



SPPA 6620 Speech and Language Assessment in Bilingual Populations

FALL 2014

THURSDAYS 5:30-8:00PM, CRAMER HALL 217
STACY KO SONDAG, M.A. CCC-SLP



How to Reach Me

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Course Objectives

This course will focus on the speech and language development and assessment of bilingual speakers, particularly Spanish-English bilinguals. Formal and informal assessment techniques will be explored including the use of standardized assessment tools, language sample analysis, dynamic assessment, and the importance of ethnographic interviewing and observation techniques as part of least-biased assessment procedures.

I. Course Objectives:

Each student will be able to:

- To understand the differences in speech and language development/disorders between monolingual and bilingual speakers.
- To identify and describe different types of bilingual learners.
- To describe processes of second language acquisition.
- To identify typical and atypical Spanish speech and language acquisition.
- To understand the influence of bilingualism on linguistic, academic, and cognitive development.
- To understand the key issues in formal and informal testing of bilingual speakers.
- To identify the components of least-biased assessment.
- To analyze language samples of bilingual speakers.
- To integrate formal and informal measures into assessment practices.
- To foster his or her cultural competence.
- To become familiar with the research of numerous prominent scholars in the field.



Course Requirements and Grading

II. Assessment/Grading

In accordance with ASHA guidelines, student learning will be evaluated using both **formative** and **summative** forms of assessment.

Formative Assessment- ongoing measurement during educational preparation for the purpose of improving student learning. Formative assessment yields critical information for monitoring an individual's acquisition of knowledge and skills. Such assessment must evaluate critical thinking, decision-making, and problem-solving skills. Measures include oral and written components as well as demonstrations of clinical proficiency.

Summative Assessment- comprehensive evaluation of learning outcomes at the culmination of educational preparation. Summative assessment yields critical information for determining an individual's achievement of knowledge and skills.

• Classroom participation/attendance	5 points
• Discussion facilitator	5 points
• Reading journal entries (10 x 5 pts each)	50 points
• Test review and presentation	30 points
• Research Paper	100 points
• Mid-semester exam	75 points
• Final exam	100 points

Total 365

All written assignments should be typed double-spaced (no more than 27 lines per page) with 1-inch margins at the left, right, top, and bottom. Use a 12 pt. Times, Courier, or Geneva font. Print your name and the page number in a header on the upper right hand corner of each page. Please submit assignments to the corresponding dropboxes on D2L by 5:30pm before class. **Assignments will be marked down 50% of your grade if received up to 24 hours late, 75% if received up to 48 hours late, and thereafter will not be accepted.**

Final letter grades are based on the percentage of points earned. A (93–100%), AB (88–92%), B (83–87%), BC (78–82%), C (73–77%), CD (68–72%), D (60–67%), F (59% and lower).

III. Assignment Descriptions:

1. Classroom participation/attendance

Each student will be expected to complete all reading assignments in a timely fashion, to bring reading materials to class, to actively listen, and to ask and answer questions to contribute to class discussion. 5 points (achievable with contribution each class).

2. Reading journal (Formative)

To facilitate understanding and recall of reading material and to promote productive class discussion, you will each keep an electronic "journal" where you will a) summarize the key points from the assigned readings (1 ½ -page minimum) and b) answer guided reading questions, and c) write your own comments and questions regarding the material. Students will be prepared to discuss and elaborate on these

<p>key points in class. Please see instructions and grading criteria on D2L. You will submit your entries to the dropbox before class the assigned day. 10 entries x 5 points = 50 points.</p>
<p>3. Discussion facilitator (Formative) On the first day of class, each student will sign up to facilitate a 10-15 minute discussion on the assigned readings. The facilitator will be expected to lead the whole group discussion by presenting a general summary of the reading, posing open-ended questions to members of the class and/or activities, etc. to facilitate discussion of the key issues and how they relate to the overall course objectives. Please see instructions and grading criteria on D2L. 5 points.</p>
<p>4. Test review and presentation (Formative) You will evaluate a Spanish assessment tool and write a summary of the following information: purpose, population and ages, tasks/subtests, standardization sample, reliability, validity, strengths and weaknesses. A 10 minute presentation will include actual administration of test items in Spanish as well as a brief review of the summary information gathered. Following this activity, each student will be familiar with current tests that are commercially available and have a good reference sheet about their appropriateness. A sign-up sheet and list of tests will be provided in class. Please see instructions and grading criteria on D2L. This assignment is worth 30 points.</p>
<p>5. Research Paper (Formative) An annotated bibliography and the final paper are due on dates indicated below. All students will present their papers in class the final week of class. This project is worth 100 points. Please see instructions and grading criteria on D2L.</p>
<p>6. Exams (Formative and Summative) Exams will consist of multiple choice, fill-ins, short-essay questions, and case studies. The mid-semester exam is worth 75 points and the final exam 100 points. The final exam will be cumulative and will cover all course content presented as outlined in the course objectives.</p>

IV. The Department of Speech Pathology and Audiology Definition of Excused Absence from Exams

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

Questions on the make-up exam may differ from those on the class exam.

V. Marquette University Policy on Multiple Exams

If a student has **four** exams in one day, the student has the option to ask **all four instructors** about the possibility of changing the exam to another time. If none of the four instructors agrees, or if the changed exam time does not fit the student's schedule, the student may contact the College or Registrar staff about the possibility that they might proctor a special exam time with the student, if the instructor agrees.

VI. Policy on Academic Dishonesty

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct:

<http://www.marquette.edu/academics/regulations/acaddishonesty.html>

VII. Marquette University and College of Health Sciences Attendance Policy

Students are expected to attend all meetings of the course and to be on time. Class lectures and exams are based on several sources of information including not only your text but numerous additional sources. Any absence, regardless of the reason, will prevent the student from getting the full benefit of the course and render the student liable to University censure. It is assumed that no student will be absent from class without reason. Therefore, the instructor does not differentiate officially between "excused" and "unexcused" absences. **Four (4) absences will result in a warning and six (6) absences will result in being dropped from the course.**

Please make an appointment with me as soon as possible if you need course adaptations or accommodations because of a disability.

VII. Required Texts:

G: Goldstein, B. (2012). *Bilingual Language Development and Disorders in Spanish-English Speakers, 2nd Edition*. Brookes Publishing.

L: Langdon, H. (2007). *Assessment and Intervention for Communication Disorders in Culturally and Linguistically Diverse Populations*. Delmar Learning.

C: Centeno, J.G., Anderson, R.T., & Obler, L.K. (2007). *Communication disorders in Spanish Speakers: Theoretical, research and clinical aspects*. Multilingual Matters.



VIII. Tentative Schedule

Week	Lecture Topics	Readings	Assignments
1 8/28	Introduction History & Legislation Defining bilingualism	G:1, 4	
2 9/4	Second Language Dvlp Dual Language Processes	L:2, 3 C:3, 4	Reading journal entry 1
3 9/11	Sociocultural Aspects Intro to Assessment Procedures ...Least-Biased Assessment ...Difference vs. Disorders ...Psychometrics	C:5 G:2, 3 L:5	Reading journal entry 2 Facilitator:
4 9/18	Speech Dvlp & Disorders	C:1 C:13 G:15	Reading journal entry 3 Facilitator:
5 9/25	Neurogenic Disorders <i>Guest Speaker</i>	L:8 Lorenzen article C:16	Reading journal entry 4
6 10/2	Language Dvlp & Disorders	G:6 G:7, skim 8	Reading journal entry 5 Facilitator:
7 10/9	Formal Assessment Pros and Cons Modifications	G:9 G:10 G:11 C:9 (skim)	Reading journal entry 6 Facilitator:
8 10/16	Informal Assessment Language Sample Analysis Processing-Based Measures	G: 5, C:12 C:10	Midterm Exam Reading journal entry 7 Facilitator:
9 10/23	Informal Assessment	Handouts	Research project topics Reading journal entry 8 Facilitator:
10 10/30	Dynamic Assessment	skim C: 14, 15 Peña et al, 2006	Reading journal entry 9 Facilitator:
11	Narratives	G:12	Facilitator:

11/6	Literacy	G: 13, Gorman et al., 2011	
		L: 6 (143-158)	Reading journal entry 10
12 11/13	Literacy (cont)	C:17, 18	
		C:2 L: 6 (158-176)	Facilitator:
13 11/20	Report writing, Case Studies <i>Guest Speaker</i>	G: 14	Research Paper Due
			Facilitator:
14 11/27	<i>No class - Thanksgiving</i>		
		Hammer article	
15 12/4	Putting it into practice Case studies Conclusions	Peña et al., 2011; Marian, 2009	Facilitator:
		C:Epilogue	
Final Exam: Thursday, December 11, 2013 5:45-7:45pm			

Lorenzen, B., & Murray, L.L. (2008). Bilingual aphasia: A theoretical and clinical review. *American Journal of Speech Language Pathology, 17*, 299–317. <http://ajslp.asha.org/cgi/reprint/17/3/299>

Peña, E. D., Gillam, R. B., Malek, M., Ruiz-Felter, R., Resendiz, M., Fiestas, C., & Sabel, T. (2006). Dynamic assessment of school-age children's narrative ability: An experimental investigation of classification accuracy. *Journal of Speech, Language and Hearing Research, 49*, 1037-1057. <http://jslhr.asha.org/cgi/reprint/49/5/1037>

Gorman, B.K., Fiestas, C.E., Peña, E.D., & Clark, M.C. (2011). Creative and stylistic devices employed by children during a storybook narrative task: A cross-cultural study. *Language, Speech, and Hearing Services in Schools, 42*(2), 167-181.

Scheffner Hammer, C. (2011). Broadening our knowledge about diverse populations. *American Journal of Speech Language Pathology, 20*, 71–72. <http://ajslp.asha.org/cgi/content/full/20/2/71>.

Peña, E. D., Gillam, R. B., Bedore, L. M., & Bohman, T. M. (2011). Risk for poor performance on a language screening measure for bilingual preschoolers and kindergarteners. *American Journal of Speech Language Pathology, 20*, 302–314.

Marian, V. Faroqi-Shah, Y., Kaushanskaya, M., Blumenfeld, H.K., & Sheng, L. (October 13, 2009). Bilingualism: Consequences for language, cognition, development, and the brain. *ASHA Leader*. <http://www.asha.org/Publications/leader/2009/091013/f091013a.htm>

IX. ASHA Recommended Readings

<http://www.asha.org/practice/multicultural/>

American Speech-Language-Hearing Association. *Definition Bilingual Speech-Language Pathologists and Audiologists*. Rockville, MD.

IX. Additional References

Bedore, L. M., Peña, E. D., García, M., & Cortez, C. (2005). Conceptual versus monolingual scoring: When does it make a difference? *Language, Speech, and Hearing Services in Schools, 36*, 188-200.

Bialystok, E. (2001). *Bilingualism in development: Language, literacy and cognition*. New York, NY; Cambridge University Press.

Caesar, L. G., & Kohler, P. D. (2007). The state of school-based bilingual assessment: Actual practice versus recommended guidelines. *Language, Speech, and Hearing Services in Schools, 38*, 190-200.

Dollaghan, C.A. & Horner, E.A. (2011). Bilingual language assessment: A meta-analysis of diagnostic accuracy. *Journal of Speech, Language, and Hearing Research, 54*, 1077-1088.

Fiestas, C. E., & Peña, E. (2004). Narrative discourse in bilingual children: Language and task effects. *Language, Speech and Hearing Services in Schools, 35*, 155-166.

Goldstein, B., Fabiano, L., & Washington, P. (2005). Phonological skills in predominantly English-speaking, predominantly Spanish-speaking, and Spanish-English bilingual children. *Language, Speech, and Hearing Services in Schools, 36*, 201-218.

Gorman, B. K., & Aghara, R. G. (2004). Conceptualizing bilingualism: Defining the standard for child language assessment. *Newsletter of the ASHA Special Interest Division 1: Perspectives on Language, Learning and Education, 11*(2), 20-24.

Gorman, B. K., & Gillam, R. B. (2003). Phonological awareness in Spanish: A tutorial for speech-language pathologists. *Communication Disorders Quarterly, 25*, 13-22.

Gutiérrez-Clellen, V. F., Restrepo, M. A., Bedore, L., Peña, E., & Anderson, R. (2000). Language sample analysis in Spanish-speaking children: Methodological considerations. *Language, Speech, and Hearing Services in Schools, 31*, 88-98.

Gutiérrez-Clellen, V. F., & Peña, E. (2001). Dynamic assessment of diverse children: A tutorial. *Language, Speech, and Hearing Services in Schools, 32*(4), 212-224.

Jacobson, P. F., & Schwartz, R. G. (2005). English past tense use in bilingual children with language impairment. *American Journal of Speech-Language Pathology, 14*, 313-323.

Kapantzoglou, M., Restrepo, M.A., & Thompson, M.S (2012). Dynamic assessment of word learning skills: Identifying language impairment in bilingual children. *Language, Speech, and Hearing Services in Schools, 43*, 81-96.

Kelley, A., & Kohnert, K. (2012). Is there a cognate advantage for typically developing Spanish-speaking English-language learners? *Language, Speech, and Hearing Services in Schools, 43*, 191-204.

Kohnert, K., Yim, D., Nett, K., Kan, P. F., & Duran, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech, and Hearing Services in Schools, 36*, 251-263.

Laing, S. P., & Kamhi, A. (2003). Alternative assessment of language and literacy in culturally and linguistically diverse populations. *Language, Speech and Hearing Services in Schools, 34*, 44-55.

- Peña, E., Iglesias, A., & Lidz, C.S. (2001). Reducing test bias through dynamic assessment of children's word learning ability. *American Journal of Speech-Language Pathology, 10*(2), 138-154.
- Salas-Provance, M., Erickson, J. G., & Reed, J. (2002). Disabilities as viewed by four generations of one Hispanic family. *American Journal of Speech-Language Pathology, 11*, 151-162.
- Schiff-Myers, N. B. (1992). Considering arrested language development and language loss in the assessment of second language learners. *Language, Speech, and Hearing Services in Schools, 23*, 28-33.
- Stockman, I. J. (1996). The promises and pitfalls of language sample analysis as an assessment tool for linguistic minority children. *Language, Speech, and Hearing Services in Schools, 27*, 355-366.
- Thal, D., Jackson-Maldonado, D., & Acosta, D. (2000). Validity of parent-report measure of vocabulary and grammar for Spanish-speaking toddlers. *Journal of Speech, Language, and Hearing Research, 43*(5), 1087-1100.
- Yavas, M., & Goldstein, B. (1998). Phonological assessment and treatment of bilingual speakers. *American Journal of Speech-Language Pathology, 7*, 49-60.
- Arámbula, G. (1992). Acquired neurological disabilities in Hispanic adults. In H. W. Langdon & L. L. Cheng (Eds.), *Hispanic Children and Adults with Communication Disorders* (pp. 373-407). Gaithersburg, MD: Aspen.
- Ardila, A., Rosselli, M., & Ostrosky, F. (1992). Socioeducational factors in clinical neuropsychological assesment. In A. E. Puente & R. J. McCaffrey (Eds.), *Handbook of neuropsychological assessment: A Biopsychosocial perspective* (pp. 181-192). New York: Plenum.
- Ardila, A., Rosselli, M., & Puente, A. E. (1994). *Neuropsychological evaluation of the Spanish speaker*. New York: Plenum.
- Burton, V. J., & Wendt, B. (2002). Pre-referral procedures: Meeting unique needs of English language learners. *Perspectives on communication disorders and sciences in culturally and linguistically diverse populations, 8*(1), 4-6.
- Centeno, J. (2005). Working with bilingual individuals with aphasia: The case of a Spanish-English bilingual client. *American Speech-Language-Hearing Association Division 14 - Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 12*, 2-7.
- Marion, V., Blumenfeld, H. K., & Kaushanskaya, M. (2007). The Language Experience and Proficiency Questionnaire (LEAP-Q): Assessing language profiles in bilinguals and multilinguals. *Journal of Speech, Language, and Hearing Research, 50*(4), 940-967.
- Muñoz, M. L., & Marquardt, T. P. (2008). The performance of neurologically normal bilingual speakers of English and Spanish on the Bilingual Aphasia Test. *Aphasiology, 22*(1), 3-19.
- Muñoz, M. L., & Marquardt, T. P. (2004). The influence of language context on lexical retrieval in the discourse of bilingual speakers with aphasia. *Journal of Multilingual Communication Disorders, 2*(1), 1-17.
- Reyes, B. (1995). Considerations in the assessment and treatment of neurogenic communication disorders in bilingual adults. In H. Kayser (Ed.), *Bilingual speech-language pathology: An Hispanic focus* (pp. 153-182). San Diego: Singular.
- Roberts, P. M. (2001). Aphasia assesment and treatment for bilingual and culturally diverse clients. In R. Chapey (Ed.), *Language intervention strategies in adult aphasia* (4th ed., pp. 208-234). Baltimore, MD: Williams and Wilkins.



Knowledge And Skills Acquisition (KASA) Standards Met By This Course

1. Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Articulation, Receptive and expressive language.
3. Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. receptive and expressive language, cognitive aspects of communication, social aspects of communication.
4. Standard IV-G.1: Skill outcomes for Evaluation (Receptive and expressive language)
 - Conduct screening.
 - Select and administer appropriate evaluation procedures, nonstandardized and standardized tests, and instrumental procedures
 - Adapt evaluation procedures to meet client/patient needs
 - Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
 - Complete administrative and reporting functions necessary to support evaluation
 - Refer clients/patients for appropriate services



Content Standard 1

General instructional content and practice of speech and language to include:

- e. Typical and atypical speech, language, and hearing
- f. Assessment techniques used in the identification of children with speech and language disabilities

Content Standard 2

Learning theory as it relates to:

- a. Cognitive development
- b. Communicative development

The application of theory to:

- a. Evaluation

Content Standard 3

Individual Differences in regard to:

- c. Transfer of learning
- e. The ability to address individual differences in the delivery of speech and language services

Content Standard 4

Meeting the individual educational needs of children with speech and language disabilities through the use of:

- a. Verbal modes

Content Standard 5

Conducting formal and informal evaluation to include:

- a. Standardized test selection
- b. Authentic assessment
- c. Interpretation of assessment results
- d. Principles of measurement in the identification of a speech and language disability

Content Standard 6

Professional communication to include:

- a. Critical thinking
- b. Problem solving
- c. Flexibility
- e. Collaboration

Content Standard 7

State and federal laws to include:

- a. General and special education

Content Standard 8

Cultural diversity, individual differences, and all areas of disability in the identification of children with speech and language disabilities, IEP planning, and service delivery.

Content Standard 9

The development of collaborative relationships using a variety of resources including, but not limited to:

- a. Educational
- b. Familial
- c. Societal
- d. Political
- e. Medical
- f. Professional
- g. Community