

Diagnostics

Multifactored Evaluation

Diagnostic Questions

- Where do we start?
- What questions do we need to ask?
- What are we looking for?
- How do we distinguish between language differences and language disorders?

Where Do We Start?

Goals

- To avoid mislabeling ELLs as disabled
- To identify true speech, language or learning disorders
- To make accurate assessment and academic planning decisions— by:
 - Identifying and limiting testing bias
 - Understanding normal second language acquisition stages and characteristics
 - Understanding cultural and linguistic variances and variables
 - Distinguishing language differences from disorders

Where Do We Start?

Pre-referral

- Powerful means to gather cultural and linguistic background, provides context for L1 development and guides L2 assessment
- Necessary for accurate interpretation of speech and language behaviors across all levels and domains

Where Do We Start?

RTI as Part of the Pre-referral Process

- School based interventions that positively impact student learning
- Must design culturally sensitive interventions that respect SLA stages, acculturation and English language proficiency levels
- *More time may be required for learning and response to interventions due to impact of SLA*

WHERE WE *DON'T* START

***“WHAT TESTS DO I
USE?”***

Cardinal Sins of Non-biased, Non-discriminatory Evaluation

- Approaching the evaluation just like any other evaluation
- Making eligibility decisions based on a battery of standardized measures not normed for ELLs or non-representative ELLs
- Reporting results with only a mention at the end of the report that the student is ELL, without providing a rich history

What Questions Do We Need To Ask?

Those that are relevant to development of language
in L1 and L2, through:

ETHNOGRAPHIC STUDY

Culturally Responsive Case History

What Questions do We Need to Ask?

- For all languages: educational history, language learning opportunities for L1 and L2, family and personal/health history
- If ELL is an International Adoptee (IA), consider age of adoption and background circumstances that further influence SLA and general learning
- Student strengths, needs, and learning style
- Sequential or simultaneous bilingual, age of L2 onset

What Are We Looking For?

- A language disorder is defined as a child's underlying inability to learn and process language adequately
- This disability will manifest in both languages, as..
- The child's language learning ability is inadequate for the learning of *any* language Roseberry-McKibben, 1994

What are We Looking For?

- Consistent use of ESL instructional strategies and supports
- Valid and relevant CRP interventions and supports
- Evidence of learning and academic progress
- Concerns that cannot be explained through SLA, in spite of long-term evidence of all of the above

What Are We Looking For?

CRP Diagnostic Components

- Comprehensive information regarding cultural and linguistic background
- Non-standardized measures of performance across multiple settings
- Results of assessment interpreted within the context of linguistic and cultural variables
- A variety of cultural and linguistic longitudinal data, across academic/social contexts
- Analysis of psychometric integrity
- Analysis of language development within the context of second language acquisition stages and acculturation
- Quantify communication skills based on all data gathered