

Culturally and Linguistically Responsive Assessment

Lamitra Baez, PhD, CCC-SLP
August 3, 2020

Introduction

An
Evolving
American

Cultural
Responsiveness

Federal and
State
Regulations,
ASHA

Assessment

Difference
or
Disorder?

Dr. Lamitra Baez

Disclosures:

- Financial – I am receiving financial compensation from the Lavi Institute as an invited speaker for this presentation.
- Nonfinancial – No relevant nonfinancial relationship exists.

Course
Description

Objective 1

Objective 2

Objective 3

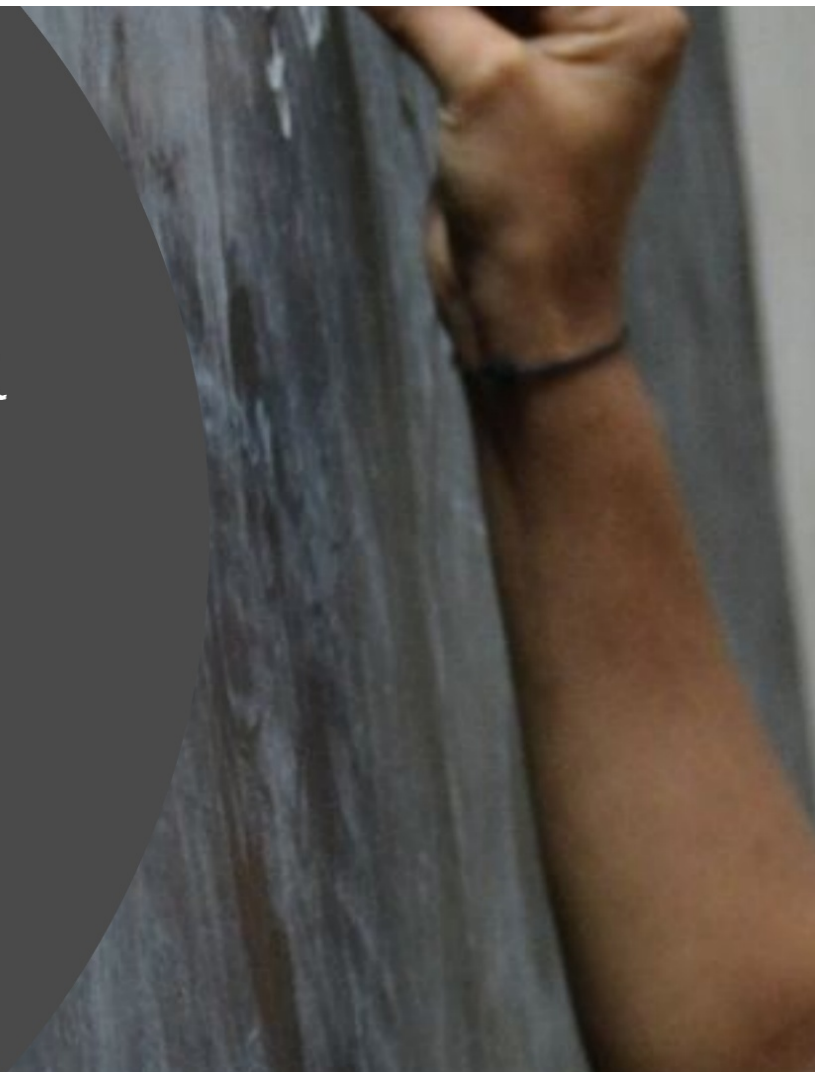
Assessing CLD Students

There is an increasing number of culturally and linguistically diverse (CLD) students, who are English Language Learners (ELLs) or speak dialects other than Standard American English, in America's schools. Professionals frequently experience challenges with differentiating language differences from language impairments in CLD students who are struggling in school. This workshop addresses nonbiased assessment strategies and materials that can be used to contribute to appropriate eligibility decisions.



Objective 1

Participants will summarize federal and state regulations and ASHA guidelines pertaining to nonbiased assessment of CLD students.



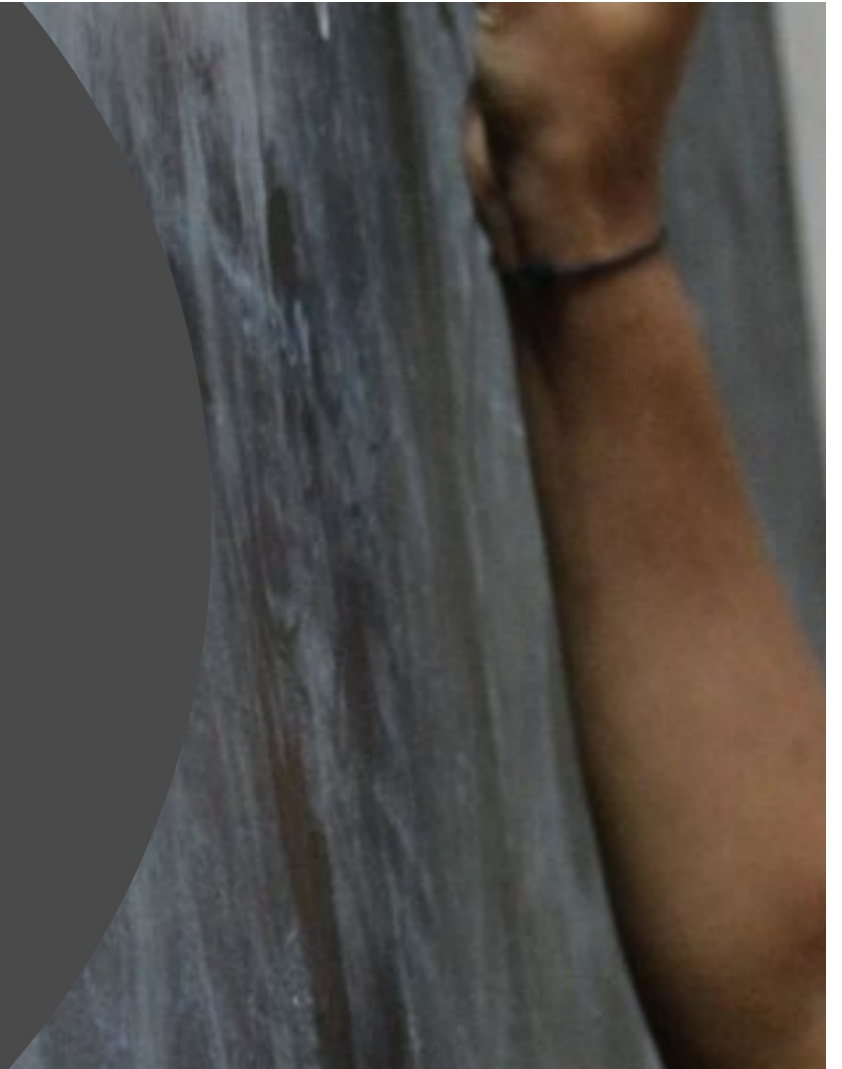
Objective 2

Participants will identify potential sources of bias on standardized language tests used to assess CLD students.



Objective 3

Participants will apply culturally responsive methods for differentiating between language differences and language impairments in CLD students.



Once Upon a Time...

- Family Dynamics
- Ethnicity and Race
- English Speaking
- Identity
- Religion
- Socioeconomic



Diversity



Family
Dynamics

Ethnicity/
Race

Language

Religion

Socioeconomic

Family Diversity

1950: 65% Married parents, father employed

2019: 64.2% Married parents, both employed

Additional increases:

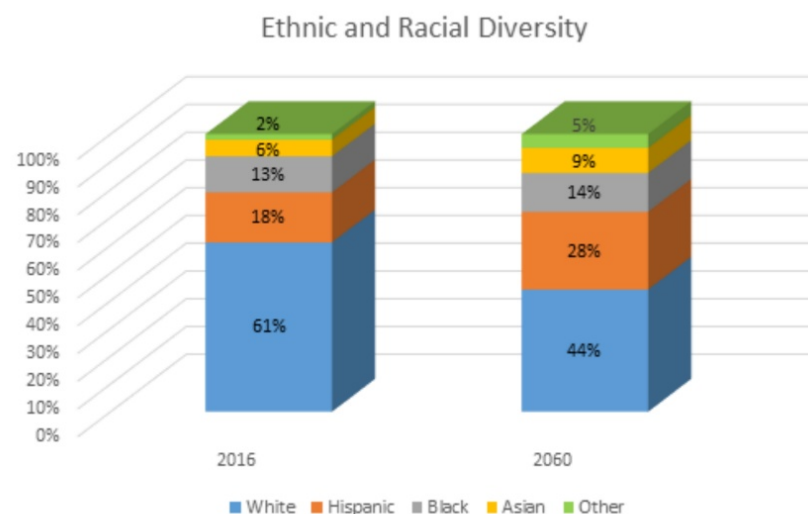
- Stay at home dads
- Single parent homes
- Children living with grandparents
- LGBT parenting
- Multi-generational and multi-family homes

(Cohen, 2014; U.S. Bureau of Labor Statistics, 2020)





Ethnic and Racial Diversity

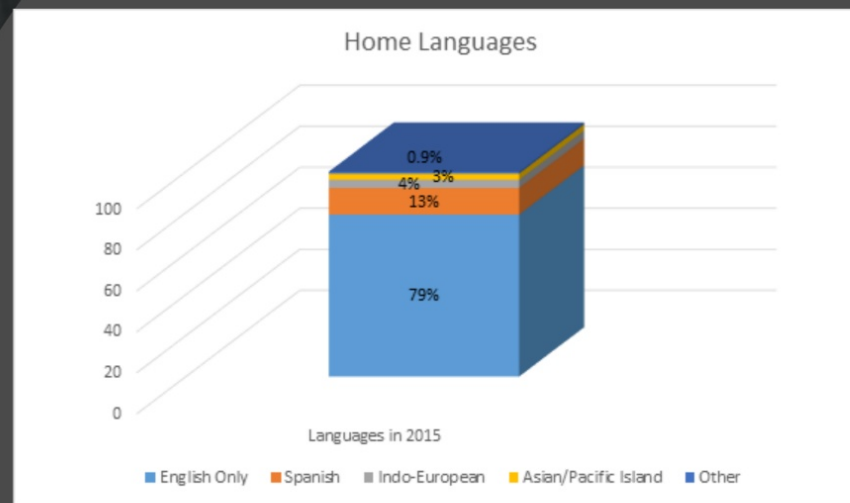


Source: U.S. Census Bureau 2017 National Population Projection Tables: Main Series

SLPs in 2019: 92% White, 6% Hispanic/Latinx, 4% Asian, 3% Black, 1% Multiracial

(American Speech-Language-Hearing Association [ASHA], 2019; U.S. Census Bureau, 2017)

Language Diversity



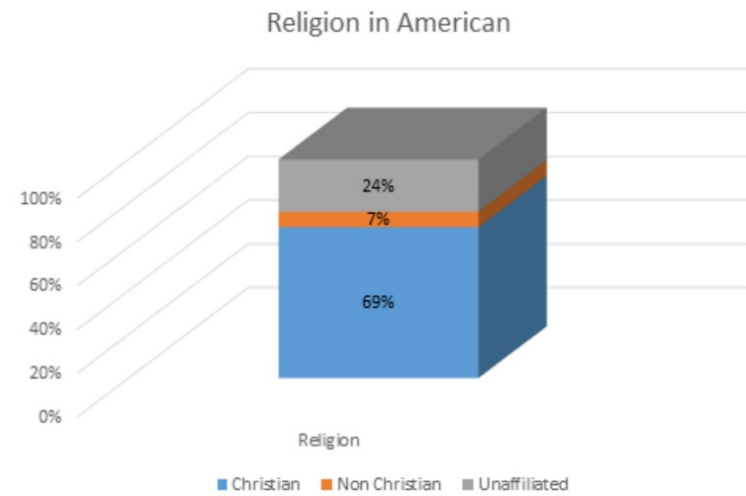
Source: U.S. Census Bureau. Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013

6.5% of ASHA members are reported to meet the ASHA definition of bilingual service provider.

(ASHA, 2020; U.S. Census Bureau, 2015)



Religious Diversity



Source: PRRI. America's Changing Religious Identity

(Jones & Cox, 2017)

Socioeconomic Gap

The median net worth of upper-income families is 75 times greater than lower-income families.

The median net worth of upper-income families is 7.4 times greater than middle-income families.

Middle-income families making sharpest decline.

Upper-income families making the sharpest incline.

(Pew Research Center, 2017)



Common Terms

- Cultural Awareness
- Cultural Knowledge
 - Stereotypical
 - Peripheral Communication
 - Event
 - Value
- Cultural Sensitivity
- Cultural Humility
- CULTURAL RESPONSIVE



Culture and
Linguistics

What is Cultural
Responsiveness?

Self
Reflection

(From Culturally Responsive Practices in Speech, Language, and Hearing Sciences (pp. 225) by Hyter, Y.D., & Salas-Provence, Y.B. Copyright © 2019 Plural Publishing, Inc. All rights reserved. Used with permission.)

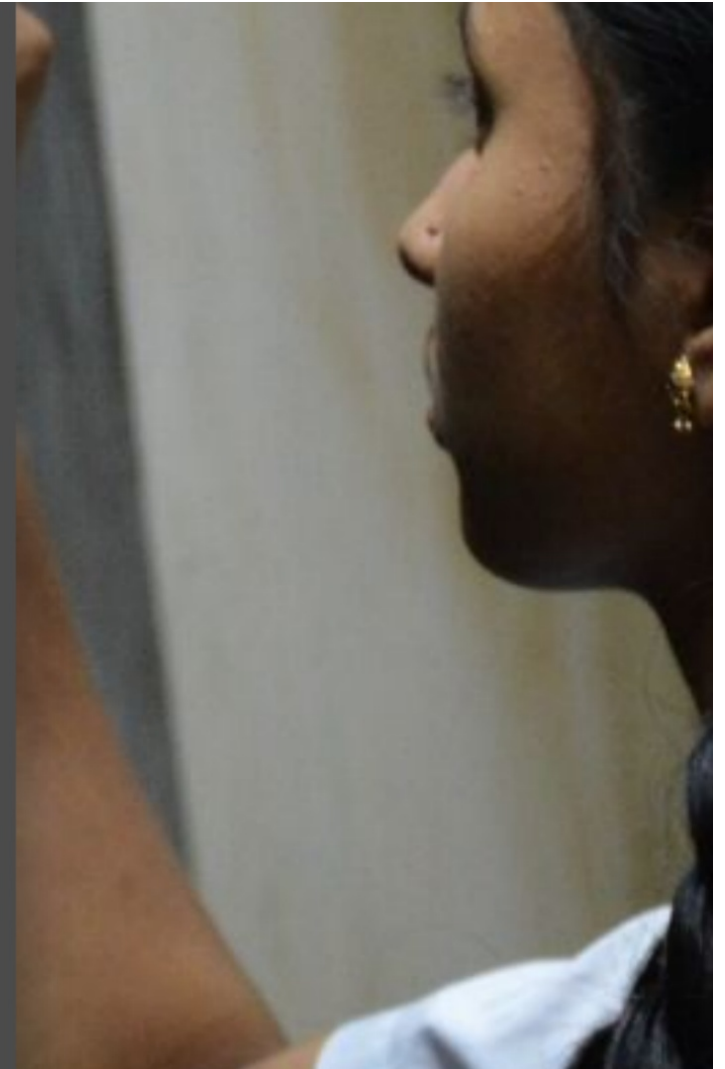
Culture is...

“...integrated patterns of human behavior that include language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or other groups (e.g., gender identity/ gender expression, age, national origin, sexual orientation, disability).”

(ASHA, 2017)

**Cultural
Aspects**

Visible and Invisible



Definition of Cultural Competence

"...a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable them to work effectively in cross-cultural situations."

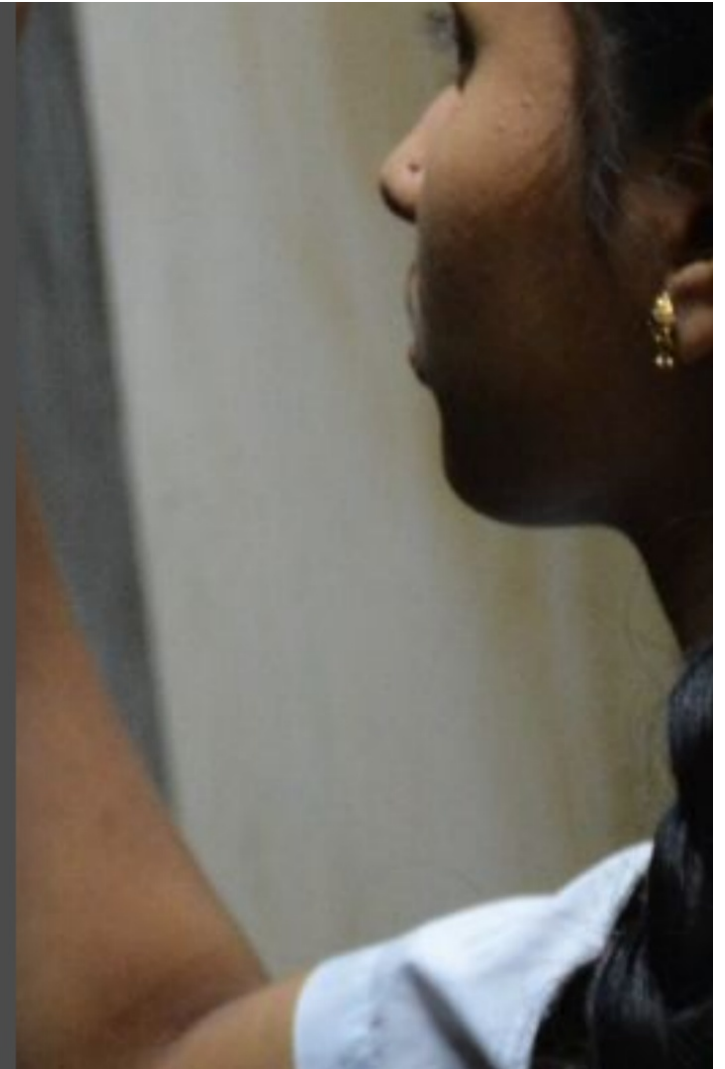
(ASHA, 2017)

**Cultural
Evolution**

Cultural Evolution

- Values and attitudes
 - Self reflection
- Knowledge and understanding
 - Seek acquisition
- Skills
 - Implement what you've learned

(Hyter & Salas-Provance, 2019)



ASHA Checklists

Identify your own values, skills, and knowledge.

- ASHA Cultural Competence Checklist: Personal Reflection
- ASHA Cultural Competence Checklist: Policies and Procedures
- ASHA Cultural Competence Checklist: Service Delivery

(ASHA, 2010)



IDEA Regulations

- Not eligible if determined Limited English proficient
- No single criteria be used
- Multiple sources
- Tests and materials must be:
 - nondiscriminatory on a racial or cultural basis,
 - administered in native language of child,
 - Validated for the specific purpose



(IDEA, 2006)

More IDEA

IDEA

Federal regulations set the standards for:

- State education Codes
- ASHA guidelines

Ed Code



California State Ed Code Regulations

Language disorder

"...demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance..." (CEC §56333).

"...performance level is found to be significantly below the language performance level of his or her peers" (CEC §56333).

"When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or...measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances..." (5 CCR § 3030).

(California Code of Regulations, 2014; Cal. Educ. Code §56333)

ASHA



ASHA Guidelines for Monolingual SLPs Working with Clients Who Speak Another Language

Monolingual SLPs may do the following:

Test in English

- Perform oral-peripheral exams
- Complete nonverbal assessments
- Conduct family interviews with appropriate support personnel
- Research client's language and culture
- Advocate and refer

Monolingual SLPs should seek help with CLD clients by doing the following:

- Establishing contacts and hiring bilingual SLP consultants
- Establishing cooperative groups among several school systems to hire bilingual SLPs
- Recruit and train support personnel from the community to serve as bilingual aides and paraprofessionals

(ASHA, n.d.)



CLD Assessment Procedures





1. Prepare

2. Case Hx/
Interview

3. Norm-
Referenced
Tests

4. Alternative
Ax

5. Interpreter

Prepare Yourself

Become familiar with:

- Cultural background
- Your own biases
- Family cultural beliefs
- Phonological and linguistic differences



Case History/Interview

Case History:

- Home language
- English exposure
- Family education
- SES status
- Medical, educational, and development history

Interview:

- Tx days
- Beliefs regarding disability
- Tx Expectations
- Exposure to narratives

(Restrepo, 1998)



Culture and Standardized Tests

When reviewing standardized tests for possible use, SLPs should consider the following:

- Norming group
- Test bias
- CSHA's Task Force on Larry P. recommendations

(Wyatt, 2019)

Norms

Test Bias

Recommendations

If You Have
To



Culture and Standardized Tests: Norms

Who was the used to “standardize” the test???

Check the manual:

- Age
- Racial/ethnic background
- Geographic region
- Family income
- Familial education level
- Percent of non-standard English speakers

(California Speech-Language and Hearing Association Task Force, 2003)



Culture and Standardized Tests: Bias

- Situational bias
 - Pragmatic mismatches
- Format bias
 - Task unfamiliarity
- Value bias
 - Culturally based knowledge
- Linguistic bias
 - First language or dialect

(CSHA Task Force, 2003; Wyatt, 2019)



Culture and Standardized Tests: Additional Recommendations

- Differences across cultures
- Vocabulary differences
- Prior knowledge
- Picture stimuli
- Dialectal differences
- Does not correlate with IQ scores

(CSHA, 1994, 2003)

**Potential
Tests**



Possible Tests

- Diagnostic Evaluation of Language Variation (DELV)
- The Structured Photographic Expressive Language Test 3rd Ed (SPELT-3)
 - Spanish version
- Preschool Language Scale 5th Ed (PLS-5)
 - Spanish version
- Clinical Evaluation of Language Foundations (CELF-5)



Modifications

- Reword instructions
- Give additional practice
- Allow extended response time
- Test beyond ceiling
- Record qualitative analysis (the child's responses and rationale)
- Record code switching
- Alternative scoring
- When picture-pointing also take verbal responses to examine appropriateness
- Report all modifications in report

(Hyter & Salas-Provance, 2019; Paul & Norbury, 2012)



Alternative Assessments

Narrative
Analysis

Language
Sampling

Dynamic



Interviews

Observations

Criterion
Referenced

Interview

- Parents
- Families
- Teachers
- Paraprofessionals



Behavioral Observation

Evaluate current communicative skills

- Discourse skills
- Speech acts and communication functions
- Nonverbal behaviors

Ethnographic

- Used when we have no prior knowledge of the skills we want to evaluate
- Several sources

(Hyter & Salas-Provance, 2019; Paul & Norbury, 2012)





Criterion Referenced Ax

SLP or teacher set criteria

Informal assessment to measure

- Ability to answer questions
- Performance on grade level content
- Student response to RTI

Modified standardized test without reporting scores

Establish baselines and goals

Curriculum-
Based



Curriculum-Based Ax

Portfolio: Artifacts

Authentic: Performance in real time

Looking at changes over time

- Writing tasks
- Spelling tests
- Quizzes
- Projects
- Homework assignments

Independent and cooperative learning work

(Hyter & Salas-Provance, 2019; Paul & Norbury, 2012)



Dynamic Assessment

Mediated Learning Experiences (MLE)

- ZPD
- Teach new words, concepts, skills, etc.
- Quantitative and/or qualitative improvements?

Best method

- Test-teach-retest
 - Measure modifiability (level of support and child responsiveness)

(ASHA, n.d.; Gutiérrez-Clellen & Peña, 2001; Peña et al., 2006)



Language Sampling

Collected in the home language and English
Child-Parent, Child-Peer Interaction, or interactions with you
Audio recorded
Transcribed by interpreter
Train the interpreter

Analysis:

- Developmental Sentence Score
- Developmental Assessment of Spanish Grammar
- Oral Language Evaluation
- SALT Software: Computerized language sample analysis
- SUGAR (no considerations for CLD)

**Spanish
Speakers**



Difference vs. Disorder

Discriminate language difference vs. disorder in Spanish speaking children

- Parent report
- Language sample from 3 contexts
 - Picture description
 - Interview
 - Story retelling
- More than 10 morphosyntactic errors/50 T-units
- Mean Length of T-unit (MLU for preschoolers)
- Family report of child's problem
- Family history of the same language problem

(Paul & Norbury, 2012; Restrepo, 1998)



Narrative Analysis

Materials

- Wordless picture books
- Culturally relevant
- Student (retell a familiar story/movie/experience/ procedure)

Story Grammar

- (e.g., Setting, Characters, Initiating events, Responses, Consequences, Conclusion)

Story Structure Levels

- (e.g., Descriptive, Incomplete/complete/complex, Embedded Episodes)

High Point Analysis

- (e.g., One/Two event, Leapfrog, End-At-High Point)

Story Ideas and Language

Complexity of ideas, vocabulary, and grammar

Knowledge of dialogue and creativity

(Peña et al., 2006)



Interpreter

- Proficient in both languages
 - Professional and educational terminology
- Use same one as much as possible
- From the same cultural background
- Meet in advance
- Train for specific tests
- Discuss testing format
- Provide a comfortable environment
- Discuss seating
- Discuss style (consecutive/simultaneous)
- Adhere to ASHA guidelines

(ASHA, n.d.; Hyter & Salas-Provance, 2019)

**Dos and
Don'ts**



Dos and Don'ts for Interpreters

Do:

- Adhere to HIPPA rules
- Respect privacy and confidentiality
- Remain neutral
- Remain true to interpreting
- Interpret the exact message spoken

Do not:

- Give independent advice
- Interject own ideas
- Stereotype
- Allow personal bias

(Hyter & Salas-Provance, 2019)



Analyzing Data

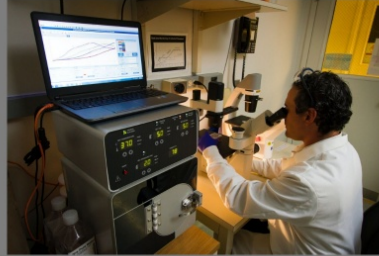
Case history information

Interview information

Observation results

Assessment results:

- Dialect markers
- Dialect use patterns
- Universal aspects of language development



Do results suggest more than the normal amount of difficulty:

- Processing information
- Expressing needs and thoughts
- Problem solving
- Following through with tasks

Take cultural communication style differences into consideration

(Paul & Norbury, 2012)

**Difference
vs Disorder**

Difference vs Disorder

What stands out
Considered impaired by the cultural community
Operate outside cultural norms
Call attention to itself or interfere with communication within that community
Result in difficulties in adjustment for the client

Look for:

- Frequency and types of errors
- Morphological patterns observed
- Noncontrastive features
- Improvements in skill
- Transfer of skill
- Modifiability scores



(ASHA, n.d.; Gutiérrez-Clellen & Peña, 2001; Paul & Norbury, 2012.)

Challenges

Challenges

Learning and implementing new skills

Over-generalizations and stereotyping

Unconscious bias

Time constraints

Linguistic barriers

Client factors



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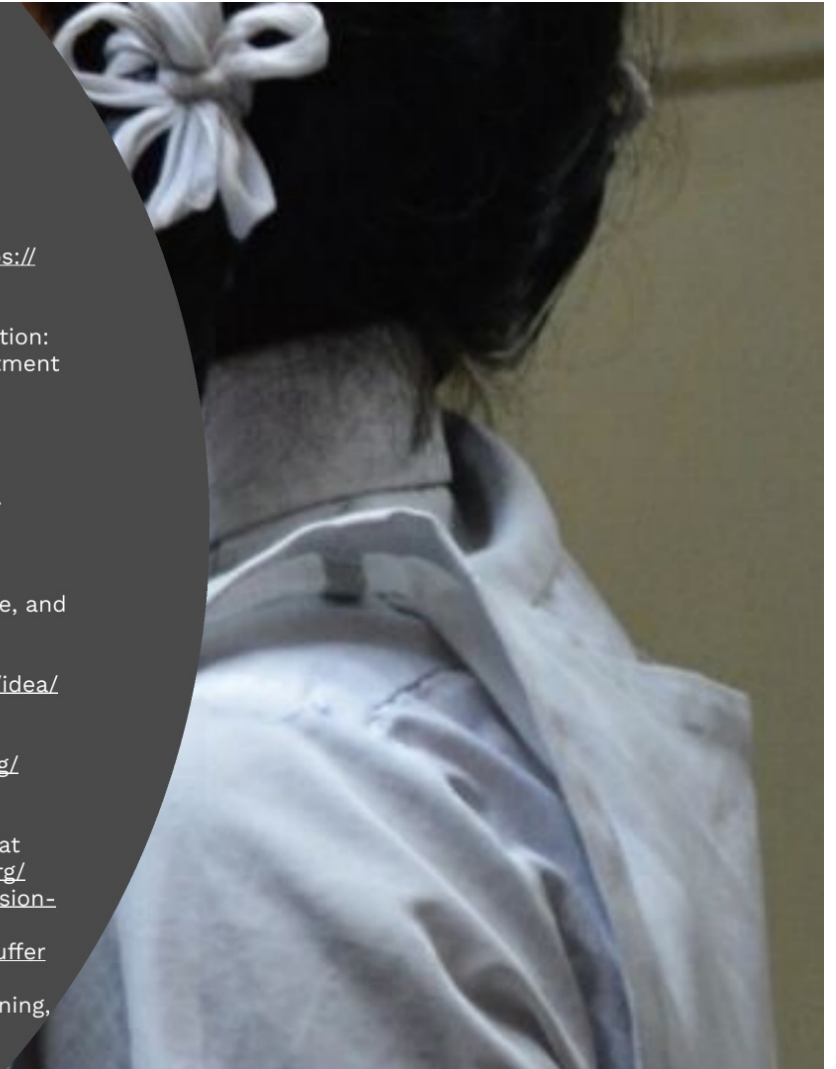
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Objectives

You should be able to:

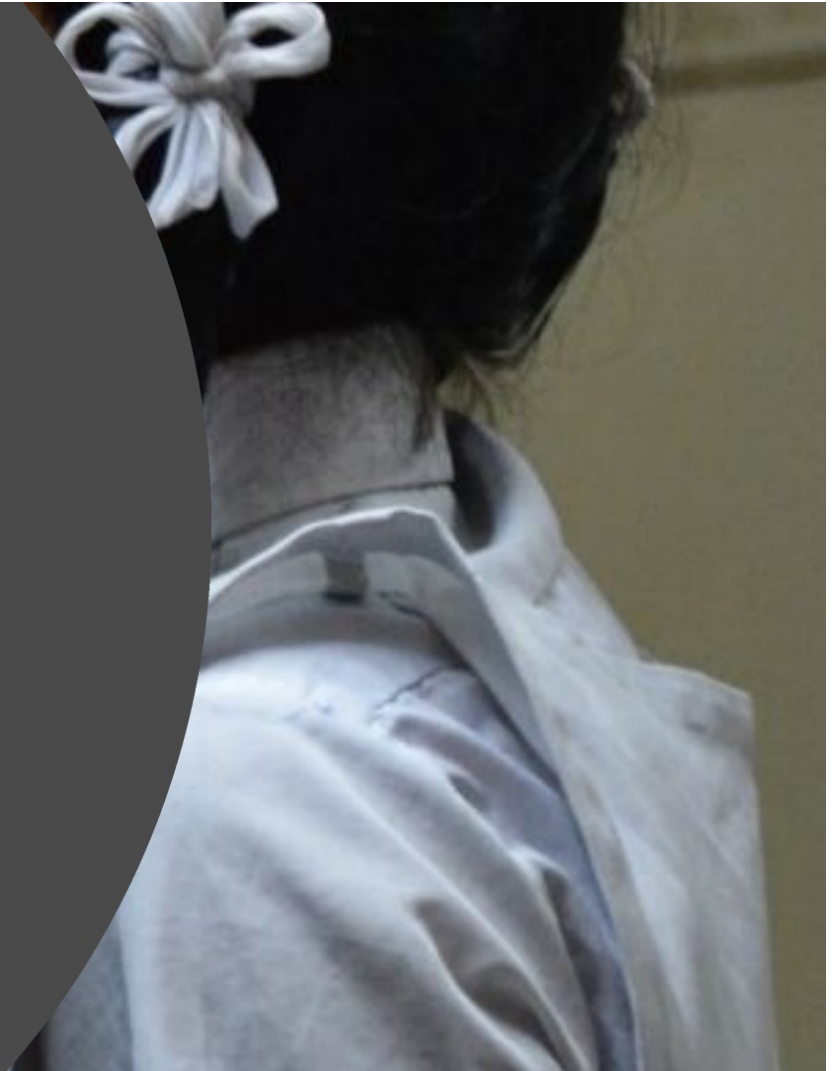
Summarize federal and state regulations and ASHA guidelines pertaining to nonbiased assessment of CLD students.

Identify potential sources of bias on standardized language tests used to assess CLD students.

And apply culturally responsive methods for differentiating between language differences and language impairments in CLD students.

Thank You!!

감사합니다
GRAZIE VINAKA
TERIMA KASIH
THANK YOU TAKK
謝謝
merci
ありがとう



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