

GUIDANCE ON EVALUATING CHILDREN WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE (CLD)

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WHY THIS OVERVIEW?

- Important topic that needs a refresher
- Questions related to the use of standard scores.
- Developed a handout that can be used for:
 - New staff members
 - As a training tool for your teams



CHALLENGE WITH NORM-REFERENCED EVALUATION TOOLS

- Most tests are not designed for children who speak other languages or dialects.
- Most tests are not normed on CLD children thus limiting the validity of the scores.
- Most evaluation tools are not available in languages other than English.
- Administering tests through translation and then scoring them is not accurate.



HOW DO WE GET THE BEST POSSIBLE INFORMATION??

R.I.O.T *

Review: Gather information from other sources including medical records and any other information available.

Interview: With the help of an interpreter, interview the parents, teachers, public health nurses or others who know the child.

Observe: Observe the child over more than one day with different communication partners. (siblings, cousins, neighbors).

Test: Conduct testing.

*(Cheng, 2002)



A) USE OF STANDARD SCORES

- If the team has a standardized test available that is normed on non-English speaking children; and




Report the
standard score

- Have access to a bilingual examiner.



B) USE OF STANDARD SCORES

- If the team uses a standardized tool (not normed on CLD kids) but will need an interpreter to give the test or;
 - If the team will need to use a translated version of the test.
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- Summarize child's performance in Evaluation Summary or Report. Do not report standard scores (scores are less valid). Add a statement about why scores were not reported.
 - Make a statement about whether or not this is a valid result based on the other information that is collected. (Parent Report, Observations, Socio-cultural Interview etc).

SAMPLE STATEMENT

“The standards and procedures (standardized, norm-referenced scores) used with the majority of children were not used with this child, as the instruments were not normed on bilingual children who speak languages other than English. Such norm-referenced scores are not considered valid for this child.

The objective data used to conclude that this child has a disability and is in need of specialized instruction included: (MODIFY AS APPROPRIATE) parent comments, Head Start teacher comments, developmental data, observation of the child in the home/school setting, the child’s responses to items from standardized instruments used with young children, and comparison of his/her skill development with that of siblings (or peers from the same culture).”



IMPORTANCE OF USING CRITERION-REFERENCED TOOLS

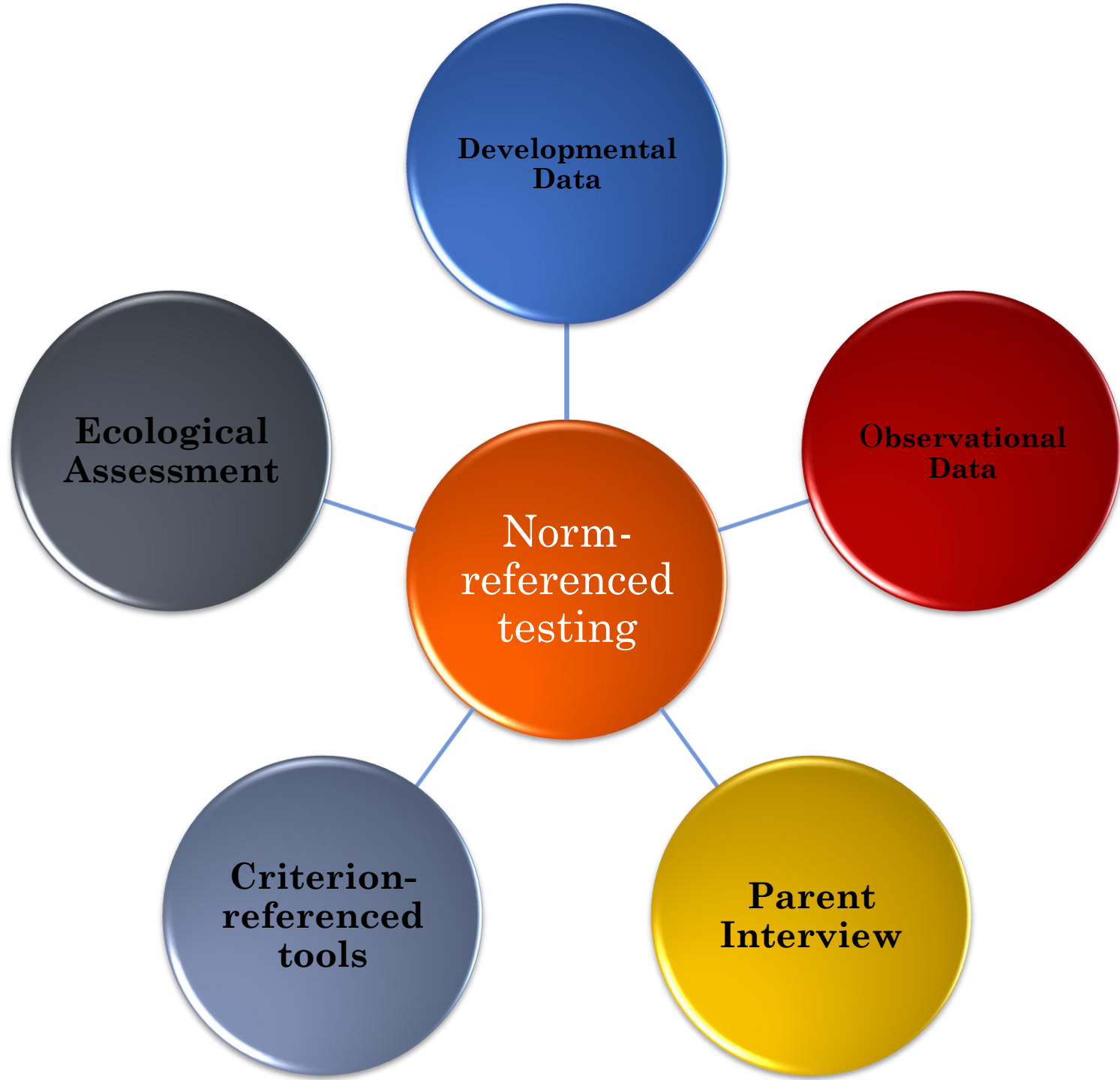
- **Criterion-referenced measures can be used:**
 - for gathering developmental information.
 - information can be recorded via observation and parent report in a child's natural setting over several sessions.
 - developmental profile of the child which can be used to corroborate standardized testing and the parents' and other care providers' reports.



CRITERION-REFERENCED INSTRUMENTS

- **Assessment, Evaluation, and Programming System (AEPS)** (Bricker, 2007).
- **Carolina Curriculum** (Johnson-Martin, Attermeier, & Hacker, 2004).
- **Early Learning Accomplishment Profile (E-LAP)** (Glover, M.E., Preminger, J.L., Sanford, A.R., 2002).
- **Hawaii Early Learning Profile (HELP)** (Furuno, O'Reilly, Hosaka, Inatsuka, Allman & Zeisloft, 1985), also has developmental activity hand outs for families in *Spanish*.
- **Learning Accomplishment Profile-3** (Sanford, A.R., Zelman, J.G., Hardin, B.J., Peisner-Feinberg, E., 2004).





BILINGUAL EARLY LANGUAGE ASSESSMENT-(BELA) NEW TOOL!!

- <http://www.cpsd.us/bela/>
- For bilingual children 2.9 to 5 years old.
- Currently available in English, Spanish, Portuguese, Haitian, Creole, Arabic, Bangla, and Chinese.
- MDE is getting translations done in Hmong, Oromo and Russian.



COMING SOON...

- Resources in the Evaluation Compendium.
- Section in the compendium with information on tools;
 - that are translated,
 - what those languages are and
 - if they are normed on CLD population.



LOOKING AHEAD...

CLD Cadre Learning Modules

- Overview of CLD practices and research.
- Overview of Assessment Practices for CLD
- Overview of Screening(DIAL 3, EASI-R, MPSI)
- Culture and Development
- Home-Based Intervention
- Class-room based Intervention
- Speech-Language Intervention
- Training for Interpreters on Evaluation Tools
- Academic Outcomes of Dual Language Learners
- BELA



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