eds. H.W. Langdon and Li-Rong L. Cheng. Excellence in Practice Series, Katherine G. Butler, Ed., Aspen Publishers, Inc., 1992.

Phonological variations:

- Reduction of /d/ following /l/ or /n/ as in *grande* (large) • grane, *caldo* (broth) • calo.
- Weakening of /d/ *chorreado* (spurting) • chorreao.
- Aspiration of medial /s/ preceding /p, t, k/ as in *respeto* (respect) • repeto

Lexical variations:

<i>Palo</i> : tree	<i>Nene, nena</i> : boy, girl
<i>Chiringa</i> : kite	<i>Pichon</i> : bird

Grammatical variations:

- Variant of future tense: *ella salira* (*saldra*) *manana* (She will go out tomorrow).
- Reduction of "es" as in *estoy*, *estaba*, *estabamos* (forms of the verb to be).

Dialectical differences are difficult to identify due to the heterogeneity and demographic diversity of the Spanish-speaking groups living in the United States. Studies in dialectical differences have been limited to a few subgroups. Merino (1992) cautions educators against interpreting language dialects as language impairments and research findings indicate some dialectical variations influence the acquisition rate of certain grammatical features.

Figure 11
Examples of Dialectical Variations

Phoneme	Mexican	Cuban	Puerto Rican	Environment
b	V			Free Variation
d		omitted	Reduction of /d/ following /l/ or /n/; weakening of /d/	Word final
k. g	omitted			Abutting consonants
f			f	Initial
n			Nasalization of /n/	Word final
s		omitted	1) omitted; 2) aspiration of medial /s/ preceding /p/, /t/, and /k/; 3) medial /s/ produced almost as a /t/	Medial and final
voiced th		omitted or d	omitted or d	Medial and final
x	H	h	h	Initial and final
--		r	r	Initial
rr			rr*	*Replaced with a voiced velar or uvular trill
r (tap)		omitted or DCB	Substitute an /l/	Double Consonant Blending (example: kweppo/cuerpo)

Kayser (1994) describes dialectal differences affecting various sound classes, for example, liquids and fricatives (/s/, /r/ and /rr/). These sound classes are more frequently affected compared to slides, affricates, and stop sounds. Certain speech sounds are more commonly varied within cultural groups, but not every speaker of a particular dialect uses each and every dialectal feature noted in Figure 11. Dialects vary within individual speakers, depending upon their language experiences, and the degree of exposure to each language.

Summary

This chapter has reviewed some of the key characteristics between English and Spanish language development. Understanding and assessing the speech and language development in both languages the student speaks along with the recognition of common speech and language characteristics observed in second language learning is vital to the IEP team process of assessment and special education eligibility determinations for LCD students. This information allows the IEP team to ascertain if the student's skills are truly impaired or are the result of limited proficiency in English.

The IEP team assessment of LCD students is a complex task. Appendix F provides a list of resources to supplement the information provided in this guide.

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Appendix

- A: English Language Proficiency Levels
- B: Classroom Observation Form
- C: Communication Skills Inventory for Bilingual Children
- D: Bilingual Parent Interview
- E: Teacher Interview Form
- F: Resource List

APPENDIX A: ENGLISH LANGUAGE PROFICIENCY LEVELS

ENGLISH LANGUAGE PROFICIENCY LEVELS

There are seven English language proficiency (ELP) levels defined in PI 13.08(3)(1)-(6), of the Wisconsin Administrative Rule. Limited-English proficiency is defined in ELP Levels 1-5; Level 6 is assigned to students who are fully English proficient and no longer require English Language Learner (ELL) services (exiting or “Formerly ELL”); Level 7 refers to students who were never classified as ELL

Level 1—Beginning/Preproduction [WIDA level = Entering]:

A pupil shall be classified level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions.

Level 2—Beginning/Production [WIDA level = Beginning]:

A pupil shall be classified level 2 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English with hesitancy and difficulty.
- (b) The pupil understands parts of lessons and simple directions.
- (c) The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3—Intermediate [WIDA level = Developing]:

A pupil shall be classified level 3 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- (b) The pupil is post-emergent, developing reading comprehension and writing skills in English.
- (c) The pupil’s English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4—Advanced Intermediate [WIDA level = Expanding]:

A pupil shall be classified level 4 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- (b) The pupil continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5—Advanced [WIDA level = Bridging]:

A pupil shall be classified level 5 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English well.
- (b) The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations.
- (c) The pupil requires occasional support.

Level 6—Formerly Limited-English Proficient/Now Fully-English Proficient:

A pupil shall be classified level 6 if all of the following criteria are met:

- (a) The pupil was formerly limited-English proficient and is now fully English proficient.
- (b) The pupil reads, writes, speaks and comprehends English within academic classroom settings.

Level 7—Fully-English Proficient/Never Limited-English Proficient:

The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state or federal law.

APPENDIX B: CLASSROOM OBSERVATION FORM

Classroom Observation Form

Student Name:

Grade:

Date of Observation(s):

Teacher's Name:

School:

Observer's Name/Title:

Activity/Lesson Observed: _____

Duration of activity/lesson: _____

Classroom Setting (circle):

Small group or large group instruction

Morning or afternoon

Individual work or cooperative groups

Desk or table

Student Behaviors (circle):

Arrived on time	Y	N	Not observed
Brings/has necessary materials	Y	N	Not observed
Listens to peers	Y	N	Not observed
Responds appropriately to peers	Y	N	Not observed
Interacts with peers	Y	N	Not observed
Listens to teacher	Y	N	Not observed
Follows teacher directions	Y	N	Not observed
Remains on task	Y	N	Not observed
Allows others to remain on task	Y	N	Not observed
Asks for assistance	Y	N	Not observed

Comments:

Teacher Behaviors (circle):

Positive interactions with students	Y	N	Not observed
Uses appropriate verbal communication	Y	N	Not observed
Uses appropriate nonverbal communication	Y	N	Not observed
Gives clear directions	Y	N	Not observed
A variety of question types utilized	Y	N	Not observed
Evidence of behavior management plan	Y	N	Not observed
Appropriate time management	Y	N	Not observed

Comments:

Include additional comments on back

APPENDIX C: COMMUNICATION SKILLS INVENTORY
FOR BILINGUAL CHILDREN

Communication Skills Inventory for Bilingual Children

(Adapted from *Speech and Language Assessment for the Bilingual Handicapped* by L. Mattes and D. Omark. San Diego, CA: College Hill Press, 1984.)

This form can be completed by classroom teachers, speech/language pathologists, bi-lingual education teachers or aides, or English as a Second Language teachers. The responses should be interpreted in view of communication behaviors that are typical or appropriate for individuals from the student's culture.

Child's Name: _____ Date of Birth: _____

Child's First Language: _____ Child's Second Language: _____

Completed by: _____

Communicative Behavior	First Language	Second Language
Comments on own actions		
Comments on others' actions		
Describes experiences accurately		
Describes events sequentially		
Attends to the speaker		
Follows directions		
Initiates interactions		
Takes turns during conversation		
Maintains topic		
Answers questions		
Requests attention		
Requests information		
Requests action		
Requests clarification		
Expresses needs		
Expresses feelings		
Describes plans		
Supports viewpoints		
Describes solutions		
Expresses imagination		

APPENDIX D: BILINGUAL PARENT INTERVIEW

Bilingual Parent Interview: English/Spanish

Name of child: _____

Name of parent(s): _____

Date: _____

Parent concerns/Preocupaciones de los padres: _____

What do you want for your child? In what areas can he/she improve?
¿Qué quieren para su hijo(a)? ¿En qué áreas se puede mejorar su hijo(a)?

What does your child like to do, to play?

¿Qué le gusta hacer/jugar a su hijo/hija: _____

LANGUAGE/LENGUAJE

When did your child speak his/her: / ¿Cuándo habló su hijo(a) su(s):

1st words/Primeras palabras _____

Ex/Ejemplos: _____

2 word phrases/Frases de dos palabras _____

Ex/Ejemplos: _____

3+word phrases/Frases de 3+ palabras _____

Ex/Ejemplos: _____

Complete sentences/oraciones completas _____

Ex/Ejemplos: _____

How does your child express himself/herself? / ¿Cómo se expresa su hijo(a)? .

Does he/she:

Ask for things/Pide cosas Yes, Sí/ No W/words or gestures?

Con palabras o gestos?
Greet/Saluda o despide Yes, Sí/ No W/words or gestures?

Con palabras o gestos?
Comment/Comenta Yes, Sí/ No W/words or gestures?

APPENDIX D: BILINGUAL PARENT INTERVIEW

Con palabras o gestos?
Protest/Protesta Yes, Sí/ No W/words or gestures?

Con palabras o gestos?
Deny/Niega Yes, Sí/ No W/words or gestures?

Does he/she know and use names of family members? ¿Sabe y usa los nombres de los miembros de la familia? Yes, Sí/ No

Ex/Ejemplos: _____

Does he/she talk while playing? / ¿Habla mientras jugar? Yes, Sí/ No

Ex/Ejemplos: _____

Are vocabulary skills appropriate? / ¿Tiene vocabulario apropiado? Yes, Sí/ No

Ex/Ejemplos: _____

Does he/she use different verb tenses? / ¿Usa diferentes tiempos de verbos? Yes, Sí/ No

Ex/Ejemplos: _____

SPEECH/HABLA

Does he/she speak well? / ¿Dice bien las palabras? Yes, Si / No

What sounds does he/she not say well? / ¿Qué sonidos no dice bien? _____

Ex. of difficult words / Ejemplos de palabras difíciles: _____

Can you understand everything he/she says? ¿Puede ud. entender todo lo que dice? Yes, Si / No

Half? / La mitad? Yes, Si / No

Less? / Menos? Yes, Si / No

% _____

How much can other members of the family understand? / ¿Qué porcentaje de lo que habla es entendido por otras personas de la familia? _____%

How much can strangers understand? / ¿Qué porcentaje de lo que habla es entendido por gente desconocida? _____%

DEVELOPMENT/DESARROLLO

Does he/she have any health problems? / ¿Tiene el/ella problems de salud?

Has he/she had ear infections? / ¿Ha tenido infecciones de los oídos? Yes, Sí/ No
How many? / ¿Cuántas? _____

APPENDIX D: BILINGUAL PARENT INTERVIEW

Does he/she have any hearing problems? / ¿Tiene problemas de audición?
Yes, Sí/ No

Does he/she have any vision problems? / ¿Tiene problemas de la vista? Yes, Sí/ No

Does he/she have/had any feeding problems? / Tiene o ha tenido problemas
comiendo? Yes, Sí/ No

LANGUAGE(S)/IDIOMA(S)

What languages are spoken in the home? / ¿Qué idiomas usan en casa? _____

With whom does he/she speak Spanish and when? / ¿Con quién habla español y
cuando? _____

With whom does he/she speak English and when? / ¿Con quién habla inglés y
cuando? _____

Is he/she dominant in Spanish or English? / Es dominante en español o inglés?

Does he/she prefer one language? / ¿Prefiere un idioma en particular?

APPENDIX E: TEACHER INTERVIEW FORM

Teacher Interview Form: Bilingual Student

Child's Name:
Grade:
Native Language:
Teacher's Name:
Date Completed:

What are child's strengths?
What are child's greatest weaknesses at this time?
How does student compare to peers of the same cultural/linguistic background?
Does the child demonstrate appropriate listening behaviors? Y/N If no, describe:
Does the child understand English:
a. single words Y/N
b. phrases Y/N
c. sentences Y/N
d. conversation Y/N
Is the child able to follow simple oral directions presented in the classroom? Y/N
Is the child able to follow more complex or multistep directions? Y/N
Does the child converse in English? Y/N
Does the child in native language? Y/N
Does the child have difficulty communicating with peers:
In English? Y/N
In Spanish? Y/N
Does the child verbally interact in classroom discussions? Y/N

APPENDIX E: TEACHER INTERVIEW FORM

Does the child stop and search for words when speaking?	Y/N
Is the child's word order appropriate when speaking?	Y/N
Does the child correctly use age appropriate grammatical forms?	Y/N
Can the child describe events sequentially?	Y/N
Is there a difference between the child's oral and written work?	Y/N
Is the child's speech difficult to understand when speaking English or the native language?	Y/N
If so, give examples of speech errors observed:	
Is the child able to stay on task?	Y/N
If not, when is off-task behavior observed?	
Is the child's functioning consistent across settings and skills?	Y/N
Is the child's functioning showing improvement over time?	Y/N
Has the child's academic performance been consistent from year to year?	Y/N
Is there evidence in records that performance was negatively or positively affected by classroom placement or teacher(s)?	Y/N
Are past test scores consistent with past classroom performance?	Y/N
Has child been advanced or retained?	Y/N
If Yes, Grade:	
Has the child received English as a Second Language services?	Y / N
If Yes:	
For how long?	
Minutes per week:	
Setting: individual, small group, classroom, other (circle)	
Have samples of academic performance been collected?	Y / N
Please attach samples.	

APPENDIX F: RESOURCE LIST

RESOURCE LIST

Groups and Organizations:

ASHA: <http://www.asha.org/>

Center for Applied Linguistics: <http://www.cal.org/>

Hispanic Caucus: <http://www.ashahispaniccaucus.com/>

National Association for Bilingual Education: <http://www.nabe.org/>

Additional Websites:

Acquiring English as a Second Language:

What's normal, what's not. (available in Spanish)

<http://www.asha.org/public/speech/development/easl.htm>

Bilingual Therapies:

<http://www.bilingualtherapies.com/>

Binguistics

Home Page: <http://binguistics.com/>

Resource Library: <http://speechpathologyceus.net/cld-resource-library/>

Colorín Colorado

<http://www.colorincolorado.org/index.php?langswitch=en>

Language Minority Assessment Project: ELL Assessment for Linguistic Differences versus Learning Disabilities

<http://www.ldldproject.net/languages/spanish/index.html>

MaUSECat: *Marquette University Spanish English Catalog*

<http://www.computerizedprofiling.org/MaUSECat/index.php>

SALT Bilingual SE software for Bilingual Spanish/English Story Retell

<http://www.languageanalysislab.com/salt/bilingualSE>

Spanish Phonemic Inventory

<http://www.asha.org/uploadedFiles/practice/multicultural/SpanishPhonemicInventory.pdf#search=%22spanish%22>

University of Iowa Phonetics: See and hear the phonetic sounds of English, German and Spanish.

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

Textbooks and Articles:

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