Determine the specific articulation errors that occur in English in single words and connected speech. Ask the interpreter to list sounds in error in the other language.

A phoneme is incorrect in English.

Does the other language have the same phoneme? Is the syllable structure the same?

Yes, the other language has the same phoneme. The other language has the same syllable structure.

Does the student articulate this phoneme correctly in the other language?

No, the student does not articulate this sound or phonological process in the other language. Then the student may need accommodations and/or specialized teaching to acquire this phoneme. Developmental expectations need to be considered.

Yes, the other language has the same phoneme. The other language has the same syllable structure.

Does the student articulate this phoneme correctly in the other language?

Yes. Then the student will need to transfer this phoneme to English, as is expected for all ESOL students.

No, the other language does not have the same phoneme. Or, no, the syllable structure is not the same (e.g. few final consonants as in Spanish, no consonant clusters as in Turkish, etc.)

Then the articulation error in English may reflect the influence of the other language on English. The student will need to learn this phoneme, as is expected for all ESOL students. No speech therapy objectives are needed to address this sound.

Stimulability assessment may be helpful in refining goals and objectives and in developing specialized teaching objectives and strategies that may be helpful to the student.
Great Resources for Evaluations!
Click below:

Bilingual Articulation and Phonology Assessment (BAPA)

Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students

Test of Articulation and Phonology (iTap)

Difference or Disorder? Speech Course

Developmental Speech and Language Norms for Spanish and English E-book

Difference or Disorder? Language Course

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