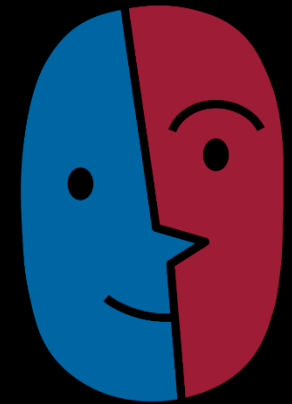


Bilingual Child Language Assessment in the Age of COVID-19

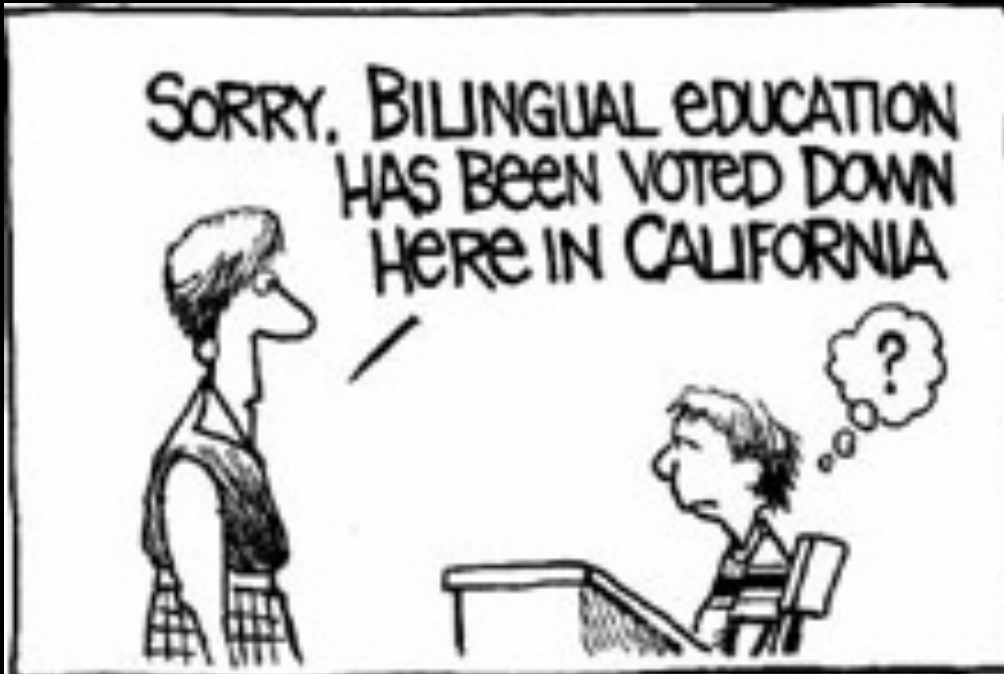
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HABLA
human abilities in bilingual language acquisition







THE BENEFITS OF BEING BILINGUAL





Developmental Language Disorder

10%

Often invisible

phonology
grammar
vocabulary
social skills

Developmental Language Disorder

sound errors
omission –ed, -s, -ing
fewer words
perspective taking

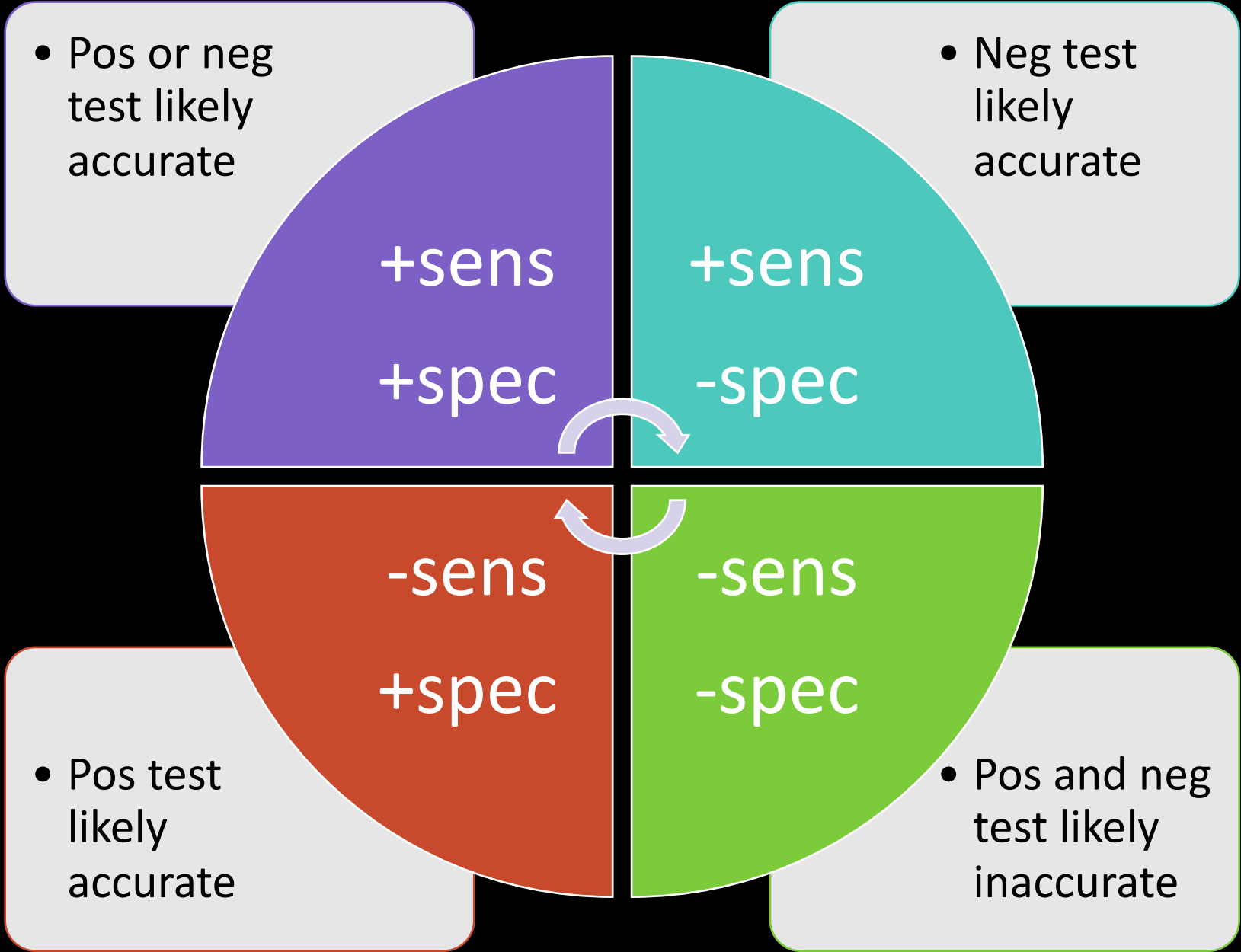
phonology
grammar
vocabulary
social skills

DLD

- Developmental language disorder (DLD) is a language disorder that delays the mastery of language skills in children who have no hearing loss or other developmental delays

Bilingual DLD

- Developmental language disorder (DLD) is a language disorder that delays the mastery of language skills in children who have no hearing loss or other developmental delays
- Not an effect of second language acquisition
- Affects BOTH languages



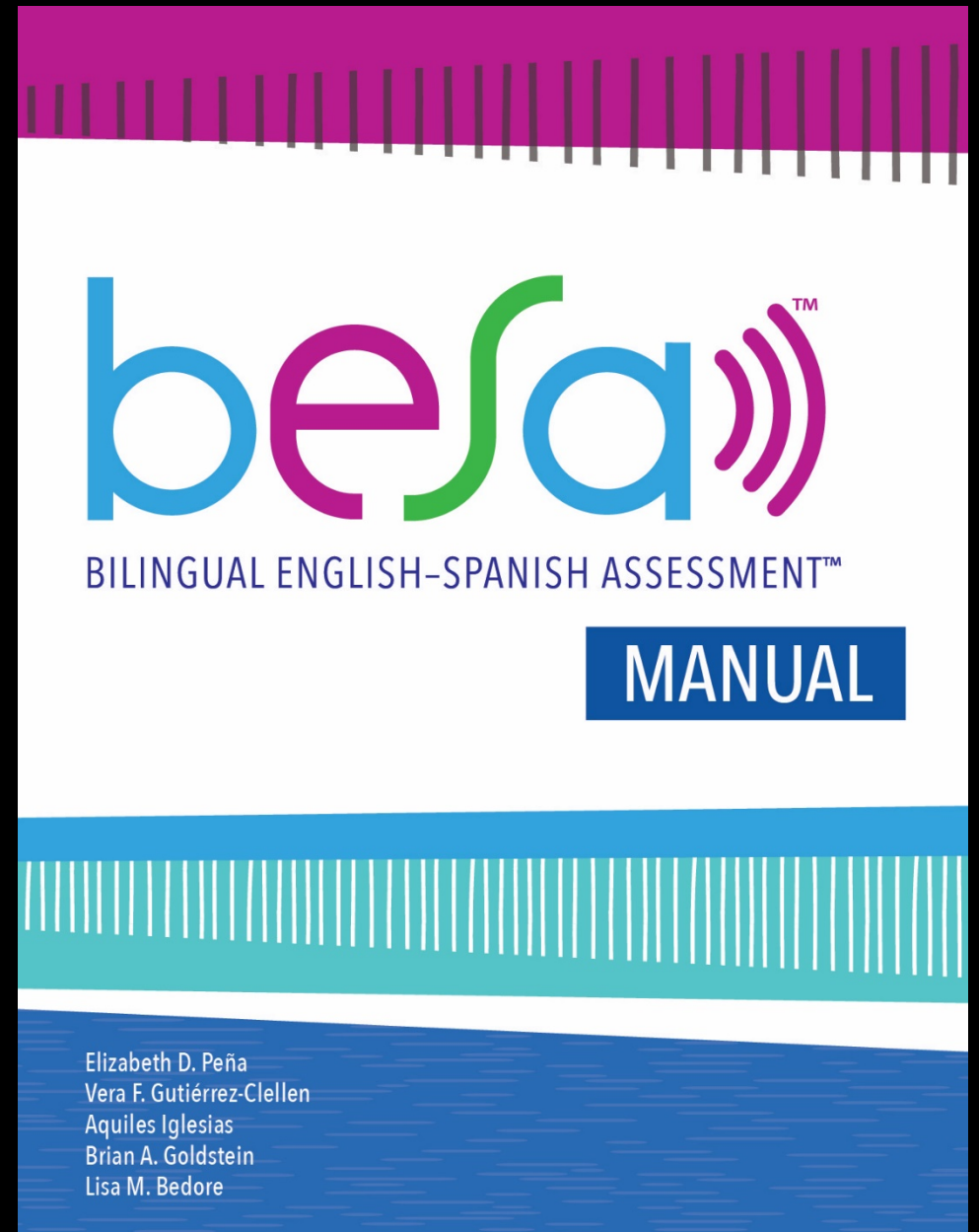
Proposed Study

- Develop a measure we can use in English to identify DLD
 - Few bilingual SLPs (<6%)
 - 20-40% children are bilingual
 - Risk for misdiagnosis

Proposed Study

- Index measure TELL
- Reference measure(s)
 - BESA
 - MAIN
 - DELV
 - Monomorphemic task

| | Sensitivity | Specificity |
|------------------------------|-------------|-------------|
| Best language | 90.5% | 94.0% |
| morphosyntax + Best language | | |
| semantics+Best Phonology | | |





Bed - boiled
House - books

Monomorphemic Task



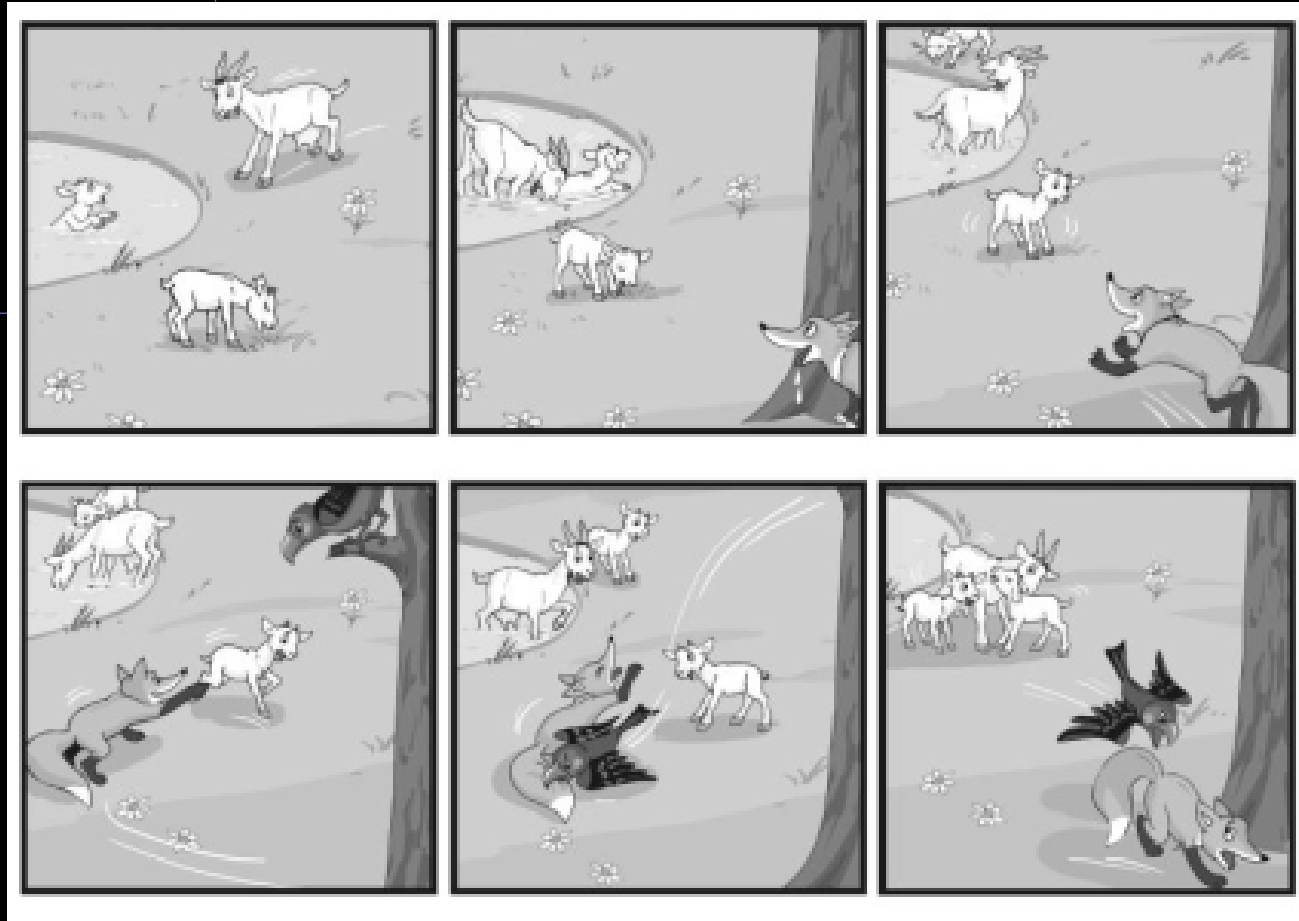
Sensitivity Specificity

Story Comprehension +
Story Generation

>85%

>85%

Multilingual Assessment Instrument
for Narratives



Diagnostic Evaluation of Language Variation



Current Challenges in Test Administration

- Schools suspending eligibility testing
 - Compliance
 - IDEA requires eligibility assessment completed within 60 days of referral
- Dual language learners
 - Already about a 1 year delay in identification
 - Don't make it worse!!

Current Challenges in Test Administration

- Renaming?
 - Not feasible
 - expensive
 - Norming takes min of 6 months– typically multiyear process
- Equivalence study
 - Are on-line results similar to F2F?
 - Validity
 - Reliability

Current Challenges in Test Administration

- Validity

- Are we testing what we think we're testing?
 - Children may be unfamiliar with on-line format
 - Household members may interfere with responses

- Reliability

- Are the test data accurate?
 - Sound quality
 - Scoring accuracy

Goals

- Compare on-line & F2F administration of:
 - BESA (Bilingual English Spanish Assessment)
 - DELV (Diagnostic Evaluation of Language Variation)
 - MAIN (multilingual assessment instrument for narratives)
 - Monomorphemic production (final sounds -s, -d, -ng)

Expectations

- Previous studies show equivalence
 - Language sampling
 - CELF (Clinical Evaluation of Language Fundamentals)
 - TILLS (Test of Integrated Language and Literacy Skills)

Approach

- Prepared split half versions of each measure

| | Version A | | Version B | |
|----------------------------|-----------------------------------|-----|-----------------------------------|-----|
| | On line | F2F | On line | F2F |
| BESA (voiceover admin) | Split by type (plus 1/3 repeated) | | Split by type (plus 1/3 repeated) | |
| MAIN (4 available stories) | 1 story in V or S, 1 in E | | 1 story in V or S, 1 in E | |
| DELV (voiceover admin) | Evens | | Odds | |
| Monomorphemic | All items | | All items | |

Considerations

- Participants
 - SLPs who are caregivers with kids in target age
 - Can children use mouse? Touchscreen?
- Equipment
 - 2 devices at home (what kind?)
 - Headset
 - Tech check
- Reliability
 - SLP + researcher scoring

So far...

- 2 cases
 - Timing (1 ½ hours total)
 - Instructions to caregiver
 - Break up phone interview & zoom sessions

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