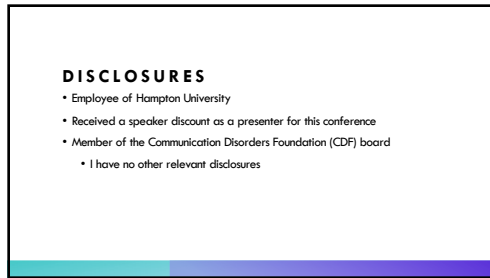
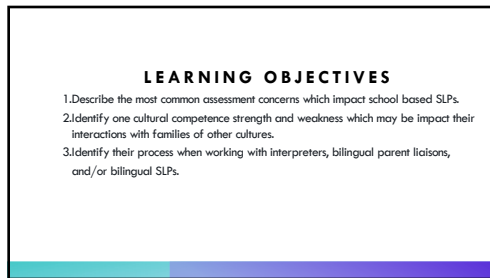


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ICEBREAKER QUESTIONS

[Pallis.com/act/ratecard/169](https://pallis.com/act/ratecard/169)

4

INTRODUCTION

- Demographics of certified SLPs:
 - Approximately 8.9% of members and affiliates identified as racial minorities
 - 6.4% of ASHA members and affiliates identified as Hispanic or Latino.
- United States (U.S.) population of racial minorities identify as Hispanic or Latino (18.7%) according to the U.S. Census Bureau (2020).
- 16,656 (or 8%) of the 217,135 ASHA certified SLPs and National Student Speech Language Hearing Association (NSSLHA) members identified as bilingual service providers (Association, 2023).
- Eighty-two languages were spoken other than English with Spanish as the most frequently spoken language.

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BACKGROUND OF STUDY

- Bilingualism and second language acquisition
- Bilingualism
- Language proficiency
- Bilingual assessment practices
- Assessment approaches

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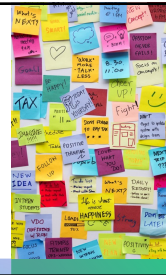
BILINGUALISM AND SECOND-LANGUAGE ACQUISITION

- Speech-language pathologists rely on a combination of both formal and informal assessment measures for students who are bilingual and exposed to more than one language.
- Assessments currently utilized by SLPs are not consistently normed on bilingual students but continue to be provided as documentation of a language impairment.
 - Concern regarding the lack of bilingual service providers and the use of interpreters for assessments.

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BACKGROUND OF BILINGUALISM

- Bialystok (2001, p. 8) viewed bilingualism as "a scale, moving from virtually no awareness that other languages exist to complete fluency in two languages. How much of this background do I need since I discussed previously?"
- Paradis et al. (2001, p. 7) stated that a majority ethno-linguistic community is "a community of individuals who speak the language spoken by most of the members of a larger community and/or are members of the ethnic or cultural group to which most members of the community belong".
- A minority ethno-linguistic community is one in which "a community is made up of individuals who speak a minority language and who belong to a minority culture within the larger community" (Paradis et al. 2001, p. 7).



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LANGUAGE PROFICIENCY

- Children who learn two languages at birth are not at more risk for a language disorder nor inhibited from becoming a bilingual speaker with a language disorder.
 - Studies have shown that bilingualism does not increase the risk of developmental language delay or DLD (Paradis, Genesee, & Crago, 2010; Paradis, Crago, Genesee, & Rice, 2003), noting that a child with DLD will demonstrate delays in both languages.
- Bilingual children have been observed to exhibit fewer words in each language than monolingual speakers do. However, this difference is not apparent and vocabulary skills are equal to monolingual speakers when the conceptual vocabulary or words in each language are calculated.

9

BILINGUAL ASSESSMENT PRACTICES

- IDEA (Individuals with Disabilities Education Act) Part B, section 300.304 states that evaluations should be conducted "in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally" (U.S. Department of Education, 2022).
- These regulations include nondiscriminatory assessment materials, which are provided in the child's native language (Education, D. O., 2022).

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ASSESSMENT APPROACHES TO REDUCE ASSESSMENT BIAS

- Nonword repetition (NWR)
- Conceptual scoring
- Dynamic assessment
- Narrative assessment


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KEY ISSUES


- Language minority bilingual children may be at risk for over- and under-diagnosis of a language impairment due to the underperformance or limited testing of L2 on standardized assessments.
- Standardized assessments in languages other than English have focused on articulation and speech sound disorders.
 - Limited research on language assessments other than Spanish.
 - School based SLPs may demonstrate difficulty in recognition of language proficiency of bilingual and/or ELL students.

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METHODOLOGY



Quantitative methods:
Demographic survey
Cultural Competence Questionnaire



Qualitative methods:
Interview

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PARTICIPANTS

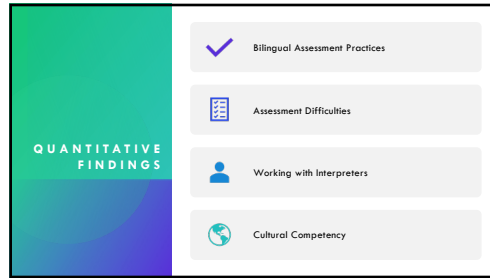
- Certified speech-language pathologists with a Master's Degree or higher
- Provided intervention to students from preschool to sixth grade
- Worked in a Virginia public school with years of experience equal to one year or more

Demographic	N	Percentage
Female	34	91.07%
Male	4	7.14%
Non-binary	1	1.79%
White/Caucasian	40	100.00%
African American/Black	0	0.00%
Hispanic/Latino	0	0.00%
Asian American/Pacific Islander	0	0.00%
American Indian/Alaska Native	0	0.00%
Other	0	0.00%

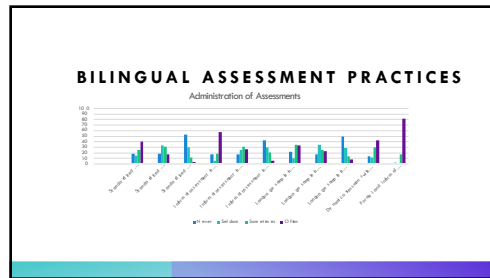
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RESULTS

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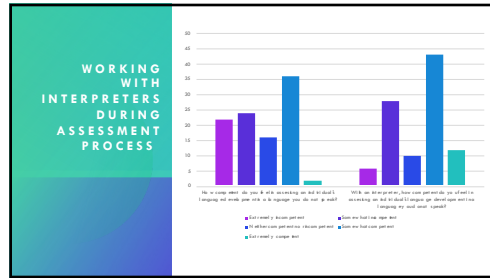
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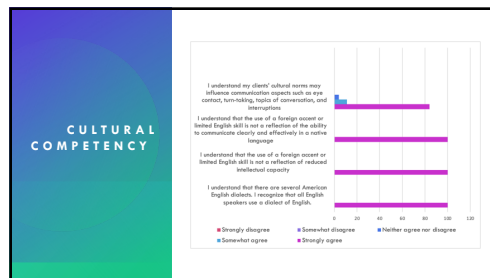
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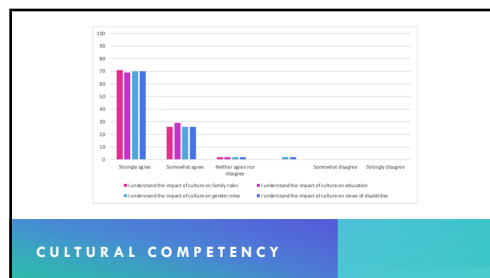
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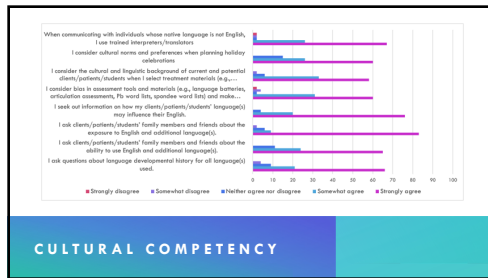
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QUALITATIVE FINDINGS


Assessment decisions


Eligibility decisions


Assessment and Eligibility decisions related to COVID

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SMALL GROUP DISCUSSION

 Based on the information that you have learned from this study, what is one thing that you can implement in your assessment practices?

 Let's break into groups and discuss.

 **Question:** How does the information presented impact you in your practice as a school based SLP?

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CONCLUSION

- SLPs in Virginia understand and acknowledge the challenges related to the assessment and eligibility process of bilingual and ELL students.
- SLPs identified evaluation procedures to assist them in making the most culturally valid decisions.
- Informal assessment procedures measures commonly reported evaluations used for bilingual and ELL students, teacher/parent input, interpreters, parent liaisons, and bilingual SLPs.

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CONCLUSION CONTINUED...

- SLPs have shown an increase in their cultural competency skills (awareness) but need to develop growth and skills in the areas of cultural competency (understanding).
- Participants in the study discussed concerns regarding assessment and eligibility decisions for students who are bilingual or ELL, specifically those students who are in the process of learning English.
- Concerns were raised regarding how to make the distinction between language difference versus disorder, lack of time when completing assessments, continuing education training and topics and lack of time to meet collaboratively to discuss potential assessments.

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COMMENTS OR QUESTIONS?

- Thank you for attending the presentation this morning.
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