

# **COMPANION IV:**

## **TSHA SI DISABILITY DETERMINATION GUIDELINES FOR LANGUAGE DISORDER**

### **FOR STUDENTS FROM CULTURALLY OR LINGUISTICALLY DIVERSE BACKGROUNDS**

2023





## **CLD Language Guidelines Companion Writing Team**

Jessica Carter, MS, CCC-SLP  
Sarah Kelly, MS, CCC-SLP  
Anny Castilla-Earls, PhD

## **CLD Language Guidelines Companion Peer Reviewers**

Cynthia Muñoz-Pepper, MS, CCC-SLP  
Judy Rich EdD, CCC-SLP  
Liz Surita-Khuat, MA, CCC-SLP  
Christina Wiggins, MS, CCC-SLP

## **First Draft CLD Language Guidelines Contributors (Unpublished)**

Ellen Kester  
Margarita Limón-Ordoñez  
Kara Anderson  
Katsura Aoyama  
Marianela Blandon  
Mary Ruth Fernández  
Christine Fiestas  
Roxanna Ruiz-Felter  
Lisa Rukovena  
Connie Summers

**Table of Contents**

**General Information.....3**  
 Purpose and Intended Use of the SI Disability Determination for Language.....4

**Information Materials Regarding Language for CLD Students.....6**  
 Linguistically Diverse Populations: Considerations and Resources for Assessment  
 and Intervention .....7  
 Second Language Acquisition .....8  
 Language Difference versus Language Disorder.....15  
 Additional Definitions .....16  
 Indicators of Need for CLD Language Evaluation .....18  
 CLD Language Concern Flow Chart .....20

**Data Collection for District RTI/MTSS Process .....21**

**Overview of Language Evaluation .....24**  
 Language of Assessment.....25

**Phase I of Evaluation – Assessment Plan.....29**  
 CLD Language Assessment Quick Planning Guide .....32

**Phase II of Evaluation – Data Collection Considerations for CLD Students.....36**  
 Informal Assessment Measures .....37  
 Formal Assessment with Standardized Tests.....39

**Phase III of Evaluation –Analysis & Interpretations for CLD Students.....42**  
 General Considerations .....43  
 Analysis and Interpretation: Determining Language Difference versus Disorder.....44  
 Guidelines for Determining the Presence of a Language Disorder .....47  
 Disability Determination.....49  
 Recommendation to Admission, Review, Dismissal Committee .....50

**Phase IV of Evaluation – Evaluation Report .....51**  
 Report Writing Considerations .....52  
 Sample Evaluation Case Studies and Report Statements .....54

**Re-evaluation.....59**  
 Re-evaluation .....60  
 CLD-Language Re-evaluation Data Review .....60

**Dismissal .....62**  
 Dismissal.....63

**Forms .....68**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Evaluation Phase I: Assessment Plan .....	69
Teacher Checklist – Initial Referral for Language Concerns .....	70
Teacher Checklist – Checklist of Language Skills for Use with Limited English Proficient Students.....	72
Cognitive/Academic Language Proficiency (CALP).....	73
Parent Information – Initial Referral for Language Concerns (in English and Spanish).....	74
Phase I Student Interaction: Low Structure Language Sample .....	78
Completing the Language Sample Analysis Comparison Rubric.....	79
Language Sample Analysis Comparison Rubric for CLD Students.....	80
Assessment Planning Worksheet .....	83
Evaluation Phase II: Data Collection Forms.....	88
Expanded Interview: Teacher Checklist .....	89
Language Form Content, Use: Focused Observation .....	96
Informal Pragmatic Assessment Checklist .....	97
Observation of Student Communication within the School Environment.....	99
Conversational Skills Checklist .....	102
Communication Skills Observation Worksheet.....	105
Evaluation Phase III: Analysis and Interpretation .....	107
Language Evaluation Summary Form .....	108
<b>References and Resources .....</b>	<b>114</b>
<b>Appendices.....</b>	<b>121</b>
Appendix A: Tips for Working with an Interpreter .....	122
Appendix B Intervention for Language Disordered ELLs .....	125
Appendix C Potential Source of L1 Influences on English Production.....	128
Appendix D Language Sampling using SALT 2010 Spanish Edition.....	133

## **General Information**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## **Purpose and Intended Use of the Companion IV: SI Disability Determination Guidelines for Students from Culturally or Linguistically Diverse Backgrounds**

The purpose of the SI Disability Determination Guidelines for Language Disorder for Students from Culturally or Linguistically Diverse Backgrounds (CLD Language) is to provide a structure within which a speech language pathologist (SLP) can complete a comprehensive evaluation of the language abilities of students from culturally and linguistically diverse (CLD) backgrounds using consistent evidence-based evaluation practices in accordance with the law to:

- Provide information to teachers and parents regarding the nature of language and language disorders and, when indicated, provide classroom intervention recommendations based on data collected by the Student Support Team (SST).
- Complete a comprehensive evaluation of a student’s language abilities following a referral with language concerns for a Full and Individual Evaluation (FIE) for special education.
- Identify whether a language disorder is present.
- Determine if the presence of a language disorder results in a disruption in academic achievement and/or functional performance and document the need for specially designed instruction or supplementary aids and services by the SLP.
- Make recommendations to the Admission, Review, Dismissal (ARD) Committee regarding eligibility for special education services and support based on speech impairment (SI).

The CLD Language Guidelines are intended to be used in combination with the information provided in the Texas Speech-Language-Hearing Association (TSHA) Disability Determination Guidelines for Speech Impairment 2020, with the understanding that the use of the tools in this language disorder guidelines manual require additional, specialized training. SLPs should become very familiar with the information in that manual and be aware that information from both manuals is essential to completing a comprehensive evaluation of language.

The organization of the *CLD Language Companion Manual* follows the organization of the *Language Disability Determination Guidelines (2020)*, which should be referenced for basic documentation of a language disorder. Information useful for assessment and service considerations with students from CLD backgrounds is available in the Appendixes of this document.

The guidelines presented in this CLD Language Companion Manual are consistent with evidence-based practice. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

preferences and values into the process of making clinical decisions (ASHA, n.d., *Evidence-based practice glossary*) however, in some cases there is no research available at the time of this writing to support recommended processes. SLPs are encouraged to continue to review current literature related to CLD practices as it becomes available.

## **Information Materials Regarding Language for CLD Students**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## Linguistically Diverse Populations: Considerations and Resources for Assessment and Intervention

Recognizing the vast cultural and ethnic diversity that exists in Texas, this document has been prepared in an effort to establish guidelines for assessment and intervention of speech and language disorders in culturally and linguistically diverse individuals. There is a longstanding shortage of bilingual speech-language pathologists and audiologists (ASHA, 2022). It is important for all service providers to assume responsibility for effective services and to be prepared to competently respond to issues of diversity (ASHA, n.d. *Cultural competence*).

Culture and cultural diversity can incorporate a variety of factors, including but not limited to age, disability, ethnicity, gender identity (encompasses gender expression), national origin (encompasses related aspects e.g., ancestry, culture, language, dialect, citizenship, and immigration status), race, religion, sex, sexual orientation, and veteran status. Linguistic diversity can accompany cultural diversity (ASHA, 2017).

The purpose of this document is to focus on issues related to linguistic diversity as it impacts the practice of speech and language pathology in Texas public schools. Students from linguistically diverse backgrounds include those who:

- learned two or more languages simultaneously, typically with both languages introduced prior to age of 3 (simultaneous bilingualism).
- learned an additional language(s) after development of the first language, typically with a second language introduced after age 3 and proficiency has already been established in the primary language (sequential bilingualism).
- are fluent in one language but have significant exposure to other language(s).
- speak more than one dialect.

(Paradis et al., 2011)

Many students in Texas public schools have a home language other than English, and at some point, must learn English as their second language. According to the Texas Education Agency's 2020 report, 20.3% of the student population in Texas public schools in 2019-2020 was identified as English Language learner (TEA, 2020). English Language learners (ELLs) are defined as students who have limited English proficiency in reading, writing, speaking or understanding English, and whose primary language is a language other than English (TEA, 2020). These are individuals who are learning or have learned to speak, understand, read, and/or write English as a second or other language, even though they may have spent a number of years in an English-speaking environment. Enrollment in Texas public schools is statistically dominated by Hispanic students, defined as students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. In 2020, Hispanic students account for 52.98% of total enrollment in Texas public schools, followed by White (27%), African American (12.6%), Asian (4.6%) and multiracial (2.5%) students (TEA, 2020).

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Considering the diverse cultural background of students in Texas public schools, speech-language pathologists must develop cultural competence. “Cultural competence involves understanding and appropriately responding to the unique combination of cultural variables and the full range of dimensions of diversity that the professional and client/patient/family bring to interactions.” (ASHA, n.d., *Cultural Competence*). Clinicians must carefully consider every student’s cultural and linguistic backgrounds and needs when referring and/or denying services. ASHA’s Office of Multicultural Affairs and ASHA’s Board of Ethics’ Issues in Ethics Statement: Cultural and Linguistic Competence (ASHA, 2017) are additional resources to help clinicians develop their cultural competence and make ethical determinations.

## Second Language Acquisition

### Language Proficiency and Language Dominance

#### Proficiency

- Reflects the amount of competence one has acquired in the areas of:
  - Listening Comprehension
  - Speaking/ Oral Communication
  - Reading
  - Writing
- The amount of proficiency can vary within each language domain, depending on the amount of language exposure that the individual has received.
- It is important to view proficiency skills as a continuum that changes over an individual’s lifespan and is impacted by multiple factors.
- These factors can include environment, community, motivation, socioeconomic status, parents’ education level, education/resources available, and crucially, the opportunity to **hear** and **use** language is crucial.
- Cummins (1984) purported that there are two types of language proficiency when learning a second language, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Within the Texas Public School System, students who have been identified as an English learner (EL) in grades K-12 are administered the Texas English Language Proficiency Assessment System (TELPAS) every spring by the Language Proficiency Assessment Committee (LPAC). This assessment is used to measure the progress of each EL’s proficiency in the use of academic English. The areas of language proficiency assessed are listening comprehension, speaking, reading, and writing. Based on this assessment, EL children’s English level is classified as beginning, intermediate, advanced, or advanced high (TEA, n.d.). While this

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

assessment is not administered by Speech Language Pathologists, the language proficiency information provided by the LPAC is an extremely useful data component. It can help guide speech language assessment of an EL child and aid in determining language strengths and weaknesses across modalities.

According to IDEA, a child must not be identified as having a disability if the **determinant factor** for that disability determination is a lack of appropriate reading instruction, math instruction, or **Limited English proficiency** [34 CFR 300.306(b)] [20 U.S.C. 1414(b)(5)]. Limited language proficiency alone does not indicate a language disability.

Language proficiency does not exist in isolation and is heavily impacted by both the environment and the context of language use. Cummins (1984) purported that there are two types of language proficiency when learning a second language, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Each differs in the amount of context given for communication, and level of support offered from environmental cues.

### **Basic Interpersonal Communication Skills (BICS)**

This type of language proficiency is typically utilized in social and informal settings (e.g., playground and teacher-student social conversations) and is face-to-face context-embedded communication, with environmental cues to support everyday language (Cummins, 1992). Research suggests that BICS skills typically require a minimum of one to two years of exposure to the second language to acquire (Cummins, 1984).

Examples of BICS for elementary students may include social greetings in the hallway, requesting to use the restroom, or telling a friend about a favorite YouTube video.

### **Cognitive Academic Language Proficiency (CALP)**

CALP denotes the ability to understand and utilize the language skills required in academic settings (Cummins, 1992). This type of language proficiency typically requires 5-7 years to acquire to a level commensurate with native speakers when there is native language support in the school setting (e.g., bilingual education programs; Cummins, 1992). In the absence of such support, CALP may require 7 to 10 years to develop (Peregoy & Boyle, 1997). CALP occurs in the context-reduced language of academics and is critical for a child to make academic progress (Cummins, 1984).

Examples of CALP for elementary students might include the ability to present a science fair project using specific scientific vocabulary or explain a metaphor in language arts.

- Depending on an individual's proficiency skills at the time of assessment, an individual's language proficiency can be further defined as:
  - Negligible

- Very Limited
- Limited
- Fluent
- Advanced

See BICS/CALP checklist in the Forms section for identifying varying levels of BICS and CALP in the language domains of listening, speaking, reading, and writing.

Assessment of the communication skills of bilingual or linguistically diverse students must be driven by the information obtained in the comprehensive case history. Proficiency levels in L1 and in English are important pieces of this case history. Determination of proficiency must take into account both the BICS and the CALP levels in both languages.

### Language Dominance

- Language dominance refers to having more grammatical proficiency, more vocabulary, and greater fluency in one language than in the other language
- The term *language dominance* should be used with caution, as identifying a language as the non-dominant language does not necessarily mean that an individual is incompetent or has passive knowledge in the non-dominant language.
- The preferred language is the language for which a student reports a preference. Dominant language and preferred language are not always the same. For example, many children will state they prefer English rather than their home language (L1) to fit in better at school.
- Language dominance can change or shift over one's lifespan (Kohnert, 2012). Depending on factors such as consistent schooling in the second language (L2), there may be a time when dominance of an adolescent or adult has changed from L1 as a child and is now L2.
- Language dominance is linked to the amount of input received in each language. When an individual's input in a language is minimal or less than 25% of the time, then they are unlikely to become fluent in that language.
- To help determine language dominance, make note of the following:
  - Language with longer mean length of utterance and more advanced grammatical structures
  - Language with a larger number of different word types or verb types used
  - Language with fewer pauses, hesitations, or revisions
  - Language with greater volubility.

## Normal Processes of Second Language Acquisition

Roseberry-McKibbin (2002) states that there “are normal processes of second language acquisition [that]...need to be recognized as normal behavior for students who are not yet proficient in English” (p.193). They can be described as **Interference, Interlanguage, Silent Period, Code-Switching, and Language Loss** (Roseberry-McKibbin, 2002).

**Interference or transfer:** Refers to a process in which a communicative behavior or grammatical feature of the first language (L1) is carried over into the second language (L2). For simultaneous bilinguals, transfer can also occur between both languages. Evidence of language interference or transfer is not indicative of a language disorder and may persist into adulthood if an individual acquired English after their language system was established in a different language (Anderson & Centeno, 2007; Rhodes et al., 2005; Roseberry-McKibbin, 2002).

The following are examples of language interference by individuals learning English or Spanish as a second language:

- The phrase “have a seat” in English means to invite someone to sit down. However, saying “tome una silla” in Spanish is a literal translation of physically taking a chair. The direct translation does not have the same significance in Spanish as the original English phrase. A Spanish language learner may make this mistake because they are applying English phrases and rules to Spanish through interference.
- In Spanish, adjectives appear after the nouns which they modify, such as “la casa verde” (the green house). However, in English, this phrase can literally be translated as “the house green.” It is not uncommon for a native Spanish speaker learning English to place their adjectives after the nouns which they modify when speaking in English due to interference. Because of interference, second language learners may apply the rules of their L1 to L2.

Every language is composed of a unique repertoire of sounds and grammatical forms that may or may not exist in other languages. For example, Spanish uses grammatical structures that are dependent on an object’s gender, (la niña bonita/the pretty girl, el niño bonito/the pretty boy) whereas English does not. An individual’s native language sound repertoire and grammatical structures will have an impact on an individual’s ability to correctly produce the sounds of a second language. These impacts are called positive transfer and negative transfer and are forms of interference or transfer.

**Positive Transfer.** Sounds or grammatical forms from L1 that are in common with L2 sounds or grammatical forms

- Example: both Spanish and English employ –s to indicate plurality (e.g., perros/dogs, mesas/tables)
- For an individual with typical development in L1, items that demonstrate positive transfer will not be disordered in either language.

**Negative Transfer.** Sounds or grammatical forms from L1 that negatively transfer (do not have commonality with) L2

- Example: Double negatives are routinely used in Spanish. Spanish speakers speaking English may use double-negatives (e.g., I don't have no shoes.).
- Evidence of negative transfer does not indicate a language disorder. Negative transfer is also commonly referred to as a dialectal difference. Dialectal differences can even occur within the same language and do not indicate a language disorder. For example, British English uses some different pronunciation (variations on /r/), vocabulary (cookie versus biscuit), and grammatical structures (don't need to versus needn't).

**Interlanguage.** Refers to the development of “a new language system that incorporates part of... [the] native language and part of the newly learned English” (Rhodes et al., 2005). “The second language learner tests hypotheses about how language works and forms a personal set of rules for using language” (Roseberry-McKibbin, 2002).

**Silent Period.** Refers to a period of time in the initial phases of second language acquisition when an individual's exposure to a new language focuses heavily on listening and comprehension, with little-to-no verbal output in the second language (L2). This *silent period* usually varies from one to six months, “during which acquired (language) competence is built up via active listening” (Krashen, 2009; Rosberry-McKibbin, 2002). There is great variability in the length of the silent period due to age variations, environment variations, and individual speaker differences. These silent period effects should not be seen in their first language (L1). Any child persisting too long in the silent period during the acquisition of a second language may warrant a referral for an evaluation.

	<b>Preproduction</b> (first 3 months of L2 exposure)	<b>Early Production</b> (3 – 6 months of L2 exposure)	<b>Speech Emergence</b> (6 months – 2 yrs of L2 exposure)	<b>Intermediate Fluency</b> (2 – 3 years)
<b>Child's Characteristics</b>	Silent period Focusing on comprehension	Focusing on comprehension Using 1 – 3-word phrases May use routines; formulas; common phrases ("gimme five")	Increased comprehension Using simple sentences Expanded vocabulary Continued grammatical errors	Improved comprehension Adequate face-to-face conversational proficiency More extensive vocabulary Few grammatical errors

These stages of second language acquisition will vary for every child. However, the silent period is an anticipated period of second language acquisition, and it may vary in length depending on the individual learner. A silent period exceeding six months would be cause for concern.

**Code-Switching.** Refers to a common language pattern that occurs when multilingual individuals switch from one language to another while conversing. This can occur in words, phrases, or clauses and within the same utterances or between utterances. Research has shown that code-switching follows grammatical constraints (rules) of both languages for fluent bilingual speakers (Paradis et al., 2011, p.103). Individuals who are developing proficiency in a second language may exhibit errors in codeswitching because they lack fluency to codeswitch without errors. However, this is not indicative of a language disorder. (Genesee et al., 2004; Hamayan & Damico, 1991; Ortiz & Maldonado-Colon, 1986; Paradis et al., 2011; Roseberry-McKibbin, 2002)

The following are examples of code-switching by individuals learning English or Spanish as a second language:

- “The boy quería la ball.” (The boy wanted the ball.)
- He is muy pesado. (He is really annoying).
- ¡No me digas! I didn’t know! (You don’t say! I didn’t know!)

**Language Loss/Attrition.** Refers to the potential subtractive impact on language skills and fluency in an individual’s L1 as a result of learning a second language (L2) if the first language is not reinforced and maintained. Language areas most impacted by language loss are lexicon and grammatical systems and may result in simplified grammatical systems and vocabulary gaps (Anderson, 2004; Haynes, 2010). Even short-term immersion in L2 can cause attrition and inhibition of L1 and may negatively influence overall language performance (Anderson, 2004; Linck et al., 2009). For any child experiencing L1 language loss, it is important to consider “prior level of proficiency in L1, individual motivation, societal factors, and previous education and consistency in learning and instruction in L1 ... Errors may be related to the individual’s language history” (ASHA, n.d., *Cultural competence*). Children who have experienced language loss may perform lower on tests of language proficiency and global language measures.

Common examples of language loss:

- In Texas public schools, children who enter school with an L1 other than English and are placed in a monolingual English classroom often begin to experience language loss of their L1 by the time they exit elementary school. If reinforcement and maintenance of L1 are not offered outside of school in the home or social arena, their L1 language skills can slowly become eroded through language loss as their L2 (English) becomes their dominant language. In these cases, parents often express dismay about their child’s loss of L1. However, the language loss/attrition of L1 when the child is placed in an English (L2) environment at school is a common and well documented phenomenon that does not indicate a language disorder. Reinforcement and maintenance of L1 are contingent on continued practice in language environments outside of the school setting.

## Developmental Norms for Bilingual Language Acquisition

Developmental norms are important to consider when determining the presence or absence of a language disorder in CLD populations. ASHA's Phonemic Inventories and Cultural and Linguistic Information Across Languages page gives clinicians a wealth of information about phonemic inventories and linguistic features of a wide variety of languages (ASHA, n.d., *Phonemic Inventories*; accessed at: <https://www.asha.org/practic/multicultural/phono/>). For some languages, it may be more difficult to find published language norms. When resources are not readily available, discussions with native speakers (e.g., parents, interpreters) may be helpful. Probing questions like "Does the child use language the way his/her peers do?" or "Would you expect a child his/her age to say that the same way?" will give a clinician insight into community language norms.

**Semantics.** Research suggests that the vocabulary development of bilinguals is like that of monolinguals as it relates to the number of words expected at a child's given age. However, semantic knowledge in each of the child's languages is heavily dependent on the child's language exposure (i.e., where each language is spoken, with whom, for how long, etc.) and can be distributed between and/or shared across their languages (Paradis et al., 2011).

**Morphosyntax.** Variance across languages is common in morphosyntax. Although in many languages bilingual children begin to combine words around the same time as their monolingual peers, bilingual children may acquire the forms in each language in varying rates and orders depending on exposure. Studies suggest that simultaneous bilinguals may acquire forms in a similar order and rate as their monolingual peers but there is not sufficient data to confirm this (Bedore et al., 2004). At this time, expectations for typical morphosyntactic development in bilingual individuals are not clearly documented, and a case history remains imperative to help a clinician determine appropriate expectations regarding morphosyntactic development.

**Morphology.** Grammatical structure is not consistent across languages. Different languages do not share the same sentence structures, conjugations, and governing rules. It is the role of a discerning clinician familiar with the grammatical patterns governing all languages of a CLD individual and knowledgeable in the process of second language acquisition to determine if morphological errors are the result of a language difference or a language disorder.

**Syntax.** Like morphology, syntactic structures are not consistent across languages. Additionally, during the language acquisition process, syntactic patterns from one language may influence the other (Paradis et al., 2011). As a result, underlying deficits in syntax will likely manifest differently in each language, and a skilled clinician must discern if syntactical errors are evidence of a language difference or a language disorder.

## Language Difference versus Language Disorder

Differentiating a language difference from a language disorder is necessary to ensure an appropriate diagnosis of a communication disorder. “It is important for professionals who work with Spanish-speaking students to understand the difference commonly observed when these students are learning English” (Roseberry-McKibbon, 2002, p. 84). Bilingual children may be misdiagnosed with a communication disorder when they, in fact, only exhibit a language difference.

### Language Difference

According to Bland-Stewart (2005), “a *language difference* exists when individuals meet the language norms of their primary linguistic community but do not meet the norms of Standard American English (SAE)” (p. 6). If there appears to be a delay in the child’s second language, but the native language is unaffected, this generally indicates that the child is simply in the process of learning the second language. Speech and language skills in English will improve as the child’s exposure to the English language increases. Evidence of a language difference alone does not indicate a language disorder.

The professional must recognize that differences do not imply deficiencies or disorders. Culture and language may influence the behaviors of individuals who are seeking health, habilitative, or rehabilitative care and their attitudes toward speech, language, and hearing services and providers. Similarly, the delivery of services is impacted by the values and experiences of the provider. Competent care includes providing service that is respectful of, and responsive to, an individual's values, preferences, and language. Care should not vary in quality based on ethnicity, age, socioeconomic status, or other factors. (ASHA, 2017)

### Language Disorder

The ASHA’s Ad Hoc Committee on Service Delivery in the Schools defines a *language disorder* as:

an impairment in the comprehension and/or use of a spoken, written, and/or other symbol system. The disorder may involve (1) the form of language (phonologic, morphologic, and syntactic systems), (2) the content of language (semantic system), and/or (3) the function of language in communication (pragmatic system), in any combination. (ASHA, n.d. *Definitions*).

The existence of a language disorder will be present in all languages the child uses. A comparison of language skills in both languages is necessary to determine whether deficits exist in one or both.

Educators and SLPs must be familiar with the characteristics of dialects and the influences of other languages on English before they attempt to differentiate between a language difference and disorder.

## Additional Definitions

**Dual Language Learner:** An individual who learns two or more languages; this includes sign language.

**Majority Ethnolinguistic Community:** The language(s) spoken by the individual are widely utilized by a majority of the community. Generally, the language(s) are valued and recognized by the government and opportunities to use the language(s) are plentiful.

**Minority Ethnolinguistic Community:** The language(s) spoken by the individual are less widely spoken and valued. Often there is little or no support from the government and opportunities to use the language(s) are few.

**\*The following terminology and definitions were taken from the ASHA website: [www.asha.org](http://www.asha.org) .**

**Accent:** (1) A set of shared variables, related to pronunciation, common to a particular speech community. It is standard practice to distinguish *accent* from *dialect*. Accent refers only to distinctive features of pronunciation, whereas dialect refers to distinctive lexical, morphological, and syntactical features. (2) A set of phonetic traits of one language that is carried over into the use of another language a person is learning (foreign accent). For CLD populations, each language may be impacted by accent through variation or substitution of phonemes (Yavas, 2007).

**Bidialectalism:** The use of two different dialects of a given language. In terms of linguistic structure, one dialect of any language is not “superior” to another; however, from a social point of view, several dialects are considered to be prestigious, and others are considered to be non-prestigious.

**Bilingualism:** The use of at least two languages by an individual. The degree of proficiency in the languages can range from a person in the initial stages of acquisition of two languages to a person who speaks, understands, reads, and writes two languages at native or near-native proficiency.

**Code mixing:** (1) Code-switching. (2) Term used to describe the mixed-language utterances used by a bilingual individual. It involves the utilization of features of both languages, usually at the lexical level, within a sentence (intra-sentential level).

**Code switching:** The juxtaposition within the same speech exchange of passages belonging to two different grammatical systems. The switch can be intrasentential, (within a sentence, e.g., Spanish-English switch: *Dame a glass of water. "Give me a glass of water."*). It can be intersentential (across sentence boundaries, e.g., Spanish-English switch: *Give me a glass of water. Tengo sed. "Give me a glass of water. I'm thirsty."*). The switches are not random; they are governed by constraints such as the Free Morpheme Constraint and the Equivalency Constraint. Many who are bilingual and/or bidialectal are self-conscious about their code switching and try to avoid it with certain interlocutors and in particular situations. However, in informal speech it is a natural and powerful feature of a bilingual or bidialectal person's interactions.

**Communication environment:** The communicative environment of users of assistive or augmentative communication systems, and some forms of manual communication.

**Communicative competence:** The ability to use language(s) and/or dialect(s) and to know when and where to use which and with whom. This ability requires grammatical, sociolinguistic, discourse, and strategic competence. It is evidenced in a speaker's unconscious knowledge (awareness) of the rules/factors which govern acceptable speech in social situations.

**Cultural informant/broker:** A person who is knowledgeable about the client's/patient's culture and/or speech community and who provides this information to the clinician for optimizing services.

**Culturally diverse:** When an individual or group is exposed to, and/or immersed in more than one set of cultural beliefs, values, and attitudes. These beliefs, values, and attitudes may be influenced by race/ethnicity, sexual orientation, religious or political beliefs, or gender identification.

**Dialect:** A neutral term used to describe a language variation. Dialects are seen as applicable to all languages and all speakers. All languages are analyzed into a range of dialects, which reflect the regional and social background of their speakers. Dialects are "a rule-governed, systematic variation of a language" (Goldstein, 2000, p. 9; Wolfram & Schilling-Estes, 1998) that also includes grammatical constructs and semantics. Clinicians must distinguish the influence of dialect from communication disorders. Common English language dialects include British English, American English (SAE), and African American English (AAE). For CLD populations, the impact of dialect on language acquisition may influence the morphosyntax, syntax, and semantics development of an individual through interference/transfer across languages (Yavas, 2007).

**Linguistic/sociolinguistic informant/broker:** A trained and knowledgeable person from the client's speech community or communication environment who, under the clinician's guidance, can provide valuable information about language and sociolinguistic norms in the client's speech community and communication environment. A properly trained informant/broker can provide information such as grammaticality judgments as to whether the client's language and phonetic production is consistent with the norms of that speech community or communication environment; information on the language socialization patterns of that speech

community or communication environment; and information on other areas of language including semantics and pragmatics.

**Interlanguage:** An intermediate-state language system created by someone in the process of learning a foreign language. The interlanguage contains properties of L1 transfer, overgeneralization of L2 rules and semantic features, as well as strategies of second language learning.

**Interpreter:** A person specially trained to translate oral communications or manual communication systems from one language to another.

**Linguistically diverse:** Where an individual or group has had significant exposure to more than one language or dialect. This may include learners of two or more languages simultaneously (simultaneous bilingualism), learners of additional language(s) after the development of a first language (sequential bilingualism), people fluent in one language but who have significant exposure to other language(s), and/or speakers of more than one dialect.

**Sequential bilingualism (also known as successive bilingualism):** Occurs when an individual has had significant exposure to a second language after the first language is well established. Sequential language learners comprise the majority of our bilingual children in the U.S. public school system.

**Simultaneous bilingualism:** Occurs when a young child has had significant exposure to two languages simultaneously, before one language is well established.

**Speech community:** A group of people who share at least one speech variety in common. Members of bilingual/bidialectal communities often have access to more than one speech variety. The selection of the specific variety depends on such variables as the participants, the topic, the function, and the location of the speech event.

**Translanguaging:** A broad term used to describe a bilingual individual's simultaneous use and application of knowledge of more than one language at the same time. This may also be described as using a total language approach, where an individual uses language knowledge (structure, content, construction, etc.) in any of their known languages to communicate. Translanguaging may include characteristics of code switching or code mixing for example and is not indicative of a language disorder.

**Translator:** A person specially trained to translate written text from one language to another.

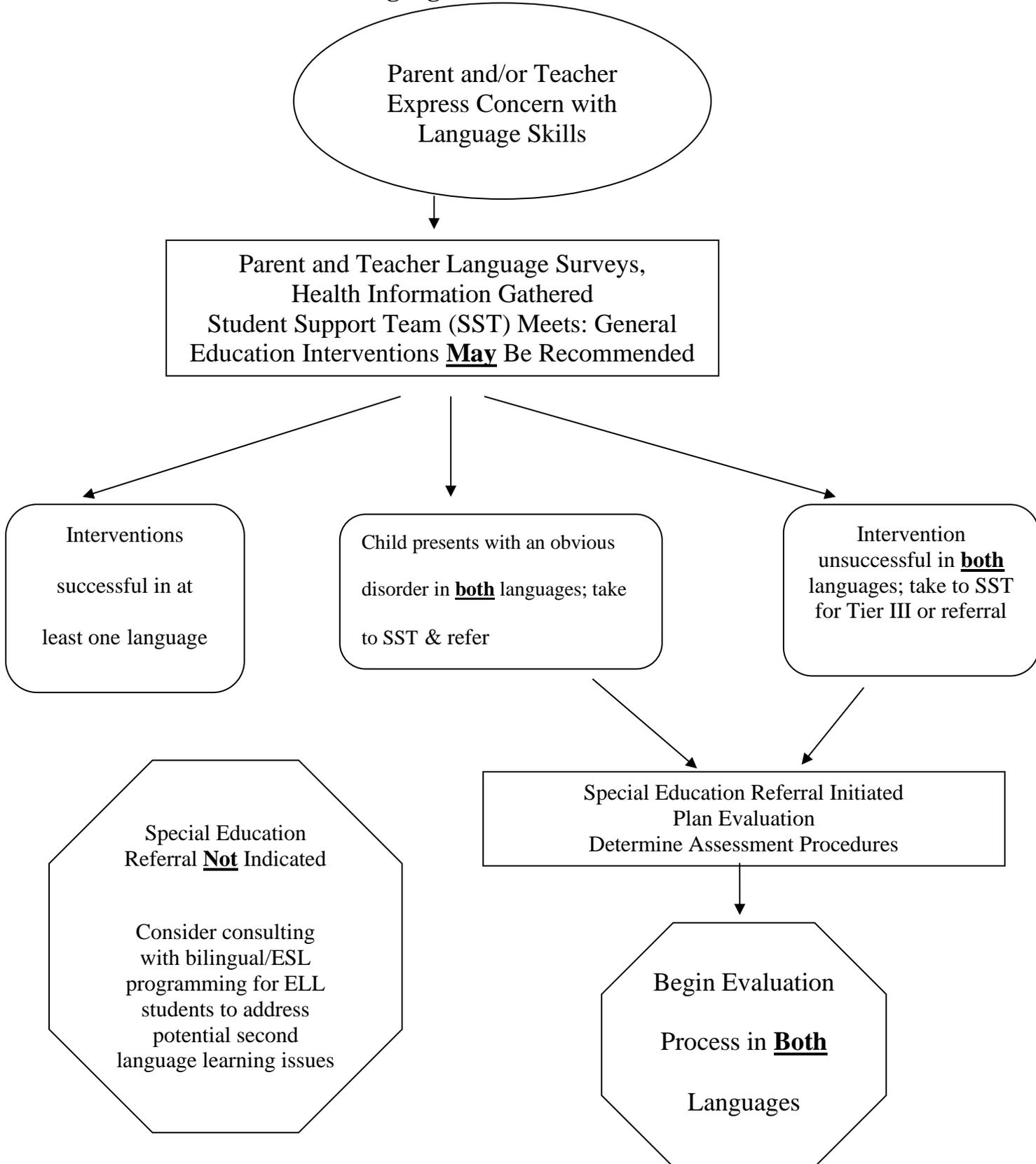
## Indicators of Need for CLD Language Evaluation

A language evaluation for the English learner is indicated when one or more of the following apply:

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

- The student stays in the silent period for more than six months.
- Language proficiency test results show low performance in both/all languages an individual speaks.
- The student exhibits language and academic difficulties in L1 or L2 to a greater degree than expected relative to:
  - Normal processes of language acquisition
  - Educational background
  - Patterns of language exposure (home, school, community)
  - History of language of instruction (e.g., switching between bilingual and ESL models of instruction from year to year)
  - Length of time in exposure to English
- The student is not responding as expected to interventions provided in L1 or L2.
- The student is in a bilingual education program and exhibits language and academic difficulties to a greater degree than expected.
- The ELL student is in an English or ESL program and is not making progress in language or literacy.
- The ELL student has exited bilingual education and continues to struggle with language and literacy.

### CLD Language Concern Flow Chart



The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

## **Data Collection for District RTI/MTSS Process**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

In addition to the information described in the Language Disability Determination Guidelines, special considerations must be made when collecting data for children from CLD populations. Of particular interest are the student's language history, home language and school language use.

## Language Proficiency

Language proficiency is first addressed using district procedures prior to referral for all students whose home language survey shows a language other than English. A variety of assessment techniques should then be utilized to thoroughly describe the individual's speech and language skills. Information related to the student's language development and language exposure are particularly important (see BICS, CALP, TELPAS information on page 8 in the *Information Materials Regarding Language for CLD Students* section under *Second Language Acquisition*).

## Case History

Case history information from a variety of sources, including interviews with family members and clients/students, is essential to the assessment process when working with students learning English. To gather information from CLD families, it is important to utilize ethnographic interviewing practices to mitigate a clinician's cultural assumptions and bias. These include using open-ended questions, avoiding leading questions and "why" questions (Westby et al., 2003). Parent surveys and screenings are also a very effective way to gather valid and reliable information about bilingual children and early language development (Guiberson & Rodriguez, 2010; Thal et al., 2000). ASHA's statement on Bilingual Service Delivery includes the following information as relevant in a case history:

- Age and manner of acquisition of the language(s)
- Dialect of the language used and country of origin
- Language(s) used at home and at school
- Language(s) used within the family
- Length of exposure to each language
- Language of choice with peers
- Progress in English as a second language (ESL), bilingual or dual language instruction
- Contact with native speakers of L1 (primary language)
- Language of academic instruction
- Academic performance in each language
- Age of immigration (Rimikis et al., 2013)

A student's cultural background and the family's country of origin may have an impact on the collection of information from family members. The use of an interpreter may be necessary.

**\*\*For information on providing SLP services with CLD families and the use of interpreters and translators with family members, refer to the sections in Appendix A: Tips for Working with an Interpreter.**

## **Overview of Language Evaluation – Considerations for CLD Students**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## Language of Assessment

It is important to evaluate all languages of English language learners or speakers of other dialects of English. Legal and ethical standards from ASHA (2017), policy guidance from Health and Human Services in the Federal Register (n.d), and regulations for implementation IDEA (34 CFR 300.304(c)(ii)) require that services to individuals who use a language other than spoken English must be delivered in the language most appropriate to that student, client, patient, or family. IDEA states

Each public agency must ensure that assessments and other evaluation materials used to assess a child under Part 300 are provided and **administered in the child's native language** or other mode of communication *and in the form most likely to yield accurate information* on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer. [34 CFR 300.304(c)(1)(ii)] [20 U.S.C. 1414(b)(3)(A)(ii)]

If a communication disorder is present, it will be evident in all languages used by an individual (Kohnert, 2012). Formal and/or informal data must be gathered to provide preliminary information about an individual's BICS and CALP levels. This information will assist in determining to what extent skills in each language must be evaluated. Depending on the languages of the student, it is not always possible to complete formal testing in both languages due to the availability of valid and reliable formal language measures for all possible languages; however, informal testing, such as conversational samples and oral/written language samples should be completed or attempted in all languages.

It is recommended to assess a child's dominant language first. If one language is stronger than the other, the stronger language is said to be the dominant language. Often bilingual individuals can show no clear language dominance (i.e., student is equally proficient in both languages or dominant semantically in one language and syntactically in another). Additional information on language dominance in the *Information Materials Regarding Language for CLD Students* section under *Second Language Acquisition* on page 8.

It is also important to note that language dominance is not permanent and may shift over time (Kohnert, 2012). If conducting a re-evaluation on a CLD child, do not assume that the child's dominant language for their re-evaluation will remain the same as the dominant language identified in their initial evaluation. It is common for children to experience language loss in their L1 with increased exposure to academic English in the school setting (for more information, see language loss/attrition in the *Information Materials Regarding Language for CLD Students* section under *Second Language Acquisition*).

If there is no evidence of a language disorder in a child's dominant language, it is not appropriate to identify the child as having a language disorder. If an individual's language functioning is within normal limits in one language, it may not be necessary to test them in any additional languages. Language disorders are not language specific, but rather are pervasive throughout all of a child's spoken languages. Communication disorders will be present in all

languages used by an individual (Kohnert, 2012). Differences between a student's proficiency in different languages can often be attributed to second language acquisition or language loss. However, it is always best practice to address all an individual's languages informally.

### **Assessing the English of English Learners (ELLs)**

If the student has not been exposed to English, it is not necessary to test in English. If the student has been exposed to English, then their level of functioning in English must be addressed, to whatever extent appropriate, as discussed above. English receptive and expressive skills may be addressed via formal and/or informal measures. The examiner must carefully consider what measures are most appropriate for the student, how to utilize the measure, and the most valid method of interpreting and reporting the outcomes of the measure. These considerations will be guided by knowledge about the individual's exposure to and level of proficiency in English. Again, information regarding language exposure, use, and proficiency should be obtained prior to evaluation. Often, it will not be appropriate to report standard scores, as the standardization sample will not reflect the linguistic background of the student. Results can be reported as criterion-referenced assessments.

For further information on formal assessment procedures with English learners, see Langdon, H. (2008).

### **Assessment Should Address Primary (L1) and Secondary Languages (L2)**

Federal regulations (34 CFR 300.304(c)(1)(ii)) require limited English proficient speakers be assessed in their native language.

- Assessment of speech and language disorders of limited English proficient speakers should be conducted in the native language or language(s) the child speaks UNLESS it is clearly not feasible to so provide or administer.
- Consider that the student's native language may not be the dominant language at the time of the assessment.
- Each language should be addressed to the extent appropriate. This assessment may involve only informal language sampling OR it may include norm referenced testing.

### **Options for Testing**

- Bilingual SLP tests both English and other language(s); synthesizes results.
- Monolingual SLP tests English, Bilingual SLP tests other language(s); Both SLPs work together to synthesize testing results.

- Monolingual SLP tests English, Monolingual SLP uses an interpreter to test other language(s); SLP synthesizes results in conjunction with the trained interpreter
  - The monolingual SLP may need to seek additional guidance/resources to take relevant cultural and linguistic information into account.
- Exceptions
  - If testing in one language indicates language functioning within normal limits, it may not be necessary to test the additional language(s). Language disorders are not language specific, but rather pervasive throughout all of a child's spoken languages.
  - When the child has not been exposed to English, there is no need to test in English.

Speech-language pathologists must demonstrate cultural competence and be knowledgeable about assessment of CLD individuals. The SLP must plan the assessment, select culturally relevant materials, and offer appropriate accommodations and modifications. Any accommodations must be documented by the responsible SLP.

An accommodation is defined as an action whose aim is to facilitate access and remove barriers to participation whereas a modification is a change in material, content, or acceptable response. Accommodations and modifications to standardized assessments invalidate standardized scores. It is never appropriate to translate a standardized assessment to reach a standard score (Goldstein, 2000). Standardized test scores are not valid for an individual who is not reflected in the normative sample for a given assessment. These assessments may still provide valuable descriptive information about a student's abilities and limitation in the language of the test (Gottlieb, M. & Sanchez-Lopez, C., 2008).

### **Use of Interpreters/Translators During Assessment**

It is important to consider the language and cultural competence of the licensed SLP who will be performing the assessment with the CLD student. Use of a trained interpreter/translator may be necessary when a clinician is not fluent in a student's L1 (ASHA, n.d., *Collaborating with interpreters*).

Clinicians should only work with trained interpreters. To function properly in their role, interpreters and translators must be trained in the I/T process and have proficiency in English and the translated language. Schools may be tempted to utilize untrained staff, faculty, or family members to interpret special education proceedings, but the use of untrained bilingual persons as interpreters should be avoided because of potential errors and unreliable outcomes (Langdon, 2002). Problems arising from the use of untrained interpreters include misinterpretation; errors due to limited knowledge of vocabulary, grammar, and syntax of the language or dialect; misunderstandings due to lack of familiarity with the culture of the family. Problems arising from the use of untrained family members as interpreters may include: pressure being placed on the child to perform in a certain way, or a reaction of embarrassment from the child.

Legal mandates provide little information regarding how interpreters should be utilized or who should be utilized as an interpreter. Each state is responsible for determining the qualifications of bilingual personnel and interpreters for children with limited English proficiency.

For information on the use and training of translators, see Section VI: Tips for Working with an Interpreter. ASHA also provides a comprehensive article on the use of interpreters that can be accessed at <https://www.asha.org/practice-portal/professional-issues/collaborating-with-interpreters/#>

## **Phase I of Evaluation - Assessment Plan**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

The purpose of Phase I of the language evaluation is to review referral concerns and referral information, review language proficiency status, and engage in initial student interaction to develop assessment questions and plan the assessment.

### **Referral Information**

Refer to the Language Disabilities Determination Guidelines for information related to gathering the following information:

- Referral concerns
- Teacher input
- Parent input
- Other significant student factors, including information from the Language Proficiency Assessment Committee (LPAC)
- Outside reports
- Student interaction (quick conversational language sample, story retell screener)

### **Forms**

Teacher and parent information is collected at this point to guide and plan the assessment. The following tools are available in this companion manual and in the Disability Determination Guidelines for Language Disorders *Forms for District Use* document.

- Teacher Checklist – Initial Referral for Language Concerns
- Parent Information - Initial Referral for Language Concerns
- Parent Information - Speech-Language History Addendum for Children from CLD Backgrounds (Cuestionario para los padres – Contacto inicial por preocupaciones del lenguaje)
- Conversation Low Structure Language Sample Form
- Language Sample Analysis Comparison Rubric for Culturally and Linguistically Diverse Students
- Assessment Planning Worksheet

## Assessment Questions

Develop assessment questions based on the student’s weaknesses and areas of concern to determine the tests and measures needed to fully evaluate the student’s language system in all of the student’s languages or dialects. Focused assessment activities allow the SLP to determine if the student’s weaknesses and areas of concern are significant and interfere with the ability to be successful in school. The assessment questions guide the SLP’s selection of assessments and evaluation activities to be administered. These include additional language sampling, criterion referenced assessments, observations and norm-referenced tests or subtests.

**Example 1:** The student is placed in a bilingual classroom. Teacher and parent express concern about low vocabulary; the student has limited expression and is not able to retell the story in either Spanish or English on the story retell task. Assessment questions:

- Are the student’s pragmatic language skills for narratives significantly below expectations?
- Are receptive and expressive vocabulary skills significantly below expectations based on exposure to both English and Spanish?

**Example 2:** A bilingual student demonstrates morphosyntactic errors in connected speech in Spanish during the initial student interaction in Phase I of the Evaluation. Assessment questions:

- Is Spanish the student’s dominant language?
- Does the student demonstrate syntactic and grammatical errors in their dominant language (if the dominant language is not Spanish)?
- Is there a pattern of syntax and grammar errors?
  - What are the specific areas for the errors?

**Example 3:** The student demonstrates errors in syntax and grammar in connected speech in English during the initial interaction in Phase I of the Evaluation. Assessment questions:

- Is English the student’s dominant language?
- Are the errors characteristic of a dialectal difference?

**Example 4:** The teacher and parent report that the student is having difficulty learning to read. Assessment questions:

- Is there a language basis for the difficulty learning to read, perhaps limited exposure to the language of instruction?
- Are vocabulary skills a relative strength or weakness in the student’s dominant language?

- Are pre-reading phonological awareness skills at the expected level in the language of instruction?
  - Is the language of instruction the student's dominant language?
- Is there a lack of phoneme-grapheme correspondence?

**Example 5:** Parent reports that her 3-year-old Spanish-speaking child's speech is hard to understand. She says that her child understands what she says to him. He does not attend preschool. Assessment questions:

- Is the child's receptive language within normal limits in Spanish, or is he able to understand only routine instructions in the familiar setting of the home?
- Are the child's articulation errors consistent from one attempted word to another or upon repetition of the same attempted word?
- If his errors are not consistent, is it because of a lack of word knowledge, or does he have motor-planning difficulties?

### Assessment Plan

Compile information and develop the Assessment Plan to evaluate all the student's languages. When evaluating a student's language skills, complete a language sample, gather more specific teacher and parent information if needed, observe the student across school environments when the student is likely to use or attempt to use the language skills of concern, and administer norm-referenced tests, if culturally relevant and appropriate, and criterion-referenced assessments and informal assessment that provides information about the areas of concern identified in the assessment planning phase of the evaluation.

## CLD Language Assessment Quick Planning Guide

### Collect initial referral concern

### Information gathered for assessment

Parent/teacher information

Case history information: including child's language preferences

Language proficiency information, including CALP and BICS, TELPAS information

Information on typical linguistic and grammatical patterns of child's L1

### Areas of focus for evaluation

Receptive/expressive language

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Pragmatics  
 Fluency  
 Articulation/phonological processing  
 Other

### **Evaluator(s) Involved**

Bilingual SLP  
 Monolingual SLP (English) + Bilingual SLP (foreign language)  
 Monolingual SLP + interpreter/translator

### **Assessments to be used**

#### ***Formal***

Standardized (English) assessment—use as criterion referenced tool, do not report standardized scores unless child is representative of the normed sample.

Bilingual assessment (if available and child is represented by normed sample); can report standardized scores if child is representative of normed sample.

Standardized (other language than English) assessment (if child is represented by test's normed sample); if not, do not report standardized scores, use as criterion reference tool.

#### ***Informal***

Language sample analysis such as story retell in both languages, see LSA Comparison Rubric for help comparing languages

- Dynamic Assessment
- Criterion referenced assessments
- Interviews and Questionnaires
- Developmental Scales
- Criterion-referenced Procedures
- Behavioral Observations
  - Language Sampling
  - Dynamic Assessment
  - Functional Assessment
  - Curriculum-based Measures

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## Assessment

Determine child's dominant language, begin assessment in dominant language.

- If the child scores within normal limits on standardized assessment, the child does not have language disorder. Language disorders will be pervasive throughout all languages, and there is no need for additional formal evaluation in additional language. Informally assess nondominant language to identify areas of strengths and weakness (that can be attributed to language acquisition or language attrition/loss).

If a child has not been exposed to English, do not assess in English. Begin assessment in child's primary language.

- If no appropriate standardized assessment in child's primary language, use informal assessment such as language samples, dynamic assessment, criterion referenced measures.

If no dominant language can be identified, begin with language sample or appropriate bilingual normed assessment. One option is to assess in one language, and then the other. This provides a model of the language you are evaluating and can encourage the child to respond in the language you are targeting during evaluation, unless otherwise indicated by the evaluation tool (e.g., PLS-5 Spanish which can be administered bilingually).

- Conduct structured pictureless book story retell in both languages (Recommendation: *Frog Where Are You?* Mercer Mayer, scripts are available in a variety of languages on SALT website) and use LSA Comparison Rubric to determine presence/absence of a variety of language concepts.

Synthesize information from formal and informal assessments. Take a total language approach. Bilingual children often have uneven skills across their languages. Evidence of mastery of a language concept in one language is evidence of their understanding of the language concept, even if they do not show mastery of the skill in both languages.

## Evaluate to Determine

- Strengths and weaknesses evident in **both** languages  
\*Example: correctly using plurals in Spanish, but not English would not be a cause for concern for a Spanish dominant child. Errors in English plurals would not be a language disorder, but a language acquisition issue.
- Are errors evident in both languages developmentally appropriate according to cultural norms of the child's primary language?
- Can weaknesses in one language be a result of the influence of their first language, continued language acquisition, code switching, transfer? (See list of information on

typical linguistic and grammatical patterns of child's L1 collected at the beginning of assessment planning and consider language difference versus language disorder).

- Address the initial referral concern—can you conclusively speak to the primary concern that brought the referral based on the data you have collected? What are your results? Are there other areas of language concern you have identified?

### **Make Determination of Eligibility and Recommendations**

- Remember that an SLP's role is not to teach a child English. An SLP's role is to teach and support language competence and concepts for children identified with communication disorders. It is illegal to base eligibility of a child based solely on limited language proficiency (IDEA).
- Learning a second language will not lead to a communication disorder. A strong basis in a child's primary language is essential to language development, but second language acquisition will never cause a language disorder.
- Language recommendations may include additional language supports outside the realm of special education, including ESL courses, bilingual placement, visual supports for vocabulary learning, and reinforcement of concepts in a child's primary language.
- Educate other professionals and family members about the stages of language acquisition, language attrition, development of academic versus social language (BICS and CALP), and role of SLP in language development.
- Encourage parents and caregivers to actively use language at home with their children, even if the home language differs from the school language.

## **Phase II of Evaluation – Data Collection Considerations for CLD Students**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

This SI Disability Determination Guideline for Students from CLD Backgrounds is meant to be used in conjunction with the 2020 Language Disorders Determination Guidelines, as a companion manual. Many assessment procedures mentioned in this section are described in depth in the *2020 Language Disorder Determination Guidelines*. This CLD manual will focus predominantly on assessment topics and considerations specific to CLD populations.

As stated in the *2020 Language Disorder Determination Guidelines*, Phase II of the evaluation consists of data collection needed to answer the assessment questions in the Assessment Plan. For CLD students Phase II of the evaluation involves administering appropriate assessment tools based on the individual's language competencies and proficiencies. Each language an individual speaks must be addressed. To fully describe a CLD individual's language strengths and weaknesses, use of a well-rounded battery of informal measures and formal measures (if appropriate) are needed.

### **Informal Assessment Measures**

There are a variety of informal measures that are effective tools for identifying language impairments in English language learners. Informal assessment measures are essential to the evaluation of all languages spoken by a CLD individual. The results of informal evaluation should be considered equally as significant, if not more significant, than results of standardized measures in making determinations about the communication skills of CLD individuals.

The following is a list of informal measures that can be utilized for assessment of an ELL student. This is not an exhaustive list. Additional information about many of these informal measures can be found in the 2020 Language Disorder Determination Guidelines. For the purposes of this manual, more attention will be dedicated to informal assessment measures as they specifically relate to CLD populations.

#### Criterion-Referenced Informal Measures

- Language Samples (conversation, narrative story retells, play based samples)
- Interviews and Questionnaires (Case History)
- Developmental Scales and checklists
- Skill-specific probes
- Focused Observations across school environments
- Dynamic assessment (DA)
- Functional assessment
- Curriculum-based assessment
- Descriptive data measures (CALP and BICS)
- Parent/Teacher language information measures (rating scales, checklists, inventories)
- Descriptive strengths/weaknesses derived from standardized measures
- Information from RTI/MTSS intervention

## Criterion Referenced Informal Measures

The strength of using criterion referenced measures for CLD students is the ability of the assessment to identify and evaluate an individual's strengths and weaknesses as compared to a predetermined criterion and informally measure language-based skill mastery (ASHA, n.d., *Assessment Tools*). In conjunction with observation in everyday school social situations, criterion referenced assessments can offer important information about an individual's functional communication skills in everyday social situations (ASHA, n.d., *Assessment Tools*). Conversely, a standardized assessment is less desirable because it evaluates a student relative to the normed sample group, which is often not representative of the CLD student being assessed. Additional information on criterion referenced informal measures may be accessed through ASHA's practice portal for Assessment Tools, Techniques, and Data Sources at <https://www.asha.org/practice-portal/clinical-topics/late-language-emergence/assessment-tools-techniques-and-data-sources/>.

## Language Sample Analysis (LSA)

Language samples obtained through conversation, story retell, and/or narrative samples provide critical information about a bilingual's language functioning and shed light on an individual's functional communication skills in each language they speak. These should be obtained in each language a child speaks and analyzed for morphological, syntactic, phonological, and lexical skills demonstrated. Direct language comparisons across languages may not be possible due to large variation across languages, however the information gleaned from strengths and weaknesses in each language can be analyzed to identify potential areas of need in a CLD student's language skills. Language sampling in particular may provide more insight into communicative skills than standardized or criterion-referenced measures (ASHA, n.d., *Bilingual Service Delivery*). Additional information may be accessed through ASHA's practice portal for Bilingual Service Delivery at [www.asha.org/Practice-Portal/Professional-Issues/Bilingual-Service-Delivery/](http://www.asha.org/Practice-Portal/Professional-Issues/Bilingual-Service-Delivery/).

One particularly robust technique of LSA with ELL students is story retell with wordless picture books. The clinician first reads a script to the student, with a wordless picture book as visual support. Then the clinician asks the student to retell the story using the wordless picture book. The assessment is repeated in the student's second language, using a translated script of the same story. The student is then asked to retell the story a second time in their second language. All story retells are audio recorded. This technique allows the clinician to compare the language output of a student in all languages they speak, with controlled and comparable verbal input and stimulus materials. Language strengths and weaknesses in and between languages are easily determined with this method. See the LSA Comparison Rubric on page 80 for a checklist breakdown of language components to be analyzed from a wordless picture book retell.

Scripts in a variety of languages for Mercer Mayer's *Frog Where Are You?* series are available online free of charge on the SALT website:

- English: [http://www.saltsoftware.com/coursefiles/1202/FWAY\\_English.pdf](http://www.saltsoftware.com/coursefiles/1202/FWAY_English.pdf)

- Spanish:  
[https://www.saltsoftware.com/media/wysiwyg/elicaids/frogscripts/OFTM\\_Spanish.pdf](https://www.saltsoftware.com/media/wysiwyg/elicaids/frogscripts/OFTM_Spanish.pdf)

YouTube video tutorials are also published on SALT's website and can be accessed at <https://www.saltsoftware.com/products/online-elicitation>. Refer to the Section VI – Resources for basic information about the use of SALT Bilingual for collecting and analyzing language samples.

## **Dynamic Assessment (DA)**

Dynamic assessment of language skills in English has been shown to be an effective tool for identifying language impairments in English language learners. Dynamic assessment utilizes reliable screening measures to collect data that is focused on intended outcomes, an individual's needs, and helps determine if speech and language patterns are the result of a normal phenomenon of dual language acquisition or are the result of a communication disorder (Hosp, n.d.). "Dynamic assessment can help distinguish between a language difference and a language disorder and can be used in conjunction with standardized assessments and language sampling." (ASHA, n.d., *Dynamic assessment*)

This collected information will allow for in-depth analysis of a child's language subsystems and aid in determining the presence of a language difference or disorder.

For more information on these techniques, refer to the works of Hamayan and Damico (1991), Kayser (1998), Kester et al. (2001), Peña et al. (2014), and Roseberry-McKibbin (1995).

Data collection for the purpose of describing the student's language/communication status is a layered process. In Phase I, information is gathered along with the initial student interaction and rating of a low-structure language sample and the criterion-referenced story retell screening. This information is used to develop assessment questions and develop the Assessment Plan. In Phase II, the SLP continues to gather and analyze informal assessment data to determine whether a standardized test is needed, and if so, which test is likely to provide additional information to help answer the assessment questions.

## **Formal Assessment with Standardized Testing**

Before testing in the native language, obtain information regarding language exposure, use, and proficiency in *each* language. Many speakers lose native language skills due to lack of exposure and use (i.e., language loss); therefore, formal measures may be of limited use.

Standardized testing should be conducted in both languages if appropriate measures are available. The appropriateness of the measure is based on the normative sample of the assessment and whether the student you are testing is represented in the sample. So, if the normative sample is reflective of the CLD student being assessed, formal data through

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

standardized measures may be reported. When the match between the student and the standardization sample is questionable, *norms should not be used because the standardization sample may not be representative of the individual tested* (ASHA, n.d., *Assessment Tools*). Standardized scores are likely not an accurate representation of the student's skill set as compared to his or her peers. However, the strengths and weaknesses demonstrated on test tasks can be described (without scoring the test) and used as criterion-referenced assessment. Errors made by a student during the assessment should be analyzed and can be reported to help determine the presence or absence of a language disorder. Descriptive data and analysis can help determine the presence or absence of a language disorder without standardized scores.

Formal data through standardized measures is not required for disability determination in CLD populations. Additionally, determination of a communication impairment cannot be made based on a single measure but rather requires data from “a variety of assessment tools and strategies” (34 CFR 300.306(b)(1)(iii)). The determination of disability should be guided by **converging evidence** showing that a student from a CLD background has a language disorder (Castilla-Earls et al., 2020). The results from the various assessment measures are integrated to examine whether the evidence points to a language disorder or typical language. Evidence from only one assessment measure, including a standardized test, is not enough to arrive at a diagnostic decision. Instead, evidence of a language disorder from at least three measures of language comprehension or production is interpreted as converging evidence of a language disorder.

Languages and cultural bias may also impact validity of standardized measures and should also be taken into consideration before using a standardized assessment with a CLD student. Nonverbal aspects of testing culture such as perception of time, cultural attitudes towards guessing, cultural attitudes towards demonstrating knowledge, conversing with strangers, perception of appropriate responses, testing abstraction (artificial environment of knowledge sharing), and nonlinguistic aspects of pragmatics may be foreign to individuals who have had educational experiences outside of mainstream educational system in the United States (DeJarnette et al., 2015). Verbal aspects of testing culture that could impact CLD students' performance on standardized testing include form, function, content, and organization of language, and the pragmatic rules of social interaction (ASHA, n.d., *Cultural competence*). Additional information may be accessed through ASHA's practice portal for Cultural Competence at [www.asha.org/practice-portal/professional-issues/cultural-competence/](http://www.asha.org/practice-portal/professional-issues/cultural-competence/).

Many bilingual assessment tools currently available are translations of English assessments. There are several inherent challenges with using a translation, including the presentation of concepts, grammatical structures, and/or vocabulary that may vary in age of acquisition, difficulty, or frequency of use between the two languages. It is important to test beyond the ceiling on a standardized test to gain a truer understanding of a child's linguistic knowledge and usage.

At times, due to lack of available instruments in low incidence languages, examiners may consider the option of translating items from English language measures to assess specific native language skills. Translation of standardized test items is possible, but not recommended. Translation of English-language measures into the native language invalidates standardized

scores and should be completed with caution (ASHA, n.d., *Assessment Tools*). Although such testing may provide insights regarding the individual's abilities, it is never appropriate to report any score as the result of such testing (ASHA, n.d., *Bilingual Service Delivery*). There will be some test items that cannot be directly translated into another language and still measure the targeted skill (e.g., translation of sentence repetition tasks and grammatical/syntactic measures).

It is not appropriate to translate standardized assessments to reach a standard score. Problems that arise when tests are translated include

- Language items often do not have a one-to-one translation.
- Languages vary in their order of acquisition or vocabulary, morphology, and syntactic structures.
- Languages vary in their syntactic structures and not all structures that are assessed on English tests exist in other languages.
- Standardized scoring cannot be reported for translated tests.
- Standardized assessments that are not normed on bilingual populations are to only be used as informal probes with no accompanying scores. (Goldstein, 2000)

If no assessment instruments are available in low incidence languages, it is advisable to translate criterion-referenced measures instead of standardized test items. Criterion-reference measures are based on comparing a student's performance to a defined criteria whereas standardized test items are based on comparing a student's performance to a normative (how others performed on the assessment) (ASHA, n.d., *Assessment Tools*).

## **Phase III of Evaluation – Analysis and Interpretations for CLD Students**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Use the *Language Evaluation Summary Form* (see Forms Section) to summarize data collected during Language Evaluation – Phase II. Look for strengths and deficits in language form, content, and use across the language modalities of listening, speaking, reading, and writing in all of the student’s languages.

Review the assessment questions developed based on the referral concerns and information gathered from the parent, teachers, and student during the initial direct interaction. Make sure that sufficient data has been collected from a variety of sources to answer the questions about all of the child’s languages.

## General Considerations

The knowledge and experience of the SLP in second language issues is important when interpreting assessment results. The complexity of the issues requires the ability to integrate and comprehend the data collected before determining the need for speech-language therapy services.

Sufficient evidence must be gathered during Phase II of the Assessment to allow the clinician to clearly document the presence or absence of a communication impairment.

- Determination of an impairment cannot be due to limited English proficiency (34 CFR 300.306(b)(1)(iii))
  - Are the errors found common characteristics of second language acquisition (errors in common in ELLs)?
- Determination of a communication impairment cannot be made based on a single measure but rather requires data from “a variety of assessment tools and strategies.” (34 CFR 300.306(b)(1)(iii)).
  - Information from case history
  - Language development (e.g., the process by which s/he became bilingual)
  - Educational history (e.g., bilingual/ESL instruction)
  - Bilingual issues (e.g., current BICS and CALP levels)
  - Analysis of formal and informal assessment results, in both languages

Distinction must be made between a communication impairment and dialectal, cultural, or language difference

- Determine language difference versus language disorder (see section below, Determining Language versus Disorder from Evaluation Results)
- Consider individual’s cultural background
  - For example, is an individual’s response different from target standardized response due to dialectal differences (e.g., “lift” for “elevator” or “correa” for “cinturón”/ belt)

## Analysis and Interpretation: Determining Language Difference versus Disorder

True communication disorders will be evident in all languages used by an individual; however, a skilled clinician will appropriately account for the process of language development, language loss, the impact of language dominance fluctuation, and the influence of dual language acquisition and use when differentiating between a disorder and a difference. (ASHA, n.d., *Bilingual Service Delivery*)

To distinguish between a language difference or language disorder, a clinician must consider:

- Native Language Influence
  - Language attrition, Language Transfer/Attrition (see page 13).
    - Positive transfer: Grammatical forms from L1 that are in common with L2
    - Negative transfer: Grammatical forms from L1 that are not in common with L2
  - For resources regarding language influence, see Sections VI and VII in this manual
- Developmental Norms for Bilingual Language Acquisition
  - Semantics: similar to that of monolinguals; dependent on language exposure
  - Morphosyntax: variance across languages
  - For additional information on the typical stages and process of language acquisition for second language learners, please see “BICS and CALP” in Section I.
  - Also see “Developmental norms for bilingual language acquisition” (page 14)
- Additional Considerations Regarding the Interpretation of Assessment Results
  - Language competency (clear or mixed)
  - Grammatical and concept-based deficits
- Dialectal Differences
  - African American English
  - Location specific dialectal variations of foreign languages

### Considerations in the Analysis of Assessment Results

- **Semantics**
  - The vocabulary of a bilingual student may be shared between or distributed across their languages and should therefore be reviewed simultaneously. Case history information regarding where, with whom, and how much of each language is spoken will provide critical insight into the development of a student’s lexicon (see information on BICS and CALP, page 9).
  - When taking an inventory of the student’s vocabulary, words that are shared across the languages (e.g., “árbol” in Spanish and “tree” in English) should only be counted as one semantic item. Words distributed across languages (i.e., appear in one language but not the other) should *each* be counted.

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

- Although some of the same measures of vocabulary can be used to assess semantic complexity in both L1 and L2, the information yielded may not be directly comparable between languages. Instead of solely comparing numeric scores from measures such as Type-Token Ratios (TTR) and Mean Length of Utterance (MLU) across languages as a means for determining language functioning, consider additional information such as the grammaticality of each language. It is not uncommon for some bilingual students to demonstrate better vocabulary in one language but better grammaticality in another.
- **Morphosyntax**
  - Developmental norms for grammatical structures are not available for Spanish or for many other languages, although the overall pattern of acquisition for Spanish-English bilinguals is similar to monolingual speakers of each language. However, it is still important to consider language exposure. For example, bilingual children with more exposure to Spanish will typically develop the early grammatical structures of Spanish earlier (e.g., present and past tense verbs), whereas those exposed to more English will likely develop the grammatical markers of English earlier (e.g., present progressive).

### **Frequently Asked Questions in the Interpretation of Assessment Results for CLD students**

- What if the child demonstrates mixed competencies in their languages?
  - This is a normal pattern in bilingual development. A child could be dominant in either the home language or the language of school. Information gathered from the case history from teachers and parents is essential to address this issue. Information detailing what language(s) are spoken at home, what language(s) the child responds in to parents/teachers/friends, what language(s) the child speaks with their siblings/peers will all have a significant impact on a child's language skills. A child's unequal language functioning between languages usually relates to exposure (See Speech-Language History Addendum for Children from CLD Backgrounds in Section VII).
    - For example, a child who hears Spanish at home but who responds in English may have a stronger receptive Spanish vocabulary than English, but stronger expressive skills in English than Spanish.
  - Gaining new language competency is a fluid process. With exposure to academic English over time, a child's competencies in each language will likely change.
    - **\*\*Do not assume language competency based on a child's basic concept knowledge (colors, counting, etc.). An oral language sample, such as a narrative retell, is essential to identify a child's true functional language abilities (as compared to standardized tests that probes for abstract concepts in isolation that may be rote-learned by an ELL).**
- Do the child's errors occur in both languages or one language?

- Demonstrating skills within normal limits in one language but not another is a representation of the process of either learning a second language or shifting in language proficiency from the home language to the language of school. It is normal for a child to exhibit errors in a language he is still acquiring (see Section I for additional information), or in a language she/he no longer uses often.
- If the child is unable to demonstrate age-typical skills in either language, and it is potentially indicative of an underlying language disorder.
  - Errors atypical of a student's age and which are exhibited in both their native language (L1) and English (L2) could be indicative of a communication disorder.
    - Some errors may be shared across both languages. For example, a 7-year-old Spanish-speaking child who is unable to use plurals in either Spanish or English would be considered atypical in both L1 and L2.
- Due to a language's distinctive features, some errors may be present in only one of the child's languages. For example, a child may exhibit errors in gender agreement in Spanish, an error that is not possible to make in English. To determine if this error could be indicative of a language disorder, the clinician must consider language dominance and if the error could be attributed to language acquisition or language loss (see information in Section I).
- Typically developing monolingual children often demonstrate errors as their language systems develop. The same is true for bilingual children. Dynamic assessment may help a clinician determine if a child is simply in the beginning stages of applying the language's syntactic and semantic rules or if the errors may indicate a language disorder.
- Do the child's errors reflect grammatical deficits or concept-based deficits?
  - If grammatical deficits only occur in one of the child's two languages, this is likely indicative of second language acquisition (not a language disorder).
  - If grammatical deficits are occurring in both of the child's languages, and the child has had adequate language exposure, an underlying language disorder would likely be suspected (not a result of lack of educational opportunity).
  - If concept-based deficits only occur in one of the child's two languages, this is likely indicative of second language acquisition (not a language disorder).
  - If concept-based deficits occur in both of the child's languages, and the child has had adequate language exposure, an underlying language disorder would likely be suspected (not a result of lack of educational opportunity or language exposure).
    - \*\*An uneven spread of knowledge across languages is possible (i.e., the child knows colors/categories in English and not Spanish but knows prepositions in Spanish and not English) and would not necessarily indicate a language disorder. If a child can express an understanding of a concept in either language (even as a mixture), a language disorder is not typically suspected.

- Can the child’s errors be accounted for by possible second language influence?
  - Isolated errors of vocabulary and grammar in English are often a result of second language acquisition and not considered a language disorder. For example, a Spanish speaking child stating, “I have ten years old” is a result of negative transfer from Spanish, “Tengo diez años” and would not be considered evidence of an underlying communication disorder.
  - It is essential for the clinician to be aware of potential L1 influences on English production. If a child demonstrates commensurate language functioning in both languages, then L2 may also have an impact on L1.
  - “The clinician considers if the phonemic patterns observed are consistent with second- or dual-language acquisition and with the baseline for the individual or if they are the result of a communication disorder (Bell-Berti, 2007).”

### **Dialectal Differences**

Evidence of negative transfer does not indicate a language disorder. Negative transfer is also commonly referred to as a **dialectal difference**. Dialectal differences can even occur within the same language and do not indicate a language disorder. For example, British English uses some different pronunciation (variations on /r/), vocabulary (cookie versus biscuit), and grammatical structures (don’t need to versus needn’t) as compared to Standard American English. An individual’s response that is different from target standardized response due to dialectal differences (e.g., “lift” for “elevator” or “correa” for “cinturón”/belt) is not indicative of a language disorder. See Appendix C for specific information on dialectal differences

## **Guidelines for Determining the Presence of a Language Disorder**

### **General Principles of Disability Determination for English Learners**

General principles to use in determining the possible eligibility of a student for services under the category of Speech Impaired are listed in the Language Guidelines Manual. The following principles are specific to the evaluation of students whose home language is not English.

Ensure that assessments and other evaluation materials are used to assess a child:

- Are selected and administered so as not to be discriminatory on a racial or cultural basis. §300.304 I(1)(i);

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

- Are provided and administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer; §300.304 I(1)(ii).
- Are used for the purposes for which the assessments or measures are valid and reliable. §300.304 I(1)(iii).
- Are administered by trained and knowledgeable personnel. §300.304 I(1)(iv).
- Are administered in accordance with any instructions provided by the producer of the assessments. §300.304 I(1)(v).

The determination of disability should be guided by **converging evidence** showing that the child has a language disorder. When using a converging evidence framework, the clinician first administers a comprehensive battery of CLD appropriate assessment measures. Appropriate measures of language abilities for CLD children include parent/teacher questionnaires, naturalistic language measures, standardized assessment, language sampling, informal assessment, and evaluation of language learning potential (i.e., dynamic assessment). Second, the results from the various assessment measures are integrated to examine whether the evidence points to a language disorder or typical language. Evidence from only one assessment measure, including a standardized test, is not enough to arrive at a diagnostic decision. Instead, evidence of a language disorder from at least three measures of language comprehension or production is interpreted as converging evidence of a language disorder. For example, a child is considered to have a language disorder if there is evidence of concerns by parents and teachers, the child demonstrates low language abilities in naturalistic language tasks in both languages, and the child shows limited language learning modifiability with effortful learning during dynamic assessment tasks.

There are many appropriate and culturally relevant measures that can be obtained from naturalistic language samples, including:

- Indexes of vocabulary development, such as number of different words (NDW) and/or total number of words (TNW).
- Broad indexes of grammaticality, such as percentage of grammatical utterances.
- Analysis of type of grammatical errors produced by the child in each language.
- Broad indexes of language complexity, such as Subordination index.
- Narrative micro- and macro-structures.

## Disability Determination

Disability determination for Speech Impairment includes both the documentation of a communication disorder *and* documentation of an adverse effect on educational performance resulting from the communication disorder. When referral concerns include the student’s language learning system, the questions that need to be answered are:

Stage I: Is there documentation of a language disorder?

Stage II: If so, is there evidence of an adverse effect on educational performance resulting from the language disorder?

If the answer to both Stage I and Stage II questions is “yes,” a disability condition is present.

### Stage I: Evidence of a Language Disorder

	Yes	No
Is there evidence of a language disorder based on test manual specifications from a standardized language test in the dominant language?		
Is there evidence of a language disorder based on analysis of a language sample in the dominant language?		
Is there evidence of a language disorder based on analysis of other informal criterion-referenced assessment measures in the dominant language?		
Is the teacher concerned about the student’s use of language for academic purposes in the dominant language?		
Is the parent concerned about the student’s language and literacy achievement in the dominant language?		
Is the student stimulable for expanded language use in the dominant language?		
Does the professional judgment of the speech-language pathologist support a concern?		
Does the student lack confidence for language and learning tasks in the dominant language?		

If the answer to at least four of the above questions is “yes,” it is likely that the student presents with a language disorder.

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

**Stage II: Adverse Effect on Educational Performance**

	Yes	No
Is there a documented relationship between the student’s language disorder and academic achievement (e.g., reading, writing, phonological awareness) that is not attributed to second language acquisition?		
Does the student’s language disorder limit participation in self-care, navigation of school environments, or classroom routines?		
Is the student’s limited language comprehension or limited expression in the dominant language noticeable across school environments?		
Does the student’s language disorder limit participation in class when conversing in the dominant language?		
Does the student’s language disorder limit participation in social situations in the dominant language at school (peers and/or adults)?		

If the answer to at least three of the above questions is “yes,” it is likely that the student’s language disorder results in an adverse effect on educational performance.

Use the *Language Evaluation Summary Form* to document the findings of the language evaluation and the evidence regarding disability determination (Stage I and Stage II questions)

**Recommendations to Admission, Review, Dismissal Committee**

When the student exhibits a language disorder that has been documented with informal measures, and formal measures when appropriate, *and* there is evidence of an adverse effect on educational performance resulting from the language disorder, the disability condition has been established. The SLP’s recommendation to the ARD Committee is for consideration of eligibility for special education services on the basis of Speech Impairment.

When the ARD Committee establishes Speech Impairment as an eligibility condition, the Stage III question is addressed:

Stage III: Are specially designed SLP services needed for the student to make progress in the curriculum?

Use the *Language Evaluation Summary Form* to document recommendations regarding the need for specially designed SLP services that will support the student with a language disorder (Speech Impairment).

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## **Phase IV of Evaluation – Evaluation Report**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## Report Writing Considerations

The evaluation report should provide a comprehensive picture of the child's language skills and include all the child's languages. In addition to charts and/or tables documenting language assessment results, a narrative section should be included to adequately synthesize the results of the assessment in the areas of language form, content, and use for all the child's languages; and address issues of second language acquisition. The narrative section should contain student specific information rather than lengthy test descriptions followed by a score. The following pieces of data should be documented in the written evaluation report:

- **Case History Information**
  - History of language exposure
  - Current classroom placement if applicable (bilingual, monolingual, etc.)
  - Specific information related to the student's culture and ethnic norms and their impact on language form and usage
  
- **Informal Assessment Results**
  - Information from Parent and Teacher (required)
  - Outside evaluation results
  - Response to Intervention (RTI) information
  - Summary of information gathered from interviews, questionnaires, and developmental scales
  - Summary of information obtained from focused observations
  - Language Sample and Language Sample Analysis Comparison Results
  
- **Standardized Test Results**
  - Brief description of the test or subtests used with information from the test manual about the standard score to be used as a cut-off score for the identification of a language disorder
  - Student's standard score on the test (if standard score will be used as one piece of evidence for documentation of a language disorder)
  - Description of student's pattern of responses on the test (if standard score cannot be used with validity and reliability for documentation of a language disorder)
  - Interpretation of standardized test/subtest performance; reporting of raw scores or standard scores alone is not sufficient
  
- **Discussion/Summary**
  - Language disorder statement
    - No evidence of language disorder: Statement that describes language skills that are within expectations for age, grade, linguistic variation
    - Evidence of language disorder: Statement that describes the language disorder in terms of characteristics and severity
  - Adverse Effect on Educational Performance
    - No evidence of language disorder: do not address educational performance in this section of report

- Evidence of language disorder: Statement that provides the evidence of adverse effect on educational performance resulting from the language disorder
- **Disability Determination Statement**
  - Documentation of disability
    - When there is documentation of a language disorder *and* documentation of adverse effect on educational performance resulting from the language disorder, the results of the evaluation indicate that criteria for disability determination with Speech Impairment have been met
    - When there is no documentation of a language disorder, criteria for disability determination with Speech Impairment have not been met
    - When there is no documentation of adverse effect on educational performance resulting from a documented language disorder, criteria for disability determination with Speech Impairment have not been met
  - Recommendation to ARD Committee
    - Documentation of Disability  
Recommendation to ARD Committee: Speech Impairment with a language disorder
    - No Documentation of Disability  
Recommendation to ARD Committee: No documentation of disability condition.
- **Educational Recommendations**
  - Documented Language Disorder
    - Use the evaluation results to describe baseline performance in language form, content, and use in the child’s languages. Criterion-referenced measures including the language sample provide the most useful information for this purpose.
    - Recommendation to ARD Committee: Whether or not specially designed SLP services are warranted to help the student make progress in the curriculum (Stage III question) and in what language(s) those services should be provided.
    - Goals for SLP services based on baseline performance data and reasonable expectations for progress in therapy.
    - Suggestions for methods, approaches, activities, reinforcers, or any other aspects of the intervention program that will support the student based on information gathered during the evaluation process (Paul et al., 2018).
  - No Documented Language Disorder
    - Use the evaluation results to describe current performance in language form, content, and use in the child’s languages. Criterion-referenced measures including the language sample provide the most useful information for this purpose.
    - Refer to referral concerns and use language evaluation results to make recommendations about supporting the student in the areas of concern in both academic and nonacademic environments. If necessary, provide a rationale describing the nature of a language difference versus a language disorder.
    - Consider continued support through RTI/MTSS or extra time in literacy instruction through tutoring or after-school programs.

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

- Provide recommendations for home and school designed to support the student who may be struggling with language-based literacy tasks. Parents should provide support in the language of the home if the family does not speak English.

### **IDEA on Interpreters & Translators**

Although the law does not specify the language of intervention, all conferences and legal documents that pertain to a child in special education must be delivered in the family's primary language, in verbal or written form, whenever possible. If an interpreter is used to translate special education proceedings, legal requirements for providing information in the family's primary language may be met by tape recording the interpreted proceedings and giving the original cassette recording to the parent. Schools should retain a copy of the recording for their records.

For information on the use and training of translators, please see the information in Section VI: Tips for Working with an Interpreter.

## **Sample Evaluation Case Studies and Report Statements**

### **Case History Information Sample**

The Home Language Survey indicates that (language) is spoken in (student)'s home. The LPAC committee has determined that this student is an English Language Learner (ELL) and has recommended placement in a (Bilingual or ESL classroom). A review of academic and sociological data indicates that (student)'s primary academic language is (language). Use of oral speech in (language) is (student)'s best method of communication. (Student)'s parent reports that (language) was (student)'s first language, and (language(s)) are spoken at home. (Student) reportedly speaks (language(s)) with (his/her) parents and (language(s)) to siblings and friends. (Language(s)) are used by (his/her) parents and siblings to speak with (him/her). (Student)'s classroom teacher reports (student) speaks (language(s)) in the classroom.

Evaluation of communication skills was conducted in (language(s)) through formal and informal testing to provide information for the ARD/IEP committee by (clinician name), (bilingual/monolingual) Speech language pathologist.

Based on teacher report, parent report, and observation during the evaluation, voice and fluency were/were not areas of concern. (Student) is highly intelligible to both familiar and unfamiliar listeners.

**OR**

(Student) speaks English with (language) accented speech, which can be accounted for by (his/her) status as a second language learner. (His/Her) accent does not impede understanding, and (he/she) is highly intelligible to both familiar and unfamiliar listeners.

**Preschool:** Documentation of Language Disorder (Stage I: Is there a language disorder?)

**Age of child:** 50 months      **Languages:** Spanish at home, Spanish & English at school  
**Referring Agent:** Teacher      **Referral Concern:** Not making the expected progress  
**Sources of Evaluation Data:** PLS-5 Spanish (appropriately normed bilingual standardized assessment), dynamic assessment, play based language sample in English and Spanish, parent and teacher information  
**Determination:** Eligible for Speech Impairment

Teacher reported that [student] has difficulty following directions in the classroom, does not participate in class discussions, and is not progressing at the same rate as his peers. Formal and informal testing was conducted in both Spanish and English. [Student] was given the Preschool Language Scale – 5 Spanish (PLS-5 Spanish) and achieved a score of low-normal. During dynamic assessment in both languages, [student] had difficulty generalizing new tasks. Play based language sampling were characterized by one word labeling and gestures. Based on assessment results, student’s language functioning is not within normal limits for a student their age. Incitation of speech therapy services in the areas of expressive and receptive language is recommended.

**Preschool:** No Documentation of Language Disorder (Stage I: Is there a language disorder?)

**Age of student:** 40 months      **Languages:** Spanish & English  
**Referring Agent:** Parent      **Referral Concern:** Uses only a few words in English  
**Sources of Evaluation Data:** PLS-5 Spanish (appropriately normed bilingual standardized assessment), play based language sample in English and Spanish, parent and teacher information  
**Determination:** Not eligible for Speech Impairment; WNL in L1 (Spanish)

Results of formal and informal language assessment in Spanish indicate that [student’s] language functioning is within normal limits for a student of his age. Formal language testing in English was not conducted because [student] did not demonstrate a language disorder in Spanish. Language disorders are not language specific but rather pervasive through all a student’s spoken languages. Any discrepancies between language performance in Spanish and English would be a result of English language learning/language acquisition and not representative of an underlying language disorder.

Based on assessment results, student does not meet eligibility for speech therapy services in the area of language.

**Preschool:** No Documentation of Language Disorder (Stage I: Is there a language disorder?)

**Age of student:** 36 months      **Languages:** Vietnamese at home, English at preschool

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

**Referring Agent:** Parent      **Referral Concern:** Outside evaluation reported low language usage in English

**Sources of Evaluation Data:** Dynamic assessment, play-based language sample, standardized measure (reporting only descriptive data, not norms) with use of Vietnamese translator, parent and teacher information

**Determination:** Not eligible for Speech Impairment, informal data collection demonstrates typical language acquisition in L1 and low English as a result of second language acquisition

[Student] was assessed in both Vietnamese and English. [Student] was assessed in L2 (English) informally and with a standardized measure not normed on Vietnamese speakers. [Student] showed a strong preference for speaking to the examiner through the translator in Vietnamese; when prompted, he would respond in English. As no tools are currently available to formally examine [student's] skills in Vietnamese, testing in Vietnamese was done informally using dynamic assessment and a play-based language sample through a Vietnamese translator. [Student's] Vietnamese language skills appeared to be within normal limits of what is expected for children of his age and cultural background. While [student] demonstrated numerous semantic and morphosyntactic errors in English, the errors can be ascribed to the typical trajectory of second language learning as [student] continues to learn the English language. With prolonged exposure and instruction in English in the educational setting, it is expected that [student's] language skills in English will improve. This standardized evaluation does not account for cultural and linguistic differences in the development of its standardized scores and therefore standardized scores have not been reported. Any discrepancies between language performance in Vietnamese and English would be a result of English language learning/language acquisition and not representative of an underlying language disorder. Based on assessment results, student does not meet eligibility for speech therapy services in the area of language.

**Elementary:** Documentation of Language Disorder (Stage I: Is there a language disorder?)

**Age of student:** 6 years      **Languages:** Spanish at home, Spanish & English at school

**Referring Agent:** Teacher      **Referral Concern:** Not making the expected progress

**Sources of Evaluation Data:** Comparative language sample in English and Spanish with wordless picture book, BESA (appropriately normed bilingual standardized assessment), parent and teacher information

**Determination:** Eligible for Speech Impairment; mixed dominance with language deficits in all languages spoken

Based on assessment results, student is not functioning within normal limits in expressive or receptive language. Comparative language sampling and bilingual language assessments demonstrate that the student does not demonstrate a clear language dominance between English and Spanish. Language deficits are evident in all languages spoken by the student. Student appears to perform best when able to respond in a mixture of both languages. According to bilingual language assessments, student's receptive vocabulary is stronger than his expressive vocabulary. Student also demonstrates a language imbalance in his responses- his receptive language is stronger in Spanish, whereas his expressive language is stronger in English. This is likely accounted for by his current placement in a bilingual classroom and exposure to both

languages at home. Student's knowledge and application of expressive and receptive language skills have been identified as areas of deficit as compared to his same aged peers. Therefore, student meets eligibility standards for speech impairment in the areas of expressive and receptive language. Based on assessment results, incitation of speech therapy services in the areas of expressive and receptive language is recommended.

**Elementary:** Documentation of Language Disorder (Stage I: Is there a language disorder?)

**Age of student:** 8 years      **Languages:** Spanish at home, Spanish & English at school  
**Referring Agent:** Teacher      **Referral Concern:** Not making the expected progress  
**Sources of Evaluation Data:** Comparative language sample in English and Spanish with wordless picture book, CELF-4 Spanish, informal assessment, parent and teacher information  
**Determination:** Not eligible for Speech Impairment; grammatical errors result of ESL status

Based on formal and informal data, student's Spanish language skills are within normal limits. Standardized scores in English were not provided because student is not representative of the assessment's normed sample. Descriptive information from informal English assessment provided the student's strengths and weaknesses. No grammatical errors were found in student's Spanish language samples, and grammatical errors in English could be attributed to student's status as a second language learner. Any discrepancies between language performance in Spanish and English are a result of English language learning and are not representative of an underlying language disorder. Language disorders are pervasive throughout all languages an individual speaks and are not language specific. With more time and exposure to academic English, it is anticipated that these grammatical errors will be eliminated. The specialized skill of a speech language pathologist is not required to address the student's continued second language acquisition. Based on assessment results, student does not meet eligibility criteria for speech therapy services in the area of language.

**Elementary:** Documentation of Language Disorder (Stage I: Is there a language disorder?)

**Age of student:** 6 years      **Languages:** Spanish at home, Spanish & English at school  
**Referring Agent:** N/A      **Referral:** 3 year re-evaluation  
**Sources of Evaluation Data:** Comparative language sample with wordless picture book, PLS-5 Spanish (bilingual, appropriately normed standardized assessment), parent and teacher information  
**Determination:** Not eligible for speech impairment; WNL in L1

Student's overall language score in Spanish is within the expected range for his age group according to eligibility guidelines. Formal language testing in English was not conducted because student did not demonstrate a language disorder in Spanish. Language disorders are not language specific, but rather are pervasive throughout all a student's spoken languages. Informal testing in English revealed limited English proficiency. Any discrepancies between language performance in Spanish and English are a result of English language learning and are not

representative of an underlying language disorder. Based on assessment results, discontinuation of speech services in the areas of expressive and receptive language is recommended.

**Elementary:** Documentation of Language Disorder (Stage I: Is there a language disorder?)

**Age of student:** 7 years

**Languages:** Spanish at home, Spanish & English at school

**Referring Agent:** N/A

**Referral:** 3-year re-evaluation

**Sources of Evaluation Data:** Comparative language sample with wordless picture book, CELF-5 English (descriptive data), CELF-4 Spanish (descriptive data), parent and teacher information

**Determination:** Eligible for Speech Impairment; Student with mixed language dominance, re-evaluated with formal and informal measures in both languages with no standard scores reported (inappropriate norms), re-qualified for speech services

The CELF-5 in English and CELF-4 Spanish were administered to establish the strengths and weaknesses presented in student's use of English and Spanish. According to the results of these two language measures, student does not show a clear dominance for either Spanish or English. Student showed a similar pattern of strengths and weaknesses throughout assessment, across both languages. Because a student's language disorder will always be pervasive throughout all languages that they speak (a language disorder is never language specific), these results are unremarkable. Standardized scores were not reported because this student does not reflect this assessment's normed sample. Comparative language samples in English and Spanish also revealed similar patterns and deficits. Based on the pattern of language strengths and weaknesses derived from this assessment, student's expressive and receptive language skills are not within the expected range for his age. It is recommended that student continue to receive speech language services in the areas of expressive and receptive language.

## **Re-Evaluation**

## **Re-evaluation**

A re-evaluation must occur at least once every three years, unless the parent and the school district agree that a re-evaluation is unnecessary after conducting a Review of Existing Evaluation Data (REED; 34 CFR §300.303). The school district must ensure that a reevaluation is conducted when the students' needs warrant a re-evaluation, when the student's parents or teachers request a re-evaluation, or when the ARD Committee is considering exiting the student from special education services. See the *Disability Determination Guidelines for Speech Impairment* and follow district procedures for re-evaluation of students coded with Speech Impairment. Consult the *2020 Disability Determination for Language Disorders* manual for further guidelines on re-evaluation.

### **CLD-Language Re-evaluation Data Review**

A review of the student's current data is implemented to plan the course for the re-evaluation. For children who are English Language Learners, it is critical to consider their instructional placement, opportunities in each language, and performance across their languages.

#### **SLP Data**

- Status of goals (have they been achieved? Duration of goals?)
- How much scaffolding/effort is needed to obtain information?
- Review of portfolio information (progress or charts)
- Review of previous language assessment (scores, identified abilities)
- Observations by related service providers
- Previous informal language assessment?
- Previous bilingual language assessment?
- Social or cultural background

#### **Teacher Data**

- Teacher Language Survey (previous vs. current concerns)
- Current classroom-based assessments
- Observations by teachers associated with meeting the IEP goals
- Teacher recommendations

#### **Parent Data**

- Parent Language Survey (previous vs. current concerns)
- parental reports of performance outside of the school environment
- Medical information
- Developmental information
- Physical conditions
- Previous concerns vs. current concerns regarding communication

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

**Academic Performance**

- Report card
- State/District assessments
- Progress charts or graphs
- LPAC
  - Current Instructional Placement
  - Current Assessment (6 months to 1 year)
  - Interpret results with caution because communication impairment may affect results of dominance testing

**Achievement Testing:**

- Previous assessment and/or identification of another disability?
- Is additional assessment required?
- Academic performance

**Aptitude Testing:**

- IQ performance (previous vs. current)
- Adaptive behavior
- Is additional assessment required?
- Other relevant tests

**Observations:**

- daily performance on activities
- performance on class
- small-group interactions
- large-group interactions
- student self-report

In CLD populations, it is essential to determine if academic difficulties are a result of second language acquisition versus an underlying language disorder.

**Determination of Eligibility**

Upon completion of the Full and Individual Evaluation (FIE), the Admission, Review and Dismissal (ARD) committee must determine whether the student has a disability and by reason of the disability, if the student needs special education and related services. Ultimately, the decision of eligibility relies upon the ARD committee.

## **Dismissal**

## Dismissal

According to IDEA 2004, dismissal considerations should mirror eligibility considerations. Therefore, the same questions from Stages 1, 2, and 3 should be asked when making a recommendation about whether a student needs speech therapy services for a language disorder.

- Stage 1  
Does the student continue to exhibit a language disorder?
- Stage 2  
If so, does the language disorder continue to adversely impact academic achievement and/or functional performance?
- Stage 3  
If there is a disability determination for Speech Impairment with a language disorder, does the student continue to require specially designed instruction from the SLP to be involved in and make progress in the curriculum?

Determination of continued eligibility is to be made by the ARD Committee upon consideration of the reevaluation data presented by the SLP. The following information should be considered in addition to the data gathered in Stages 1 and 2 when recommending dismissal from SLP services to the ARD Committee.

### Duration of Services

- How long has the student been in therapy?
- How long has the student been in therapy for their current goals?

### Intensity of Services

- Have different frequencies of services been used? (Increased/Decreased)?

### Mode of Services

- Have a variety of modes been used? (Individual/group/ integrated)?
- Have the various modes been used for a sufficient amount of time?

### Language of Services

- Has the student received intervention in his or her native language?
- Has the student received intervention in the language(s) of academic instruction?

### Review of Evaluation Data

- Does the review reflect appropriate diagnosis?
- Does the review reflect appropriate development of goals?

### Focus of Services

- Are the treatment methods appropriate?

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

- What is the student's level of response?
- Has the student been able to progress to the next level?

#### Setting

- What has the student been missing?
- Have alternative therapy times been attempted? Is the SLP working the regular and/or special education teachers to assure the instructional modifications are implemented if needed?

#### Individualization

- Has the SLP truly individualized instruction?

#### Pattern of Services

- How has therapy been provided in the past?
- What has been the focus of therapy in the past?
- Have there been gaps in services

#### Capacity of Student for Change

- When is the student most responsive to therapy?
- Are there patterns of regression/progression?
- Does the therapy and/or IEP provide motivational incentives?

#### Analysis of Dynamics of the Situation

- Are there personality conflicts with student/parent/teacher?

#### Second Opinion

- Has the SLP sought the assistance of another qualified provider?

#### Continuity

- Are other service providers reinforcing the SLP's recommendations in other settings?

**Level of Support**

	<b>Independent</b>	<b>Minimal</b>	<b>Maximum</b>
<b>What level of support does the student need to be successful?</b>	The student effectively communicates most of the time, with expected levels of linguistic complexity and social communication skills based on his/her language exposure and instruction  Only periodic reminders of what to do are needed.	The student needs more cues, models, explanations, or assistance than other students.  The student may need instructional accommodations.	The student does not effectively perform most of the time despite modifications and supports.  The student requires intensive instruction and/or interventions.
<b>Considerations</b>	Consider dismissal from speech/therapy services.	Consider what is needed to promote generalization and who the best service provider may be (parent, teacher, SLP, other professionals, etc.).	Consider continuing speech-language therapy services.

After gathering and reviewing data on the student’s present levels of performance in the area of language as well as the student’s history of service delivery, the following questions should be considered when recommending dismissal from speech-language therapy services for language.

	<b>Yes</b>	<b>No</b>
Has there been a plateau in the student’s progress in speech-language therapy despite receiving services in the dominant language (L1) either through the SLP, translator, or parent coaching?		
Does the student lack motivation to work on improving language complexity and/or social communication?		
Has the student been working at the same language level in all of their languages for longer than one year with <u>minimal</u> progress?		
Is the student willing to participate in class discussions and/or presentations in the dominant language?		
Have at least <u>three</u> service delivery models been provided with minimal success?		
Is the student able to effectively communicate most of the time in the dominant language?		
Does the student know what to do most of the time, only requiring periodic reminders?		

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Does parent and/or teacher data support the need for dismissal?		
Does the professional judgment of the speech/language pathologist support the need for dismissal?		
Does formal and/or informal evaluation data support the need for dismissal?		
Is the student currently functioning at the “independent” or “minimal” levels of support?		

If the answer to at least five of the above questions is “yes,” the SLP may wish to recommend dismissal from speech therapy services to the ARD committee. When the student’s progress has plateaued or the student has reached the expected level of performance given other disabilities or limiting physical structures, dismissal may be indicated (ASHA, 2016; TDLR, 2020).

**Presenting Dismissal Recommendations to the ARD Committee when Intervention is no Longer Appropriate, though the Communication Disorder still Exists**

- Provide documentation of the consistent lack of progress.
- Educate IEP team members, particularly parents, about the nature of the language disorder and how associated physical or medical factors, or primary disability, impact the student’s ability to benefit from continued SLP services.
- Encourage discussion of the relative value of continued work on language issues versus shifting focus to other educational needs. Often parents and teachers are responsive to discussion about the efficiency of use of instructional time for the student. It may be that it is in the best interest of the student for time spent with the SLP to be eliminated, allowing for more time to be spent in the general or special education classrooms.
- Provide documentation that a variety of evidence-based practices have been attempted in therapy with little or no success.
- Explore how the student’s language learning system is supported by teachers and is found in curriculum-based activities, so that SLP services may not be needed for the student to continue to make progress in the curriculum.
- Explore and discuss all possibilities for a continuum of support services, which may include direct services, inclusion services, SLP consultation that is gradually reduced in frequency and duration, or education and recommendations to parents and teachers to be carried over in environments other than the speech-language therapy setting.
- If, upon review of the data, the IEP team determines the student no longer exhibits a communication disorder, or the communication disorder no longer adversely affects

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

academic achievement and/or functional performance, or no longer requires specialized instruction from the SLP, the student is not eligible and can be dismissed from speech-language pathology services (ASHA, n.d., *Eligibility and dismissal*).

## **Forms**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## Evaluation Phase I: Assessment Plan

Teacher Checklist – Initial Referral for Language Concerns

Teacher Checklist – Checklist of Language Skills for Use with Limited English Proficient Students

Parent Information - Initial Referral for Language Concerns

Parent Information - Speech-Language History Addendum for Children from CLD Backgrounds (Cuestionario para los padres – Contacto inicial por preocupaciones del lenguaje)

Phase I Student Interaction – Low Structure Language Sample

Completing the Language Sample Analysis Comparison Rubric for CLD Students

Conversation Low Structure Language Sample Form

Language Sample Analysis Comparison Rubric for CLD Students

Assessment Planning Worksheet

Assessment Plan

### Teacher Checklist - Initial Referral for Language Concerns Speech-Language Pathology

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Language Spoken: \_\_\_\_\_

Date: \_\_\_\_\_ Speech-Language Pathologist: \_\_\_\_\_

L1 = Native Language

L2 = English

Compared to other students in the class:		Usually	Sometimes	Rarely	Not Observed
1. Does the student consistently initiate verbal interaction with others?	L1				
	L2				
2. Is the student's communication easily understood?	L1				
	L2				
3. Do classmates regularly initiate interaction with this student?	L1				
	L2				
4. Does the student respond appropriately when classmates attempt to initiate interaction?	L1				
	L2				
5. Does the student seem to notice if his/her communication is misunderstood?	L1				
	L2				
5a. If yes, is the student able to modify his/her communication attempt?	L1				
	L2				
6. If the student is upset, is he/she able to use words appropriately to express feelings?	L1				
	L2				
7. When the student is communicating, do his/her facial expressions and body language seem to match the situation?	L1				
	L2				
8. Does the student volunteer information in class?	L1				
	L2				
8a. If so, are comments relevant to the discussion?	L1				
	L2				
9. Does the student respond appropriately when asked a question?	L1				
	L2				
10. During class discussions, does the student ask questions that are relevant?	L1				
	L2				
11. Does the student ask for help when needed?	L1				
	L2				
12. Does the student need more repetition of instructions than classmates?	L1				
	L2				

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

13. As a listener, do you frequently have to ask questions to determine the student’s exact meaning?	L1				
	L2				

L1 = Native Language

L2 = English

<i>If the student has trouble communicating ideas clearly, answer the following questions:</i>					
<b>Compared to other students in the class:</b>		<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Not observed</b>
14. Does the student mispronounce words?	L1				
	L2				
15. Does the student use excessive nonspecific vocabulary, such as “thing” or “stuff”?	L1				
	L2				
16. Is the student’s sentence structure appropriate for age/grade?	L1				
	L2				
17. Does the student jump from one topic to another?	L1				
	L2				
18. Does the student fail to provide necessary background information?	L1				
	L2				
19. When speaking, does the student pause, revise, or repeat so much that it is noticeable?	L1				
	L2				
<b>Comments:</b>					

**Teacher Checklist - Checklist of Language Skills for Use  
with Limited English Proficient Students**

**Student:**

**Teacher:**

**Date:**

**Speech-Language Pathologist:**

**BASIC INTERPERSONAL COMMUNICATIVE SKILLS (BICS)**

		<b>Native Language</b>	<b>English</b>
<b>A.</b>	<b><i>LISTENING</i></b>		
1.	Follows classroom directions		
2.	Points to classroom items		
3.	Distinguishes items according to color, shape, size, etc.		
4.	Points to people (family relationships)		
5.	Distinguishes people according to physical and emotional states		
6.	Acts out common school activities		
7.	Distinguishes environmental sounds		
<b>B.</b>	<b><i>SPEAKING</i></b>		
1.	Gives classroom commands to peers		
2.	Exchanges common greetings		
3.	Names classroom objects		
4.	Describes classroom objects according to color, shape, size, etc.		
5.	Describes people according to physical and emotional states		
6.	Describes what is happening when given an action picture of a common recreational activity		
7.	Appropriately initiates, maintains and responds to a conversation		
8.	Recites ABCs, numbers 1-10		
9.	Appropriately answers basic questions		
10.	Participates in sharing time		
<b>C.</b>	<b><i>READING</i></b>		
1.	Recognizes common traffic/safety signs		
2.	Recognizes familiar advertising logos (e.g. McDonalds, HEB)		
3.	Recognizes basic sight words		
<b>D.</b>	<b><i>WRITING</i></b>		
1.	Writes personal name		
2.	Writes ABCs, numbers 1-10		
3.	Copies shapes		

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

### Cognitive/Academic Language Proficiency (CALP)

		Native Language	English
<b>A.</b>	<b><i>LISTENING</i></b>		
1.	Follows specific directions for academic tasks according to curriculum guide.		
2.	Understands vocabulary for academic tasks according to curriculum guide (i.e. word meaning, word synonyms for operations)		
3.	Understands teacher's discussion and distinguishes main ideas from supportive details		
4.	Understands temporal concepts (e.g., do this first, second, last)		
5.	Distinguishes sounds for reading readiness activities		
6.	Listens to a movie or other audio-visual presentation with academic content		
<b>B.</b>	<b><i>SPEAKING</i></b>		
1.	Asks/answers specific questions regarding topic discussions		
2.	Uses academic vocabulary appropriately		
3.	Uses temporal concepts appropriately		
4.	Asks for clarification during academic tasks		
5.	Expresses reason for opinion		
6.	Actively participates in class discussions		
7.	Volunteers to answer questions in class regarding subject matter		
<b>C.</b>	<b><i>READING</i></b>		
1.	Uses sound symbol association		
2.	Uses mechanics of spatial skills (i.e., top-to-bottom, left-to-right)		
3.	Understands rules of punctuation/capitalization		
4.	Understands reading as a process (i.e., speech-print relations, syllables)		
5.	Reads for comprehension		
6.	Follows along during oral reading activity and responds at his/her turn		
7.	Appropriate use of text (i.e., index)		
8.	Demonstrates an interest in reading		
<b>D.</b>	<b><i>WRITING</i></b>	Native Language	English
1.	Completes written expression activities according to curriculum guide		
a.	Completes simple sentence frames		
b.	Generates simple sentences		
c.	Writes from dictation		
d.	Writes short paragraph		
2.	Transfers from print to cursive at the appropriate grade level		
3.	Understands spatial constraints of writing (i.e., lines, top-to-bottom, left-to-right)		
4.	Understands the mechanics of writing (i.e., punctuation, paragraphing)		
5.	Demonstrates an interest in writing		

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

### Parent Information - Initial Referral for Language Concerns Speech-Language Pathology

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Is a language other than English spoken in your home? YES NO

If yes, what language does your child use when speaking to:

Parents: \_\_\_\_\_

Brothers: \_\_\_\_\_

Grandparents or other family members: \_\_\_\_\_

Friends: \_\_\_\_\_

Compared to other children your child’s age, is your child able to:		Most of the Time	Sometimes	Never
1. Follow directions when you ask him/her to do something?	Native Language			
	English			
2. Answer questions with yes or no?	Native Language			
	English			
3. Answer questions with relevant information?	Native Language			
	English			
4. Use complete sentences when speaking?	Native Language			
	English			
5. Speak without too many errors?	Native Language			
	English			
6. Use as many words as other children the same age?	Native Language			
	English			
7. Play well with other children?	Native Language			
	English			
8. Ask for help or information when needed?	Native Language			
	English			
9. Start conversations with others?	Native Language			
	English			
10. Seem interested in what other people say?	Native Language			
	English			

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

11. Carry on a conversation with others?	Native Language			
	English			
12. Does your child become frustrated if you cannot understand what s/he is trying to communicate?	Native Language			
	English			
13. Are you worried about your child’s language development? <i>If so, give examples:</i> _____ _____ _____				

### Cuestionario para los padres – Contacto inicial por preocupaciones del lenguaje Patología del lenguaje y habla

Estudiante \_\_\_\_\_ Maestro/a \_\_\_\_\_  
: \_\_\_\_\_ :

Fecha: \_\_\_\_\_

¿Se habla un idioma aparte de inglés en casa? SÍ NO

Sí hay, ¿cuál idioma usa su hijo/a cuando les habla a:

Los papás: \_\_\_\_\_

Hermanos \_\_\_\_\_  
:

Abuelos u otros miembros de la familia: \_\_\_\_\_

Amigos: \_\_\_\_\_

Comparado a otros niños de su edad, su hijo/a puede:		Por lo general	A veces	Nunca
1. ¿Sigue instrucciones cuando le piden hacer algo?	Idioma natal			
	Inglés			
2. ¿Contestar preguntas con sí o no?	Idioma natal			
	Inglés			
3. ¿Contestar preguntas con información apropiada?	Idioma natal			
	Inglés			
4. ¿Usar oraciones completas cuando habla?	Idioma natal			
	Inglés			
5. ¿Hablar sin muchos errores?	Idioma natal			
	Inglés			
6. ¿Usar tantas palabras como otros niños de la misma edad?	Idioma natal			
	Inglés			
7. ¿Llevarse bien con otros niños?	Idioma natal			
	Inglés			
8. ¿Pedir ayuda o información cuando lo necesita?	Idioma natal			
	Inglés			
9. ¿Iniciar una conversación con los demás?	Idioma natal			
	Inglés			

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

10. ¿Tener interés en lo que dicen los demás?	Idioma natal			
	Inglés			
11. ¿Sostener una conversación con los demás?	Idioma natal			
	Inglés			
12. ¿Se frustra si usted no entiende lo que el/ella intenta comunicarle?	Idioma natal			
	Inglés			
13. ¿Está preocupado/a por el desarrollo lingüístico de su hijo/a? <i>Si es así, favor de proveer ejemplos:</i> _____ _____ _____				

### Phase I Student Interaction Low Structure Language Sample

**Student:** \_\_\_\_\_ **Campus:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SLP:** \_\_\_\_\_

**Description of Context for Language Sampling:**

Engage the student in conversational interaction in transition to the speech room and as a “warm-up” to completing the Language Sample. Complete this form and use the pattern of observations for planning the language evaluation.

L1 = Native Language

L2 = English

Skill/behavior		Appropriate	Inappropriate	Not Observed
Responds to greeting from examiner	L1			
	L2			
Uses appropriate facial expressions and body language for situation	L1			
	L2			
Makes eye contact	L1			
	L2			
Answers questions	L1			
	L2			
Makes relevant comments	L1			
	L2			
Maintains topic of conversation/ can switch topics	L1			
	L2			
Demonstrates conversational turn-taking	L1			
	L2			
Follows directions	L1			
	L2			
Attends to conversation and instructions	L1			
	L2			
Observations:				

## Completing the Language Sample Analysis Comparison Rubric for Culturally and Linguistically Diverse Students

The purpose of this LSA comparison rubric for CLD students is to collect objective information related to the bilingual student's speech and language skills. To determine the presence of a language disorder, all languages a student speaks must be compared to accurately represent the entirety of a student's language skills. Bilingual students often demonstrate an unequal distribution of language concepts across languages. This rubric's aim is to help guide speech language pathologists to differentiate between language differences and disorders in CLD students in a comparative approach by identifying strengths and weaknesses across multiple languages.

### Step 1

- Collect a language sample in all languages a student speaks. Wordless picture books like Mercer Mayer's *Frog Where Are You?* and story scripts from SALT are excellent resources for collecting multiple language samples of comparable length and complexity in more than one language.

### Step 2

- Transcribe all the student's language samples from an audio-recording or in real time.

### Step 3

- Use the LSA Comparison Rubric for CLD students to compare the student's two language samples. At the top of the chart, indicate the language sample's language (i.e., Spanish, Vietnamese, etc.) and if the language sample represents the student's L1 or L2. The second column is prefilled with English, with the option to indicate if English represents the student's L1 or L2.

### Step 4

- Using the student's transcribed LSAs, indicate strengths and weaknesses in each of the student's language samples. Some portions of the left column (for the language other than English) have been left purposely blank, because not all English language concepts exist in all other languages. Please add any applicable concepts to those blanks.

### Step 5

- Begin a comparative analysis of language samples using the LSA Comparison Rubric for CLD Students. Speech Language Pathologist should determine whether or not errors/difficulties are due to language difference or a language disorder. If there is a discrepancy between a student's ability to produce one language concept in one language but not the other, this may be a result of language acquisition. Additional research on language patterns in the student's non-English language may be required to determine if errors made in English are a result of cross linguistic transfer/interference. For the purposes of language disorder diagnosis, consistent errors across both languages would be significant indicators of the presence of a language disorder.

**Language Sample Analysis Comparison Rubric for Culturally and Linguistically Diverse Students**

**Student:**

**Campus:**

**Date:**

**Age/Grade:**

**Primary Language(s):**

**SLP:**

	Language Sample Language: L1 or L2 (select)	Language Sample: ENGLISH L1 or L2 (select)
<b>Sentence Structure</b>		
Variety of verb forms	<input type="checkbox"/> Present tense <input type="checkbox"/> Past tense <input type="checkbox"/> Future tense Other: _____ _____ _____	<input type="checkbox"/> Present tense (-s) <input type="checkbox"/> Present progressive (-ing) <input type="checkbox"/> Past tense (regular) <input type="checkbox"/> Past tense (irregular) <input type="checkbox"/> Future tense <input type="checkbox"/> Helping verbs Other: _____
Subject verb agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Correct word order	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sentence variety <i>Compound</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Complex</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Plurals	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sentence length (MLU)		
<b>Semantics</b>		
Articles	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Possessives	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Prepositions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pronouns	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Subject ( <i>I/you/he/she/it/etc.</i> ) <input type="checkbox"/> Object ( <i>me/him/her/us/etc.</i> ) <input type="checkbox"/> Possessive ( <i>his/hers/ours/their/etc.</i> )
Descriptive Terms	<input type="checkbox"/> Adjectives <input type="checkbox"/> Adverbs Other: _____	<input type="checkbox"/> Adjectives <input type="checkbox"/> Adverbs Other: _____
Answer Wh- ?s about story	<input type="checkbox"/> Who <input type="checkbox"/> Where <input type="checkbox"/> What <input type="checkbox"/> Why <input type="checkbox"/> When <input type="checkbox"/> How	<input type="checkbox"/> Who <input type="checkbox"/> Where <input type="checkbox"/> What <input type="checkbox"/> Why <input type="checkbox"/> When <input type="checkbox"/> How
Vocabulary	weak / average / above average code switch / cross linguistic transfer	weak / average / above average code switch / cross linguistic transfer
Other/Comments:		

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Narrative Retell				
Sequential	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Sensical/Logical	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Appropriate detail				
<i>Character(s)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Setting</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Problem</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Resolution</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Level of prompting required	None / minimal / average / above average		None / minimal / average/ above average	
Articulation				
Overall intelligibility	poor / average / above average		poor / average / above average	
Phoneme Errors				
Phonological Processes				
Use of Oral Language				
Makes Comments	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Makes Requests	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Initiates conversation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Asks questions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Answers questions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Provides clarification	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Topic Maintenance	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other/Comments:				

Areas of language concern:

---



---



---



---



---

Are these areas of language concern present in both language samples (L1 and L2)?

- Yes
- No

If “No,” can these areas of language concern be attributed to L1 language patterns?

---

Typical language patterns of student’s L1:

---



---



---



---

Recommendations-

---

---

---

---

---

---

### Assessment Planning Worksheet

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Speech-Language Pathologist: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

<b>Referral Concerns</b>	
--------------------------	--

Significant Student Factors	No Concern	Some Concern	Significant Concern
<b>Attendance</b> <i>Comments:</i>			
<b>Discipline Incidents</b> <i>Comments:</i>			
<b>Instability at Home</b> <i>Comments:</i>			
<b>History of Homelessness</b> <i>Comments:</i>			
<b>Number of Schools Attended</b> <i>Comments:</i>			
<b>English Learner</b> <i>Comments:</i>			
<b>Recent Immigrant</b> <i>Comments:</i>			
<b>Poor Academic Progress in spite of intervention support</b> <i>Comments:</i>			

L1 = Native Language

L2 = English

Area		Significant Information Obtained	Completed
Teacher Input	L1		
	L2		
Parent Input	L1		
	L2		
Outside Reports	L1		
	L2		

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Story Retell Screener	L1		
	L2		
Conversational Language Sample – Low Structure	L1		
	L2		
Other			

**RTI/MTSS Pre-Referral Intervention**

	Response to Intervention
Tier I Classroom Support	
Tier II / Tier III Interventions	

**Phase I Summary: Strengths and Weaknesses**

L1 = Native Language

L2 = English

AREA		DATA	Data Support Concern?	
			YES	NO
Morphology/syntax	L1			
	L2			
Semantics	L1			
	L2			
Phonology – articulation of speech sounds	L1			
	L2			
Phonology – reading readiness/ understanding letter-sound relationships	L1			
	L2			

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Pragmatics	L1			
	L2			
Memory	L1			
	L2			
Auditory processing	L1			
	L2			
Social communication	L1			
	L2			
Attention	L1			
	L2			
Can communicate idea/ get point across	L1			
	L2			
Adult needs to ask questions to clarify meaning	L1			
	L2			
Other				

<b>Is a diagnostician needed for additional evaluation? (IQ, adaptive, literacy, achievement)</b>	YES	NO
---	-----	----

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

**Assessment Plan**

**Assessment Questions:**

--

L1 = Native Language

L2 = English

		Assessment Question Addressed	Language Areas Assessed
<b>Language Sample</b>	<b>L1</b>		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
	<b>L2</b>		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
<b>Teacher Information</b> In-depth probes	<b>L1</b>		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
	<b>L2</b>		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
<b>Parent Information</b> In-depth probes	<b>L1</b>		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
	<b>L2</b>		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

<b>Informal Criterion Referenced Measures</b> Checklists, Interviews	L1		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
	L2		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
<b>Norm-Referenced Tests/Subtests</b>	L1		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
	L2		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
<b>Observation Across School Environments – Academic and Nonacademic</b>	L1		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
	L2		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
<b>Other:</b> <hr/> <hr/>	L1		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>
	L2		<ul style="list-style-type: none"> <li>• Syntax &amp; Morphology</li> <li>• Semantics</li> <li>• Pragmatics</li> <li>• Metalinguistics</li> </ul>

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## Evaluation Phase II: Data Collection

### *Expanded Interview*

Teacher Checklist – Initial Referral for Language Concerns

### *Observation Forms*

Language Form, Content, Use Focused Observation Form  
Informal Pragmatic Assessment Checklist  
Observation of Student Communication Within the School Environment  
Conversational Skills Checklist  
Communication Skills Observation Worksheet

**Expanded Interview: Teacher Checklist - Initial Referral for Language Concerns**  
**Speech-Language Pathology**

Use the expanded questions in an interview format to probe for additional information about the student’s language and communication skills.

L1 = Native Language      L2 = English

		Usually	Sometimes	Rarely	Not Observed
1.Does the student consistently initiate verbal interaction with others?	L1				
	L2				
2.Is the student’s communication easily understood?	L1				
	L2				
3.Do classmates regularly initiate interaction with this student?  3a. Are there situations where the student does initiate?	L1				
	L2				
	L1				
	L2				
<ul style="list-style-type: none"> <li>If classmates initiate interaction, does the student respond in a way that encourages more interaction?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>If not, what does the student usually do?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does the student have more than one style of interacting?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does the student change his manner of speaking depending on whether he’s talking to an adult or a classmate?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does the student sometimes use language that is inappropriate for the social situation?</li> </ul>	L1				
	L2				
		Usually	Sometimes	Rarely	Not Observed
4.Does the student respond appropriately when classmates attempt to initiate interaction?	L1				
	L2				
5.Does the student seem to notice if his/her communication is understood?  5a. If yes, is the student able to modify his/her communication attempt?	L1				
	L2				
	L1				
	L2				

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

● Does he notice if misunderstood?	L1				
	L2				
● Does he seem to become frustrated?	L1				
	L2				
● Is he likely to give up or will he keep trying?	L1				
	L2				
● Does he just repeat himself or can he recognize what the problem is and attempt to clarify?	L1				
	L2				
● If he doesn't recognize what the problem is, can he respond to specific questions from his listener?	L1				
	L2				
		<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Not Observed</b>
6.If the student is upset, is he/she able to use words appropriately to express feelings?	L1				
	L2				
● Does he seem to become easily upset during interactions with others?	L1				
	L2				
● Can he use words to express why he's upset?	L1				
	L2				
● If he has difficulty using words to resolve differences, is he likely to just walk away, or will he possibly resort to, for example, pushing or shoving?	L1				
	L2				
● Can he change his behavior based on verbal responses from others?	L1				
	L2				
		<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Not Observed</b>
7.When the student is communicating, do his/her facial expressions and body language seem to match the situation?	L1				
	L2				
● Are the student's facial expressions and body language inappropriate or noticeable when communicating?	L1				
	L2				

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

<ul style="list-style-type: none"> <li>What does he do that seems odd?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he use inconsistent or inappropriate eye contact?</li> </ul>	L1				
	L2				
		<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Not Observed</b>
8.Does the student volunteer information in class?	L1				
	L2				
8a. If so, are comments relevant to the discussion?	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he volunteer information during class discussions?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he understand the rules for participating appropriately in group discussions, such as not talking out of turn, not interrupting, or not monopolizing the conversation?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he stay on topic?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>If not, are there particular topics that he will bring up?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he seem able to monitor his listeners' reactions and judge whether they may be uninterested in what he is saying?</li> </ul>	L1				
	L2				
		<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Not Observed</b>
9.Does the student respond appropriately when asked a question?	L1				
	L2				
10.During class discussions, does the student ask questions that are relevant?	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he respond appropriately when asked a question?</li> </ul>	L1				
	L2				

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

<ul style="list-style-type: none"> <li>Is there often a long pause before he responds?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Are his responses sometimes inappropriate or unpredictable?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he ask relevant questions during class discussions?</li> </ul>	L1				
	L2				
		<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Not Observed</b>
11.Does the student ask for help when needed?	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he ask for help when he needs it?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he ever seem to not even realize that he didn't understand?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>If he asks for help, is it usually enough to just repeat your instructions, or do you need to revise or simplify them?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>If he asks for help, does he usually ask specific questions, or is it more likely that he will say something nonspecific, such as "I don't get it"?</li> </ul>	L1				
	L2				
		<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Not Observed</b>
12.Does the student need more repetition of instructions than classmates?	L1				
	L2				
<ul style="list-style-type: none"> <li>Does the student need more repetition than classmates?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he seem to pay attention when subject matter is being presented?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he seem to be able to retain information appropriately if he understands it?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Is he able to retain information better if he can read it rather than if it's presented orally?</li> </ul>	L1				
	L2				

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

		Usually	Sometimes	Rarely	Not Observed
13. As a listener, do you frequently have to ask questions to determine the student's exact meaning?	L1				
	L2				
<ul style="list-style-type: none"> <li>Does the student mispronounce words?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does the problem seem to be that he can't articulate some individual speech sounds, or that he has trouble with unfamiliar or multisyllabic words?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does the student rely on nonspecific vocabulary?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>If asked for further explanation, is he usually able to think of a more specific word?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he sometimes use gestures or pantomime instead of specific words to describe an object or action?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he use a variety of descriptive words?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Is sentence structure age-appropriate?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he use compound and complex sentences?</li> <li></li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he use appropriate verb tenses and plural forms?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does the student state ideas in a logical sequence?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he use temporal words and phrases, such as yesterday, last week?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he jump from one topic to another?</li> </ul>	L1				
	L2				
<ul style="list-style-type: none"> <li>Does he fail to provide cues to the listener that he's changing topic?</li> </ul>	L1				
	L2				

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

<ul style="list-style-type: none"> <li>Does the student provide necessary background information when telling an experience? (For example, does he use pronouns without specifying the referent?)</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>When giving instructions or directions to another person, does he provide sufficient information?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Is his speech fluent?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Does he use a lot of repetitions or revisions?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Does he use an excessive amount of fillers, such as “ummm,” or long pauses between words or phrases?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Does his intonation seem appropriate?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Does he seem to take things literally?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Does he understand that words can have more than one meaning?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Does he understand slang expressions and idioms?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Does he understand indirect requests?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Can he go beyond what is directly stated and make inferences?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Can he retell a story with beginning, middle, and end?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Can he summarize a story or tell the most important idea?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>Can he define words and discuss word meanings?</li> </ul>	L1	
	L2	

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

<ul style="list-style-type: none"> <li>• If he can define a word, can he retrieve it from memory in order to use it in conversation?</li> </ul>	L1	
	L2	
<ul style="list-style-type: none"> <li>• Does he understand and use synonyms and antonyms?</li> </ul>	L1	
	L2	

<i>If the student has trouble communicating ideas clearly, answer the following questions:</i>					
		Usually	Sometimes	Rarely	Not Observed
14. Does the student mispronounce words?	L1				
	L2				
15. Does the student use excessive nonspecific vocabulary, such as “thing” or “stuff”?	L1				
	L2				
16. Is the student’s sentence structure appropriate for age/grade?	L1				
	L2				
17. Does the student jump from one topic to another?	L1				
	L2				
18. Does the student fail to provide necessary background information?	L1				
	L2				
19. When speaking, does the student pause, revise, or repeat so much that it is noticeable?	L1				
	L2				

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

### Language Form, Content, Use Focused Observation

**Student:** \_\_\_\_\_ **Observation Date/s:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Age/Grade:** \_\_\_\_\_

\*\*completed one form per language, if appropriate

<b>Target Language/Communication Skills:</b>			
<b>Context/Observation Setting:</b>		<b>Length of Observation:</b>	
<b>Frequency of Skill Use:</b>	<b>Appropriate</b>	<b>Approximation/ Attempt</b>	<b>Incorrect/ Not Observed</b>
<b>Context/Observation Setting:</b>		<b>Length of Observation:</b>	
<b>Frequency of Skill Use:</b>	<b>Appropriate</b>	<b>Approximation/ Attempt</b>	<b>Incorrect/ Not Observed</b>
<b>Comments</b>			

### Informal Pragmatic Assessment Checklist

**Student:** \_\_\_\_\_ **Examiner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Check most appropriate description/observation

\*\*Denote any differences observed between languages

Nonverbal Communication	
<i>Eye Gaze</i>	<ul style="list-style-type: none"> <li>• Used to regulate interaction</li> <li>• Brief/Fleeting</li> <li>• Excessive/ Staring</li> <li>• Absent</li> </ul>
<i>Generally oriented to examiner</i>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
<i>Personal Space</i>	<ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Too close</li> <li>• Too far</li> </ul>
<i>Facial Expressions</i>	<ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Overly Exaggerated</li> <li>• Flat</li> </ul>
Facial Expressions – Emotional States (√ if demonstrated; X if expected but not observed)	
<ul style="list-style-type: none"> <li>• Happy</li> <li>• Confused</li> <li>• Sad</li> </ul>	<ul style="list-style-type: none"> <li>• Angry</li> <li>• Other</li> </ul>
Gestures	
<i>Emphatic (talking with your hands)</i>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
<i>Conventional/Instrumental (nod/shake head, shrug, clap)</i>	<ul style="list-style-type: none"> <li>• Yes      <b>Example:</b></li> <li>• No</li> </ul>
<i>Descriptive (represents object or action “it was THIS big”)</i>	<ul style="list-style-type: none"> <li>• Yes      <b>Example:</b></li> <li>• No</li> </ul>
<i>Gestures/Points are:</i>	<ul style="list-style-type: none"> <li>• Clear/effective</li> <li>• Exaggerated</li> <li>• Imprecise</li> </ul>
<i>Points to:</i>	<ul style="list-style-type: none"> <li>• Share Interest</li> <li>• Request</li> <li>• Answer Questions</li> </ul>
<i>Reads and responds appropriately to nonverbal cues</i>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
<i>Stereotyped/Repetitive/Other Noted Behaviors:</i>	
Verbal Communication	
<i>Response to greetings:</i>	<ul style="list-style-type: none"> <li>• Appropriate</li> <li>• No Response</li> <li>• Other:</li> </ul>
<i>Answers are relevant:</i>	<ul style="list-style-type: none"> <li>• Frequently</li> <li>• Sometimes</li> <li>• Rarely/ Never</li> </ul>
<i>Responses are:</i>	<ul style="list-style-type: none"> <li>• Appropriate length</li> <li>• Excessive</li> <li>• Single Word</li> <li>• No Response</li> <li>• Other:</li> </ul>

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

<b>Presence of:</b>	<ul style="list-style-type: none"> <li>Echolalia</li> <li>Repetitive words/ phrases</li> </ul>	<ul style="list-style-type: none"> <li>Jargon</li> </ul>
<b>Preferred Topics:</b>	<ul style="list-style-type: none"> <li>Yes</li> <li>No</li> </ul>	<ul style="list-style-type: none"> <li>If yes, list:</li> </ul>
<b>Maintains topic by:</b>	<ul style="list-style-type: none"> <li>Making appropriate comments</li> <li>Not Observed</li> </ul>	<ul style="list-style-type: none"> <li>Asking appropriate questions</li> </ul>
<b>Waits turn:</b>	<ul style="list-style-type: none"> <li>Frequently</li> <li>Sometimes</li> </ul>	<ul style="list-style-type: none"> <li>Rarely/Never</li> </ul>
<b>Response time:</b>	<ul style="list-style-type: none"> <li>Appropriate</li> <li>Rapid</li> </ul>	<ul style="list-style-type: none"> <li>Delayed</li> </ul>
<b>Shifts topic:</b>	<ul style="list-style-type: none"> <li>Appropriately</li> <li>Abruptly</li> </ul>	<ul style="list-style-type: none"> <li>Frequently</li> <li>Shifts to preferred topic</li> </ul>
<b>Able to talk on topic chosen by other 3+ turns</b>	<ul style="list-style-type: none"> <li>Yes</li> <li>No</li> </ul>	
<b>Difference noted in complexity of speech, intonation, overall demeanor when talking about topic of interest</b>	<ul style="list-style-type: none"> <li>Yes</li> <li>No</li> </ul>	<b>Behavior noted:</b>
<b>Intonation:</b>	<ul style="list-style-type: none"> <li>Appropriate</li> <li>Exaggerated</li> <li>Flat</li> </ul>	<ul style="list-style-type: none"> <li>Mechanical</li> <li>Rising</li> <li>Staccato</li> </ul>
<b>Volume:</b>	<ul style="list-style-type: none"> <li>Appropriate</li> <li>Loud</li> <li>Quiet</li> </ul>	
<b>Resonance:</b>	<ul style="list-style-type: none"> <li>Normal</li> <li>Abnormal</li> </ul>	<ul style="list-style-type: none"> <li>If abnormal:                             <ul style="list-style-type: none"> <li>Hypernasal</li> <li>Hyponasal</li> <li>Cul-de-sac</li> </ul> </li> </ul>
<b>Appropriate use of:</b>	<ul style="list-style-type: none"> <li>Pronouns</li> <li>Regular Plurals</li> <li>Irregular Plurals</li> </ul>	<ul style="list-style-type: none"> <li>Regular Past Tense Verbs</li> <li>Irregular Past Tense Verbs</li> <li>Future Tense</li> </ul>
<b>Description of errors:</b>		
<b>Sentence types:</b>	<ul style="list-style-type: none"> <li>Simple</li> <li>Compound</li> </ul>	<ul style="list-style-type: none"> <li>Complex</li> <li>Frequent errors:</li> </ul> <hr/> <hr/> <hr/>

Hoffman, H. & De Froy, A. (2016). *Informal Pragmatic Assessment Checklist*. Unpublished.

**Observation of Student Communication within the School Environment**

**Student:** \_\_\_\_\_ **Date Completed:** \_\_\_\_\_

**School:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**SLP:** \_\_\_\_\_ **Class/ Subject Observed:** \_\_\_\_\_

<b>Communication</b>				
<b>Behavior Regulation</b>		<b>Yes</b>	<b>No</b>	<b>Not Observed</b>
1. Responds to simple gestures used by adults when given directions	L1			
	L2			
2. Independently carries out familiar, simple directions with minimal repetition	L1			
	L2			
3. Spontaneously communicates basic needs and desires clearly to others	L1			
	L2			
4. Asks for help by going to adult, raising hand, etc.	L1			
	L2			
5. Shows approval or rejection in an appropriate way	L1			
	L2			
6. Does not get upset when others are working or playing in close proximity	L1			
	L2			
7. Does not interrupt others	L1			
	L2			
8. Reacts to changes in routine/environment	L1			
	L2			
9. Insists on keeping certain objects with him/her	L1			
	L2			
10. Engages in repetitive behaviors	L1			
	L2			
11. Student appears to be in his/her "own world"	L1			
	L2			
<b>Social Interaction</b>				
1. Seeks out and initiates contact with others	L1			
	L2			
2. Interacts with peers in routine structured work	L1			
	L2			
3. Interacts with peers in play situations	L1			
	L2			
4. Shares and takes turns with materials during group activities	L1			
	L2			

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

5. Gains attention of others appropriately	L1			
	L2			
6. Responds to others within environment by giving a response	L1			
	L2			
7. Uses and responds to greetings in familiar settings	L1			
	L2			
8. Responds to own name	L1			
9. Acknowledges and responds to feelings by others	L2			
	L1			
10. Uses appropriate behavior to indicate desire to stop an activity	L2			
	L1			
11. Asks to move from tasks to task as appropriate	L2			
	L1			
	L2			
<b>Joint Attention</b>		<b>Yes</b>	<b>No</b>	<b>Not Observed</b>
1. Comments on object held by others or in his sight	L1			
	L2			
2. Adds new information to the topic of others	L1			
	L2			
3. Responds to simple questions	L1			
	L2			
4. Asks simple questions	L1			
	L2			
5. Requests information	L1			
	L2			
6. Clarifies	L1			
	L2			
<b>Sensory</b>		<b>Yes</b>	<b>No</b>	<b>Not Observed</b>
1. Shows sensitivity to loud noises/lights				
2. Engages in self-stimulatory behaviors (hand-flapping, rocking, spinning)				
3. Resists being touched or held				
4. Feels, smells and/or tastes objects in the environment				
<b>Communication Method</b>		<b>Yes</b>	<b>No</b>	<b>Not Observed</b>
1. Understands and uses gestures				
2. Engages in echolalia	L1			
	L2			
3. Displays odd prosody or peculiar voice characteristics	L1			
	L2			
4. Displays adequate volume or rate of speech	L1			
	L2			

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

5. Displays scripted, stereotyped discourse	L1			
	L2			
6. Displays pedantic characteristics	L1			
	L2			
7. Utilizes idiosyncratic speech	L1			
	L2			
8. Inappropriate use of pronouns	L1			
	L2			
9. Uses social rituals (please, thank you, excuse me)	L1			
	L2			
10. Responds or reciprocates to greetings	L1			
	L2			

**Comments:**

### Conversational Skills Checklist

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_ **Position:** (Circle one) **Parent/ Teacher/ SLP**

The Conversational Skills Checklist may be used as a Pre/Post Test to determine the following:

- A student’s strengths in using language skills in conversation.
- A student’s needs for developing language skills in conversation.
- A student’s progress towards proficiency of language skills in conversation.

**Directions for Observer:** Mark (X) the student’s frequency of use or proficiency for each of the skills listed on the chart. Base your responses on what has been observed at home (Parent), in the classroom (Teacher), or during assessment and/or therapy sessions (SLP)

\*\*complete one form per language, if appropriate

CONVERSATIONAL SKILL	PROFICIENCY CODES		
<b>Opening Section:</b>	Not Yet	Sometimes	Proficient
Secures listener’s attention			
Initiates topic of conversation			
Asks permission before touching or borrowing other people’s things			
Makes eye contact with others			
Uses friendly body language			
<b>Topic Selection:</b>	Not Yet	Sometimes	Proficient
Chooses topics that deal with “here and now”			
Chooses topics that deal with the past			
Chooses topics that deal with the future			
Chooses interesting topics of conversation			
Chooses topics appropriate for situation			
<b>Turn-Taking:</b>	Not Yet	Sometimes	Proficient
Overlap			
Nature of Turn – Comment			
Nature of Turn – Response			
Nature of Turn – Directed			
Takes turns in conversation			
Waits to share at appropriate times			
Invites others into conversation			
Relinquishes turn to talk			
<b>Topic Maintenance:</b>	Not Yet	Sometimes	Proficient
Maintained through repetition			

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Maintained through agreement			
Maintained by adding information			
Can sustain topic through several turns			
Asks appropriate questions that are on topic			
<b>Topic Changing:</b>	<b>Not Yet</b>	<b>Sometimes</b>	<b>Proficient</b>
Introduces new topics			
Reintroduces old topics			
Shades topic of discussion			
Can close or switch topics when appropriate			
<b>Repair:</b>	<b>Not Yet</b>	<b>Sometimes</b>	<b>Proficient</b>
Provides repairs when the listener doesn't understand			
Repeats what was said			
Confirms what was said			
Revises what was said			
Adds additional information to what was said.			
Provides cues			
Inappropriate response			
Seeks repairs when the speaker is not understood			
Gives neutral-nonspecific message of lack of understanding			
Requests confirmation as to what was understood			
Requests specific information to clarify			
<b>Quality:</b>	<b>Not Yet</b>	<b>Sometimes</b>	<b>Proficient</b>
A good listener when others are speaking			
Remembers to thank others for help			
Expresses sympathy when other people are hurting			
Considers how words affect others before speaking			
<b>Manner:</b>	<b>Not Yet</b>	<b>Sometimes</b>	<b>Proficient</b>
Keeps messages of conversation organized (tells things in order)			
Focuses on most important details, clearly and concisely			
Uses cohesion (links ideas)			
<b>Relation:</b>	<b>Not Yet</b>	<b>Sometimes</b>	<b>Proficient</b>
Responds appropriately to others' messages			
Asks for clarification of messages from other people			
Elaborates on a topic when appropriate			
Disagrees without disrupting			
<b>Assertiveness:</b>	<b>Not Yet</b>	<b>Sometimes</b>	<b>Proficient</b>
Asks question more than once if message not understood			

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

Continues to try to get messages across if listener does not understand			
---	--	--	--

**Observer Comments:**

### Communication Skills Observation Worksheet

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SLP:** \_\_\_\_\_ **Observation Context** \_\_\_\_\_

\*\*complete one form per language, if appropriate

Discourse Skills	Frequently Observed	Occasionally Observed	Not Observed
Starts a conversation <i>Examples:</i>			
Shows listening behavior <i>Examples:</i>			
Responds with appropriate content <i>Examples:</i>			
Interrupts appropriately <i>Examples:</i>			
Stays on topic <i>Examples:</i>			
Changes topic <i>Examples:</i>			
Appropriately ends a conversation <i>Examples:</i>			
Recognizes listener’s viewpoint <i>Examples:</i>			
Demonstrates topic relevancy <i>Examples:</i>			
Uses appropriate response length <i>Examples:</i>			
<b>Comments/Observations</b>			

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Speech Acts and Communication Functions	Frequently Observed	Occasionally Observed	Not Observed
Labels things or actions <i>Examples:</i>			
Asks for things or actions <i>Examples:</i>			
Describes things or actions <i>Examples:</i>			
Asks for information <i>Examples:</i>			
Gives information <i>Examples:</i>			
Asks permission <i>Examples:</i>			
Requests <i>Examples:</i>			
Promises <i>Examples:</i>			
Agrees <i>Examples:</i>			
Threatens or warns <i>Examples:</i>			
Apologizes <i>Examples:</i>			
Protests, argues, or disagrees <i>Examples:</i>			
Shows humor, teases <i>Examples:</i>			
Uses greetings <i>Examples:</i>			

Adapted from Erickson, J. (1987)

## **Evaluation Phase III – Analysis & Interpretation**

### Language Evaluation Summary Form

### Language Evaluation Summary Form

Student: \_\_\_\_\_ Campus: \_\_\_\_\_ SLP: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Assessment Questions:**

Evaluation Tool	Results		Data Supports Concern	
			Yes	No
<b>Teacher Checklist/ Interview</b>	L1			
	L2			
<b>Parent Information/ Interview</b>	L1			
	L2			
<b>Standardized Test/Subtest Results</b>	L1	Score/s:		
		Standard Deviation		
		Confidence Interval		
		Sensitivity		
		Specificity		

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

<b>Standardized Test/Subtest Results</b>	L2	Score/s:		
		Standard Deviation		
		Confidence Interval		
		Sensitivity		
		Specificity		

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Evaluation Tool	Results			Data Supports Concern	
			Results/Comments:	Yes	No
<b>Informal Criterion-Referenced Measures:</b>  Language Sample  Checklists  Interviews/Questionnaires  Skill Specific Probes	<b><u>Language Skills:</u></b>				
	<b>Syntax/ Morphology</b>	L1			
		L2			
	<b>Semantics</b>	L1			
		L2			
	<b>Metalinguistics</b>	L1			
		L2			
	<b>Phonology:</b> <i>Speech Sounds</i>	L1			
	<i>Reading/ Reading Readiness</i>	L2			
		L1			
		L2			
	<b>Pragmatics:</b> <i>Social Communication</i>	L1			
	<i>Narrative Skills</i>				
	<i>Discourse Skills</i>				

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

	<b>Social Interaction:</b> <i>Nonverbal Behaviors to Regulate</i>  <i>Interaction</i>  <i>Turn-Taking</i>  <i>Joint Attention</i>  <i>Shared Emotion</i>  <i>Use of Communication to Regulate Interactions</i>	L1			
	<i>Initiate/Sustain Conversation</i>	L2			
	<b>Intentionality:</b> <i>Request, Protest, Reject</i>	L1			
		L2			

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

	<b>Interaction:</b> <i>Initiate, Respond,</i>  <i>Maintain, Terminate,</i>  <i>Repair, Request, Greetings</i>	L1			
		L2			
<b>Focused Observations</b>		L1			
		L2			
<b>Other Assessment Information</b>		L1			
		L2			

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

<b>Recommendations to the ARD Committee</b>			
		<b>Yes</b>	<b>No</b>
<b>Stage I:</b> Presence of a Language Disorder	<b>Evidence:</b>		
<b>Stage II:</b> Adverse Effect on Educational Performance	<b>Evidence</b> (enter rating from Adverse Effect Checklist):  <b>Academic Achievement:</b> _____  <b>Functional Performance:</b> _____		
<i>If yes to Stage I and II, the Disability Determination for Language Disorder has been met</i>			
<b>Recommendation that ARD Committee consider eligibility for special education with a Speech Impairment</b>		Yes	No
<i>If ARD Committee determines SI eligibility, then address Stage III:</i>			
<b>Are specialized services by an SLP needed to help the student with a language disorder make progress in the curriculum?</b>		Yes	No
<b>Recommendations for SLP services:</b>			

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

## References and Resources

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## References

- American Speech-Language-Hearing Association. (2017). *Issues in ethics: Cultural and linguistic competence*. Retrieved March 23, 2021, from [www.asha.org/practice/ethics/cultural-and-linguistic-competence/](http://www.asha.org/practice/ethics/cultural-and-linguistic-competence/).
- American Speech-Language-Hearing Association. (2022). *2021 Demographic profile of ASHA members providing multilingual services*. [www.asha.org/](http://www.asha.org/)
- American Speech-Language-Hearing Association (n.d.). *Assessment Tools, Techniques, and Data Sources* (Practice Portal). <https://www.asha.org/practice-portal/clinical-topics/late-language-emergence/assessment-tools-techniques-and-data-sources/>
- American Speech-Language-Hearing Association (n.d.). *Bilingual Service Delivery*. (Practice Portal). [www.asha.org/practice-portal/professional-issues/bilingual-service-delivery/](http://www.asha.org/practice-portal/professional-issues/bilingual-service-delivery/).
- American Speech-Language-Hearing Association (n.d.). *Collaborating with Interpreters, Transliterators, and Translators*. (Practice Portal). [www.asha.org/practice-portal/professional-issues/collaborating-with-interpreters/](http://www.asha.org/practice-portal/professional-issues/collaborating-with-interpreters/).
- American Speech-Language-Hearing Association (n.d.). *Cultural Competence*. (Practice Portal). [www.asha.org/practice-portal/professional-issues/cultural-competence/](http://www.asha.org/practice-portal/professional-issues/cultural-competence/).
- American Speech-Language-Hearing Association (n.d.). *Definitions of Communication Disorders*. <https://www.asha.org/policy/rp1993-00208>.
- American Speech-Language-Hearing Association (n.d.). *Dynamic Assessment*. <https://www.asha.org/practice/multicultural/dynamic-assessment/>.
- American Speech-Language-Hearing Association (n.d.). *Eligibility and Dismissal in Schools*. <https://www.asha.org/slp/schools/prof-consult/eligibility>.
- American Speech-Language-Hearing Association (n.d.). *Evidence-based practice glossary*. [www.asha.org/research/ebp/evidence-based-practice-glossary/](http://www.asha.org/research/ebp/evidence-based-practice-glossary/).
- American Speech-Language-Hearing Association (n.d.). *Phonemic Inventories and Cultural and Linguistic Information Across Languages*. (Practice Portal). [www.asha.org/practice/multicultural/phono/](http://www.asha.org/practice/multicultural/phono/).
- Anderson, R. (2004). First language loss in Spanish-Speaking children: Patterns of loss and implications for clinical practice. In B. Goldstein (Ed.), *Bilingual language development & disorders in Spanish-English speakers*. Baltimore, MD: Brookes Publishing.

- Anderson, R., & Centeno, J. (2007). Contrastive analysis between Spanish and English. In J. Centeno, R. Anderson, & L. Obler (Eds.), *Communication disorders in Spanish speakers* (pp. 11-33). Bristol, UK: Multilingual Matters.
- Beaumont, C. (1992). Language intervention strategies for Hispanic LLD students. In H. W. Langdon & L. L. Cheng (Eds.), *Hispanic children and adults with communication disorders: Assessment & intervention* (pp. 272-333). Boston, MA: Aspen Publishers.
- Bedore, L. M., Cooperson, S. J., & Boerger, K. M. (2004). Morphosyntactic development. In B. Goldstein, (Ed). *Bilingual language development and disorders in Spanish-English speakers* (pp. 175-192). Baltimore, MD: Brookes Publishing.
- Bell-Berti, F. (2007). Phonetic descriptions of speech production in bilingual speakers: Empirical evidence and clinical considerations. In J. Centeno, R. Anderson, & L. Obler (Eds.), *Communication disorders in Spanish speakers* (pp. 276-288). Bristol, UK: Multilingual Matters.
- Bland-Stewart, L. M. (2005). Difference of deficit in speakers of African American English: What every clinician should know...and do. *The ASHA Leader*, (10)6, 6-7, 30-31. <https://doi.org/10.1044/leader.FTR1.10062005.6/>
- Castilla-Earls, A., Bedore, L., Rojas, R., Fabiano-Smith, L., Pruitt-Lord, S., Restrepo, M. A., & Peña, E. (2020). Beyond scores: Using converging evidence to determine speech and language services eligibility for dual language learners. *American Journal of Speech-Language Pathology*, 29(3), 1116–1132. [https://doi.org/10.1044/2020\\_ajslp-19-00179/](https://doi.org/10.1044/2020_ajslp-19-00179/)
- Craig, H. K., Thompson, C. A., Washington, J. A., & Potter, S. L. (2003). Phonological features of child African American English. *Journal of Speech, Language, and Hearing Research* 46(3), 623-635. [https://doi.org/10.1044/1092-4388\(2003\)049/](https://doi.org/10.1044/1092-4388(2003)049/)
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. College-Hill Press. <https://doi.org/10.2307/1510525/>
- Cummins, J. (1992). The role of primary language development in promoting educational success for language minority students. In C. Leyba (Ed), *Schooling and language minority students: A theoretical framework*. California State University. <https://doi.org/10.13140/2.1.1334.9449/>
- DeJarnette, G., Rivers, K. O., & Hyter, Y.D. (2015). Ways of examining speech acts in young African American children: Considering inside-out and outside-in approaches. *Topics in Language Disorders*, 35(1), 61-75. <https://doi.org/10.1097/TLD.0000000000000042/>
- Federal Register (n.d.). Federal Register, Health and Human Services Department <https://federalregister.gov/agencies/health-and-human-services-department>.

- Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development and disorders. A handbook on bilingualism & second language learning*. Baltimore, MD: Brookes Publishing.
- Goldstein, B. 2000. *Cultural and linguistic diversity resource guide for speech-language pathologists*. San Diego, CA: Singular Publishing.
- Goldstein, B. (2004). *Bilingual language development and disorders in Spanish – English speakers*. Baltimore, MD: Brookes Publishing.
- Gottlieb, M. & Sanchez-Lopez, C. (2008). Assessing English language learners: A perplexing puzzle. *Perspectives on School-Based Issues*, 9(2), 45-51.
- Guiberson, M. & Rodriguez, B. L. (2010). Measurement properties and classification accuracy of two Spanish parent surveys of language development for preschool-age children. *American Journal of Speech-Language Pathology*, 19, 225-237. [https://doi.org/10.1044/1058-0360\(2010/09-0058\)/](https://doi.org/10.1044/1058-0360(2010/09-0058))
- Hamayan, E. V. & Damico, J. S. (1991). *Limiting bias in the assessment of bilingual students*. Austin, Tx: PRO-ED.
- Hamilton, M. (2020). An informed lens on African American English. *The ASHA Leader*, 25(1), 46-53. <https://doi.org/10.1044/leader.FTR1.25012020.46/>
- Haynes, E. (2010). *What is language loss?* Center for Applied Linguistics. [www.cal.org/heritage/pdfs/briefs/what-is-language-loss.pdf/](http://www.cal.org/heritage/pdfs/briefs/what-is-language-loss.pdf/)
- Hosp, J. (n.d.). *Response to intervention and the disproportionate representation of culturally and linguistically diverse students in special education*. Response to Intervention Action Network. [www.rtinetwork.org/learn/diversity/disproportionaterepresentation/](http://www.rtinetwork.org/learn/diversity/disproportionaterepresentation/).
- Individuals with Disabilities Education Act (IDEA; 2004), *Federal Register*, Volume 71, No. 156 Part V, Department of Education, 34 CFR part 300.
- Kayser, H. (1998). *Assessment and intervention resource for Hispanic children*. San Diego, CA: Singular Publishing.
- Kester, E. S., Peña, E. D., & Gillam, R. B. (2001). Outcomes of dynamic assessment with culturally and linguistically diverse students: A comparison of three teaching methods within a test-teach-retest framework. *Journal of Cognitive Education and Psychology Online*, 2(1).
- Kohnert, K., & Kerr, A. (2004). Language intervention with bilingual children. In B. Goldstein, (Ed). *Bilingual language development and disorders in Spanish-English speakers* (pp. 311-338). Baltimore, MD: Brookes Publishing.

- Kohnert, K. (2012). Processing skills in early sequential bilinguals. In B. Goldstein (Ed.), *Bilingual language development & disorders in Spanish-English speakers*. Baltimore, MD: Brookes Publishing.
- Krashen, S. D. (2009). *Principles and practice in second language acquisition* (2<sup>nd</sup> ed.). Elmsford, NY: Pergamon Press Inc.  
[http://www.sdkrashen.com/content/books/principles\\_and\\_practice.pdf/](http://www.sdkrashen.com/content/books/principles_and_practice.pdf/)
- Langdon, H. (2002). *Interpreters and translators in communication disorders – A practitioner’s handbook*, Eau Claire, WI: Thinking Publications.
- Langdon, H. (2008). *Assessments & intervention for communication disorders in culturally and linguistically diverse populations*. San Diego, CA: Thomson Delmar Learning.
- Linck, J. A., Kroll, J. F., & Sunderman, G. (2009). Losing access to the native language while immersed in a second language: Evidence for the role of inhibition in second-language learning. *Psychological Science*, 20(12), 1507-1515. <https://doi.org/10.1111/j.1467-9280.2009.02480.x/>
- Ortiz, A. A. (1984). Choosing the language of instruction for exceptional bilingual children. *Teaching Exceptional Children*, 16(3), 208-212.  
<https://doi.org/10.1177/004005998401600311/>
- Ortiz, A. A. & Maldonado-Cohen, E. (1986). Recognizing learning disabilities in bilingual children: How to lessen inappropriate referrals of language minority students to special education. *Journal of Reading, Writing, and Learning Disabilities International*, 2(1), 43-56.
- Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language development and disorders: A handbook on bilingualism & second language learning* (2<sup>nd</sup> ed.). Baltimore, MD: Brookes Publishing.
- Paul, R., Norbury, C., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5<sup>th</sup> ed.). Maryland Heights, MO: Elsevier/Mosby.
- Peña, E.D., Gillam, R.B., & Bedore, L.M. (2014). Dynamic assessment of narrative ability in English accurately identifies language impairment in English language learners. *Journal of Speech, Language, and Hearing Research*, 57(6), 2208-2220.  
[https://doi.org/10.1044/2014\\_JSLHR-L-13-0151/](https://doi.org/10.1044/2014_JSLHR-L-13-0151/)
- Peregoy, S. & Boyle, O. (1997). *Reading, writing, and learning in ESL: A resource book for k-12 teachers* (2<sup>nd</sup> ed.). New York, NY: Pearson Longman Publishing.

- Rimikis, S., Smiljanic, R., & Calandruccio, L. (2013). Nonnative English speaker performance on the basic English lexicon (BEL) sentences. *Journal of Speech, Language, and Hearing Research*, 56(3), 792-804. [https://doi.org/10.1044/1092-4388\(2012/12-0178/](https://doi.org/10.1044/1092-4388(2012/12-0178/)
- Texas Speech-Language-Hearing Association. (2004). CLD Corner: Cultural & linguistic diversity issues. *Communicologist*, 30(4), 5.
- Thal, D., Jackson-Maldonado, D., & Acosta, D. (2000). Validity of a parent-report measure of vocabulary and grammar for Spanish-speaking toddlers. *Journal of Speech, Language, and Hearing Research*, 43(5), 1087-1100. <https://doi.org/10.1044/jslhr.4305.1087/>
- Westby, C., Burda, A., & Mehta, Z. (2003). Asking the right questions in the right ways: Strategies for ethnographic interviewing. *The ASHA Leader*. Retrieved June 7, 2021, from <https://www.asha.org/practice-portal/clinical-topics/late-language-emergence/assessment-tools-techniques-and-data-sources/>

### References (from Language Difference versus Language Disorder Section):

- American Speech-Language Hearing Association. (2003). American English dialects [Technical Report]. doi:10.1044/policy.TR2003-00044
- American Speech-Language-Hearing Association (n.d.). *Bilingual Service Delivery*. (Practice Portal). Retrieved May 19, 2021, from [www.asha.org/practice-portal/professional-issues/bilingual-service-delivery/](http://www.asha.org/practice-portal/professional-issues/bilingual-service-delivery/).
- Goldstein, B. (2000). *Cultural and linguistic diversity resource guide for speech-language pathologists*. San Diego, CA: Singular Publishing.
- Rhodes, R., Ochoa, S., & Ortiz, S. (2005). *Assessing culturally and linguistically diverse students. A practical guide*. New York, NY: Guilford Press.
- Roseberry-McKibben, C. (1995). *Multicultural students with special language needs*. Oceanside, CA: Academic Communication Associates.
- Roseberry-McKibben, C. (2002). *Multicultural students with special language needs*, (2<sup>nd</sup> ed.). Oceanside, CA: Academic Communication Associates.
- Roseberry-McKibbin, C. (2002). *Serving multicultural students with special language needs: Practical strategies for assessment and intervention* (2nd ed.). Oceanside, CA: Academic Communication Associates.
- Texas Education Agency (1991), *Fernando P. b/n/f Alicia P. v. Pasadena ISD*, TEA Docket No. 161-SE-690.

Texas Education Agency (2001), *Fernando P. b/n/f Alicia P. v. Pasadena ISD*, TEA Docket No. 374-SE-600.

Texas Education Agency (2003), *Fernando P. b/n/f Alicia P. v. Pasadena ISD*, TEA Docket No. 366-SE-0702.

Texas Education Agency (n.d.). *All about the TELPAS Test*. (Texas Assessment).  
<https://texasassessment.gov/telpas/families/all-about-the-telpas-test/>

Texas Education Agency. (2020). *Enrollment in Texas public schools, 2019-20*. (Document No. GE20 601 12). Austin TX: Author.

Wolfram, W. & Schilling-Estes, N. (1998). *American English: Dialects and variation*. Hoboken, NJ: Blackwell Publishing.

Yavas, M. (2007). Multilingual speech acquisition. In S. McLeod (Ed.), *The international guide to speech acquisition*. Delmar, NY: Thomson Delmar Learning.

## Resources

Additional position statements, references, and resources are available from the American Speech-Language-Hearing Association (ASHA) and other sources.

IDEA Part C Issue Brief: Culturally and Linguistically Diverse Students  
<https://www.asha.org/Advocacy/federal/idea/IDEA-Part-C-Issue-Brief-Cultural-and-Linguistic-Diversity>

Side-by-Side Comparison Analysis on 2006 IDEA Part B Final Regulations  
<https://www.asha.org/uploadedFiles/advocacy/federal/idea/2006IDEARegulationsComparison.pdf>

Cultural Competence – Statement from ASHA Board of Ethics <https://www.asha.org/practice-portal/professional-issues/cultural-competence>

ASHA Practice Portal: Collaborating with Interpreters  
[https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935334&section=Key\\_Issues](https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935334&section=Key_Issues)

ASHA Practice Portal: Bilingual Service Delivery  
<https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225&section=Overview>

Spanish-influenced English: Typical semantic and syntactic patterns of the English language learner. Ellen Stubbe Kester & Brenda K. Gorman. *Bilingualistics*.  
<https://bilingualistics.com/wp-content/uploads/2013/04/Typical-Semantics-and-Syntax-in-the-English-Language-Learner-CEU.pdf>

Bilingualistics [www.bilingualistics.com](http://www.bilingualistics.com)

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## **Appendices**

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

## Appendix A

### Tips for Working with an Interpreter

The clinician should always be present even if the interpreter (I/T) has been trained in using specific assessment instruments. Working with an interpreter is necessary to evaluate a client's primary language in the absence of a bilingual clinician who speaks the client's language. The speech-language pathologist must adequately train the I/T on specific procedures that are followed when assessing a child. Three basic steps are followed during the interpreting process: briefing, interaction, and debriefing which can ensure a more successful outcome (Langdon, 2002).

### Roles and Responsibilities of an Interpreter/Translator

- Knowledge of two languages is not sufficient to qualify someone as an interpreter. Interpretation and translation are complex processes requiring in-depth knowledge of two languages and two cultures, familiarity with specific vocabulary, and understanding of procedures used in a given profession.
- Successful interpretation depends on the integration of two different verbal and non-verbal communication sets. The dynamics of an interview or a conference are different from that of an assessment and must be considered.
- An interpreter/translator should have high oral and written proficiency in two languages to convey the meaning intended by the speaker and to adapt to a variety of communication styles, including speech differences caused by a disability.
- Important qualities to complete a successful interpretation or translation include neutrality, confidentiality, and honesty.

### Selecting an Interpreter

- Determine the interpreter's level of proficiency in English and the minority language
  - Consider potential dialectical/cultural differences within the minority language
- Assess the interpreter's educational background, professional training, and experience
- Consider status of certification and/or licensure, if applicable
- Be aware of the interpreter's communication style
- Try to use the same interpreter for multiple assignments so that you may establish a familiar working relationship
- Interpreters can include
  - Bilingual assistants
  - Professional interpreters
  - Bilingual staff
  - Family Members or Parents (consider the person's role, age, and potential conflicts of interest if the need arises to use a family member or friend)

### Prior to the Session/Briefing

- Meet with the interpreter in advance to allow adequate preparation time. It may take twice as long to complete a given task when the collaboration of an I/T is needed.

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

- The I/T should have an opportunity to practice a given assessment procedure prior to the assessment.
- Review the purpose of the conference, interview or assessment is discussed.
- Review the test and/or treatment materials which can include dictionaries or access to the internet to be able to research features in the given language.
- Ensure that the interpreter understands your confidentiality policies.
- Explain that the oral interpreter will need to limit non-verbal cues, such as hand gestures and/or vocal variation that may impact assessment results.
- Review test validity and reliability to ensure that the interpreter understands the need to avoid unnecessary rewording of testing prompts.
- Establish a rapport with the interpreter.
- Remind the interpreter to take notes on the client's responses.
- Learn greetings and the appropriate pronunciation of names in the family's primary language or signs.
- The clinician and the interpreter should review the client's background information
- Seating arrangements should be planned
- Type of interpreting are planned

### **During the Session/Interaction**

- Introduce yourself (as the speech-language pathologist) and the interpreter in the client's native language if possible
- Describe your roles and clarify expectations
- Monitor the interpreter's administration of a given task and the client's reactions is the responsibility of the clinician.
- Ensure that the interpreter remains neutral and is taking notes
- Use short, concise sentences
- Pause frequently to allow the interpreter to translate information
- Work as a team
- All members should address the client and family directly "Tell Mr. X that..." should be avoided, just look at the family member and speak.
- Allow enough time for the interpreter to organize the information for effective translation
- Periodically check with the interpreter to see if you are speaking too fast or too slowly, too softly, or unclearly
- Understand that words of feeling, attitude, and qualities may not have the same meaning when directly translated
- Talk directly with your client
- Be aware of non-verbal body language & gestures that may offend to the family's culture
- Avoid oversimplification of important explanations
- Provide written materials in the family's native language whenever possible
- Build in extra time for the session
- It is important that each member of the team watch both the verbal and nonverbal communication of all parties involved. If something appears to be unclear, the I/T and/or the professional should request a repetition or re-explanation of what has been said or done.

**After the Session/Debriefing**

- Review the client's errors
- Review the interview or assessment to discuss how effectively the process was completed and any questions that may have surfaced. Review the client's errors
- The interpreter should report the client's response as well as the anticipated response
- Avoid use of professional jargon
- Discuss any difficulties in the testing process or in the interpretation process
- The interpreter and the clinician should review the process.
- A follow-up plan for action such as bringing clients back or referring them to another professional or agency may be necessary

The speech-language pathologist or audiologist is the professional who is ultimately responsible for providing a diagnosis and for offering suggestions to the parents, student, and other teachers. Reflect on any changes that you can improve the interpreting process in future meetings or assessment sessions should be discussed as well. Finally, documentation of successful procedures should be collected.

**This information was compiled from the following resources:**

American Speech-Language-Hearing Association. (n.d.). *Collaborating with Interpreters, Translators, and Translators*. (Practice Portal). Retrieved May, 27, 2021, from [www.asha.org/practice-portal/professional-issues/collaborating-with-interpreters/](http://www.asha.org/practice-portal/professional-issues/collaborating-with-interpreters/).

American Speech-Language-Hearing Association (n.d.). *Bilingual Service Delivery*. (Practice Portal). Retrieved May 19, 2021, from [www.asha.org/practice-portal/professional-issues/bilingual-service-delivery/](http://www.asha.org/practice-portal/professional-issues/bilingual-service-delivery/).

American Speech-Language-Hearing Association website. [www.asha.org](http://www.asha.org) Articles included: *Tips for Working with an Interpreter*, last updated: 6/14/2005; *Language Interpreters & Translators: Bridging Communication with Clients and Families* by Henriette W. Langdon last updated: 06/14/2005; *Cultural & Linguistic Diversity Considerations* last updated: 03/09/2004; *Collaborating with Interpreters*

Langdon, H. W. & Cheng, L-R. L. (2002). *Collaborating with interpreters and translators: A guide for communication disorders professionals*. Thinking Publications.

## Appendix B

### Intervention for Language Disordered ELLs

#### Determining Language(s) of Intervention

The decision as to which language to use during intervention is mediated by the client's needs and proficiencies, legislation, and case law (IDEA, 2004; TEA 1991, 2001, 2003). In the public schools, speech-language services should be developed to enable the CLD student to receive an educational benefit. Current law states that "in the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP" (IDEA, 2004) [300.324(a)(2)(ii)]. Although it will be the Admission, Review, and Dismissal (ARD) committee's decision as to which language should be used in therapy, the SLP is responsible for making an informed recommendation based on the information obtained during the assessment.

Decisions regarding language of intervention depend on:

- Client's proficiency in each language
- Family language use
- Language environments

A bilingual model proposes that content is addressed in both languages. This model stresses the transfer of knowledge and skills between languages and emphasizes that both languages are valued and valuable (Kohnert & Kerr, 2004). The decision to provide services in the client's first language or in both languages is based on current understanding of intervention environments and outcomes. Recommendations intended to promote maximum therapeutic benefit (e.g., L1 intervention, bilingual intervention) may or may not align with the current language of instruction and/or parental preference but *should be based on the client's current language profile*.

Since client needs and skills are dynamic and evolving depending on his/her exposure to each language, the language of intervention requires careful and regular evaluation and may change over time. (For additional information, refer to *Communicologist* Aug. 2004; Beaumont, 1992; Goldstein, 2000; Goldstein, 2004; Ortiz, 1984; Roseberry-McKibben, 1995.)

#### Intervention Models

When a language other than English is recommended for intervention, consider one of the following models as described by Kayser (1998) and outlined below to determine how services will be provided.

- Bilingual support model: Monolingual speech-language pathologist uses a speech-language pathology assistant or technician (e.g., communication helper) who is bilingual to assist the speech-language pathologist in providing service in the minority language.

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

- Coordinated service model: Monolingual and bilingual speech-language pathologists work as a team to provide services.
- Integrated bilingual model: The bilingual speech-language pathologist provides all services.
- Combination of bilingual support and coordinated model: The monolingual speech-language pathologist and bilingual assistant provide services with the support of the bilingual speech-language pathologist.

Intervention with CLD populations should include as many modalities as possible to engage a child with a potential language barrier. These may include music, gestures, visuals, etc.

Instructional approaches, materials, and activities must be appropriate to the culture and language of the student. Additional intervention information can be found on ASHA’s practice portal.

**Matching Intervention to Second Language Acquisition Stages**

	<b>Preproduction</b> (first 3 months of L2 exposure)	<b>Early Production</b> (3 – 6 months of L2 exposure)	<b>Speech Emergence</b> (6 months – 2 yrs of L2 exposure)	<b>Intermediate Fluency</b> (2 – 3 years)
<b>Child’s Characteristics</b>	Silent period Focusing on comprehension	Focusing on comprehension Using 1 – 3-word phrases May use routines/formulas (“gimme five”)	Increased comprehension Using simple sentences Expanded vocabulary Continued grammatical errors	Improved comprehension Adequate face-to-face conversational proficiency More extensive vocabulary Few grammatical errors
<b>Oral Responses</b>	Yes/No responses in English One-word answers	1 – 3-word responses Naming/labeling Answering questions: either/or, who/what/where, sentence completion	Recalling Telling/retelling Describing/explaining Comparing Sequencing Carrying on dialogues	Predicting Narrating Describing/explaining Summarizing Giving opinions Debating/defending

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

<b>Visual/Written Responses</b>	Drawing/pointing Graphic designs Copying	Same as in pre-production stage Grouping and labeling Simple rebus responses	Written responses Drawing, painting, graphics	Creative writing (e.g., stories) Essays, summaries Drawing, painting, graphics Comprehensible written tests
<b>Physical Responses</b>	Pointing Circling/ Underlining Choosing among items Matching objects/pictures	Pointing Selecting Matching Constructing	Demonstrating Creating/constructing Role playing/acting Cooperative group tasks	Demonstrating Creating/constructing Role playing Cooperative group work Videotaped presentations

Printed with permission by: Rhodes, R., Ochoa, S., & Ortiz, S. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. Guilford Press.

*Note:* Adapted from Hearne (2000), Table 10.4, further adapted by Roseberry-McKibbon (2002), Table 15.1. Copyright 2000 and 2002 by Academic Communication Associates, Adapted with permission.

### Appendix C

#### Potential Source of L1 Influences on English Production

	Spanish	Japanese	Korean	Mandarin Chinese	Vietnamese	Lao
Sentence Structure	SVO (most common), but flexible word order; adjectives follow nouns	SOV	SOV	SVO	SVO	SVO istincti follow nouns
Verbal Morphology	Complex, the verb includes subject, tense, and person information	Complex, the verbal inflectional morphemes include tense, aspect, istincti, passives, among others	Complex, the verbal inflectional istincti include tense, aspect, mood, causatives, passives, among others	Relatively simple, grammatical morphemes include aspect markers	No markers on the verb (expressed through tense markers such as “anterior” and “subsequent”)	No tense markers on the verb (expressed through the words or tense particles, such as “yesterday”)
Phonotactic Constraints	Words cannot begin with s-clusters, Words can only end in n, d, l, and s, and the tap r	Mostly CV structures, no consonant clusters other than some with /j/, syllables can only end in n or a vowel	Phonetically no consonant clusters; phonologically consonant clusters could end a word. Various consonants can be in the initial and final position	No consonant clusters, syllables can only end in n or ng or a vowel	All initial clusters have /w/ as the second member (e.g., /tw/), syllables can end with /p, m, t, n, k/ and ng	No consonant clusters
Prepositions	No direct correspondence with English, less frequent, meaning of istinction is often carried in the verb (e.g. buscar = to look for)	Case particles or postpositions (e.g., <i>gakko e</i> “to school”)	Case particles or postpositions (e.g., <i>hakkyo ey</i> “to school”)	Prepositions can be used as verbs, prepositional phrase is placed at the istincti of the sentence or before verb phrase	“Relator nouns” resemble the istinction in English (e.g., trong “place inside”)	

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

Subject	Pro-drop (can drop the initial subject pronoun after it is introduced) (e.g. <i>Juan fue a la tienda. Compró pan.</i> )	Pro-drop (can drop the subject pronoun) (e.g., ( <i>Mina wa</i> ) <i>gakusei desu</i> '(Mina) is a student')	Pro-drop (can drop the subject pronoun) (e.g., ( <i>Mina-nun</i> ) <i>haksayng ita</i> '(Mina) is a student'.)	No pro-drop, the third person pronoun (he/she/it) is not used as often as in English		Subject can be omitted
Tonal	-	pitch accent; (syllables have high or low pitch accent) (e.g., <i>hashi</i> can mean 'bridge', or 'chopstick')	No (Some dialects may have pitch accent.)	Yes 4 tones in Mandarin Chinese	Yes 6 tones	Yes 6 tones
Gender	Gender is carried in nouns. Articles and adjectives must agree (e.g. <i>la manzana roja</i> OR <i>el mango rojo</i> )	No grammatical gender distinctions but highly developed honorific systems	No grammatical gender distinction, but highly developed honorific systems	No grammatical gender distinctions		
Possessives	No apostrophe "s"	Case particle (-no)	Case particle (-uy) Or by using dative construction s	Relative marker -de		Expressed with combinations of words

### Sources:

Cheng, L.-R. L. (1991). *Assessing Asian language performance: Guidelines for evaluating limited-English-proficient students* (2<sup>nd</sup> ed.). Academic Communication Associates.

Cheng, L.-R. L. (2002). Asian and Pacific American cultures. In D. E. Battle (Ed.), *Communication disorders in multicultural populations* (3<sup>rd</sup> ed., pp. 71-111). Butterworth-Heinemann.

Hua, Z. (2007). Putonghua (modern standard Chinese) speech acquisition. In S. McLeod (Ed.), *The international guide to speech acquisition* (pp. 517-527). Thomson Delmar Learning.

Hwa-Froelich, D. A. (2007). Vietnamese speech acquisition. In S. McLeod (Ed.), *The international guide to speech acquisition* (pp. 580-591). Thomson Delmar Learning.

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*

Sun, C. (2006). *Chinese: A linguistic introduction*. Cambridge University Press.

Thompson, L. C. (1965). *A Vietnamese grammar*. University of Washington Press.

Vance, T. (1987). *An introduction to Japanese phonology*. State University of New York Press.

Yamaguchi, T. (2007). *Japanese linguistics: An introduction*. Athenaeum press.

Hoshino, T., & Marcus, R. (1981). *Lao for beginners*. Tuttle Language Library.

### Common Errors of Spanish-Influenced English

- **Helping verbs** – Auxiliary (helping) verbs may be omitted in statements and questions.
  - For example: “She eating.” For “She is eating.”
- **Prepositional use** – The preposition “on” may be used for “in”.
  - For example: “I’m on the car.” For “I’m in the car.”
- **Noun-adjective order** – The English order of an adjective before a noun may be reversed.
  - For example: “The frog green.” For “The green frog.”
- **Possession** – The word “of” may be used to express possession instead of the possessive “-s” marker.
  - For example: “The dog of the girl.” For “The girl’s dog.”
- **Subject-verb agreement** – There may not be agreement between the subject and verb of a sentence.
  - For example: “The boy are swimming” for “The boys are swimming”
- **Subject pronouns** – The pronouns used as the subject of a sentence or clause may be omitted.
  - For example: “Then drove back.” For “Then they drove back.”
- **Use of negatives** – The word “no” may be used for other negatives.
  - For example: “No touch that.” For “Don’t touch that.”

### Source:

Langdon, H. & Merino, 1992. Acquisition and development of a second language in the Spanish speaker. In H.W. Langdon & L.R. Lilly Cheng (Eds.). *Hispanic Children and Adults with Communication Disorders*. Aspen.

**Morphosyntactic Features of African America English (AAE)**

<b>Features</b>	<b>AAE Examples</b>	<b>Standard American English (SAE) Examples</b>
<b>Plurality</b> <ul style="list-style-type: none"> <li>• May be marked by quantifiers or numbers</li> </ul>	She got two dog. He buy some apple.	She has two dogs. He buys some apples.
<b>Pronoun</b> <ul style="list-style-type: none"> <li>• Pronoun cases used interchangeably</li> <li>• Regularized reflexive</li> <li>• Appositive pronoun used to signify the same referent</li> </ul>	Her fell. Them dogs are ours. He say so hisself. And the other people they went.	She fell. Those dogs are ours. He said so himself. And the other people went <i>or</i> And they went.
<b>Past Tense</b> <ul style="list-style-type: none"> <li>• Marking <i>-ed</i> often omitted</li> <li>• Present forms of irregular verbs used</li> </ul>	She open the can. She fall into the ocean.	She opened the can. She fell into the ocean.
<b>Copula/Auxiliary</b> <ul style="list-style-type: none"> <li>• May be deleted</li> </ul>	He a good person. They walking home. He might been in the car. He eaten it already.	He's/is a good person. They are walking home. He might have been in the car. He had eaten it already.
<b>Possessive</b> <ul style="list-style-type: none"> <li>• Marked by word order (owner + thing)</li> </ul>	It Jane purse.	It's Jane's purse.
<b>Preposition</b> <ul style="list-style-type: none"> <li>• Variably included</li> </ul>	She looks bird.	She looks at birds.
<b>Article</b> <ul style="list-style-type: none"> <li>• Variably included</li> <li>• A used regardless of vowel context</li> </ul>	This cake is best present of all. She eat a apple.	This cake is the best present of all. She at an apple.
<b>Ain't</b> <ul style="list-style-type: none"> <li>• Used as a negative auxiliary in <i>have+not</i>, <i>do+not</i>, <i>are+not</i>, <i>is+not</i> construction</li> </ul>	He ain't got none. You ain't know that?	He doesn't have any. You don't know that?
<b>Done</b> <ul style="list-style-type: none"> <li>• Used to emphasize a recently completed action</li> </ul>	He done set the fire.	He set the fire.
<b>Infinitive</b> <ul style="list-style-type: none"> <li>• Infinitive <i>to</i> variably included</li> </ul>	I'm here see you.	I'm here to see you.
<b>Subject-Verb Agreement</b> <ul style="list-style-type: none"> <li>• Differ in number marking</li> </ul>	He run really fast. You was running.	He runs really fast. You were running.

The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.

<b>Multiple Negation</b> <ul style="list-style-type: none"> <li>● Two or more negatives used in a clause</li> </ul>	It's not raining no more. He don't got nothing.	It's not raining any more. He doesn't have anything.
<b>Abbreviated forms</b> <ul style="list-style-type: none"> <li>● Fitna (fixing to)</li> <li>● Sposeta (supposed to)</li> <li>● Bouta (about to)</li> </ul>	He fitna go home. She sposeta finish it. They abouta go.	He's fixing to go home. She's supposed to finish it. They're about to go.
<b>Double Marking</b> <ul style="list-style-type: none"> <li>● Multiple agreement markers and hypercorrection of irregulars</li> </ul>	He tries to meets them. Two people felled.	He tries to meet them. Two people fell.

Sources:

Craig et al., 2003; Hamilton, 2020; Bland-Steward 2005; Goldstein, 2000.

## Appendix D

### Language Sampling using SALT 2010 Spanish Edition

#### **Purpose:**

A tool designed to assess expressive language skills of native Spanish speaking bilingual (Spanish/English) children in grades K-3<sup>rd</sup>, ages 5-0 through 9-9. Tasks may be appropriate for a wider range of grades and ages but the Bilingual Story Retell reference databases, used for comparison, are limited to the above grade and age ranges.

#### **Task**

A story retell elicitation procedure which requires the child to listen to a story while observing the story's picture sequence. Story narrative scripts are provided in English and Spanish. The story is repeated in English and in Spanish. Child must have at least a minimal level of fluency in both languages.

#### **Reference Databases:**

- Children from public school ELL classrooms in urban Texas and urban California. Children reflect the diverse socio-economic status of these areas
- Children were described as “typically developing” as determined by normal progress in school and the absence of special education services
- All children were able to produce both English and Spanish narratives containing at least one complete and intelligible verbal utterance in the target language.
- Although the samples may contain code-switched words, at least 80% of the words from each sample were in the targeted language

#### **Administration, Transcription, and Coding**

Instructions are provided for the following:

- story retell elicitation protocol
- allowable, open-ended prompts
- transcription of the samples
- analysis of samples
- interpretation of results

SALT 2010 Spanish Edition  
SALT Software, LLC  
437 S. Yellowstone Dr. Ste. 214  
Madison, WI 53719  
888-440-SALT

*The SI Disability Determination Guidelines have been prepared by the Texas Speech-Language-Hearing Association (TSHA). Please note that they are **guidelines**. TSHA has no regulatory or administrative authority and there is no requirement to use the guidelines. They are provided by TSHA as a public service to enhance the quality of SLP services in public schools.*