

CLD Corner: Q&A for the CLD Experts

The CLD Corner is a regular column written by members of the TSHA Task Force on Cultural and Linguistic Diversity.

The CLD Corner was created in an effort to respond to questions on cultural and linguistic diversity. Questions are answered by members of the TSHA Task Force on Cultural and Linguistic Diversity. Members for the 2006-2007 year include **Lynette Austin, Gina Glover, Becky Gonzalez, Dolores Castor, Marie Belgodere, Gail Goodrich-Totten, Cynthia Garcia, Katsura Aoyama, Roxanna Ruiz-Felter** and **Michele Albornóz**. Submit your questions to slaustin@cebridge.net. Look for responses from the CLD Task Force on the TSHA's website and in the *Communicologist*.

The CLD Task Force is now offering half- and full-day trainings for school districts, Education Service Centers, university programs, and other agencies on Assessment and Intervention with CLD Populations. For additional information, contact **Lynette Austin** at slaustin@cebridge.net.

QUESTION: I've been told that it is important to use dynamic assessment when I'm trying to determine if a child demonstrates a language difference or a language disorder. What is dynamic assessment, and how do you use it in a speech-language evaluation?

ANSWER: A dynamic assessment is a test-teach-retest procedure that attempts to explore the examinee/learner's cognitive modifiability, or learning potential. It is a method that fits particularly well with the needs of evaluating culturally and linguistically diverse (CLD) clients. The dynamic assessor's main goal is to gather information about the quantity and quality of the examinee's language learning potential, rather than to simply record data about the examinee's knowledge and ability at the moment of testing. The child's response to the process of dynamic assessment can assist in determining whether a CLD child truly has a language disorder or a language difference.

The theory of dynamic assessment is based on psychologist **Lev S. Vygotsky's** notion of the "zone of proximal development" (ZPD). The ZPD can be thought of as the area that lies between what children can do independently and what they can do with assistance. Of interest in the assessment are two questions: To what extent is the child able to change when given direct instruction? and How intense an instructional effort is required in order to achieve that change?

Dynamic assessment formats can run the gamut from casual and brief, to multiple sessions that are intensive and carefully planned. **Miller, Gillam, and Peña** (2001) provide an example of the test-teach-retest procedure of dynamic assessment by actively teaching the narrative style used in mainstream American society. The test, or first step, would be to elicit a narrative using a multi-picture sequence story, and then analyze it. The teach, or second step, would be to systematically and explicitly explain to the child what a good story would be like, and then practicing telling stories with the child. At this step taking notes on the child's reaction to the instruction, how many practice stories it took, etc., is important. The retest, or last step, would be to have the child tell a sequence story with no assistance and record that story.

Positive qualitative and quantitative changes in the child's ability to tell a story would indicate that language learning potential is good, and would be evidence that the child demonstrates a language difference. Other types of tasks that have been utilized in dynamic assessment formats include naming (**Peña & Quinn, 1997**), verbal problem solving, and phonological awareness tasks.

More information on dynamic assessment can be found on the ASHA website at www.asha.org/about/leadership-projects/multicultural/issues/da/default.htm.

References

Miller, L., Gillam, R., & Peña, E. (2001) *Dynamic assessment and intervention: Improving children's narrative abilities*. Austin: Pro-Ed.

Peña, E., & Quinn, R. (1997). Task familiarity: Effects on the test performance of Puerto Rican and African American children. *Language, Speech, and Hearing Services in Schools, 28*, 323-33.

Task Force Favorite

Gina Glover recommends the website www.uiowa.edu/~acadtech/phonetics/#. It contains animated libraries of the phonetic sounds of English, German, and Spanish. It can be a useful tool in both therapy and assessment. She found out about it through her colleague, **Anna Garcia**, and thinks it's great!

The TSHA announces another great member benefit: the CE Registry!

TSHA members are now able to track and receive their continuing education (CE) credit online!

Please bring your TSHA membership card to all CE activities so you can record your TSHA membership number on the sign-in roster. Your TSHA membership number is NOT the same as your licensure number. BOTH numbers are needed on all your CE sign-in rosters to ensure an accurate record of your CE activity.

To access your TSHA CE Registry information, visit www.txsha.org.

Under the banner "Inside the TSHA Site" place your cursor over "Continuing Education." A drop-down menu will appear. In the drop-down menu, select "CE Registry."

To login, enter your user name (first initial + last name, i.e. Jane Doe = jdoe) and your password (your TSHA membership number). Your CE activity for 2007 will be displayed!

2007 Annual Convention Round Tables

by Amy Marciniak, Vice President-Elect for Education and Scientific Affairs

Another exciting, interactive group of Round Table discussions took place at this year's 51st Annual Convention in Houston. Please contact the facilitators for more information on these subjects. Here are some of the highlights:

Assistive Technology (AT) Round Table, facilitated by **Angela Standridge**

Hot Topics

- Public schools' turnover of administration and staff; all staff being involved with follow through in the classroom
- Access AT for Home Health Kids-Medicaid; sometimes not at the "choosing" stage; funding and qualifications for evaluations
- Complex tools beyond the student's ability and the staff's knowledge base

Possible Solutions

- Use the Student, Environments, Tasks, and Tools (SETT) Framework of a whole team approach including parents and staff; do not do evaluations in the "closet;" get everyone involved from the beginning; provide training, never "assume" that staff members know their role.
- Use local grants for low technology tools (Lions and Key Clubs); within an evaluation build in "upgrade" options.
- Need familiarity of features of AT tools; need to collect and analyze diagnostic evaluation video data; state-wide certification; AT Task Force could design guidelines.

Cultural Linguistic Diversity (CLD) Professional Round Table, facilitated by **Michelle Albornoz** and **Dolores Castor**

Hot Topics

- Questions about the ASHA's and the TSHA's position in determining whether or not to place a child who is learning English as a second language in speech therapy
- Concern about when the CLD companion to the articulation and language eligibility templates will be available
- Concern about how dialect influences eligibility decisions
- Incorporation of two languages during therapy: Should speech therapy be done in Spanish only, the second language only, or should English be incorporated in therapy?

Possible Solutions

- Visit the CLD Corner on the TSHA website to see guidelines that address this issue. The speech-language pathologist (SLP) must determine whether a child has a language disorder or a language difference before making eligibility decisions.
- Develop a companion to the articulation eligibility template; the CLD Task Force is currently working on this task.
- Address dialect issues by obtaining case and family history information when determining language difference vs. language disorder.
- Consider a variety of factors: child's level of proficiency, child's educational program, the language of instruction, and the language spoken in the home.

Cultural Linguistic Diversity (CLD) Student Round Table, facilitated by **Lynette Austin**, **Gina Glover**, and **Roxanna Ruiz-Felter**

Hot Topics

- Determining if articulation "errors" are dialectal or not.
- Providing services for accent reduction or to "teach English" at the request of parents; particularly related to adopted children from other countries who speak a language other than English but parents speak English only; topic expanded

to questions by students regarding how to determine a language delay vs. English as a second language (ESL) differences

- Addressing the topic of CLD for university students
- Availability of assessment materials in languages other than English and Spanish

Possible Solutions

- A comprehensive chart created by **Mariela Blandon** of Richardson ISD as well as **Brian Goldstein's** book.
- Public school SLPs cannot address accent modification. Parents can seek a private SLP to provide suggestions on facilitating second language acquisition.
- Consistency needed among university programs in providing instruction on CLD issues and opportunities for application.
- Because there are few assessment materials in other languages, the use of dynamic and informal assessment techniques to gather data were discussed.

Private Practice Round Tables (starting a practice), facilitated by **Elizabeth Parker** and **Lauralee Campbell**

Hot Topics

- Starting a practice, billing, and requirements

Possible Solutions

- Begin from scratch, buy an existing practice, find a mentor, American Academy of Private Practice, business plans.
- Paper bills, Health Care Financing Administration (HCFA), electronic billing, billing software
- Forms, insurance, doing business as (DBA), tax identification

Private Practice Round Tables (existing practice), facilitated by **Barbara Samfield**, **Jolene Seabourn**, **Debbie Krafcheck** and **Laura Pollard**

Hot Topics

- Employee issues with hiring/firing/paying to grow practices

Possible Solutions

- United front regarding insurance and billing issues; approach ASHA to take a more active role in legislation
- Participate in a list serve to share and brainstorm together.

School-Based Round Table, facilitated by **Sue Johnsen**

Hot Topics

- Response to Intervention (RtI)-legality of screening
- Eligibility-getting trained and training other staff (teachers, principals, administration)
- Staffing/Supervision/Workload-concerns with administrators still using the term "caseload"

Possible Solutions

- ASHA's Technical Assistance Paper, TSHA website posted PowerPoint from Convention, ASHA website about funding for early intervention, Individuals with Disabilities Education Act (IDEA) states serve students through 60-day assessment timeline.
- **Judy Rudebusch's** presentation to Special Education Directors at Texas Council of Administrators of Special Education, Inc. (TCASE) data; eligibility updates at Convention; small districts collaborate with other districts to host trainings; get administrative support-share statement on eligibility (found on TSHA's website)
- Campus profile sheets for students' needs given to directors; educate directors; telepractice distant learning labs within the same district; possible vision is to have number of SLPs hired based on number of enrolled students