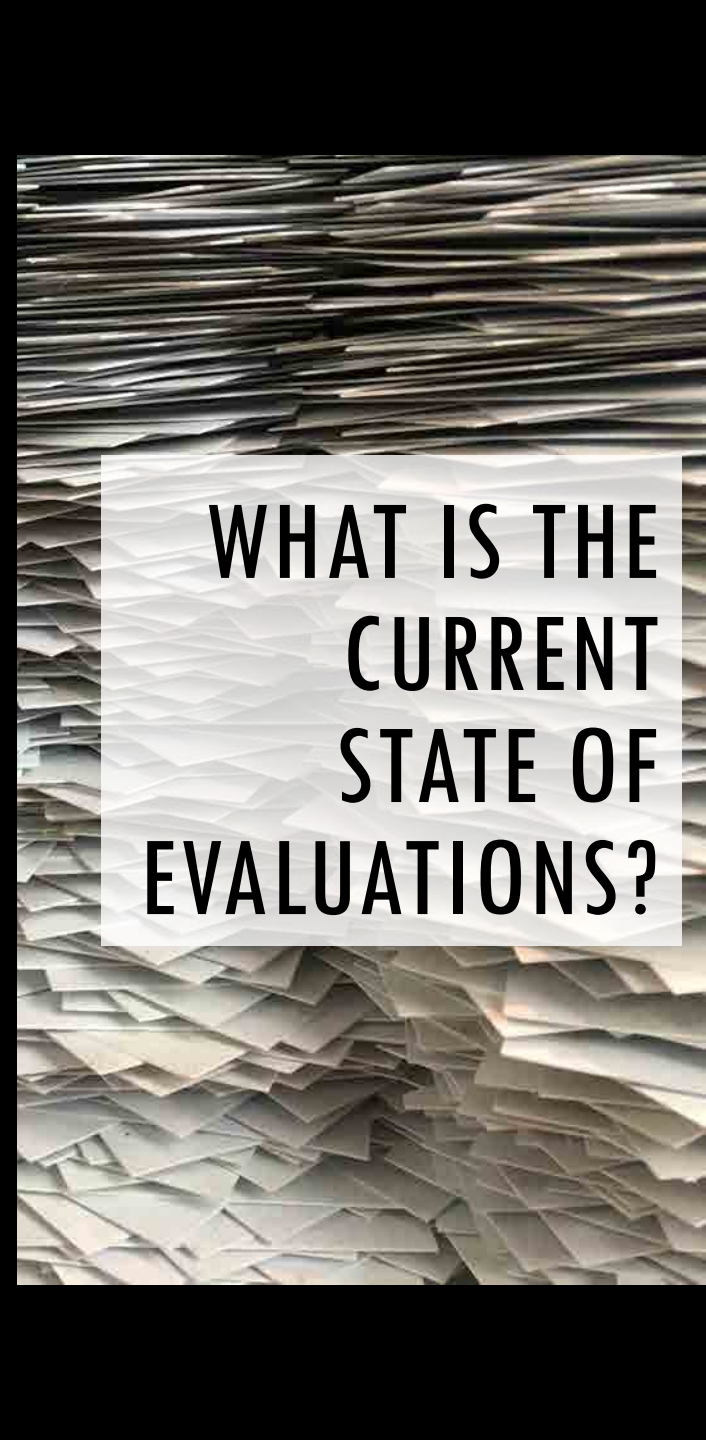




9 STEPS TO CONDUCTING AN EVALUATION OF A CLIENT WHO SPEAKS A LANGUAGE YOU DON'T

How a simple evaluation formula can confidently lead you to results



WHAT IS THE CURRENT STATE OF EVALUATIONS?

The process of planning, executing, and writing an evaluation is one of the most challenging elements of the job for many speech-language pathologists. Yet, evaluations are a critical part of our job—the part where we make a decision about whether or not a person has a speech or language disorder. These are big decisions, and they take time.

I think one of the reasons speech-language pathologists get stressed about doing evaluations is because they DO take time, yet not a lot of time is granted to do them. Why is this? In the clinic and hospital settings, it's because insurance reimbursements for evaluations are small. In the school setting, it's because caseloads are large and other responsibilities are great.

Secondly, we routinely evaluate kids who speak another language at home or who are from a culture that we may not have grown up with. Educators and parents are asking us why the student is struggling academically or why they can't be understood. That's a really big question that none of us wants to take lightly.

Where does that leave us? It means we have to figure out how to do evaluations as efficiently as possible while still maintaining our ability to make confident diagnostic decisions. I'll share some of the ways I have figured out how to do this in my 25 years in the field.

Here's where the good news begins:

It is possible to 1) quickly, 2) effectively, and 3) accurately diagnose children from every language and cultural background.

We just might not have been trained to do it. But that's what this e-book is about. Not only are we going to walk through it step-by-step, but we have also hyperlinked to tons of resources and documents that we use in our daily practice to make this a lot easier.

We choose to make this into an e-book because it also lets up link out to videos we created to show you exactly what we are talking about.




**KEEP
CALM
AND
SPEED UP
YOUR LIFE**

And of course, you have a report to write or one right around the corner. That's why we have a case study showing you how to conduct informal portions of the test and we've also included the blurbs that we use in our reports when someone else has interpreted for us.

**THE GOOD NEWS IS THAT
THERE IS A BETTER WAY.**

TAKING THE MYSTERY OUT OF EVALUATING DIVERSE STUDENTS

We're going to jump in right away with both feet but first let's get rid of some misconceptions that really slow the process down and honestly make us feel badly.

“I can't do this.”

Simply not true. If you are an SLP who has done evaluations, you have almost everything you need. Evaluation of students from diverse backgrounds is EXACTLY like a typical eval up until a certain point. I would say it is 80% the same. After that, we have to take some more steps if a child gets something wrong so we can answer this question:

Is the child's speech or language pattern caused by a real communication issue or is it due to native-language or cultural influence?

If we can answer that question, we can confidently dismiss or qualify AND write appropriate goals.



TAKING THE MYSTERY OUT OF EVALUATING DIVERSE STUDENTS

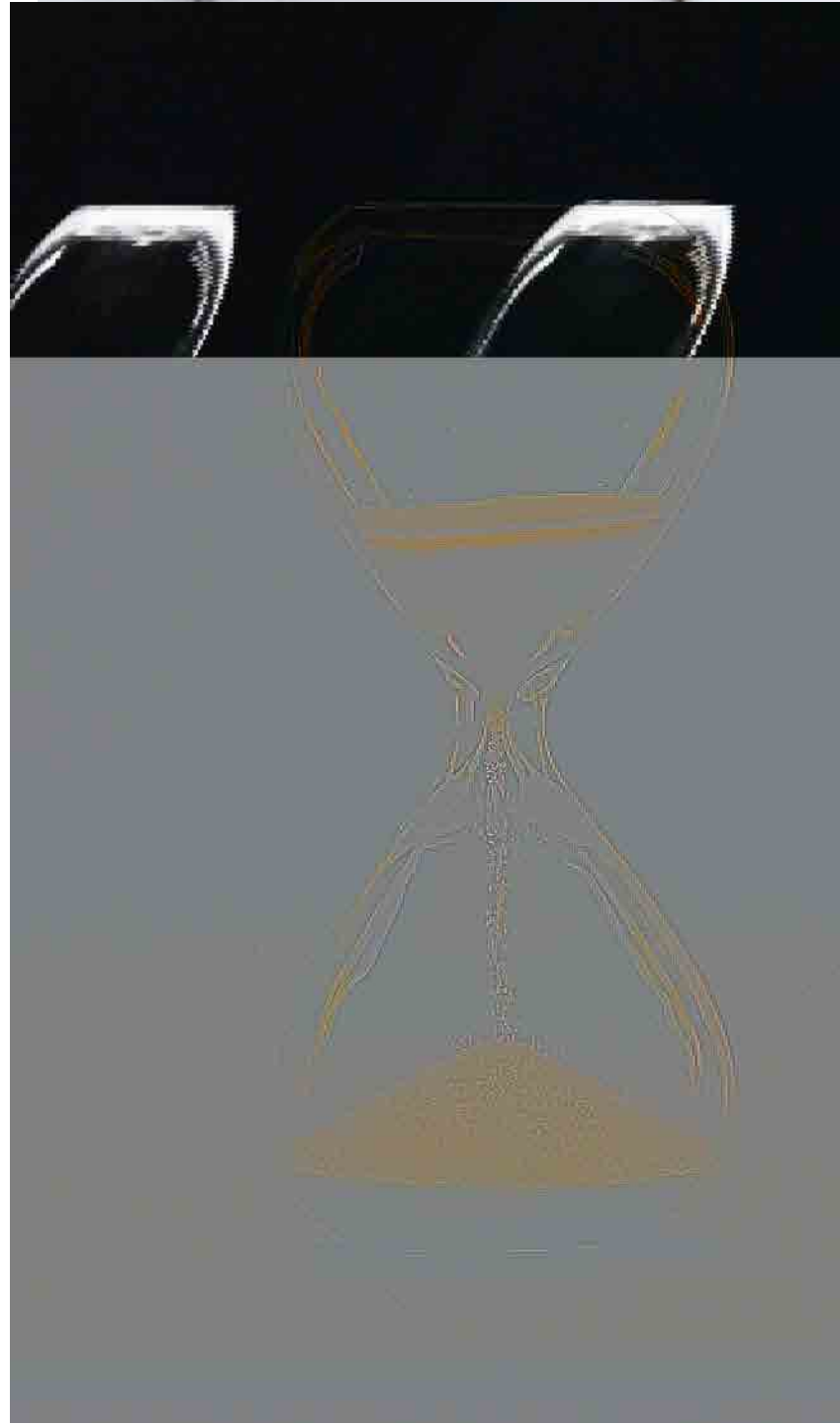
“Bilingual evals take longer.”

This is true, but it's not twice as much time. Do two things for me: Start testing immediately after consent is signed if the child comes from a diverse background and/or you need an interpreter. Then, say this to your team lead or supervisor:

Hey! I love these evals with students from diverse backgrounds. But! They are not the same as an eval for a monolingual speaker of Standardized American English. I need to be allotted more time and/or less other work if you would like me to continue doing these.

See how empowering we are professionally? Empower the powers-that-be to incentivize you to keep accepting this kind of work 😊.

Ready? Let's head in.



9 STEPS TO CONDUCTING AN EVALUATION OF A CLIENT WHO SPEAKS A LANGUAGE YOU DON'T

BILINGUISTICS

1. Reviewing the Referral Information
2. Getting Detailed Language History
3. Gathering Language Information
4. Finding and Scheduling an Interpreter
5. Finding Tools to Use
6. Briefing the Interpreter
7. Conducting the Evaluation
8. Reviewing the Results
9. Writing Your Report



1. REVIEWING THE REFERRAL INFORMATION

How many times have you picked up a folder just prior to an evaluation to quickly determine what testing tools you will use? It has happened to all of us. And, while we can manage the easy situations this way, it isn't ideal because it is inefficient.

Maximize the information that comes to you before the evaluation to expedite report writing and help to select the measures that will most efficiently lead you to your diagnostic decision. Here's how:

1. ONLY GO THROUGH THE REFERRAL PACKET ONCE

Do you have everything you need? Do you have Vision & Hearing? Parent phone numbers? Do you need an interpreter?

We created this handy organizer to make sure we have what we need:

[Background Information Organizer](#)

2. CONTACT THE PARENT AS YOU GO THROUGH THE PACKET.

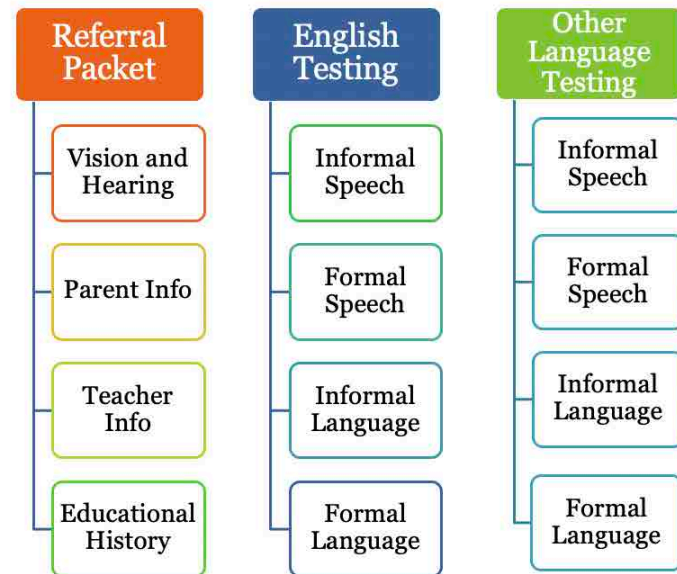
Make some time prior to the evaluation to review the referral packet, make notes, and contact the parent. This is a great use of your time because you'll typically have questions for the parents as you go through the referral packet. This is when I ask the parent what their biggest concerns about communication are and gather information about language exposure and use.

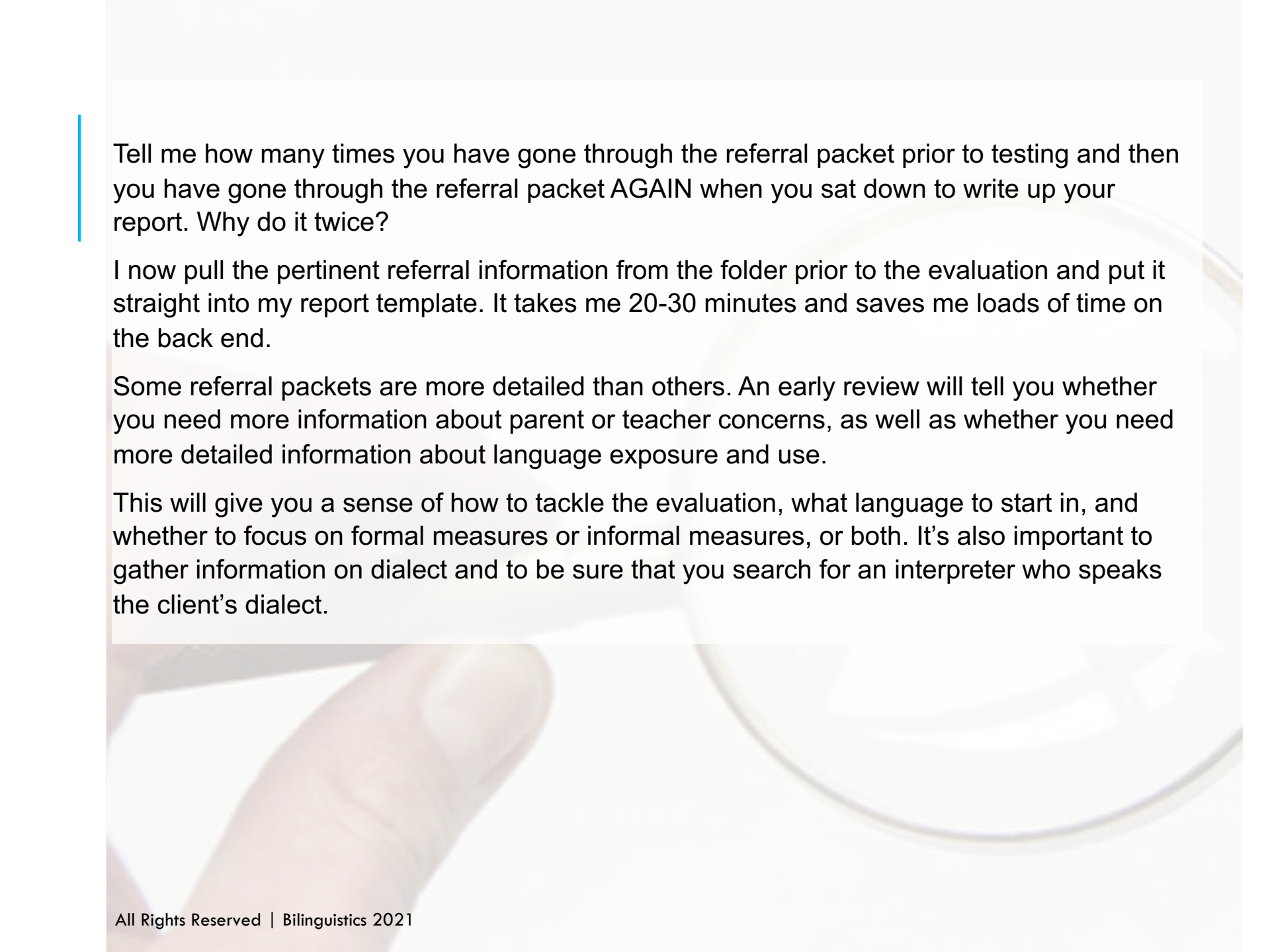
3. WHEN YOU ARE GOING THROUGH YOUR REFERRAL PACKET, START WRITING THE FIRST HALF OF YOUR REPORT.

What?! I hear you asking. Trust me. You have everything you need to begin writing. Think of your report as divided in thirds:

1. Referral Packet / History Information
2. Communication Testing in English
3. Communication Testing in Another Language

[Evaluation Test Packet Checklist](#)



A hand holding a magnifying glass over a document. The background is a light beige color with a faint, large-scale pattern of overlapping circles and lines, suggesting a globe or a network. The hand is positioned in the lower-left corner, and the magnifying glass is held over the text area.

Tell me how many times you have gone through the referral packet prior to testing and then you have gone through the referral packet AGAIN when you sat down to write up your report. Why do it twice?

I now pull the pertinent referral information from the folder prior to the evaluation and put it straight into my report template. It takes me 20-30 minutes and saves me loads of time on the back end.

Some referral packets are more detailed than others. An early review will tell you whether you need more information about parent or teacher concerns, as well as whether you need more detailed information about language exposure and use.

This will give you a sense of how to tackle the evaluation, what language to start in, and whether to focus on formal measures or informal measures, or both. It's also important to gather information on dialect and to be sure that you search for an interpreter who speaks the client's dialect.

2. GETTING DETAILED LANGUAGE HISTORY

Before you tackle an evaluation in a language you do not speak, it's important to get a sense of how often the client uses each of their languages, who they use each language with, what languages they use at school, and how many years of exposure they have had to each language. This will give you a sense of how to tackle the evaluation, what language to start in, and whether to focus on formal measures or informal measures first.

It's also important to gather information on dialect and to be sure that you search for an interpreter who speaks the client's dialect. For some languages this is less important than others but for some (e.g. Moroccan Arabic vs. Iraqi Arabic), speakers of the same "language" can't understand each other.

Here is a good [Parent Questionnaire for Language History](#)



3. GATHERING LANGUAGE INFORMATION

Once you know the details about language use, you'll need to gather as much information as you can so you can determine whether patterns the client uses are due to language influence or language disorder when you have your results. Let me give you a quick explanation so that this doesn't seem scary and then I will share 4 places to find this information.

Let's say you are testing for articulation. If a child's first language has a sound (/b/) that English has, and they are old enough, the child should be able to say it. If the child's first language doesn't have that sound (think "th") they might produce a sound from their native language that is close to "th."

Ruling out cross-linguistic influence is done by focusing on the sounds that two languages share.

Here are 4 resources to find what is shared and different between two languages:





[Difference or Disorder: Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students](#)

Compares and contrasts English with 12 languages. Includes Venn diagrams of shared and unique speech sounds, as well as charts of similarities and differences in language features.

[Bilingualistics Speech Therapy Blog](#)

Your go-to guide for all things speech therapy and evaluation.

[ASHA Multicultural Affairs](#)

A resource with phonemic inventories and cultural and linguistic information across languages.

[Portland State University](#)

A page with many different languages that includes information about speech sounds and language structures.



LINKS FOR GATHERING LANGUAGE INFORMATION

4A. FINDING AN INTERPRETER

Finding an interpreter can be a challenge but we have always been able to find one. Here are some easy and more innovative ways to find one:

Check the international students office at your local university.

Check with religious or cultural centers.

Find a translators/interpreters group in your area.

There are also online interpreting services.

Parents who are bilingual can serve as interpreters.

Contact local non profit groups who serve the student's community.

Restaurants serving food from the student's culture may also be able help you locate an interpreter.



4B. SCHEDULING AN INTERPRETER

Schedule your interpreter after you have made arrangements with the family. A little insider tip, if you have the interpreter reach out to the family for introductions they both are usually excited to meet and you rarely have a no-show. Then, have the interpreter arrive early so you can explain what is going to happen and go through a mini training. Here is what to prepare for you meeting with the interpreter:

The interpreter needs to know your game plan for the assessment.

Share the materials you are going to use so they can think about the vocabulary they will use.

Be sure to tell them the goal of the testing and of individual test items.

Review the Difference or Disorder framework with them on the front end. Basically, that you are trying to rule out second-language influence.



We know that there is a scarcity of testing tools for languages other than Spanish or English. One great starting point is the [Charles Sturt University](#) page that includes links to assessment tools in several different languages. Some of them are free. Others are for purchase.

Wordless picture books are always great ways to collect language samples.

Search word lists of the language if you are trying to see whether sounds or sound combinations exist, or to target a particular sounds.

If you can't find a formal test specific to this language, don't sweat it. We will cover how to use the formal test you have and lean on informal testing down below.



5. FINDING TOOLS TO USE

6. BRIEFING THE INTERPRETER



I had a call from a speech-language pathologist in a school district in Virginia that has students who speak many different languages. They use interpreters in their evaluations with these students and the SLP had some questions about HOW to utilize the services of the interpreters.

The first question this SLP asked was, “How much can we lean on the interpreters to help us make diagnostic decisions?”

My answer: The interpreter does not make any diagnostic decisions. The interpreter interprets throughout the testing session and debriefs with the SLP after the testing session.

I always ask my interpreters to transcribe the student’s language sample. I then sit down and go through it with the interpreter and talk about each error.

I walk in with information about the structure of the student’s native language and the structure of English (the Difference or Disorder book). This helps me make decisions about whether the patterns are problematic or not. The interpreter identifies and describes errors in the native language to me.

WHAT DOES CONDUCTING AN EVALUATION WITH AN INTERPRETER LOOK LIKE?

Step 1:

Working together, Interpreter and SLP elicit, record, and transcribe language samples in English and the child's native language. (I do the English transcript and ask any questions I have if the child uses their native language or something I do not recognize) (Meanwhile, the interpreter transcribes the native language sample.)

Here is a Spanish transcript.

Y el rana se va escapando. Y ya no está. No está un zapato. Estaba hablando y su perro se cayó y quebró la botella. El niño se enojó. Se buscó en un hoyo y también y el perro en una del panal de abejas. Y el niño estaba mirando y se pegó con, una, no sé. Y luego, el cómo se llama otra vez? [Examiner: Panal de abejas] El panal de abejas se cayó y el niño estaba buscando un hoyo de una de una hoyo. Y el perro se corrió de las abejas. El búho estaba haciendo atacando. Y está buscando una roca. Y también se cayó y fue un venado y el venado la va a llevar y la tiró en el un rio. Y vio un rana. Y ganó el rana y luego el hació adiós.

Now, if I don't speak Spanish it doesn't help me to look at it alone. I need to sit and look at it with my interpreter and ask them to point out anything incorrect or odd. Then we decide if the pattern is problematic or possibly influenced by English.

WHAT DOES DEBRIEFING WITH AN INTERPRETER LOOK LIKE?

Step 2:

Interpreter, I'd like you to circle all of the errors you see in the student's language sample. (I do the same for the English and can review the English errors to see if they appear to be influenced by the native language).

Language sample with errors circled:

Y el rana se va escapando. Y ya no está. No está un zapato. Estaba hablando y su perro se cayó y quebró la botella. El niño se enojó. Se buscó en un hoyo y también y el perro en una del panal de abejas. Y el niño estaba mirando y se pegó con, una, no sé. Y luego, el cómo se llama otra vez? [Examiner. Panal de abejas]. El panal de abejas se cayó y el niño estaba buscando un hoyo de una de una hoyo. Y el perro se corrió de las abejas. El búho estaba haciendo atacando. Y está buscando una roca. Y también se cayó y fue un venado y el venado la va a llevar y la tiró en el un rio. Y vio un rana. Y ganó el rana y luego el hizo adiós.

WHAT DOES DEBRIEFING WITH AN INTERPRETER LOOK LIKE?

Step 3:

Together, with the interpreter, we talk about each error. These often include:

Errors of article-noun agreement

Missing prepositions

Verb errors

Vocabulary struggles

Run-on sentences

Incoherent sentences

WHAT DOES DEBRIEFING WITH AN INTERPRETER LOOK LIKE?

Step 4:

Make decisions about whether the errors could result from an influence from English if the student has had a fair amount of English exposure. (This job is all ours, SLPs—not the interpreter’s).

Take the information you gathered in Step 3 and have a discussion with the interpreter about whether what they heard would be expected or not.

Step 5:

Identify problem errors and implement dynamic assessment to rule out lack of exposure or unfamiliarity/uncertainty with the task. This might sound really daunting so let’s break it down.

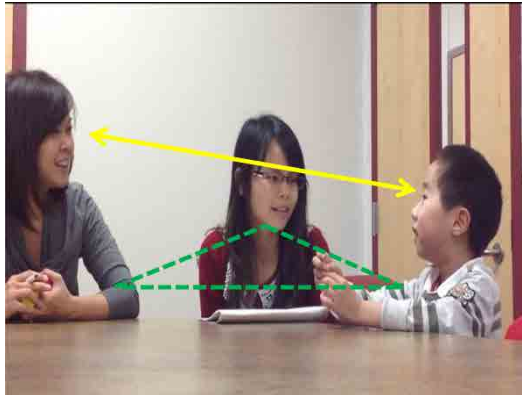
1. You talked about all of the “errors” with the interpreter.
2. She said: A) X makes sense because of Y in my language. Or, B) I don’t know why he said that.
3. Take all of your Bs and test them further with something informal. You don’t know why the student missed them but chances are you only probed them once or twice. Make sure it is a true problem and not due to 1) second-language influence or 2) lack of experience.

7. CONDUCTING THE EVALUATION

This is your usual process of using formal (if available) and informal measures combined with dynamic assessment.

1. When you are working with an interpreter this can take longer than usual. The interpreter is typically not testing for you, just talking for you. One exception to that is if you prepare the interpreter to administer test items in the child's native language and you are observing.

Have the interpreter sit in between you two like this:



Don't talk to the interpreter, talk to the child and listen to the interpreter. Then the child will start doing the same thing usually.



2. ONLY TEST WHAT NEEDS TO BE TESTED.

One of the biggest mistakes clinicians, especially those newer to the field, make in conducting speech-language evaluations is that they DO TOO MUCH TESTING.

Why? I can think of a few reasons.

Sometimes our places of employment provide testing guidelines that “require” two standard scores in each area and informal data to boot. I’ll say this...if your employer requires a lot of testing that is not necessary to do your job effectively, advocate, advocate, advocate! Talk to your supervisor, manager, team lead. I will tell you that there is not a leader out there who does not want to hear, “I can do my job just as effectively in less time than I am currently doing it.”

Sometimes insurance companies have requirements for standardized scores that don’t make any sense. Several years ago, we sat down in multiple meetings with a group that was requiring standardized scores for students who came from language backgrounds for which no standardized tests exist. Eventually, we convinced them that we needed to change the rules.

Some feel the need to administer every subtest of a testing tool when that may not be necessary. There is no rule that you have to administer every single subtest of a test. How many times have you done that and then realized that some of the subtests did not play into your diagnostic decision making at all?



2. ONLY TEST WHAT NEEDS TO BE TESTED.

You have permission to attempt to use your English language formal test but only complete the portions that make sense.

Okay, speech nerds out there. I knew a single sentence wasn't going to cut it. Let's put the idea above into terms that satisfy the grad-student within us.

Most tests have standard scores for individual subtests and composite scores for groups of subtests. For example, the CELF-4-Spanish for Ages 5-8 has 10 subtests for which you can get a standard score and percentile and 6 composite scores for Core Language, Receptive Language, Expressive Language, Language Content, Language Structure, and Working Memory. You need not do all of them to do a complete speech-language evaluation. In fact, the Language Content Score requires the Expressive Vocabulary subtests to calculate it. There is an abundance of research indicating that single word vocabulary tests are heavily driven by socio-economic factors, and should not weigh heavily in determining the presence or absence of a language disorder. Why spend time administering that subtest? You can get an Expressive Language score and a Receptive Language score without it.



3. BE FLEXIBLE WITH YOUR TESTING PLAN AND LET YOUR LANGUAGE SAMPLE GUIDE YOUR SPEECH AND LANGUAGE EVALUATIONS.

The language sample is where you get the most bang for your buck. Unlike highly structured formal testing tasks, the language sample gives you a more authentic view of a client's language.

We can build rapport engaging in conversation with a child and it gives us insight into pragmatic language skills like turn-taking, joint attention, and topic maintenance. It lets us look at expressive language skills and receptive language skills. We also get to listen to speech sounds during conversation.

When our client is ready, we can use a wordless picture book to give them a structured way to tell a story. Then we get to observe the client's ability to follow multi-step directions (e.g. Open the book, look through the pages, then turn to the first page and tell me the story), as well as narrative skills, grammar, vocabulary, fluency, articulation—the whole shebang. I also use a set of story comprehension questions that go with my wordless picture book. That gives me insight into receptive language skills.

And this is the heart of my speech-language evaluation. It lets me look at these different areas, compare them to parent and teacher concerns, and decide what additional information I need. It guides me as to what subtests I need to use to gather more information or probe an area further, and it highlights any areas I want to explore further with dynamic assessment.

[Dynamic Assessment Protocol](#)





LANGUAGE SAMPLE: STEP-BY-STEP CASE STUDY

Informal testing is a bit hard to imagine so here is a step-by-step case study of the process when I assessed a child who spoke Portuguese at home. Truly, it is the best, fastest, and most accurate way to diagnose a bilingual child.

I had a Portuguese-English bilingual due and my interpreter called to cancel at the very last minute!

Here's how I dealt with it. First, I took a deep breath. I had already looked up information about the [Portuguese language](#) so I was ready to move forward.

I decided to keep my scheduled appointment with the student and gather as much information about his English skills as I could.

I administered an English test to my student, Pablo, 6 years; 6 months. I used it to gather qualitative information but I did not report his scores. They wouldn't be meaningful because Pablo is a native speaker of Portuguese and is not represented in the normative sample of the English test I used.



Next, I gathered the English part of the bilingual speech and language evaluation sample using one of the Mercer Mayer frog books. Here it is:

Um, um, um, a frog looking. Dog is looking um rabbit. Um, Um, a frog is looking. Dog is looking a frog. Oh no! [whispering] A frog [snoring noise pointing to boy in the bed]. A frog is gone, a frog him escape out. Hellllooooo! Him say. Where my frog? Where is frog? In a jacket? And jump, no no, in a house and the boy so mad at dog. And dog say to bees. And him is doing up looking at a frog. Him is jump an owl. Him is screaming. Him is go punch the the the boy. Him is downed. Him is in the water. Him is jumping on the on the on the big, giant, um, tree. Him is jumping, looking a frog in the tree. And him is say, come here. The end.

I expected more complexity from a 6-and-a-half-year-old, so I modeled the story and then asked my student to retell it. He did:



The boy is looking a frog and um a frog escape. Him say, frog, where are you. Him is look in the jacket. Him is broke, uh, um, him is broke um, uh, um, a bucket. Him is say (slurp) I sorry. Him is say, "Frog, where are you? Him is, him is, him is have a bee. Him is look on the floor. The glass. Him is say, "Frog, where are you.?" Him is on jump on the floor. Him is say, "Frog, where are you?" Him is punch a animals. Him is jump in the floor. Him is say, him go in the water. Him is say, shhhh. Him is say, "Wow, have one of the frog." Him say, Thank you."

Next, I asked Pablo a bunch of questions about the story. He got all of the “Where” questions correct but he missed all of the “When” questions. That prompted me to do a dynamic assessment using visuals (arrows for where and a clock face for when) to teach what type of information we should give when a “When” question is asked and what type of information we should give when a “Where” questions is asked. We answered questions together and my student did well. Then I asked him to answer some “When” and “Where” questions independently. He got zero out of six correct. This tells me that he needs more instruction and more support to learn this information.

I analyzed his stories and made notes of the types of errors he made. I used the framework from the Difference or Disorder book. Patterns that I could explain by an influence from Portuguese were marked in green. These were not considered to be a problem. Errors that I could not explain by typical development or language influence I marked in red. These are the errors that are indicative of language impairment. I also noticed that he used utterance of 3-to-6 words and almost all of his utterances were simple sentences. Not only that but many of his sentences had grammatical errors that I would not expect based on Portuguese influence. Here is what the language samples looked like after I analyzed them using RED to mark errors indicative of language impairment and GREEN to mark errors that could be explained by typical development or native language influence. Messy!

Um, um, um, a frog [VERB OMISSION] looking. [ARTICLE OMISSION] Dog is looking um [PREPOSITION OMISSION] rabbit. Um, Um, a frog is looking. [ARTICLE OMISSION] Dog is looking [PREPOSITION OMISSION-PIE] a frog. Oh no! (whispering) A frog (snoring noise pointing to boy in the bed) [USE OF SOUNDS INSTEAD OF WORDS]. A frog is gone, a frog, him [OBJECT PRONOUN FOR SUBJECT PRONOUN] escape [VERB ERROR-PIE] out. Hellooooo! Him [OBJECT PRONOUN FOR SUBJECT PRONOUN] say. Where [VERB OMISSION] my frog? Where is [ARTICLE OMISSION] frog? In a jacket? And jump, no no, in a house and the boy [VERB OMISSION] so mad at dog. And [ARTICLE OMISSION] dog say

Wow, there is a lot of RED in there. I noticed he used object pronouns for subject pronouns throughout his language sample. I did another short teaching session on subject and object pronouns. I taught, then we worked together, and then I asked him to do the task independently. He got zero out of 5 correct. When he retold the story he continued to make this error. This type of Dynamic Assessment shows me that, in this case, it is not due to lack of exposure. It also tells me that this student needs more intensive intervention to gain the skills I am testing.

So, when I finished with the English portion of the bilingual speech and language evaluation sample, here is what I knew about Pablo:

- He did not produce a language sample with the complexity of children his age in English.
- He did not demonstrate improvement on receptive or expressive language tasks following short teaching sessions with visual supports (Dynamic Assessment).
- He made a lot of errors in syntax and morphology.
- He made a lot of vocabulary errors.
- He made a lot of errors on his language samples that **COULD NOT BE EXPLAINED** by normal developmental errors or native language influence.
- His rate of RED errors (those that indicate language impairment) were just as high after he had a model of the story and teaching related to his errors.

I had detailed discussions with his mother about what her concerns were. I asked her for specific examples. I went through the items Pablo missed on the test and asked her to test these concepts in Portuguese. I sent a Frog book home with Pablo and asked his mother to record a language sample in his native language. She did. Here it is with articulation errors marked in yellow and language errors marked in blue.

Child's utterance	Translation	Comments
Ta vendo frog, um sapo	He's looking frog	Article omission
Ele fugiu sapo	he ran away frog	word order error
Dormindo	sleeping	
Um, cade meu frog?	Where's my frog?	
Cade meu sapo?	Where's my frog	
Ele ta olhando a camisa	He is looking at the shirt	
Nao, ele ta olhando jaqueta	no he is looking jacket	Article omission
Cade voce sapo?	Where are you frog?	
E bucket e bucket quebrou	bucket broke	
E assim	and like this	
I sorry, desculpa	Sorry	
Ele falou, sapo	he said frog	
Ele ta falando sapo, cade voceeeee?	he is saying frog where are you	
Ele ta fazendo assim	he is doing like this	
Ele vai comer mel, o cachorro	he is going to eat honey, the dog	Word order
Ele falou	he said	
Um, um, cade voce sapo?	where are you frog	
Eu falei	I said	
E pateu, (bateu) (sound motion)	and hit	p/b
Coruja ta fazendo assim, (hand motion)	owl is doing like this	General vocabulary
Abre, olha ele ta fazendo assim	open, look, he is doing like this	General vocabulary
Correndo	running	

Now, here is what I knew about Pablo after obtaining this portion of his bilingual speech and language evaluation sample:

- His parents were first concerned with his language skills when he was 2 years old.
- He received speech therapy in Brazil prior to moving to the U.S.
- The errors he made on the English test are very similar to the types of errors he makes in Portuguese (verb omission, pronoun errors, article errors, article omission).
- His length of utterances and level of complexity in his Portuguese language sample was just like it was in his English sample.
- He made the same types of errors in his Portuguese language sample that he did in his English sample.
- His teachers are concerned about his ability to express himself in class.
- His parents are concerned about his ability to share the experiences of his days with them.

At this point I hadn't even brought the interpreter back in yet and I was feeling pretty confident about my diagnostic decision. Now, you might be thinking, "You cannot always pull parents in to serve the role of interpreter." It's true. I got lucky that I had a parent to work with who was bilingual and had a high level of understanding of languages and errors. But the point I want to make is that when we are in these tough situations and our interpreter does not show up, we can still collect a lot of information on the front end that will contribute to our diagnostic decisions.

8. REVIEWING THE RESULTS OF THE EVALUATION WITH THE INTERPRETER

This is often referred to as the debriefing. This is when you sit down with your interpreter to look at your client's responses on formal and informal tasks. Any responses that are not what was expected should be analyzed to determine if the response was impacted by another language or if the patterns used are still age-appropriate. [Here is a great video](#) of a discussion of speech sounds produced with a Mandarin-speaking student:



By this point you have a good idea about whether the child will qualify or not and what goals to focus on. Here is another document to help with the organization of this part of the process:

[Evaluation Impressions](#)



9. WRITING YOUR REPORT

Be sure to document how the assessment was conducted, whether an interpreter was used, what languages were spoken, and how responses were evaluated with consideration. Here are examples to use for three different sections of a report:

BEHAVIOR DURING TESTING/TESTING OBSERVATIONS

CHILD was friendly and cooperative throughout the session. He needed frequent cues to stay on task but he was very receptive to such cues. When he was allowed to stand rather than sit while completing the testing tasks, he appeared more comfortable and was able to complete the tasks. He easily established rapport with the examiner and the interpreter.

LANGUAGE HISTORY

NATIVE LANGUAGE and English are spoken in the home. NATIVE LANGUAGE is the native tongue of CHILD and his family. English is spoken by Mr. and Mrs. PARENT and SIBLINGS. CHILD has been in an English-only classroom for 4-5 months. Prior to that he did not have exposure to English.

ASSESSMENT

The speech and language assessment was completed in both English and NATIVE LANGUAGE by a speech-language pathologist who worked in conjunction with a trained NATIVE LANGUAGE-English interpreter. Based on CHILD's language history, informal testing was completed in English and NATIVE LANGUAGE. A standardized English tool was utilized for the purposes of gathering qualitative information. Scores were not calculated, as CHILD is not represented in the normative sample on which the test was based. Standardized procedures were not followed. Modifications that were used included the use of an interpreter, and a bilingual administration of the test items.

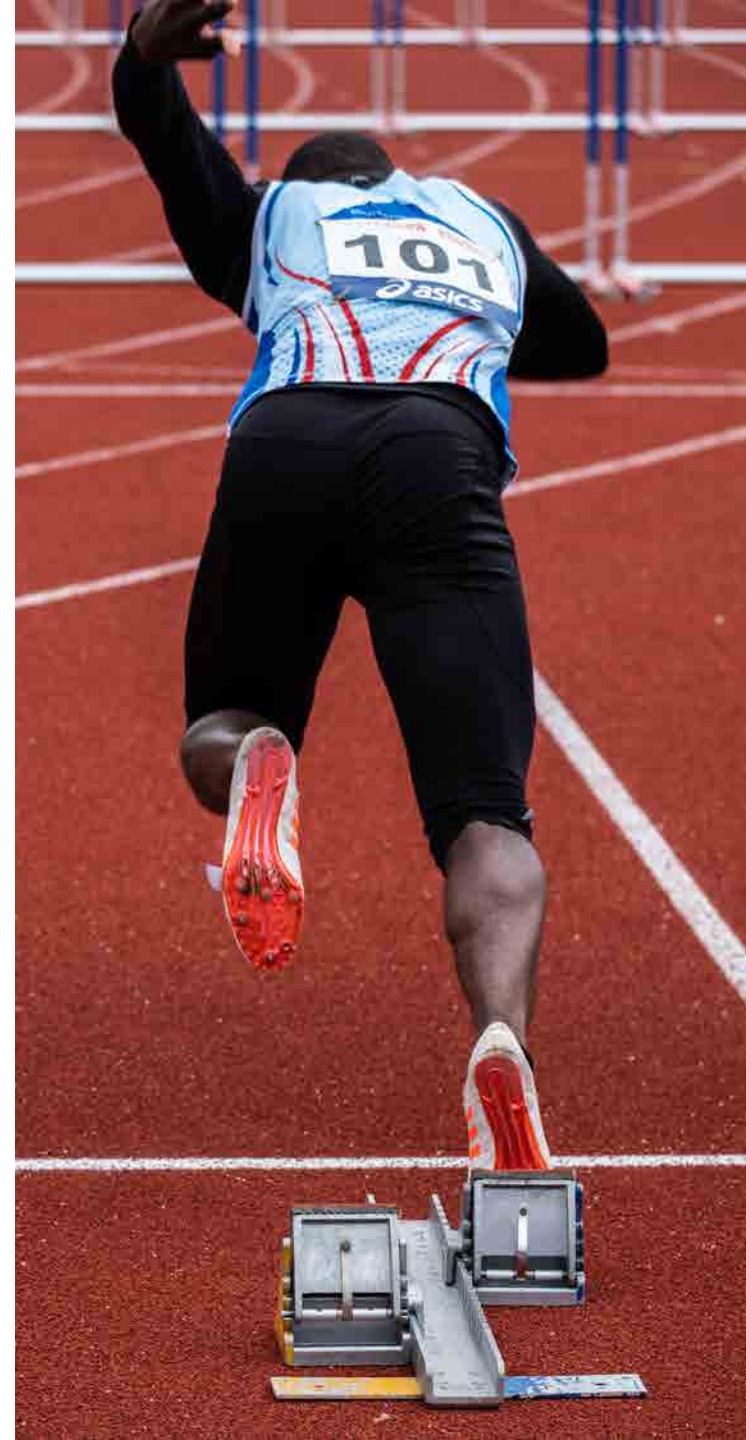


AND WE'RE OFF!

In our multicultural world, we often have to rely on interpreters to help us communicate with others. It totally makes sense that people may need to interpret for us in the same way that they do in any educational and medical setting.

When we wrap our mind around it, this style of evaluation can actually be pretty fun and interesting. If you want more information on how to knock these out of the park, check out our [Certificate in Cultural and Linguistic Diversity](#) which has full sections on working with interpreters and evaluating diverse students in for both speech and language.

Visit Bilinguistics for more information: www.bilinguistics.com



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Works Cited & Links

[ASHA Multicultural Affairs](#)

[Background Information Organizer](#)

[Bilingualistics Speech Therapy Blog](#)

[Charles Sturt University page that includes links to assessment tools in a number of different languages.](#)

[Difference or Disorder: Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students](#)

[Dynamic Assessment Protocol](#)

[Evaluation Impressions](#)

[Evaluation Test Packet Checklist](#)

[Interpreter Informational Sheet](#)

[Parent Questionnaire for Language History](#)

[Portland State University](#)

[Working with Interpreters: An ASHA CEU course expanding on how to work with interpreters.](#)

