



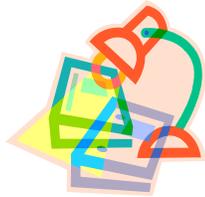
KIT "Keeping In Touch" August 2012



A Publication of the Army Educational & Developmental Intervention Services CSPD

Resource Article

The KIT article this month gives us a glimpse into evaluation of dual language learners (DLLs). In their article, "Evaluating Young Children Who Are Dual Language Learners: Gathering and Interpreting Multiple Sources of Data to Make Informed Decisions," Duran, Cheatham, and Santos provide eight recommendations to help guide early intervention providers as they evaluate children who are DLLs in order to determine need for services.



1. Form an Interdisciplinary Evaluation Planning Team. Include a cultural liaison (i.e., person who is of the same racial, cultural socioeconomic, or linguistic background as the child) who will assist in understanding how cultural and linguistic factors may impact educational progress as well as facilitate parents' understanding and involvement in the process.

2. Ensure Active and Meaningful Family Participation. Gather information via interview format with open-ended questions allowing the family to share as much information as they would like while helping establish rapport with the family. Asking

about language use patterns will be helpful to determine if a child is a *simultaneous bilingual* (i.e., learning two language at the same time) or a *sequential bilingual* (i.e., primarily speaking one home language and is being or will be introduced to English through home visits or preschool).

3. Observe the Child's Language Use in Natural Environments. Informal and systematic observation (to include speech samples) of the child where she/he spends the most time helps shed light on the child's linguistic capabilities. Note if the child is code switching (i.e., mixing two or more languages within and/or across sentences) and whether or not her/his family members and peers do so as well; code switching often suggests language competence, not delay.

4. Determine Child's Language Proficiency in Home Language(s) and English. For young children it is helpful to gather and analyze language samples in each language and get parent report to determine language proficiency. The MacArthur-Bates Communication Development Inventories, 2nd Edition may also be useful as it targets receptive and expressive vocabulary in children 8 to 37 months of age. Children who are simultaneous bilingual may benefit from full assessment in each language to best determine overall language skills;

children who are sequential bilingual may benefit from assessment in their home language to capture their language skills.

5. Create a Culturally and Linguistically Responsive Evaluation Plan. Using a standard measure in the child's proficient language is ideal. Often, evaluation tools are simply translated into the home language, but this creates problems including: (a) a standard score is not valid if an English language assessment is translated into another language; (b) there will be cultural and linguistic bias in the assessment (e.g., in some languages, children learn more verbs early on than nouns, etc.); and (c) the interpreter may not be familiar with test administration nor with interpretation of responses, further affecting a score.

6. Conduct Testing with Bilingual Early Intervention professionals or a Trained Interpreter. If a bilingual early intervention staff member is not available, consider calling upon the assistance of community groups that may have interpreters available (e.g., church groups, universities, etc.).

7. Analyze and Compare Data Collected Across Each of Child's Languages and from Multiple Sources. Gathering information from a variety of sources helps to identify patterns in language ability. It may also help to determine if a developmental delay is present; if so the child should show similar skill patterns across sources.

8. Discuss with Families the Importance of Home Language Development. Home language development can actually support a child's English language acquisition; home language loss can create a separation between those family members who are not learning English.

Determining the best way to evaluate a child who is a DLL is challenging. However, by considering these eight recommendations the task may be made less daunting and more representative of the child's language abilities.

Durán, L. K., Cheatham, G. A., & Santos, R. M. (2011). Evaluating young children who are dual language learners: Gathering and interpreting multiple sources of data to make informed decisions. In M. McLean & P. Snyder (Eds.), *Young Exceptional Children Monograph Series 13, Gathering Information to Make Informed Decisions: Contemporary Perspectives about Assessment in Early Intervention and Early Childhood Special Education* (pp. 133-156). Missoula, MT: Council for Exceptional Children Division for Early Childhood.

On the WWW



The feature website this month is a series of webcasts on DLLs. The sessions were presented as general session at the Head Start Dual Language Learning Institute. The entire presentations are available online at the Head Start Early Childhood Learning and Knowledge Center (ECLKC) the direct link is:

<http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Dual%20Language%20Learning%20Institute%20Webcast>

While the focus is Head Start much of the information presented directly relates to the work of early intervention and the partnerships providers build with families who speak a language other than English.

What do the Data Say?

What percentage of the population speaks a language other than English in the home?



To answer this question we look to the US Census Bureau and specifically a report published in April 2010 titled “Language Use in the United States: 2007,” by Shin and Korminski.

Data from a 2007 survey were used in the report of language use of individuals over 5 years of age in the United States. The results indicate that approximately 20% speak a language other than English at home. While this is clearly not the majority, the authors report that this percentage has increased steadily for the last 30 years. Another question on this survey asked “how well” the person speaks English. These data indicated that the majority (56%) of the individuals that spoke a language other than English in the home spoke English “very well,” followed by 20% reporting that they spoke English “well,” 16% stating “not well,” and 8% reporting “not well at all.”

Recognizing that the percentage of people speaking a language other than English is gradually increasing it is critical that early intervention programs have ready access to interpreters and find means to translate materials in different languages. Beyond the language spoken in a family’s home, early intervention providers must also be attuned to the related cultural values and beliefs of the family. As diversity in the United States continues to grow early intervention providers are reminded of the importance of relationship building and taking the time to understand the family’s unique and individual perspectives and priorities.

Shin, Hyon B. and Robert A. Kominski. 2010. *Language Use in the United States: 2007*, American Community Survey Reports, ACS-12. U.S. Census Bureau, Washington, DC. Retrieved August 2012 from <http://www.census.gov/hhes/socdemo/language/data/acs/ACS-12.pdf>

Consultation Corner



Beginning this month through December 2012, we are excited and honored to have Dr. Lillian Durán and Terry Kohlmeier be our consultation corner experts. They will be addressing the topic *Dual Language Learners in Early Intervention*.

To introduce Dr. Durán and Ms. Kohlmeier please see the following information about the exciting work the vast experience they have in this area.

Lillian Durán has a Ph.D. in Educational Psychology from the University of Minnesota. She helped to begin the first Spanish-English Head Start bilingual preschool program in the state of Minnesota and conducted a three-year experimental longitudinal study comparing the language and literacy development of the children who attended the bilingual classroom to children in an English-only setting. She is currently collaborating with Centro de la Familia, the lead agency for Migrant Head Start in Utah.

Dr. Durán has delivered numerous presentations on the topic of evidence-based practices in assessment and instruction with young Dual Language Learners (DLLs) at regional, state, and national conferences. Dr. Durán has been contracted by the Minnesota Department of

Education to train and provide technical assistance to an interagency master cadre of early childhood professionals to serve as regional experts in culturally and linguistically responsive practices throughout the state. In Utah she is under contract with the Utah State Department of Education to deliver technical assistance and training on cultural and linguistic responsiveness to Early Childhood Special Education professionals with a focus on collaboration with Head Start.

Prior to Dr. Durán's work in higher education, she worked for 10 years as an ECSE teacher both in Prince George's County, Maryland and Minnesota. She became interested in researching evidence-based practices for young DLLs when she and her family moved from the Washington D.C. area to rural south central Minnesota where she worked as an ECSE teacher in many communities with high Latino, Somali, and Sudanese populations.

Terry Kohlmeier is a graduate student in special education at Utah State University and a research assistant with Dr. Durán. She has over 35 years in early childhood education and has dedicated her time as a bilingual teacher, coordinator, director, instructor, CDA Advisor and consultant for Head Start and Migrant Head Start as well as for state-funded and private childcare programs.

As the Director of Education for Parents In Community Action Head Start in Minneapolis, MN, Ms. Kohlmeier worked to establish, pilot and evaluate Dual Language Early Head Start and Head Start classrooms. In 2006, she was team liaison for the PHASE I CRADLE (Culturally Responsive and Dual Language Education) Project. She served as the Office of Head Start Region V

Representative for the Dual Language Institute in 2008 and most recently served on the Minnesota Department of Education Culturally and Linguistically Diverse CADRE providing training and technical assistance to Early Childhood Special Educators and Head Start programs in the Metro Region in Minnesota.

Continuing Education for KIT Readers



The Comprehensive System of Personnel Development (CSPD) is offering a continuing education opportunity for KIT readers.

In line with the focus on *Dual Language Learners in Early Intervention*, readers are invited to receive continuing education contact hours for reading the monthly KIT publications (August through November 2012) and completing a multiple-choice exam about the content covered in these KITs.

KIT readers will receive the exam in December 2012. If you are interested simply complete the exam online at www.edis.army.mil. Upon successful completion of the exam, you will receive a certificate of non-discipline specific continuing education contact hours.

***Thank you for your continued interest in the
KIT. Please share your KIT questions/ideas
via email to
ediscspd@amedd.army.mil***