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Serving Culturally and Linguistic Students Identified With a Communication Disability in the K-12 Educational Environments

LaShell Dauterman

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Serving Culturally and Linguistic Students Identified With a Communication Disability
in the K-12 Educational Environments

by
LaShell Dauterman

An Applied Dissertation Submitted to the
Abraham S. Fischler College of Education
and School of Criminal Justice in Partial
Fulfillment of the Requirements for the
Degree of Doctor of Education

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Approval Page

This applied dissertation was submitted by LaShell Dauterman under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and School of Criminal Justice and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

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LaShell Dauterman

Name

March 28, 2021

Date

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Abstract

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communication devices, bilingual, speech, English Language Learners

As more and more students enter public schools with culturally and linguistically diverse backgrounds that require services under the Individuals with Disabilities Education Act, facilitators must be more sensitive to the needs, especially in the area of communication. Augmentative and alternative communication devices and other assistive technology are required by law to be utilized with individuals identified as disabled. However, due to the challenges that exist in properly identifying and implementing intervention plans for children who require services as English language learners and special education, communication needs are often misidentified or not provided. Another issue that exists is the lack of focus on the cultural and linguistic needs of dually identified students by educators, which often leads to many students remaining academically behind their peers.

This applied dissertation was designed to explore and review the current literature on the issues surrounding the challenges schools face when students require services under ELL and special education when communication interventions must be implemented. This would include the use of AAC devices with bilingual families and how educational professionals can help modify the devices to accommodate communication needs at home and school through collaboration with families. The analysis of responses to survey questions revealed the hurdles faced by educational professionals and helped gain a better understanding of the strategies, support, and training required for students to maximize their educational experience and quality of life through the use

of AAC devices and other assistive technology.

Table of Contents

	Page
Chapter 1: Introduction	1
Statement of the Problem.....	2
Research Problem	4
Background and Significance of the Problem	7
Deficiencies in the Evidence.....	9
Audience	11
Setting of the Study.....	11
Researcher's Role	11
Definition of Terms.....	12
Purpose of the Study	14
 Chapter 2: Literature Review	 16
Introduction.....	16
Theoretical Framework.....	16
Identifying Bilingual Students Needing Special Education Services	18
Instructional Considerations for Bilingual Students	26
Training for Bilingual Students	31
Bilingualism and AAC Devices.....	35
Collaborating With Families of ELL and Special Educations Students	41
Summary	44
Research Question	44

Chapter 3: Methodology	46
Quantitative Research Approach	46
Participants.....	47
Instrument	47
Procedures.....	49
Data Analysis	49
Ethical Considerations	50
Trustworthiness.....	50
Chapter 4: Results	51
Demographic Characteristics	51
Data Analysis	58
Research Question 1 Statistical Analysis of Percent Variables	58
Research Question 1 Written Expressions Statistical Analysis	65
Chapter 5: Discussion	73
Summary of Findings.....	73
Demographic Characteristics	73
Implications of Findings	75
Context of Findings.....	75
Assessments	75
Training and Resources.....	76
Limitations of the Study.....	77

Future Research	78
References.....	79
Appendices	
A Survey Link.....	86
B NSU Participant Letter	88
C Electronic Consent	91
D Social Media Recruitment Post.....	93
E Survey Questions.....	95
F Survey Items Pertaining to the Research Questions	97
G Survey Items Pertaining to Demographics.....	99
H Survey Results.....	101
Tables	
1 Current Role of Participants.....	52
2 Highest Level of Formal Education	53
3 Years Worked in Current Role	53
4 Demographics of Participants	54
5 Number of Students on Caseload	55
6 Grade Level of Students	55
7 Ethnic Group of Students	56
8 Language Ability of Participants	57
9 Second Language of Participant	57

10 Problems Encountered During Assessments	59
11 Use of An Interpreter to Assess ELL Students	60
12 Use of An Interpreter to Communicate With Parents.....	61
13 Tools Used to Assess ELL Students	62
14 Type of AAC Device Used for Extra Support.....	63
15 Family Involvement in the Selection of AAC Devices	64
16 Family Training Offered on AAC Devices.....	65
17 Level of Training for Assessments by Interpreter	66
18 Use of a Professional Trainer	67
19 Assessing the ELL Student for An AAC Device.....	68
20 Bilingual Options for AAC Devices.....	69
21 Family Support on AAC Devices	70
22 Challenges Faced on AAC Devices for ELL Students	71
23 Recommendations to Improve the Assessment Process	72

Figures

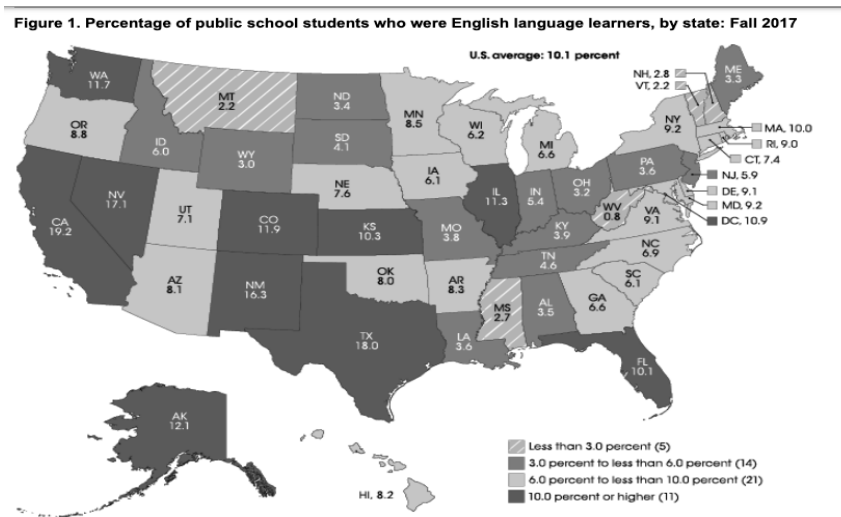
1 Percent of Public School Students Identified as ELL by State in Fall 2017	1
2 Number of ELL Students With Disabilities.....	2
3 Number of Students Who Speak a Non-English Language in Fall 2017	4
4 Traditional Difference vs. Disorder Model	24
5 Problems Encountered During Assessments	59
6 Use of An Interpreter to Assess ELL Students	60
7 Use of An Interpreter to Communicate With Parents	61
8 Tools Used to Assess ELL Students	62
9 Type of AAC Device Used for Extra Support.....	63
10 Family Involvement in the Selection of AAC Devices	64
11 Family Training Offered on AAC Devices.....	65
12 Level of Training for Assessments by Interpreter	66
13 Use of a Professional Trainer.....	67
14 Assessing the ELL Student for An AAC Device.....	68
15 Bilingual Options for AAC Devices	69
16 Family Support on AAC Devices	70
17 Challenges Faced on AAC Devices for ELL Students	71
18 Recommendations to Improve the Assessment Process	72

Chapter 1: Introduction

The student population in public schools has become more diverse over the years as more students from foreign countries attend schools in the United States. According to the National Center for Education Statistics (NCES), approximately 4.7 million English Language Learners attend public schools in the United States (see Figure 1) (Arias and Friberg, 2017). Nationally, there has been an increase in students receiving English Language Services from 8.1% in 2000 to 9.5% in 2015 (NCES, 2016). While the increase is small, the impact on school districts budgets and resources has been challenging to manage as district leaders work to provide services for these students, such as professional development or other training for staff to help them address the needs of ELL students (Cheatham & Barnett, 2016; MacSwan, Thompson, Rolstad, McAlister, & Lobo, 2017).

Figure 1

Percentage of Public School Students Identified as ELL by State in Fall 2017.

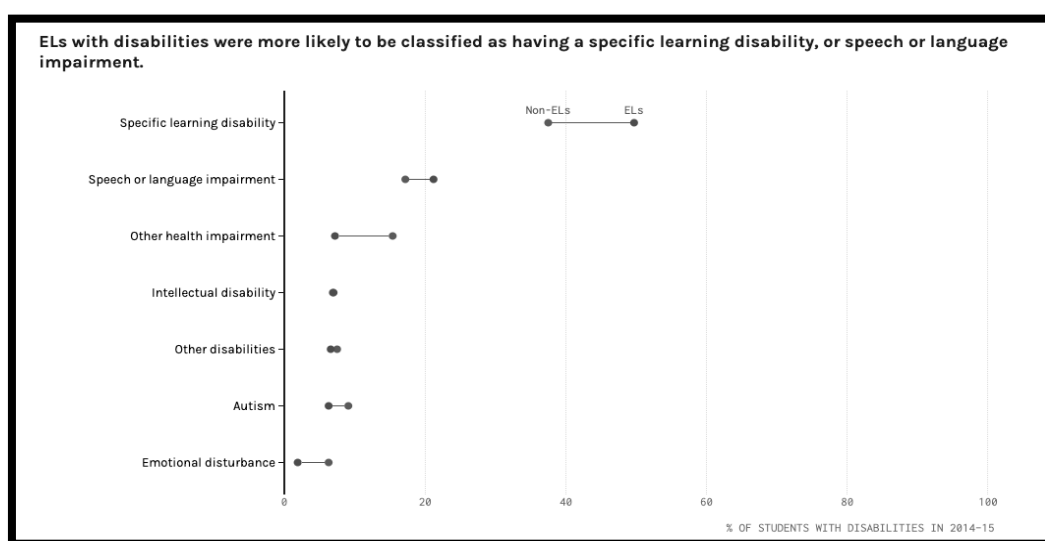


Statement of the Problem

Students identified as disabled with speech language disorders are the second most served students in special education programs in the United States (see Figure 2). The problem is that culturally and linguistically different students are not being accurately assessed for communication disabilities due to the lack of assessment tools that can distinguish between issues in language development and language acquisition. (Cheatham & Barnett, 2016; Westernoff, 1991; Roseberry-McKibbin, 1994; Bedore & Pena, 2008; Armon-Lotem & Pontikas, 2017).

Figure 2

Number of ELL Students With Disabilities



Due to this problem, many educational professionals do not understand the underlying contributing factors that lead to the misdiagnosis of communication disorders. The solution would be for educational professions to receive the proper training needed for educators to accurately distinguish between a student who is struggling with language acquisition versus a student who is displaying an authentic speech-language disorder. Current assessment tools do not include cultural and linguistic elements as a part of the assessment process which often leads to

misidentification of ELL students into special education services instead of specific language interventions (Sullivan, 2011; Williams and McLeod, 2014; Hoover & Soltero-Gonzalez, 2018; Levey & Sola, 2013).

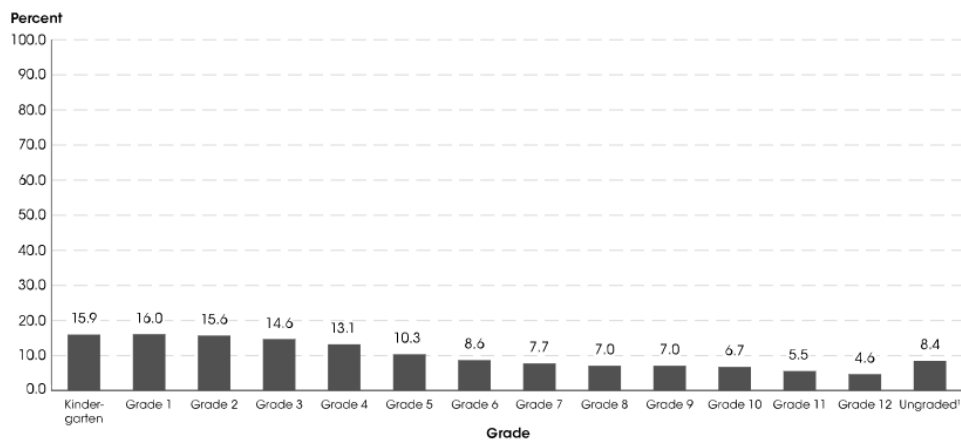
Many factors impact a school district's ability to meet the needs of students receiving ELL services, such as confusion as to how to apply instructional practices through the special education department that also meet ELL needs (Orosco & O'Connor, 2014). The shortage of bilingual teachers and aides who can help bridge the cultural and linguistic needs between home and school (Baker, 2014), and inadequacy of Title III funds being distributed to schools to cover all the services required to meet educational needs. Added complexity to the issues is the needs of ELL students who are diagnosed with a communication disability that involves the use of an augmentative and alternative communication device (Dukhovny, 2015). Providing the appropriate intervention, especially when English is not the native language, can significantly enhance the overall educational experience of the student and improve the quality of life within their families and communities.

More, Spies, Morgan, and Baker (2016) stated that approximately 4.7 million students are identified as English language learners in the United States and provided services through ELL programs (see Figure 3). ELL programs provide students with a more centralized lesson in the English language that is intended to help them acquire functional English language skills. Students are assessed to determine their language level ranging from basic to advanced proficient.

Figure 3

Number of Students Who Speak a Non-English Language in Fall 2017

Figure 3. Percentage of public school students who were English language learners, by grade level: Fall 2017



More et al. found that of the 4.7 million students designated as ELL, 65% of them were also identified as having a disability, which only intensifies the challenge of providing appropriate intervention, because it needs to not only help the student communicate in school but also in multiple environments and languages. Pickl (2011) stated that a range of issues exists when determining an effective intervention strategy for multilingual children that includes evaluating and treating in both English and the native language, consulting with parents about the use of language in the home and school, and the linguistic background of the teacher and therapist.

Research Problem

DeMatthews, Edwards, and Nelson (2014) and Sullivan (2011) suggested that the most significant issue involves the lack of proper assessment tools for ELL students who are then often under or over-identified for services rendered through special education. DeMatthews et al. and Sullivan identified four factors that contribute to the misidentification:

1. School policies do not protect against disproportionate representation.

2. Teachers fail to see a disability, believing that slow progress is an attribute of learning a new language.
3. During eligibility meetings, team members struggle with determining the existence of a disability or whether the challenges exist in the English language acquisition.
4. Environmental, cultural, and economic factors may also impact eligibility decisions.

Due to the complexity of identifying a language disability in a bilingual student, many often are placed in special education programs that do not address the root of the problem nor include cultural and linguistic approaches that provide the intervention that the student needs.

Roseberry-McKibbon, Brice, and O'Hanlon (2005) discussed a gap in the research when they expressed the need for more research in assessing diverse students. The latter required speech-language services or some form of a communication intervention. Roseberry-McKibbon et al. believed that research should include studies into the variables that also contribute to the implementation of competent assessments that incorporate cultural and linguistic references. These concerns have also been raised in the recent research of Mindel and John (2018), who speaks to the lag in research to support students who are culturally and linguistically diverse, especially those that require AAC devices. Mindel and John focused on bridging school and home considerations for ELL students who need additional language support through the use of AAC devices. One major factor that was studied involved the development of cultural competence amongst professionals who work with ELL students to help facilitate family involvement during the assessment, development, and intervention process.

Arias and Friberg (2015) expressed how important it is for the clinician to learn the linguistic differences of the home language and the school language so that the assessments can determine whether the differences are developmental, cultural, or typical. Soto and Yu (2014) discovered the lack of focus in the scaffolding of language development and code-switching for bilingual children who need to utilize an AAC device for communication was sparse and should be researched in the future. Specifically, they stated that the research is necessary to understand system design practices for the practical usage of an AAC device in a bilingual community.

The research shows that the lack of an appropriate assessment tool that allows for an accurate diagnosis of a communication disability for students that are culturally and linguistically different from the majority population leads to interventions that are not effective in helping students grow. Due to this problem, educators cannot accurately distinguish between a student who is struggling with language acquisition versus a student who is displaying an authentic speech-language disorder. Current assessment tools do not allow for cultural and linguistic factors to be utilized in the assessment process. The lack of assessment tools causes the misidentification of ELL students into special education services instead of a specific language intervention programs (Sullivan, 2011; Williams & McLeod, 2014; Ogletree, McMurphy, Schmidt, & Evans, 2018; Mindel & John, 2018).

Background and Significance of the Problem

Given the lack of appropriate assessment tools for ELL students who have a potential communication disorder, it is even more challenging when the disorder requires the student to use an augmentative and alternative communication (AAC) device. The use of augmentative and

alternative communication devices, such as picture-based systems or speech-generating devices as a means to provide individuals with communication disorders an opportunity to express thoughts and ideas, is one of the most effective interventions communication available. AAC devices come in various forms ranging from low tech to high tech, aided, and unaided. Many of these devices are underutilized by individuals with cultural and linguistically diverse backgrounds (Pickl, 2011). Specifically, bilingual families were found not to use high tech, Augmentative and Alternative Communication (AAC) due to the devices inability to translate into the home language (Pickl, 2011). A student may use a low-tech device that allows them to exchange pictures with a communication partner that utilizes both English and the home language. However, the student may use the AAC device to communicate in English in the school environment but lack the skills to use it with the family.

In a very early study on the use of communication systems in a non-English language, Nakamura, Newell, Alm, & Waller (1998) studied the use of a picture communication system between English and Japanese. Nakamura et al. determined that the syntax of the language had a significant impact on the user's ability to understand the meaning of the sentence due to the structural difference of the Japanese and English language. They stated that taking care of the grammar to make the meaning clear is key to the success of a bilingual student using a communication device.

The Japanese language is based on the SOV structure (subject-object-verb), and English is based on SVO (subject-verb-object). For example, in the sentence "Junko eats an apple," "Junko" is the subject, "eats" is the verb, and "apple" is the object. In Japanese, the sentence would read "純子はリンゴを食べる" (Junko wa ringo wo taberu, Junko an apple eats).

Understanding the structure of the child's home language has a profound impact on how they can learn and comprehend a second language, especially when using an AAC device.

Huer (2000) built upon the research of Nakamura et al. (1998) to examine the impact of the perceptions of graphic symbols (iconicity) to different cultural groups and the implications of culture and ethnicity when using graphic symbols on AAC devices. Huer stated that practitioners should focus on the relationship between language and culture to help unlock the language of the user and to ensure the perceptions of the symbols used are clearly understood within the context of their culture. Graphic symbols can have different meanings and functions within culturally and linguistically diverse groups of people. Huer added that the developers of these symbols should be mindful of how cultures throughout the world use symbols.

Mandak, O'Neill, Light, and Fosco (2017) discussed the impact effective interventions can have when the family unit is included. Mandak et al. stated that when interventions involved the family, there was a better sense of satisfaction with the programs and services offered at school, an increase in family involvement especially in the area of advocating for the family beliefs, a sense of empowerment, and an improved sense of support and access to resources. Mandak et al. found that by improving the behavior and functionality of the child's ability to communicate, their overall well-being with the family increased. However, their research suggests that there is a lack of focus on providing bilingual family-centered services for AAC devices to help facilitate communication between home and school.

Fitzpatrick and Brown (2008) stated that students with culturally and linguistically diverse backgrounds do not always have access to technology, which creates a barrier to the learning of dually identified students. Pickl (2011) found that a lack of research exists in the area of students who are diagnosed with communication disorders who are also considered multilingual. With

little research being done in this area, many dual identified students continue to struggle to make academic gains in learning and fall behind. Orosco and O'Connor (2014) stated that even with some intervention, less than 10% of dually identified students could comprehend what they are reading at or above proficient levels.

Deficiencies in the Evidence

The research surrounding the assessment and implementation of intervention programs for ELL students who have communication issues reflects a limited understanding of how to assess these students due to the lack of understanding accurately: 1) how to assess these students without the use of a bilingual SLP, 2) availability of materials in various languages, 3) understanding how the family unit plays a vital role in the development of language, and 4) the difficulty of using AAC devices with ELL students, primarily when the syntax of the language is not structured like English, and the graphic symbols do not support the language (Roseberry-McKibbin & Brice, 2005; Pickl, 2011; Orosco & O'Connor, 2014). All of these factors play an essential part in ensuring ELL students receive the attention and support they need to grow and succeed.

However, gaps still exist in the research to show what assessment protocols are being used by educators and SLPs so that effective intervention programs can be implemented with fidelity as they address the communication needs of ELL students. This research hopes to learn more about how educators and SLPs assess ELL students by explicitly focusing on the tools used, how the family dynamics impact the decision-making process, and the use of culturally appropriate symbols on AAC devices.

Parette and Huer (2002) stated that the ideal approach to successful intervention is for the family to be the focus of the service and participate in the decision-making process where the

needs are respected and supported. Unfortunately, the concept of understanding the family structure is often misunderstood by many professionals within the field of education (Rossetti, 2017) and will be addressed in this research. Cheatham and Barnett (2016) expressed that one of the critical elements of establishing a relationship is the ability of educational professions having the ability to answer questions and obtain information about the family that will enable the parents to make meaningful decisions about their child's education.

Often, the connection made between home and school is in the hands of the bilingual aide who works closely with the student (Baker, 2014). Baker found the importance of the aide and stressed the importance of utilizing the aide to help bridge the communication between the teacher and parents. The aide can also be an advocate that can help articulate the family's goals for the child's overall communication needs. This research will examine the impact of aides in the assessment and implementation of an intervention program.

Audience

The targeted audience members for this research are speech-language pathologists (SLPs), teachers of English language learners, and special education specialists, given their role in the decision-making process for IEP goals and communication needs. The research would also be appealing to school administrators, superintendents, and other practitioners who work with ELL students. In addition to these individuals being determining what resources are needed and allocating funds to ensure those resources are available, they may also play a role in the implementation of the educational plans.

Setting of the Study

The study will take place through the use of an online survey that will be distributed to participants on various social media platforms. These platforms represent social groups of English Language Learner and Special Education Teachers and Speech Language Pathologist who all serve a very diverse population of students. Students in these districts come from countries all over the world and speak a multitude of languages, including Spanish, French, Russian, Arabic, Hindi, Napoli, and more. Special education teachers, ELL teachers, and SLPs will be asked to complete the survey.

Researcher's Role

The role of the researcher is a building administrator in a small non-public school that serves high school students. The researcher will distribute the survey and analyze the data, summarize, and report the results of the data. There will be no conflict of interest with research since the participants being asked to participate are from various parts of the United States and potentially other countries and are not associated with the researcher's place of employment. The surveys will be collected anonymously through an online survey service, and the tools of the service will be used to process the data.

Definition of Terms

Assistive Technology-any item, equipment, product, or software used to improve the functional abilities of an individual with a disability (United States Department of Education, 2016).

Augmentative and Alternative Communication-The American Speech-Language-Hearing Association defines Augmentative and Alternative Communication (AAC) as any form of communication, except oral speech, which uses facial expressions or gestures, symbols or pictures, or writing to express thoughts, needs, ideas, and wants. An AAC system can be low tech, where the body conveys the message (gestures, sign language, etc.) or high tech where the

user is aided or high tech with a tool or equipment that produces voice and written output (American Speech-Language-Hearing Association, 2015).

Autism Spectrum Disorder-The Diagnostic and Statistical Manual of Mental Disorders (2013) defines autism as

1. Difficulties in the use of verbal and nonverbal communication in multiple contexts.
2. Displays restricted and repetitive patterns of behavior.
3. Symptoms appear early in the development period.
4. Significant impairment in major areas of functioning including social, occupational, and academically.
5. Delays are not defined by intellectual disabilities or global developmental delays.

Bilingual-the ability to speak and comprehend oneself in two languages fluently (Kohnert, 2010).

Culture-the the characteristics of a group of people who share language, traditions, beliefs, foods, music and arts, and many other aspects of their lives (Kohnert, 2010).

Dual Identified- students who have been identified to receive services as English language learners and special education (Kulkarni & Parmer, 2017).

English Language Learners-students who do not speak English as their first language (Kulkarni & Parmer, 2017).

Facilitators-individuals who serve as a conduit between communication devices and communication partners. The facilitator role is often the speech-language pathologist, but may also be a teacher, aide, caretaker, or parent. They are responsible for establishing communication tools and assisting the user with the learning and utilization of the device. Individuals with

Disabilities Education Act (IDEA)-United States law that was enacted to ensure that individuals with disabilities have equal access to education (Bondy & Frost, 1994).

Individualized Education Program (IEP)-a document used by schools and other facilities that describe the educational plan and goals for an individual with disabilities. It is designed by a team that consists of teachers, parents, specialists, and school administrators (United States Department of Education, 2016).

Picture Exchange Communication System (PECS)-a series of pictures and symbols representing desired items and other parts of speech that allow individuals to communicate with others. PECS is a form of augmentative and alternative communication that was developed by Lori Frost and Andy Bondy (Bondy & Frost, 1994).

Response to Intervention-Federal mandated intervention program put into place through the No Child Left Behind legislation to identify students who require specialized intervention. Progress monitoring is done at scheduled intervals to collect data and is analyzed by a team to determine what the next steps will be. If a student is shown to make little to no progress, a recommendation is made for further screening to see if special education services are needed (Garcia and Ortze, 2008).

Special Education Teacher-a teacher that holds a special certification and license to teach students with various disabilities in grades PreK-12 in public or private school settings (More, Spies, Morgan, & Baker, 2016).

Speech-Language Pathologist (SLP)-a person who holds special certification and license to provide speech services to individuals identified as having deficiencies in their communication development (Williams & McLeod, 2012).

Voice Output Communication Aid-these devices are also known as speech generating devices (SGD) and are used for writing or to replace speech with individuals who have severe speech impairments (Bondy & Frost, 1994).

Purpose of the Study

There is a percentage of ELL students who will require some form of communication intervention in the field of education. Educators and therapists can provide those services, but it is unknown if the services genuinely address their needs. There is a great need for educational professionals to understand how a child's native language development directly impacts their ability to learn English with the support of bilingual aides and their families. The purpose of this study is to provide an insight into how students identified as ELL with communication needs are being assessed in a public-school setting. Specifically, the factors that influence educators and therapist decisions to assess students, the use of the bilingual aide, the input of the family, and the use of cultural and linguistic appropriate items.

Chapter 2: Literature Review

Introduction

The following chapter is a review of the current literature presented as related content areas including: identifying the needs of bilingual students who also need special education services, instructional considerations, training for teachers of bilingual students, the use of augmentative and alternative communication devices, and collaborating with families of bilingual students. These areas were studied to ensure the progression of the research was supported by the literature and served as the support for the goals, research question, and methodology used in the study.

Each section explored the literature as it related to specific topics of bilingual education, the processes that were in place, and the support provided to teachers and families within the education system. Given the multifaceted world of bilingual education, various perspectives were examined to highlight the complexity of teaching children identified not only as bilingual but that also display deficiencies in their communication skills. In particular, the use of augmentative and alternative communication devices added a level of complexity to the services provided due to the many elements embedded into the design, structure, and language development of the devices.

Theoretical Framework

The study was based on the World-Class Instructional Design and Assessment English Language Development Standards Framework (WIDA ELD). WIDA was created as a result of states receiving the Enhanced Assessment Grant as a part of the development within No Child Left Behind in 2001 in order to develop English Language Proficiency (ELP) standards that

aligned with content standards (Lee, 2018). Lee stated that as of 2017, 35 states and 4 districts, territories and agencies have adopted WIDA ELD standards.

The WIDA ELD Standards Framework philosophy was founded on a belief that all students bring to their learning cultural, experiential, and linguistical practices, skills, and ways of knowing from their home and community and that the educator's role was to develop instruction that maximized the learning of the ELL student (Lee, 2018). The WIDA ELD Standards Framework was based on five components:

1. Guiding Principles of Language Development: represented the core belief about the development of language.
2. Features of Academic Language in Sociocultural Contexts: highlighted academic language features across three dimensions-discourse, sentences, and word/phrase, along with six levels of language proficiency.
3. Performance Definitions: separated the differences between receptive and expressive language.
4. Can Do Descriptors: showed what the learners were capable of doing at each level of language proficiency.
5. Standards Matrices: assisted educators as they planned for future K-12 classrooms within the levels of language proficiency for each of the five standards.

The development of these standards was critical during the development of No Child Left Behind given one major component of the law was to address the specific needs of ELL students in an educational setting. It established a strong set of standards for educators to use to help guide their instruction to allow them to maintain a student-focused approach so that they could

be more targeted and thoughtful in their approach to ensure they were meeting the needs of the students (Lee, 2018).

Identifying Bilingual Students Needing Special Education Services

A recent report in the Columbus Dispatch focused on the lack of diversity within the teaching ranks in Ohio and schools across the nation. Gilchrist (2017) found that more than 82% of teachers were white, 6.8% were black, 7.8 were Hispanic, 1.8 were Asian, and 1% identified as multiracial (Gilchrist, 2017). Nationwide, the number of students who spoke more than one language was found to be around 11.2 million in 2009 (U.S. Department of Education, 2012). There was a great need for educators who had bilingual skills to help bilingual students maintain their native language skills, given the lack of diversity amongst the teaching ranks. This would allow students to continue to make connections with their families in their native language because the parents may not be English speakers (Cheatham & Barnett, 2016). Research showed that when students have the opportunity to function in both native and English languages, it improved their ability to interact with their families and build their cultural identity (Tong, 2014).

The challenge of meeting the needs of bilingual students who also required special education services was a growing issue within schools. Bird, Genesee, and Verhoeven (2015) defined bilingualism as the use of two languages regularly in everyday life. By defining bilingualism based on language use rather than proficiency, students with developmental disabilities could be appropriately identified as bilingual. While they may never fully acquire proficiency in both languages, the necessity to function in both languages was imperative to their day-to-day lives.

Bird, Genesee, and Verhoeven (2015) determined four areas of policy and practices that could be changed to identify bilingual students needing special education services:

1. Children with developmental disabilities could become bilingual as long as professionals and parents make informed decisions about how language is used in their life.
2. Children with developmental disabilities developed bilingual skills based on their limitations determined by their disability.
3. Exposure to both languages was very important, so professionals and parents should find opportunities to expose the student to both languages.

The Response to Intervention (RtI) program induction provided schools with a tool to help identify students who required special education services. RtI was a major component of the Individuals with Disabilities Educational Act of 2004, where there were various ways to identify students with learning disabilities. Many felt that identifying a student who displayed deficiencies in their learning or has behavioral issues early, would show improvement later in their academic careers when the appropriate interventions in place. In opposition to this view are those that believed in the "wait and fail" mindset that delayed referral until the student was ready to be qualified for special education services because they thought that was the best intervention. Not identifying students early enough can have future implications for their learning or can cause overidentification of students in the higher grades, further complicating the ability to distinguish between a language disorder or a learning disability (Garcia and Ortiz, 2008).

Garcia and Ortiz (2008) defined RtI as a high-quality instruction and intervention program that was specialized to match the students' needs. Progress monitoring was done through a multitier system that was reviewed at specific intervals during the intervention period.

There were primarily three tiers that were used for progress monitoring, with tier 1 being the core, since the classroom teacher taught it. Tiers 2 and 3 incorporate more intensive, small group intervention techniques that address specific academic issues that have been identified through the analysis of data and other assessments of the student (Linan-Thompson & Ortiz, 2009).

Garcia and Ortiz (2008) state that RtI can be perceived as an effective tool for ensuring bilingual students are not disproportionately identified in special education. Due to the structure of RtI, supporters of this form of intervention believed that by analyzing student performance in the core curriculum, documentation of the intervention and its outcome helped professionals determine if they should be referred for special education evaluation.

However, Garcia and Ortiz (2008) mentioned that RtI tended to focus on reading, which only identified students with reading-related disabilities with no assessment tools available to identify underlying causes. Garcia and Ortiz stated that the instructional materials used by teachers for interventions often do not have references to diverse backgrounds, making the materials less obtainable to the audience of students RtI was intended to benefit.

Furthermore, Garcia and Ortiz (2008) suggested that a gap in understanding the importance of having materials available to meet the needs of diverse learners created a deficit view with the educator that impacted their belief about the student and their families. Specifically, when students from culturally diverse backgrounds continue to fail and fall behind, the teacher's mindset developed an assumption that these students could not achieve at the same level as their white peers. To help change the mindset, Garcia and Ortiz state that a successful RtI program should include a framework with inclusion components. The components should be socio-political, cultural, and linguistical, so the material was relevant to the student. It should

acknowledge the roles educational leaders played in implementing a culturally and linguistically responsive RtI program.

Robinson (2016) studied the culturally responsive beliefs and practices of teachers in the framework of RtI due to the consistent overrepresentation of minority students in special education programs. The statistics shared by Robinson indicated that African American and Native American students were overrepresented in the categories of intellectual disabilities and emotional disturbance and Latino students were highly represented in the category of learning disabled and specific language impairment over the past 30 years.

When IDEA was revised in 2004, identifying students for intervention programs was a primary focus of the bill, as it mandated states to review their policies and practices on the disproportional placement of students placed in special education programs with regards to race, ethnicity, and disciplinary actions (Robinson, 2016). RtI had three main components to its framework:

1. Differentiated instruction through a multitier intervention system.
2. A problem-solving approach to help identify students and analyze the efficacy of the intervention.
3. An assessment system that helps guide the decision-making process at each tier.

When RtI programs were established, there was a potential for reduction in minority students being disproportionally referred to special education programs, primarily when universal screeners and continuous progress monitoring programs were used (Robinson, 2016). However, if schools wanted to see substantial improvement in identifying students, implementing a culturally responsive component as shared by Garcia and Ortiz (2008) would have a significant impact on the quality of intervention provided. Unfortunately, it was unknown

to what extent schools were implementing these programs, as more research was needed (Robinson, 2016; Garcia and Ortiz, 2008).

Our methods of identifying students with suspected disabilities have always been a challenge, and the implementation of RtI through NCLB was intended to improve this process. Still, when English Language Learners showed signs of potential disabilities, the issue of identification became more complicated. Within our student population, there were over 6 million students with an identified disability, with several served in special education classes and other related services under the guidelines of IDEA. Of this group, 9% of these students were also identified as ELL, which is a 14.2% increase from 1987-2001 (DeMatthews, Edwards, & Nelson, 2014).

To ensure that there was no misidentification of ELL students, IDEA stipulated that the assessment and evaluation tools could not be discriminatory on racial or cultural bias. Therefore, assessments and other related materials used, protocols, and procedures should be available in the language that would prove the best measure of a potential disability not associated with their status as an English Language Learner (DeMatthews, Edwards, & Nelson, 2014). There were many reasons for an ELL child to be misidentified; however, DeMatthews, Edwards, & Nelson (2014) suggested the following four reasons as the key issues:

1. Federal policies remain silent on how to protect students from being disproportionately represented in special education.
2. Many teachers assumed their slow progress and frustration, especially in the early grades, was due to the language acquisition process.
3. Teams struggled to distinguish the difference between language acquisition and disabilities during determination meetings.

4. Environmental, cultural, and economic factors impacted the determination of a disability verses an issue within language acquisition.

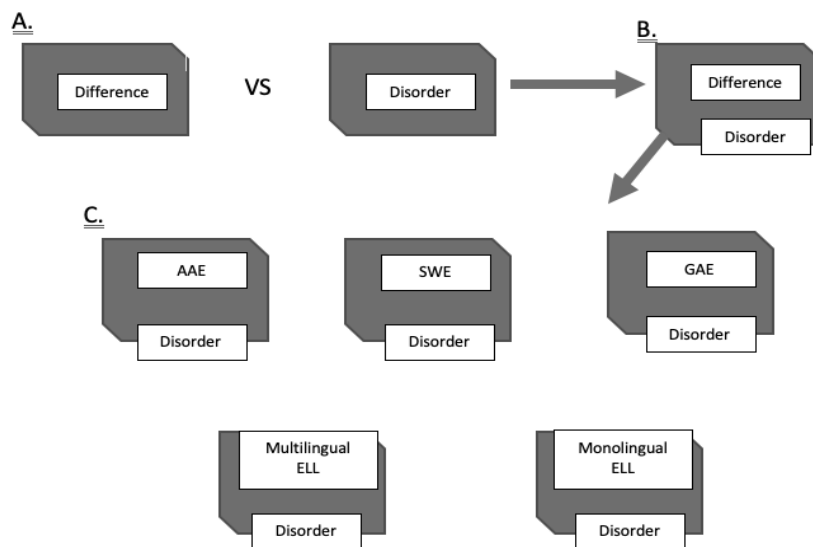
DeMatthews, Edwards, and Nelson (2014) concluded by highlighting the fact that the lack of research in this area had led to a significant gap in federal mandates that could guide school leaders when it comes to identifying ELL students for special education services. It is also stated that professional training that focused on intervention, ELL strategies and assessments, and the development of professional learning communities would also strengthen the identification process.

Oetting (2018) investigated the way students were identified to develop a more accurate framework to use when ELL students have developmental language disorders. Understanding the difference has been discussed by the American Speech-Language-Hearing Association, where SLPs must show their knowledge in this area by passing the PRAXIS as a part of their certification process. There needs to be a definitive separation between a language difference and a language disorder. Oetting (2018) argued that it needed to be further reframed as a disorder within a difference so that the conversation with SLPs and other clinicians could focus on language disorders that manifested within the context of the home language.

The framework presented by Oetting (2018) was presented as the construct of communication disorders within diversity to include all language dialects because it focused on the function of the dialect and how the disorders manifest within. It also encouraged SLPs and others to view the language within the communities to see what tools existed to help identify children with language disorders (see Figure 4).

Figure 4

Traditional Difference vs. Disorder Model



Oetting (2018) concluded that when looking at students in their subgroups to assess their language, SLPs, and other clinicians were able to gain not only community-specific data but also information about the child's language experiences too, if and when an assessment needed to occur. Furthermore, Oetting wrote that understanding the linguistic background of the students they were assessing would help to determine what type of assessment tool to use that would provide accurate results.

Scott, Hauerwas, and Brown (2014) studied the policies and guidelines that focused on the RtI program for students they referred to as culturally and linguistically diverse (CLD), otherwise identified as ELL. Scott et al. believed that these students were better identified as culturally and linguistically diverse because it showed the broad range of the diverse learners that were located across the country. When RtI became a part of the 2004 IDEA regulations, there was very little research about how it would affect students identified as CLD. There was some data to show that it did improve the outcomes of CLD students in regard to the identification of CLD students in special education programs (Scott, Hauerwas, & Brown, 2014).

States were left to develop the RtI programs to reduce the high number of ELL students being identified for special education programs and have them placed in a more appropriate learning environment. Scott et al. found that of the 50 state programs, 36 states did not specifically develop RtI programs to address the needs of CLD students, and nine states included plans that were above what the law expected. However, it was discovered that upon reviewing the state's special education CLD criteria, the majority had not provided specific regulations to address the identification and assessment of CLD students above the federal special education regulations. Scott et al. believed that more research was needed to improve states' ability to identify CLD students. Furthermore, since states have not come to a consensus on what tier they feel English language instruction should take place, Scott et al. suggested that more research was needed to determine what the continuum of services should be for CLD students.

Instructional Considerations for Bilingual Students

Early research conducted by Mueller, Singer, and Carranza (2006) started to focus on the instruction and assessment practices towards ELL students with the intent to discover the most effective language instruction model for second language acquisition. Mueller et al. stated that while there has been extensive research on the instructional strategies used with typically developing ELL, the research into mildly to severely disabled ELL individuals has been limited. However, Mueller et al. (2006) were able to suggest that students who were identified with a mild to severe disability were able to perform better on selected tasks (for example-filing and sorting) when the primary language was used showing that they could learn a language.

Mueller et al. (2006) determined that the appropriate communication and language instruction for individuals diagnosed with a mild to severe disability is crucial for the short- and long-term quality of life. Teaching these students basic pragmatic communication skills such as

requesting and protesting allowed them to gain some independent skills and gave them some access to the general curriculum, making choices, and engaging in social interactions. Building these skills ensured that these individuals could be active participants in their homes and community.

Furthermore, Mueller et al. (2006) concluded that when appropriate communication and language instruction are not implemented to ELL students identified with a mild to severe disability, behavior problems can develop, causing them to be further inhibited in life. To deter these behaviors and reduce the negative impact on their lives, Mueller et al. (2006) recommend that the skills taught be functional and meaningful to the individual so that there is a purpose for the education of the dual languages. Discussions with the families of ELL individuals diagnosed with a disability should include a conversation about the long-term needs of the language. Culturally, these individuals may live with their families for the more extended periods of their lives; therefore, needing more instruction in their native language rather than the dominant language.

Making lessons culturally and linguistically responsive involved educational professionals ensuring that a strong effort was being made to include the students' language, culture, history, literature, and other aspects of their culture. Orosco and O'Connor (2014) studied the impact of bilingual instruction with students who have a predominately Hispanic background. They stated that ELL students represented more than 5 million of our student population, with 75% of them being Spanish speakers. Many of those students not only struggled with language acquisition but also an academic achievement. According to a report done in the Nation's Report Card: Reading 2011, fewer than 10% of ELL students showed that they comprehended what they were reading at or above proficient levels. These same students

displayed behaviors that were perceived as inactive learners when comprehension was the focus (Orosco and O'Connor, 2014).

One primary reason Orosco and O'Connor (2014) believed research has been limited and slow to progress was due to the political nature of education. Specifically, the shift in instruction during the 1990s to the teaching of basic skills created an environment that omitted the cultural and linguistic experiences of ELL students. While evidence existed that showed the value of culturally responsive instruction, it was not understood how teachers used this form of instruction with ELL students. Unfortunately, teachers may be confused about how to apply these practices since they may not mesh with the cultural and linguistic experiences and learning styles of ELL students.

Despite the social knowledge ELL students brought to the classroom, many ELL students were still (Orosco and O'Connor, 2014):

1. Limited in their knowledge of the dominant culture,
2. Instructed with the practices and perspective of the dominant culture,
3. Lacked the ability to rely on their knowledge of the dominant culture while reading passages, and
4. Had teachers with limited knowledge of how to implement cultural and linguistic instruction in their classrooms.

These factors created challenges for special education teachers who worked with students to help them make the necessary connections to understand the reading text and materials (Orosco and O'Connor, 2014).

One theme that was present in the research of Orosco and O'Connor (2014) was the importance of providing an intensive, interactive reading that helped to bridge the literacy

lessons with the sociocultural knowledge of the ELL student. The significance of this was that it changed the focus of the teacher from a skills-driven instructional method to an intervention that focused on an interactive method that made connections between the literacy lessons and the cultural and linguistic knowledge of the student.

Another theme that emerged from Orosco and O'Connor (2014) was the instruction that provided a collaborative approach to reading. Using collaborative reading approaches proved to have a powerful impact on ELL students' reading skills and their cognitive development as long as the special education teacher provided: connections between home and school so that students can rely on prior learning to help them understand, differentiate instruction to meet their needs, and include collaboration activities with the student (Orosco and O'Connor, 2014).

Orosco and O'Connor (2014) concluded that while many special education programs did not address the cultural and linguistic needs, programs, where teachers provided a balance between skills-driven instruction and student-based collaboration, would show significant improvement in the ELL student's reading development. The key to making this a successful approach was to provide special education teachers with training to address the needs of the ELL student. They were focused on bilingual special education that included cultural and linguistic instructional strategies that promoted learning in their native well as their second language.

The premise of the study done by Orosco and O'Connor (2014) was to provide students with lessons that incorporated bilingual instruction, a focus on the development of their language acquisition skills and reading material that met their cultural needs. Orosco and O'Connor (2014) determined that by providing culturally and linguistically responsive instruction, the ELL students' education was significantly enhanced and provided the teachers with a better insight into the cultural and linguistic differences and the motivating factors into their learning.

In 2015, Marinova-Todd, Colozzo, Mirenda, Stahl, Bird, Parkington, Cain, de Valenzuela, Segers, and MacLeod researched the professional practices and opinions on an international level with the focus being on bilingual students diagnosed with developmental disabilities. Many families were transit, making our neighborhoods and communities increasingly bilingual, and our students had to learn to function in both environments. Unfortunately, when a bilingual child was diagnosed with a developmental disability, it was often thought that they are not capable of maintaining a bilingual lifestyle, and parents were discouraged from teaching them their first language and from raising them monolingually (Marinova et al., 2015; Paradis, 2010).

Marinova-Todd et al. (2015) stated that while research in bilingualism and developmentally disabled students was limited, it did support a positive attitude toward children identified with a speech and language impairment. In particular, students diagnosed with Autism Spectrum Disorder were shown to have no adverse effects in their early language development when exposed to two or even three languages. It was not until parents were questioned by professionals (physicians, early childhood educators, and SLPs) about language that a change was seen. Suddenly, the parent was put in a position to decide what would be the primary language for learning, which was often the dominant language versus the home language. Parents expressed their feelings of loss and sadness over the switch. The lack of reinforcement of the home language caused social barriers for the child and their family and community, showing an apparent disconnection between the desires of the family and professional opinion (Marinova-Todd et al., 2015).

Survey results showed that students with mild disabilities could learn a second language; however, students with more severe disabilities showed less capacity. Marinova-Todd et al.

(2015) discovered that students who rely on augmented and alternative communication devices did not display severe intellectual disabilities. However, they showed impairment in the area of motor or sensory, which, when taken into account, their speech deficits found language acquisition to be more challenging.

Overall, Marinova-Todd et al. (2015) showed that there was a massive disconnection between opinion and practice regarding the ability and need of bilingual students identified with a speech and language impairment to learn a second language. While students with more severe disabilities may not benefit from services, it was determined that these students should have the same access to instruction as typically developed students. There were some barriers that professionals needed to overcome in the school setting that included making sure teachers have proper knowledge and training in providing culturally and linguistically services to a diverse group of students.

Training for Bilingual Students

Services for English language learners was increasing as more students showed the need for intensive intervention in the school environment. More, Spies, Morgan, and Baker (2016) estimated that approximately 4.7 million students in our schools required ELL services, with 8% of the population who also needed special education services. More et al. (2016) stated that students with disabilities had many challenges that were unique to learning, but ELL students with disabilities had additional challenges that impacted their sociocultural, cognitive, and linguistic needs that required educators to pay extra attention to when working to support their needs. Given that these students lived in households where English was not the primary language, these students were faced with developing dual language skills, each with their own set of rules and structure.

More et al. (2016) determined that the shortage of teachers knowledgeable in the area of (a) special education and language acquisition and (b) language development to help students understand the complex nuances that supported academic mastery were the greatest issue with trying to understand how to properly assess students. A review of special education teacher preparation programs found that only a small number of courses were offered to college students that focused on supporting the needs of students with disabilities identified as ELL. More et al. (2016) stressed the importance of the need for teacher preparation programs to understand the importance of language acquisition and development and how the student culture influenced the school system's understanding and perceptions.

Increasing teacher knowledge concerning ELL students identified with a disability required educators to not only understand the student's background but also gain understanding about the cultural, academic, and linguistic experience of the child's family to build an effective program that met their educational needs.

Baecher, Farnsworth, and Ediger (2014) explored teacher preparation programs to investigate major patterns in content-based instruction (CBI) with teachers who were in their final stages of an MS TESOL program. The subjects of the research were ELL students who were identified with a disability. Content-based instruction was defined as a wide spectrum of instructional approaches that made a dual commitment to language and content learning objectives. Baecher et al. (2014) added that a content-driven curriculum caused teachers to inadvertently prioritize content over language goals at the expense of content learning.

In many schools around the country, the classroom teacher was the primary provider of instruction to ELL students. Yet, they had little to no training or preparation in teaching students a second language. Frequently, the ELL teacher co-taught with the classroom teacher, but the

challenges they faced in planning, tended to cause the lesson to lean more towards a content-based lesson rather than one that would work towards language learning goals (Baecher, Farnsworth, and Ediger, 2014).

The challenges found in the research of Baecher et al. (2014) were in four major areas:

1. It was difficult to focus down on a single lesson for the language objective, which caused the language objective goals to either be too complicated or too broad.
2. The language focus was more appropriate for instruction in a general English Language Arts (ELA) class rather than an ELL class. ELL students need to focus on literacy skills (reading, writing, etc.); they also need to acquire specific skills to develop literacy skills.
3. Too much focus on language sub-skills or vocabulary more often than structure, function, or other necessary focus areas.
4. A narrow focus on grammatical features that could be explained in several ways to help ELL students understand.

It is suggested by Baecher et al. (2014) that changes to teacher preparation programs would improve the confidence of teachers and build their skills so that they could design lessons that met the needs of ELL students. Specifically, teacher preparation programs needed greater mentoring programs that focus on collaborative lesson planning, more explicit modeling of creating language objectives that focus on different areas of language, the ability to design ELA content objectives that overlapped between ELA and ELL objectives, the usefulness and appropriateness of explicit grammar/language instruction, and the design of learning objectives.

Jones, Buzick, and Tunkan (2013) studied how teachers of students with disabilities (SWD) and ELL services were evaluated using state-developed assessment systems. With all of the attention given to improving teacher evaluations to reflect rigor and quality, no attention was given to whether teachers were providing effective educational instruction to students with disabilities and ELL students. When No Child Left Behind was enacted, a stipulation of the new law required school districts to develop plans that addressed the achievements of subgroups, including students with disabilities and ELLs. When Race to the Top was introduced in 2009, districts were charged with ensuring that highly qualified teachers taught students. There was no standard for teachers to differentiate their instruction for students in the subgroups that reflect validity (evaluating the instructional quality of the teacher) and equity (attending to the needs of all students) (Jones, Buzick, and Tunkan, 2013).

Jones et al. (2013) discussed these two subgroups to bring attention to the complex needs these students have in the classroom, especially when the student is not only disabled but also identified as ELL. First, both groups were critical subgroups in schools where approximately 12% receive special education services, and 11% were ELL and were educated predominately in the mainstream classroom (around 80% of their time). Secondly, their presence in classrooms provided teachers with the opportunity to modify and differentiate their lessons, which contributed to improving instructional practices. Lastly, there was growing concern about the validity of standardized assessment data and whether it was a true reflection of a student with disabilities and ELL's learning and academic growth.

These programs were designed to provide teachers with guidance to improve their techniques when working with students but often do not give any attention to the effectiveness of teachers who work with SWDs and ELLs. Jones et al. determined that until evaluation training

improved, it will continue to be a challenge to support these teacher's efforts and students. States were encouraged to help school districts develop effective teacher evaluations that attend to students with disabilities and ELLs. Jones et al. recommend that school districts across the United States develop a scoring support document that focused on teacher quality as it relates to student achievement, value-added scores, and classroom observations that allowed teachers to provide evidence-based documentation of their teaching and how they connected with families despite the language barrier.

Bilingualism and AAC Devices

Globally, the rights of students with disabilities included having access to education and communication (UNCRPD, 2006), because it significantly impacted the overall quality of life. Lipson (2016) stated that educational policies should ensure that ELL student's rights were protected by including learning in the first language of the student to preserve their own cultures and identities. There continued to be struggles for teacher education and professional development programs to prepare qualified educators due to the field being dominant of monolingual educators (Baker, 2014). However, more and more teacher preparation programs were becoming more diverse, universities and schools were finding ways to connect human rights policies with appropriate educational practices, filling the need for culturally relevant pedagogy.

Lipson (2016) stated that the complex needs of ELL students with communication disabilities should encourage schools to recruit and retain teachers who support their needs. With more focused and targeted teaching methods, including professionals that can help students in their native language and the dominant language using research-based methods, would prove to be an effective intervention.

One step that educational institutions could take to ensure bilingual student identified with a disability in speech have the means to communicate and maintain their global right to access their education was the use of augmentative and alternative communication devices (AAC). These devices ranged from picture exchange cards that were used with a communication partner to speech-generating devices that speak for the user. These devices provided individuals with complex communication needs a means to communicate for many years and helped facilitate language between the user and others. Bondy and Frost (1984) developed a system known as the Picture Exchange Communication System (PECS) to provide individuals diagnosed with autism with a language system used with a communication partners to request desired items and express needs. This system has become widely used by educational institutions as more students with complex communication needs have entered the classroom.

Soto and Yu (2014) investigated what should be focused on when serving bilingual students who also need special education services. The number of students entering public schools from a culturally and linguistically diverse background continued to grow each year. It was reported that 95% of SLPs in the United States work with at least one student who does not speak English as their first language. The challenges SLPs faced when working with students identified as ELL center around four key challenges:

- (1) Assessing communication ability of the child
- (2) Supporting communication needs in both languages
- (3) Language used during the intervention
- (4) Communicating with families and understanding their culture

These challenges were further complicated when the child required the use of an AAC device, and consideration by the SLP must now include device selection, customization, and

implementation of strategies and techniques to a family where English is not the primary language. For the SLP, this could become a daunting endeavor and cause them to push for more instruction in the secondary language (Soto and Yu, 2014).

Bilingualism occurred at different levels and looked different in a child's life. Some students were born into families that already spoke two or more languages and were immediately immersed in developing language skills to function in their multilingual home. For others, their exposure to a second language came later in life, in particular, when the child entered a school setting and began to interact with people from different cultures and backgrounds. At this stage, the child is considered to be developing sequential bilingualism, defined as becoming a proficient speaker of both languages when there was continuous input and meaningful opportunities to develop each linguistical system (Kohnert, 2010; Soto and Yu, 2014).

Soto and Yu (2014) argued that schools needed to take a more cultural approach to using AAC devices with bilingual students to help support their ability to communicate with those around them. There was a risk of a student becoming receptively bilingual, where they continued to understand their home language to some degree but lost the ability to express themselves in that language. For a child to use an AAC device, this became an even higher risk, given the fact that family members struggled to understand the language system. Fear of speaking more than one language to a child identified with a speech and language impairment was another factor in a child becoming a receptive bilingual, as parents and professions felt it could be too taxing for the child to learn two languages.

In their research, Soto and Yu (2014) found that children identified with a speech and language impairment performed at a comparable level as their monolingual peers who were identified with similar disabilities. It was also observed that these children were able to use their

first language skills to learn their second language and benefitted from a bilingual approach because being bilingual was not only about linguistics, but also a sociopolitical and sociocultural experience.

Soto and Yu stated that communication was an activity that provides children the opportunity to participate, regardless of their communicative abilities, and was dependent upon their access to the language that mediates their participation. This included a child who used an AAC, where this tool provided them with opportunities they may not have access to within their families and communities. Unfortunately, the lack of research in this area left SLPs and other professionals without the necessary strategies and techniques to help support the child who required an AAC device to build their communication skills and facilitate conversations with others.

SLPs were aware of typical developmental patterns of language learning; however, since many SLPs were not bilingual, few could administer and interpret the results of assessments in different languages. This made it difficult for SLPs to determine if the language deficiencies were present in the first language or represent an issue in the acquisition of the second language. To minimize the assessment issue, a sociocultural approach was suggested that used a mixture of methods from multiple sources that were used to evaluate the development and clinical history, establish current levels of achievement in both languages, and assess the child's ability to use both languages in a variety of contexts with different communication partners (Soto and Yu, 2014). The information gained from this assessment provided the SLP with the needed information to make an appropriate decision on the type of AAC device to use.

The use of an AAC device was quite overwhelming to family members who had never had any experience with this type of communication tool. Explicitly, families stated that some of

their hesitations to implementing AAC strategies and techniques at home were: (1) language interventions were done only in the school language, (2) language and cultural barriers between parents and school professionals, (3) communicative limitations of the AAC device, (4) irrelevant vocabulary, (5) culturally inappropriate symbols and messages, and (6) lack of culturally and linguistically accessible, family-centered instruction on how to use the device at home (Soto and Yu, 2014; Pickl, 2011).

To improve the use of the AAC device, SLPs needed to know the established communication patterns of the family to understand how to make the AAC device fit within those confines and design the strategies and techniques for implantation around those established structures. Consideration would need to be given to the symbols and phrases used to ensure that they are culturally and linguistically appropriate for the family. Parents expressed that they wanted to be involved in the decision-making process of the SLPs when deciding what device to use and how to set it up. They wanted more information, education, and training on how to use the device so that they were comfortable using it in the home and that it fits within their cultural values (Soto and Yu, 2016).

When students were supported in both languages, their quality of life improved because it allowed them to continue to maintain family relationships and function in the community. Having a clear understanding of the families' values and beliefs concerning an AAC device will bridge the gap between school and home and create a meaningful relationship between the SLP and parents to ensure a successful implementation of communication strategies and techniques. It is noted that AAC systems lacked vocabulary in the native language (Mandak, O'Neil, Light, and Fosco, 2017), so it was crucial to pay close attention to the symbols and messages. The language structure would significantly impact the child's ability to communicate with their family and

should not cause them to lose their cultural identity or connection with their family (Soto and Yu, 2014; Pickl, 2011; Nakamura, 1998).

Mandak, O'Neill, Light, and Fosco (2017) suggested that SLPs focus on the use of alternative and augmented communication (AAC) devices to help bridge the gap between school and home as a family-centered device that incorporated all members of the household as users. By creating a family-centered intervention program, the results included increased family involvement, stronger family self-efficacy beliefs, greater family empowerment, improved family support and resources, and improved behavior and functioning of the child.

Mandak et al. (2017) found that AAC services for families often lack family-centeredness and were often based in a directive or professionally centered services. This has created a barrier for families and has created a negative attitude within the family's willingness to utilize AAC devices as a means of communication. Families reported that many professionals lack interest in involving families and showed no regard for their cultural or linguistic needs. When family centered SLPs acknowledged the cultural and linguistic needs of the family, strengthening family competency heighten the communication with the child.

Having a strong connection with the home helped the SLP give culturally appropriate materials to address the needs of the family on these devices. Finding an AAC system that bridged the family and school is key to the student's success and overall goals and quality of life. Educational institutions must educate all students, and barriers must be removed to ensure that communication and cultural needs are addressed. For bilingual students, adjusting to new environments was challenging, but having the means to communicate could make their lives more meaningful and fulfilling.

Collaborating with Families of ELL and Special Education Students

The challenge of teaching students who required ELL services and were identified as disabled was a growing issue within our schools. Williams and McLeod (2012) discovered that a predominant number of speech-language pathologists (SLPs) were increasingly monolingual, which dramatically impacted how SLPs assessed bilingual students. Mandak, O'Neil, Light, and Fosco (2017) determined that the lack of focus on family needed when determining ELL/special needs had a detrimental effect on children by limiting their ability to interact with their family, impact behavior, and further reduce their ability to communicate. Cheatham and Barnett (2016) also discovered that more growth and empathy was expressed when the SLP was also fluent in the native language of the family to help determine the needs, and the parents could express themselves without feeling embarrassed by their lack of English-speaking abilities.

When children were assessed and found qualified to receive special education services, they encountered the IEP process, which could be confusing and uncomfortable for families where English was not the primary language. Rossetti (2017) researched the importance of developing a collaborative partnership with families who were culturally and linguistically diverse (CLD) during the IEP process. Rossetti stated that CLD families face many barriers when working to establish relationships with schools. Namely, (a) a lack of cultural responsiveness, (2) inappropriate accommodations as it relates to language, (3) insufficient information about the meetings, (4) little respect shown to the family and what they can contribute to the process, and (5) deficit views of the family and children. In addition to these barriers, families struggle with understanding their rights as documents and other materials presented to them are often not translated in time for IEP meetings. Translators were often not invited or were not skilled enough to provide the parents with appropriate information even though this accommodation is federally mandated.

Statistically, most teachers in public schools did not share the same cultural background as the students they teach. The National Center for Education Statistics, in 2015-16, the majority of the teaching staff was 80% white, 7% black, 9% Hispanic, and 2% Asian. Rossetti (2017) wrote that this dynamic of staffing caused a divide where teachers held deficit views and lower expectations for CLD students; hence, making it more difficult for partnerships to be developed with their parents. Teachers did understand the importance of acknowledging the importance of collaborating with families, but often lacked the skills and knowledge of the cultural background of the student to do it effectively.

To improve this area, Rossetti (2017) suggested that teachers identify the CLD family's native language and their proficiency level in English. They may understand spoken English, but still preferred to have documents in their native language to help them process the information as it related to their child's educational program. Teachers should also learn more about their communication needs, strengths, and the nuances of the family that showed the CLD family that they are genuinely interested in establishing a positive relationship with them and were working proactively to help their child.

Teachers would also strive to learn about the family's expectations for the child with disabilities and the reasons for their perspective. By doing this, teachers would work collaboratively with the families to design their IEP goals to meet those expectations and provided them with functional skills for the future. Lastly, teachers needed to ensure that communication was open and honest throughout the entire IEP process and beyond. In many cultures, schooling looked different than in the United States and parents were not expected to interact with school personnel at the level that they do in the U.S. Per federal regulations, schools were required to provide communication information to CLD parents in a language that they

could understand for any programs, services, or activity offered. This included making sure an interpreter was available to attend IEP meetings or any other meeting that pertains to the CLD child (Rossetti, 2017).

Goodman and Hooks (2016) discussed the significance of knowing and understanding one's own culture as well as the culture of others because it allowed for teachers to create environments that were welcoming to all and laid the foundation for a healthy relationship with families. Mandek et al. (2017) found that focusing on the diverse cultural and linguistic talents and traditions through the use of relevant materials and resources only strengthen the relationship with children and their families, which in turn improved the overall quality of life for the student.

Summary

The literature reviewed for this research consisted of identifying bilingual students needing special education services, instructional considerations for bilingual students, training for bilingual students, using augmentative and alternative communication devices with bilingual students, and collaborating with families of ELL and special education students. The research showed the complexity educators have in distinguishing between language development and language acquisition with the challenges of assessing students when the assessor does not speak the native language.

More challenges arose when the child needed further assistance with their communication, requiring the need to use augmentative and alternative tools because the educator lacked training in assessing ELL students, did not have access to culturally and linguistically appropriate materials, and struggled to obtain the input of the family were areas indicated as areas for future research.

The widely limited research and suggested areas for future research have helped direct this study to explore how educators assess students who present a profile of a student with a potential language development and acquisition of a second language who require intervention through special education services.

Research Question

This study aims to answer the following research question:

RQ1: What factors do educators include when determining the appropriate assessment tool for ELL students who present a potential disability in communication?

Chapter 3: Methodology

This quantitative study examined the procedures and processes used by school districts (special education teachers, ELL teachers, and SLPs) to assess and implement programs to help students who are identified as English Language learners. These students also require services within the special education programs including speech services and possible AAC devices.

With the increase of students entering public schools who are identified as English Language Learners, the potential for these students to have disabilities is high (Cheatham & Barnett, 2016; MacSwan, Thompson, Rolstad, McAlister, & Lobo, 2017). There is an increasing need for schools to adopt ways to accurately assess ELL students who are suspected of having a disability with speech or communication. Once evaluated and identified as an ELL student with a disability in communication, practitioners need to have the resources and tools to provide services that allow the student to communicate in both the native and English languages. They also need to be delivered in a culturally and linguistically appropriate manner.

Quantitative Research Approach

This research utilized a cross-sectional survey design. A cross-sectional survey design allows the researcher to collect data that reflects one point in time and will capture the current practice of assessing ELL students with potential disabilities in communication. Through this study, the researcher hopes to understand the processes and procedures used by educators to assess ELL students.

Participants

The study's target population were teachers of ELL and special education students, as well as speech-language pathologists, who were trained to assess communication needs and implementation of an AAC device. The research also included participants who assisted in the assessment and implementation of instruction to ELL students who also identified as requiring services through special education. The sampling for this study was 32 participants.

The study's inclusion criteria included professionals who work with students who have been identified using the state Department of Education Referral and Identification checklist that was developed by a group of educational professionals who serve this diverse group of students in different learning environments. The exclusion criteria included professionals who worked with students where English was identified as their primary language and did not qualify for an ELL program. The participants of this study were primarily from local public-school districts that serve students from varied cultural and linguistic backgrounds.

Instrument

The survey was developed by the researcher utilizing information from the articles of the literature review. The purpose of the questions was to help the researcher gain a better understanding of the roles of the target audience in the assessment process, how they perform their assessment, the use of interpreters, and how involved are families, especially if an AAC tool is needed, with the assessment.

The survey was designed to gather information about the demographics of the participant (see Appendix G), types of students on their caseload, questions about the assessment process, and an opportunity to share additional information. It consisted of 18 questions that served as the research questions (see Appendix F) and 8 questions that served as procedural questions for the

participant (i.e.-agree/disagree to participate, moving to different sections of the survey, etc.). The survey was validated by a small sample of educators who represented the target audience. The educators examined how the survey questions related to the research question, the flow of the survey, and the wording of the questions. They provided feedback to ensure the questions remained within the realm of the research. The survey questions are provided in Appendix E.

The survey tool used for this research was presented through Survey Planet (see Appendix A), a web-based program that allows the user to create surveys for use in various environments. The surveys range from multiple choice questions to short responses to gain a consensus of participant's thoughts and opinions on any given topic. Survey Planet broke down the information obtained into charts that showed the percentage of participants who answered the questions presented in a format that makes it easier for the researcher to analyze the data.

The survey was distributed to educators (Special Education teachers, ELL teachers, and SLPs) via social media platforms (see Appendix D). An explanation of the study, assured confidentiality of participants, and a description of the targeted audience (ELL, SPED, and SLPs). Some platforms required permission of the group admin, in which an introductory request was sent via Messenger. After receiving permission, a post was made detailing how to complete the survey, a description of the survey with a link, and clear instructions on how to contact the research if there were additional question. Information on confidentiality was included, and the time frame for completion (30 days).

Procedures

The quantitative data was collected after the approval of the research from Nova Southeastern University's IRB and the school districts where the study was conducted. Once permission was obtained, the researcher distributed the survey to the study's targeted

participants. The survey consisted of instructions that explained the process for completing the survey, how to submit it, and how the information would be used.

The survey was posted on social media group sites for ELL and Special Education teachers and SLPs with a letter explaining the research's purpose and information about the researcher (see Appendix B). After teachers agreed to participate (see Appendix C), they were directed to click on a link to access the survey. The survey did not take more than 30 minutes for participants to complete. Data was collected through the tools provided within Survey Planet. Once the survey was completed, the participant receives a notice thanking them for their participation.

Data Analysis

The responses were collected and analyzed via Survey Planet in order to align with the research question of the study as shown (see Appendix H). Demographic questions were also included in the survey to help the researcher gain a better understanding of the instructional background of the participants. The demographic information included current role of the participant, level of education, years in role, state of teaching, students on their caseload, grade level of students, ethnicity of students, language spoken by participants and students, which were all located at the beginning of the survey. These questions provided information about the participants to see the similarities and differences each participant has in the assessment process.

The research provided quantitative descriptive statistical data that was retrieved from the survey, allowing the researcher to analyze nominal data with the assistance of a frequency count of common responses in order to develop a percentage of the users, mean, and standard deviation (Creswell, 2014). The analysis was completed to identify how ELL students are assessed for communication deficiencies.

Ethical Considerations

The research did not involve students, and participants could withdraw their participation during the study at any time. Demographic information was collected, such as type of school, grade level, number of years taught, and language skills. No identifiable information from the teachers was collected, as it was not needed.

Trustworthiness

The researcher trusted the data collected through the use of Survey Planet. With the use of the tools provided by this program, data was validated as the participants entered it. The survey was reviewed before its distribution, to verify the questions, ensure that the items were easily understood and answered appropriately.

Chapter 4: Results

The purpose of this study was to explore how ELL teachers, SPED teachers, and SLPs assess and determine what type of intervention is needed for a student identified as an English Language Learner who is also suspected of having a communication disability. An online anonymous survey was provided through Survey Planet to gain a better understanding of how the members of the educational team participate in the assessment process. The online survey was designed with 15 multiple-choice questions and 8 short answer questions that allowed the participant to provide more in-depth responses and share their perspective. It also included questions about the demographics of the participant to gain data on the participant's characteristics and to examine the different people who interact with ELL students in the school or private environment for the assessment process. The total number of participants in the survey was 32 and the responses ranged with a variety of answers that provided the data that answered the research question. One respondent reached out to the researcher for a phone conversation to discuss their response to the questions in more detail.

Demographic Characteristics

The demographic findings were acquired by the online survey gathering data of the participants current role, highest level of education, years of experience, state in which they teach, students on their caseload, grade level of students, common ethnic group on caseload, language ability, and what language they speak. The majority of participants were from Ohio with a yield of 15 out of 32

In order to gain a better understanding of the participants in the survey, it was necessary to examine the backgrounds of the participants and their experiences with assessing students.

The survey was created to have multiple choice questions to indicate the participant's demographics. The tables listed below reflect the sequential questioning found in the survey.

Table 1 addresses question 3 of the survey indicating the role of the participants who responded to the survey. The majority of participants in the survey are Speech-Language Pathologist (52%), Intervention Specialist (3.8%), English Language Learner teachers (36%) , some that identified themselves as others (12%).

Table 1

Current Role of Participants

Role	Number	Percentage
Speech-Language Pathologist	13	33.3%
Special Education Teacher	2	37.4%
English Language Learners	9	48.1%
Other	3	11.1%

Table 2 addresses question 4 of the survey indicating the highest level of education received by those who responded to the survey. The survey question was created to determine of the level of education the participants have in between an Associates, Bachelors, Masters, and Doctorate. The majority of participants have earned a Master's degree (84%).

Table 2

Highest Level of Formal Education

Degree	Number	Percentage
Associate	0	0%
Bachelor	3	11.5%
Masters	22	84.6%
Doctoral	1	3.8%

Table 3 addresses question 5 of the survey indicating the highest level of education received by those who responded to the survey. The survey question was created to gather data on the number of years the participants have worked in their role, participants between 1-5 years of experience, 6-10 years, 10-15 years, 15-20 years, and 20 or more years. The majority of participants have 15-20 year of experience.

Table 3

Years Worked in Current Role

Years in Role	Number	Percentage
1-5	5	19.5%
6-10	4	15.4%
11-15	4	15.4%
15-20	7	30.8%
20 or more	5	19.2%

Table 4 addresses question 6 of the survey indicating the state that the participants reside in and who responded to the survey. The survey question was created to gather geographic data on the participants. The majority of participants are from the state of Ohio.

Table 4*Demographics of Participants*

State	Number	Percentage
Ohio	15	59%
Conn	1	.03%
Ontario	1	.03%
California	2	7%
Texas	3	7%
New York	1	.03%
Illinois	1	.03%
Iowa	1	.03%
North Carolina, Texas, Florida	1	.03%

Note: One respondent listed 3 states

Table 5 addresses question 7 of the survey indicating the caseload that the participants maintain and who responded to the survey. The survey question was created to gather workload data on the participants who manage 1-5 students, 6-10 students, 11-15 students, 16-20 students, and 20 or more students. The majority of participants manage 20 or more students reflecting 81.5%.

Table 5*Number of Students on Caseload*

Number of students on caseload	Number	Percentage
1-5	1	3.7%

6-10	2	7.4%
11-15	0	0.0%
16-20	2	7.4%
20 or more	22	81.5%

Table 6 addresses question 8 of the survey indicating the caseload that the participants maintain and who responded to the survey. The survey question was created to gather workload data on the participants who manage 1-5 students, 6-10 students, 11-15 students, 16-20 students, and 20 or more students. The majority of participants manage 20 or more students reflecting 81.5%.

Table 6

Grade Level of Students

Grade level of students	Number	Percentage
Elementary (K-5)	11	40.7%
Middle (6-8)	2	7.4%
High (9-12)	1	3.7%
Other	13	48.1%

Note: Others were described as early intervention, medically fragile, birth-3 years, PreK-12, Middle & High, and Head Start.

Table 7 addresses question 9 of the survey indicating the ethnic groups on the caseloads of the participants maintain and who responded to the survey. The survey question was created to gather demographic information of the students the participants interact with for instructional lessons. The majority of students seen by the participants are Hispanic at 34%.

Table 7

Ethnic Group of Students

Ethnic Group	Number	Percentage
Hispanic	16	34%
Asian	11	23.4%
Middle Eastern	8	17%
African	7	14.9%
Other	5	10.6%

Note: Other ethnic groups shared are European, Caucasian, Bengali.

Table 8 addresses question 10 of the survey explores the language diversity of the participants who responded to the survey. The survey question was created to gather information the language skills of the participants. While the results were fairly close, the majority of participants indicated that they are able to speak another language (59.3%).

Table 8

Language Ability of Participant

Speak another language	Yes/No	Percentage
Yes	16	59.3%
No	11	40.7%

Table 9 addresses question 11 of the survey indicating the other languages spoken by the participants who responded to the survey. The survey question was created to gather information about the variety of languages spoken by the participants. The majority speak Spanish (72.2%).

Table 9

Second Language of Participants

Language	Number	Percentage
Spanish	13	72.2%
Arabic	0	0.0%
Chinese	0	0.0%
Russian	1	5.6%
Telaju	0	0.0%
Other	4%	22.2%

Note: Other languages spoken are Portuguese, French, Japanese, Mandurian, Ben, and ASL

Data Analysis

To better understand this research with the results of the survey, a chart was designed to align the research questions with the results of the survey, which are arranged in the table below. The online survey consisted of multiple choice and descriptive response questions to answer the research questions for the study. Each survey question consists of a table of 32 voluntary participants reflecting the related question. Each table reflects a statical analysis for each question that show the number of participants and percentages associated with the questions. The

study answers one research question that utilizes an online voluntary survey of 26 questions, which is presented below.

Research Question 1 Statistical Analysis of Percent Variables

What factors do educators include when determining the appropriate assessment tool for ELL students who present a potential disability in communication? The research question was created to uncover what factors impact how they assess ELL students who have a potential communication disability. The survey questions that are coordinated to answer research question 1 are Q. 13, Q. 14, Q. 15, Q. 16, Q. 17, Q. 18, Q. 19, Q. 20, Q. 21, Q. 22, Q. 23, Q. 24, Q. 25, and Q. 26. A statistical analysis and table are provided for each question that is presented in sequential form.

The participants response to survey question 13 shared their thoughts about specific problems they encounter most when assessing and instructing ELL students who may have communication disorders. The majority of the participants who responded to the survey stated that the lack of appropriate materials to use for assessments yielding 27.7% of the overall responses (see Figure 1 and Table 10).

Figure 5

Problems Encountered During Assessments

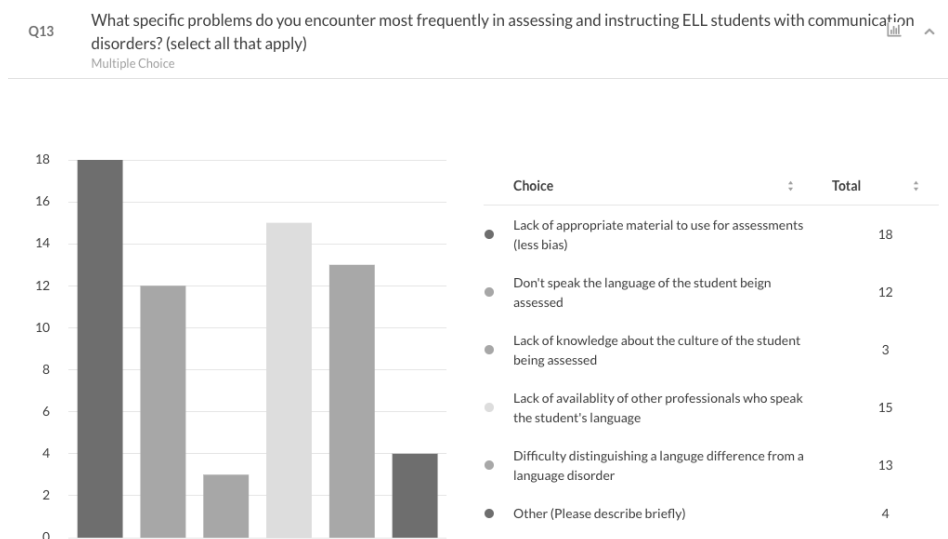


Table 10

Problems Encountered During Assessments

Specific problem encountered	Number	Percentage
Lack of appropriate material to use for assessments (less bias)	13	72.2%
Don't speak the language of the student being assessed	12	0.0%
Lack of knowledge about the culture of the student being assessed	3	0.0%
Lack of availability of other professionals who speak the student's language	15	5.6%
Difficulty distinguishing a language difference from a language disorder	13	0.0%
Other (Please describe briefly)	4	22.2%

Question 14 in the survey asked the participants if an interpreter is used to help assess ELL students with potential communication disorders. The majority of participants indicated that they do not use an interpreter to assess ELL students.

Figure 6

Use of An Interpreter to Assess ELL Students

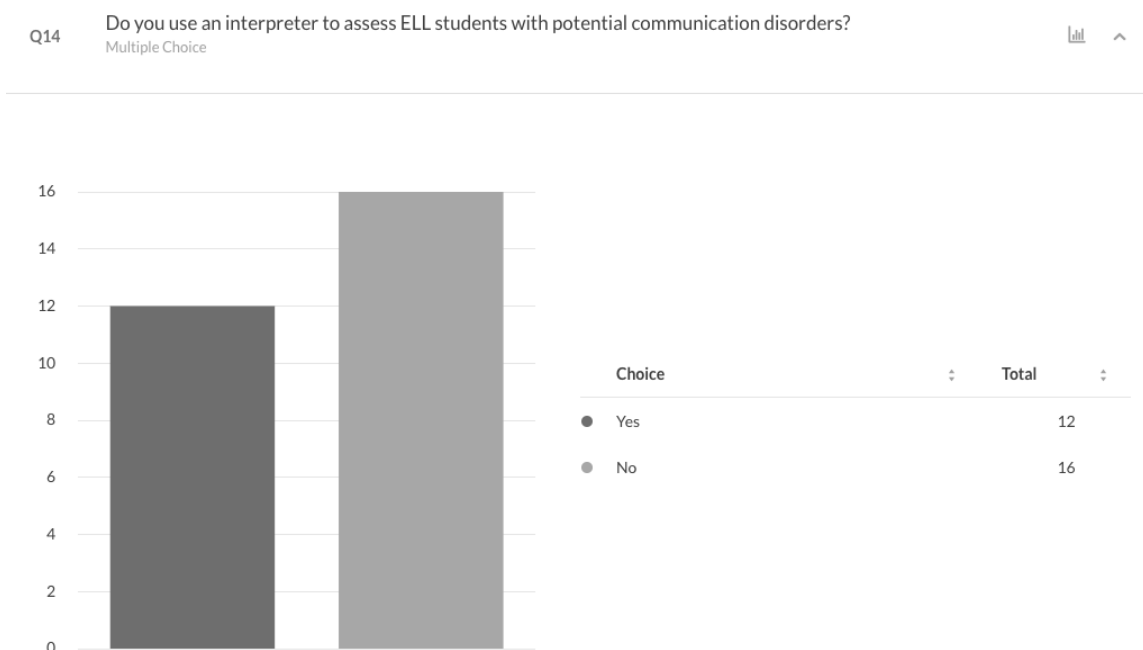


Table 11

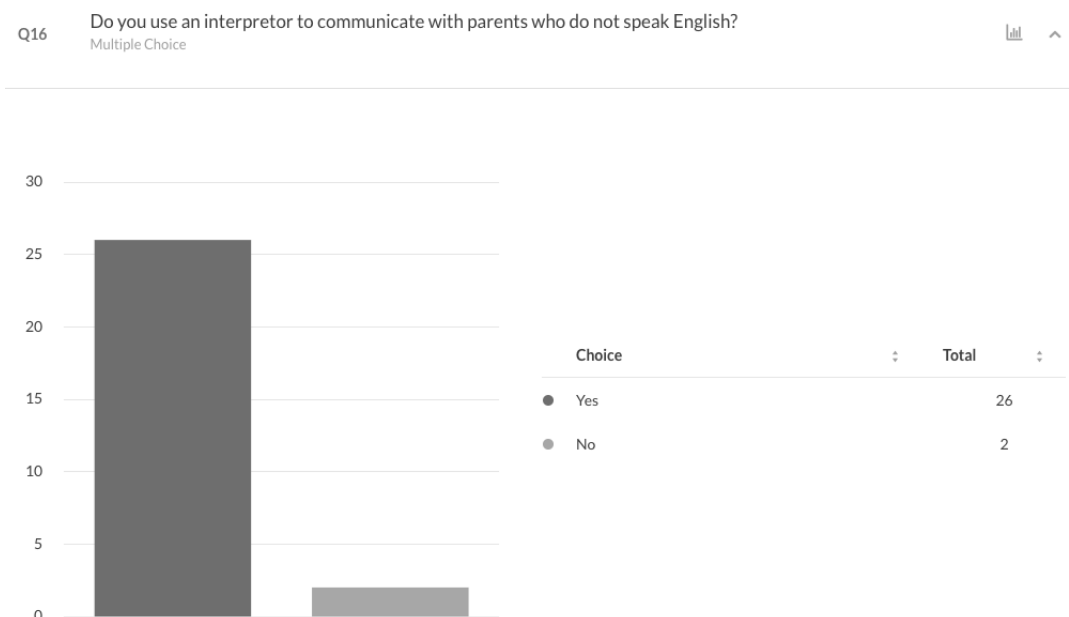
Use of An Interpreter to Assess ELL students

Use an interpreter	Number	Percentage
Yes	12	42.9%
No	16	57.1%

Question 16 in the survey asked the participants if an interpreter is used to help communicate with parents who do not speak English. The majority of participants use an interpreter to communicate with parents who do not speak English (92.2%).

Figure 7

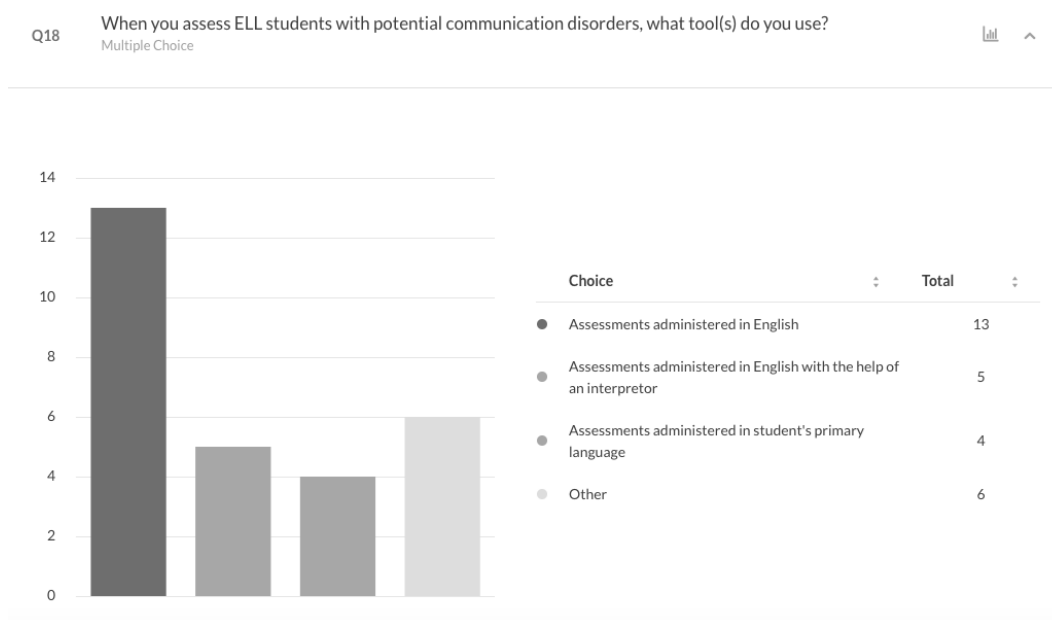
Use of An Interpreter to Communicate with Parents

**Table 12***Use of An Interpreter to Communicate with Parents*

Communicate with parents	Number	Percentage
Yes	26	92.9%
No	2	7.1%

Question 18 in the survey asked the participants what tools are used when assessing ELL students. The purpose of this question was to gain a better understanding of assessments given in English, assessment given in English with the help of an interpreter, assessments administered in the student's primary language, or through other tools. The majority of participants indicated that they administer assessments in English (46.4%).

Figure 8*Tools Used to Assess ELL Students*

**Table 13***Tools Used to Assess ELL Students*

Tools used	Number	Percentage
Assessments administered in English	13	46.4%
Assessments administered in English with the help of an interpreter	5	17.9%
Assessments administered in student's primary language	4	14.3%
Other	6	21.4%

Question 20 in the survey asked the participants to identify the type of AAC they use for students who need the extra support. The purpose of this question was to gain a better understanding of how many utilize unaided tools, aided tools, bilingual tools, or other tools. The majority of participants indicated that they utilize unaided tools primarily (28.6%), although, aided and bilingual tools were closely utilized (26.2%).

Figure 9

Type of AAC Device Used for Extra Support

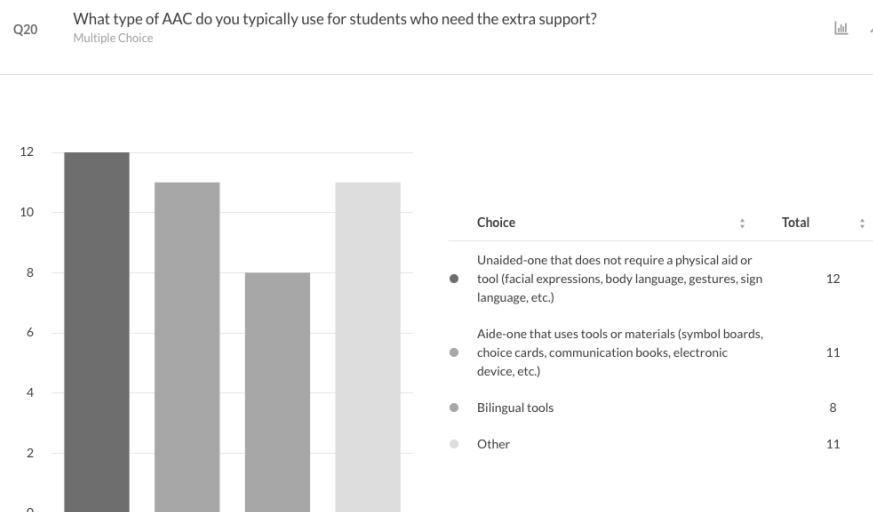


Table 14

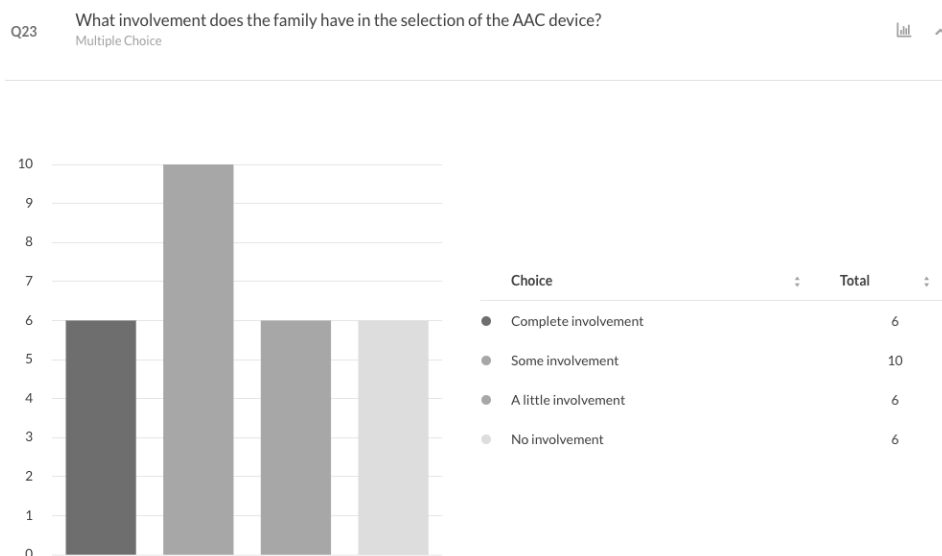
Type of AAC Device Used for Extra Support

Specific problem encountered	Number	Percentage
Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)	12	28.6%
Aide-one that uses tools or materials (symbols boards, choice cards, communication books, electronic device, etc.)	11	26.2%
Bilingual tools	8	19%
Other	11	26.2%

Question 23 in the survey asked the participants to indicate how much involvement the family has in the selection of the AAC device. The majority of participants shared that parents have some involvement in the selection (35.7%).

Figure 10

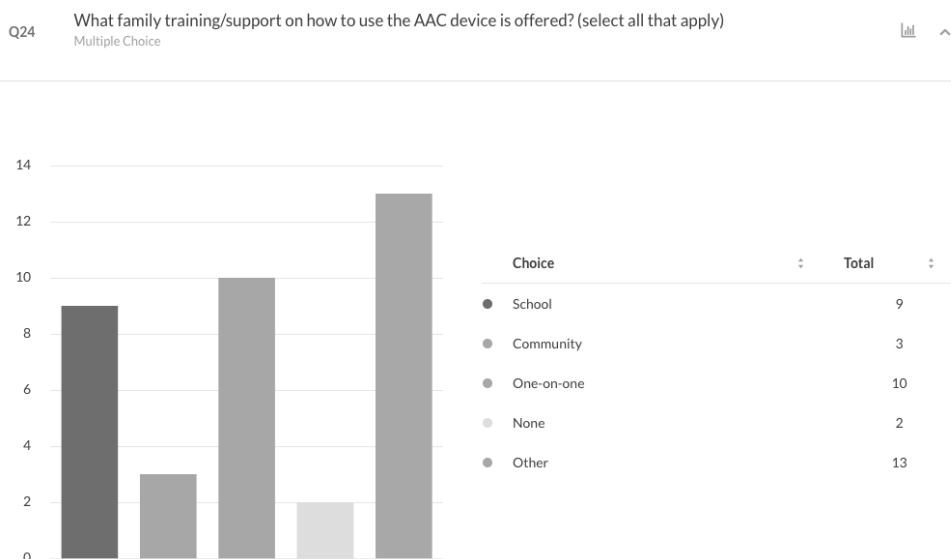
Family Involvement in the Selection of AAC Devices

**Table 15***Family Involvement in the Selection of AAC Devices*

Family involvement	Number	Percentage
Complete involvement	6	21.4%
Some involvement	10	35.7%
A little involvement	6	21.4%
No involvement	6	21.4%

Question 24 in the survey asked the participants for family training/support is used to help assess ELL students with potential communication disorders. Participants were asked to select how the training is offered to families from the school, community, one-on-one, none, or other. The majority of participants indicated that other training is provided (35.1%).

Figure 11*Family Training Offered on AAC Devices*

**Table 16***Family Training Offered on AAC Devices*

Family training	Number	Percentage
School	9	24.3%
Community	3	8.1%
One-on-one	10	27%
None	2	5.4%
Other	13	35.1%

Research Question 1 Written Expressions Statistical Analysis

Participants written responses were collected in this research to gain a better understanding of how assessments were conducted, how interpreters are used, and how the assessments of AAC devices were conducted. Written responses were analyzed and coded by word frequency, which showed the number of participants who responded with the same or

similar answer. The written responses were recorded in table form with a theme by word frequency and the number of participants within the theme.

Q15 of the survey was created as a written response to gain an understanding of the level of training interpreters have to assist with the assessment process. The survey revealed that the majority of interpreters (7) had no training to assist. Some participants (6) expressed that they were unsure of the training of their interpreters (38%).

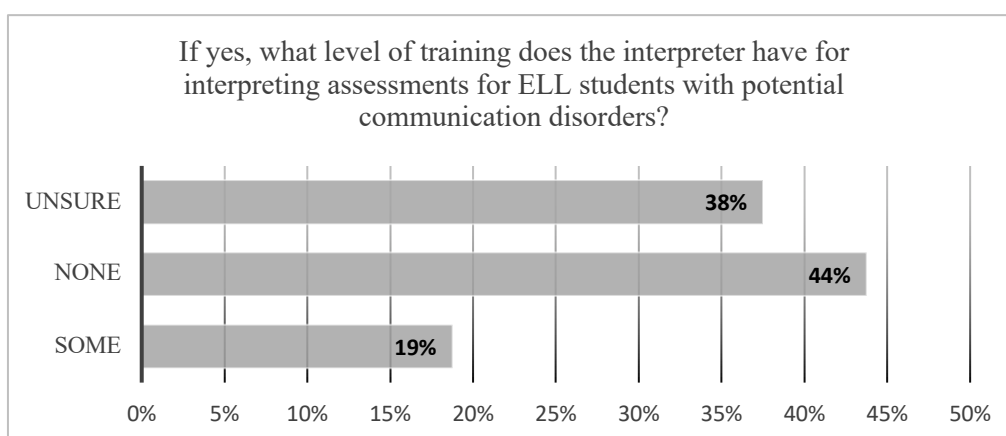
Table 17

Level of Training for Assessments by Interpreters

Frequency	Respondents
Some	3
None	7
Unsure	6
	16

Figure 12

Level of Training for Assessments by Interpreters



Q17 of the survey was created as a written response to gain an understanding of the background of the interpreters used to assist with the assessment process. The survey revealed

that the majority of interpreters (24) are professional hired to assist (80%). Some participants (3) expressed that other services may be utilized to help (10%).

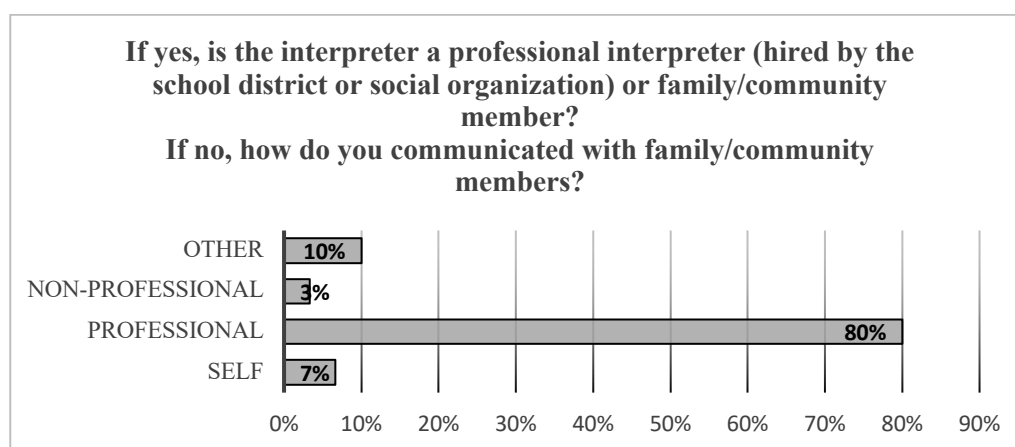
Table 18

Use of a Professional Interpreter

Frequency	Respondents
Self	2
Professional	24
Non-Professional	1
Other	3
	30

Figure 13

Use of a Professional Interpreter



Q19 of the survey was designed as a written expression response analyzing the process of how ELL students are assessed for AAC usage. The survey revealed that 13 of the participants were unsure of the process used to assess students (41%). The survey yielded a variety of responses that answered the research question.

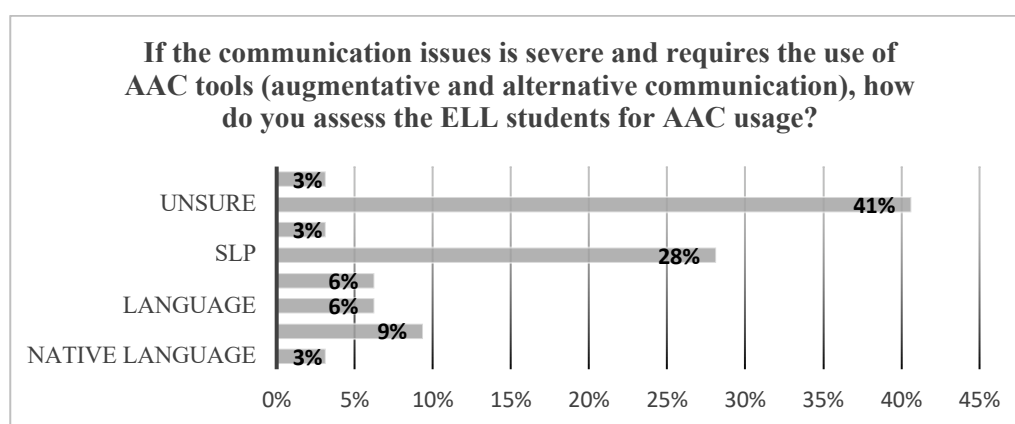
Table 19

Assessing the ELL Student for An AAC Device

Frequency	Respondents
Native Language	1
AAC Specialist	3
Language	2
Policies/Procedures	2
SLP	9
Other Resources	1
Unsure	13
Not applicable	1
Total applicants	32

Figure 14

Assessing the ELL Student for An AAC Device



Q21 of the survey was designed as a written expression response analyzing the bilingual options that are considered by educators when setting up an AAC device for an ELL student with communication needs. The survey revealed that 8 participants (25%) indicated that bilingual options were not applicable, and 7 participants (22%) were unsure of what options were available. The remaining answer provided indicated a variety of responses reflecting that bilingual options are often not applied.

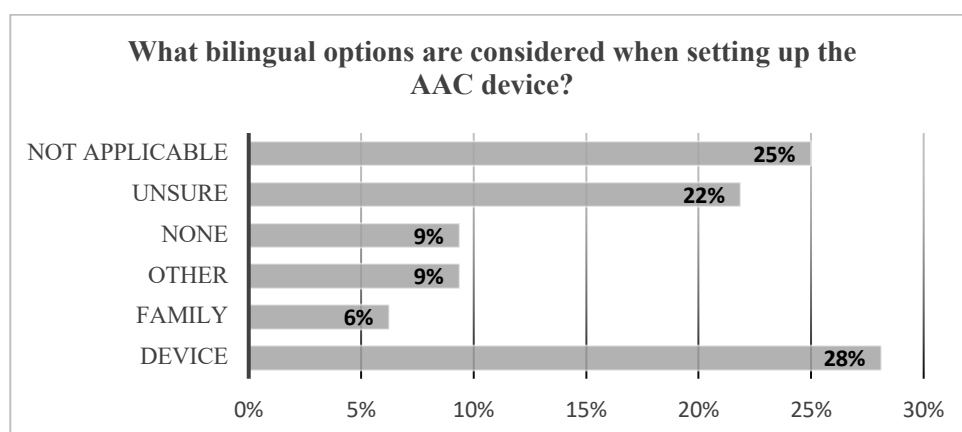
Table 20

Bilingual Options for AAC Devices

Frequency	Respondents
Device	9
Family	2
Other	3
None	3
Unsure	7
Not Applicable	8
	32

Figure 15

Bilingual Options for AAC Devices



Q24 of the survey was designed as a written expression response designed to gain information about what type of training and support was provided to the family on how to use an AAC device. The survey revealed that the majority of participants (12) indicated that training and support to families on AAC devices was not applicable (38%) or were unsure (6) if it is offered (19%). The remaining answer provided indicated a variety of responses reflecting that training and support for parents was challenging.

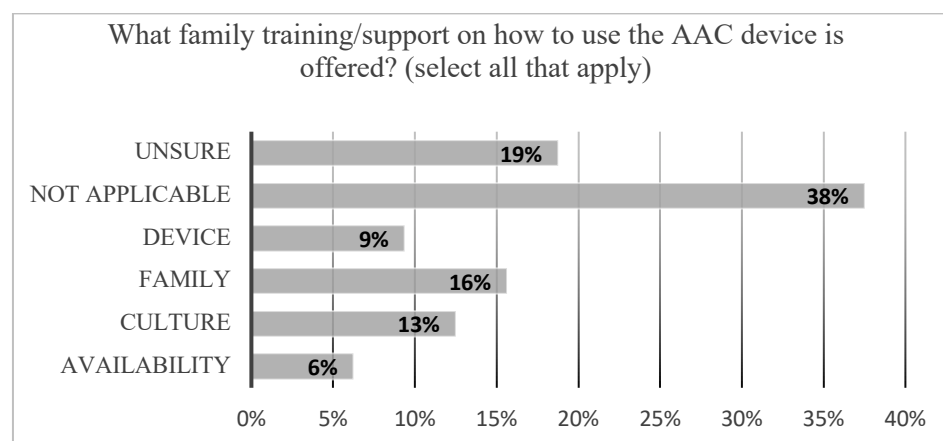
Table 21

Family Support on AAC Devices

Frequency	Respondents
Availability	2
Culture	4
Family	5
Device	3
Not Applicable	12
Unsure	6
Total participants	32

Figure 16

Family Support on AAC Devices



Q25 of the survey was designed as a written expression response designed to obtain information about the challenges faced by educators who work with ELL students with potential communication disorders. The survey responses revealed that the majority of participants felt that assessment (12) was the biggest challenge. Lack of resources (5, 16%), language barriers (4, 13%) and access to an interpreter (4, 13%) posed more challenges. The remaining answer provided indicated a variety of responses reflecting that there are many challenges to working with ELL students with communication disorders.

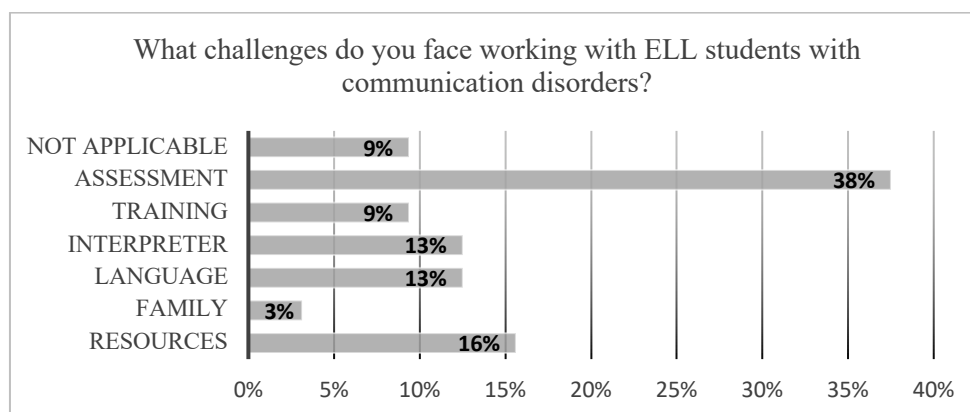
Table 22

Challenges Faced on AAC Devices for ELL Students

Frequency	Respondents
Resources	5
Family	1
Language	4
Interpreter	4
Training	3
Assessment	12
Not Applicable	3
Total participants	32

Figure 17

Challenges Faced on AAC Devices for ELL Students



Q26 of the survey was designed as a written expression response designed to capture what recommendations that the participants would provide to improve the assessment process. The survey responses revealed that the majority of participants suggested improvement in training (10) would be the primary recommendation (38%). There were 7 that recommended an improvement in the assessment tools (22%) and 5 indicated an improvement in resources as well (16%). The remaining answer provided indicated a variety of responses reflecting that there are many challenges to working with ELL students with communication disorders.

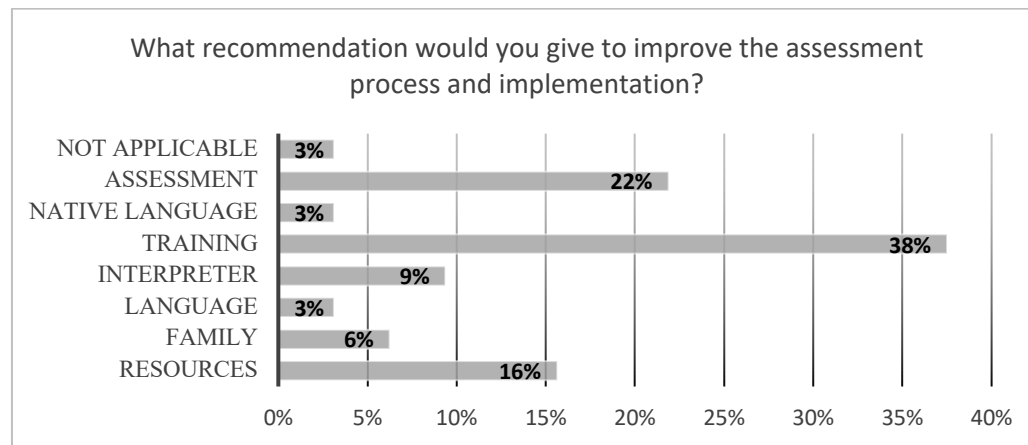
Table 23

Recommendations to Improve the Assessment Process

Frequency	Respondents
Resources	5
Family	2
Language	1
Interpreter	3
Training	12
Native Language	1
Assessment	7
Not Applicable	1
Total participants	32

Figure 18

Recommendations to Improve the Assessment Process



Chapter 5: Discussion

The purpose of the study was to explore how educators assess students who present a profile of an ELL student with potential deficiencies in the language development and acquisition of a second language who require intervention through special education services. The study conducted in this research utilized an online survey to answer one research question: What factors do educators include when determining the appropriate assessment tool for ELL students who present a potential disability in communication? The results of the survey were analyzed and aligned in sequence form to answer the question.

Summary of Findings

The voluntary online survey that was conducted had a yield of 32 participants that completed the survey but did not necessarily answer all of the questions. Analysis of the results of the survey consisted of two parts: demographic characteristics findings and research question 1. Each survey question was in designed to answer demographic characteristics and the research question in sequence form.

Demographic Characteristics

The findings from the demographic questions were interesting and showed the difference in the educators who interacted with the ELL students. More than half of the participants came from the state of Ohio, while others came from other parts of the United States and one from another country.

The majority of participants were SLPs (16, 50%), with ELL teachers (9) being the second most at 28.1%. Three participants indicated that they held other positions that were “other” (ELA teacher and building principal). The majority of participants (27) held Master’s degree, with the remaining participants having either a Bachelor’s degree or a PhD. On average,

the participants have 15-20 years of experience (25%) in their role. There was an equal number of participants who either had 1-5 years (7) or 20 or more (7) years of experience (21.9%), with the remaining participants equally having 6-10 or 10-15 years (5) of experience in their roles (15.6%).

An interesting aspect of the results were the 24 participants who had 20 or more students on their caseload (75%) as opposed to the remaining participants who had either 15-20 (9.4%), 6-10 (6.3%) and 1-5 (9.4%). The grade level of the students ranged from kindergarten to high school; however, most of the participants (74) indicated that their students are in other grade categories (43.8%). The other categories where grades were divided included ages 3-18, PreK, medically fragile, PK-22, and early childhood. Students in elementary school were the second highest with the participants (11) in the study (34.4%).

The results showed that the participants interact with a wide variety of students, mostly those of the Hispanic culture (19) representing 53.8% and students of Asian culture (11) represented 20.8%. In comparison, the abilities of the teachers showed that more than half of the participants (18) spoke a second language (56.3%) with Spanish being the most commonly spoken language (75%).

The findings mean that the majority of educators involved in the assessment of ELL students are SLPs who are the most experienced with assessing students as a whole. Students of all ages and grades make up the caseload of the educators in this study, and while many are bilingual, it does not necessarily mean their ability level, or second language is equal to the student they are assessing.

Implications of Findings

The researcher hopes that the results of this study will contribute to education by providing practitioners with a better understanding of ELL students' language development needs in the native language and English. Discovering the specific linguistic and cultural needs of students who are serviced in ELL and SPED with communication needs, especially if the student requires using an augmentative and alternative communication device, is another goal of the research. With this information, the researcher wants the information to assist in providing a framework for practitioners to use as they develop district-level programs for dually identified students.

Context of Findings

The assessment of ELL students with potential communication disabilities has proven to be a topic that many in the education field expressed. Despite the many reforms to bilingual education, the lack of resources and bilingual educators has made the assessment process difficult. The participants and their responses were analyzed to gain a better sense of the overall issues that impact how ELL students are assessed when a student is suspected of having a communication disability. This process provided participants with a platform to share their thoughts and ideas on how to improve the assessment of students. An analysis was made of the data and the results were organized and categorized for review.

Assessments

Assessments of ELL students as a whole were challenging and lacked the resources needed in order to be effective. Many of the responses indicated that not having assessment tools in various languages made it more difficult for the assessor to gain a true sense of the language ability of the child. Secondly, the results showed that there was no real sense of procedures as to who conducts the assessment. In many cases, the SLP was tasked with conducting the

assessment but in other environments it could be the ELL teacher, SPED teacher, or an outside source.

Lopez, Turkan, and Guzman-Orth (2018) stated that there appeared to be no difference in the performance expectations of bilingual students when held to the same standards as monolingual peers due to the fact that many educators of bilingual students were not properly trained in assessing students nor were there appropriate tools in place, which were also shared in the results of this research. Furthermore, Lopez et al. stated that when it came to ELL students it was assumed that the bilingual student was the reflection of two monolingual language systems that were developed in a linear manner and assessed apart when in fact they should be assessed together if we are to truly obtain an accurate account of their language abilities.

Training and Resources

The analysis of the results also yielded an expression of challenges with the lack of training and resources for the participants. Given the many obstacles school districts already face when trying to provide education to ELL students, the participants added that many of them lack the resources they needed to be able to do cultural and lingustical assessments of students. Turnbull (2017) stated that the education of our ELL population has been to assess against monolingual learners and not as emergent learners which would take into consideration the learning of grammar and vocabulary. Turnbull (2017) further stated that assessments tended to ignore the bilingualism of the student yet focused on assessing the abilities and knowledge to determine their deficits, which often lead to a disability diagnosis instead of being encouraged to maintain their bilingual skills.

The participants felt a great need for training to be able to not only better assess ELL students but to also improve their instructional practices across all disciplines. This view was

seen as translanguaging, which refers to the flexible use of the bilingual repertoire (Lopez, Turkan, and Guzman-Orth, 2018). There was also a major need to ensure that training and resources included items that were culturally and linguistically relevant to the students if the assessment was to gain an accurate reflection of the student's skills. The input of the family was equally important if there was to be buy in about offering assistance. Given the cultural differences on the perception of special education services, not including the family would create more barriers for the educators and students.

Lastly, when an AAC device was introduced to the child and family, more training and cultural considerations must be present. The developers of these devices have improved in their designs and offerings of more cultural and linguistic resources, but until the field of education becomes more diverse in its teaching staff, this will continue to be a struggle. This would give teachers the ability to assess students using various content knowledge as an emergent bilingual learner.

Limitations of the Study

The subject of this research is challenging yet needed as more and more students are entering our schools with limited language skills along with communication disabilities that require more in-depth intervention. First of all, many school districts in the Central Ohio area have limited ELL programs to address students' needs. Finding enough teachers to participate in the survey may prove a challenge. It may require the research to expand beyond the Central Ohio area to gain a sufficient number of participants. Secondly, the teachers' level of experience and speech-language pathologists with the targeted student population may not provide enough data to allow for a theme or pattern to be observed.

Future Research

As more students enter schools identified as English Language Learners, the need to have appropriate assessment tools becomes greater. The need for more bilingual individuals who can help educators address the cultural and linguistically needs in support of their language development. Research shows how all of these components work in conjunction to ensure the student's native Language skills are maintained while learning their second language.

A recommendation for future studies is to examine in more detail the policies and procedures of school districts as it pertains to the assessment of ELL students. Many of the participants expressed the lack of training and understanding of protocol as a major concern for assessing ELL students, causing many of them to refer students to special education that may not necessarily need to be in those intervention programs. The use of the native language is also a key component to the success of an ELL program as research has shown that students rely on their native language to help them obtain their second Language. Using bilingual resources to help support the learning will need to continue to be reinforced and utilized in order to help students progress.

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Appendix A

Survey Link

Appendix A

Serving Culturally and Linguistic Students identified with a Communication Disability in the K-12 Educational Environments

Please see the attached link below to access the online survey via Survey Planet.

<https://bit.ly/ellresearch>

Appendix B
NSU Participant Letter

Appendix B

NSU Participant Letter

Participant Letter for Anonymous Surveys **NSU Consent to be in a Research Study Entitled**

Serving Culturally and Linguistic Students identified with a Communication Disability in the K-12 Educational Environments

Who is doing this research study?

This person doing this study is LaShell Dauterman with Abraham S. Fischler College of Education and School of Criminal Justice. They will be helped by Dr. Gloria Kieley.

Why are you asking me to be in this research study?

You are being asked to take part in this research study because you are you currently work with students who have been identified as English Language Learners or disabled. The insight you can provide will be invaluable to this research.

Why is this research being done?

The purpose of this study is to provide an examination of how communication needs of students identified as ELL and special education are being assessed and implemented in a public-school setting. Data will be obtained through a survey to special education and English language Learner teachers, and speech-language pathologists.

What will I be doing if I agree to be in this research study?

You will be taking a one-time, anonymous survey. The survey will take approximately 30 minutes to complete.

Are there possible risks and discomforts to me?

This research study involves minimal risk to you. To the best of our knowledge, the things you will be doing have no more risk of harm than you would have in everyday life.

What happens if I do not want to be in this research study?

You can decide not to participate in this research, and it will not be held against you. You can exit the survey at any time.

Will it cost me anything? Will I get paid for being in the study?

There is no cost for participation in this study. Participation is voluntary and no payment will be provided.

How will you keep my information private?

Your responses are anonymous. Information we learn about you in this research study will be handled in a confidential manner, within the limits of the law. There will be no personal information asked of the participant during any part of the survey.

This data will be available to the researcher, the Institutional Review Board and other representatives of this institution, and any regulatory and granting agencies (if applicable). All confidential data will be kept securely on a computer only accessible by the researcher. All data will be kept for 36 months from the end of the study and destroyed after that time by deleting the data from the Survey Planet website and the researcher's computer system.

Who can I talk to about the study?

If you have questions, you can contact LaShell Dauterman, BME, MA at ld1091@mynsu.nova.edu that will be readily available during normal work hours. If not available, you can contact gkieley@nova.edu. If you have questions about the study but want to talk to someone else who is not part of the study, you can call the Nova Southeastern University Institutional Review Board (IRB) at (954) 262-5369 or toll free at 1-866-499-0790 or email at IRB@nova.edu.

Do you understand and do you want to be in the study?

If you have read the above information and voluntarily wish to participate in this research study, please visit <https://s.surveypplanet.com/ry8vXgct9WlDe>.

Appendix C
Electronic Consent

Appendix C

Electronic Consent

Electronic Consent

Please “agree” or “disagree” below this message:

This form is to request your agreement to participate as a subject in the research study on English Language Learners who are identified as having a disability in communication conducted by LaShell Dauterman under the supervision of Dr. Gloria Kieley of Nova Southeastern University.

In this survey, you will be required to answer multiple choice questions about how you assess students who are identified as English Language Learners in your classroom. This study will be conducted from December 1, 2020 to January 30, 2021. All participants must reside in the US to participate in the survey.

You may not receive any direct benefits from participating in this survey, but your participation may help to increase knowledge that may benefit others in the future.

Any data or answers to questions will remain confidential with regard to your identity. Your decision to participate or not participate is voluntary. You are free to skip questions you are not comfortable answering, and you may discontinue at any time.

If you have any questions about this study and what is expected of you, please contact LaShell Dauterman at ld1091@mynsu.nova.edu. You can report any problems that may result from your participation or direct questions in regard to your rights as a subject in this study to Nova Southeastern University Human Subjects Protection/Institutional Review Board at irb@nova.edu. All reports or correspondences will be kept confidential.

Clicking on the “agree” button below indicates that:

- You have read the above information
- You voluntarily agree to participate
- You are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the “disagree” button.

To confirm that you have read and understand the foregoing information, please select “agree” or “disagree” to proceed with the survey:

- ☐ Agree
- ☐ Disagree

Appendix D

Social Media Recruitment Post

Appendix D

Social Media Recruitment Post

RECRUITMENT POST FOR SOCIAL MEDIA

Hello, my name is LaShell Dauterman and I am a doctoral student of the Abraham S. Fischler College of Education and school of Criminal Justice at Nova Southeastern University. I am conducting a research study called *Serving Dual Identified Bilingual Students in the K-12 Educational Environments*. As such, I am in need of participants who can help by participating in this survey research study about how ELL students with communication issues are assessed. The researcher is looking for ELL and Special Education teachers and Speech Language Pathologist in the United States to complete this study for the purposes of learning more about the how to improve the assessment process. The researcher is also hoping to identify challenges faced in the field of education when it comes to assess ELL students with communication issues. The survey must be completed by no later than February 14, 2021. On February 14th, or once the survey has reached the 50th participant, the survey link will close. The survey should take you no more than 30 minutes to complete. If you have any questions, please contact LaShell Dauterman at ld1091@mynsu.nova.edu

Appendix E
Survey Questions

Appendix E

Survey Questions

AAC Survey Questions

1. What is your current role?
2. How many years have you been working in this role?
3. How many students are currently on your caseload?
4. What grade level are your students?
5. What are the three most common ethnic groups among your ELL students?
6. Do you speak a language other than English?
7. If yes, what language do you speak?
8. What specific problems do you encounter most frequently in assessing and treating ELL students with communication disorders?
 - a. Lack of appropriate material to use for assessments (less bias)
 - b. Don't speak the language of the student being assessed
 - c. Lack of knowledge about the culture of the student being assessed
 - d. Lack of availability of other professionals who speak the students' language
 - e. Difficulty distinguishing a language difference from a language disorder
 - f. Lack of knowledge of developmental norms in students' primary language
 - g. Other (Please describe briefly)
9. Do you use an interpreter to assess ELL students with potential communication disorders?
10. Do you use an interpreter to communicate with parents who do not speak English?
11. When you assess ELL students with potential communication disorders, what tool do you use?
 - a. Assessments administered in English
 - b. Assessments administered in English with the help of a translator
 - c. Assessments administered in students' primary language
12. How do you assess ELL students with potential communication disorders for AAC usage?
13. How much involvement does the family have in selecting the AAC device?
14. Do you offer any family training/support on how to use the AAC device?
15. Are cultural considerations when selecting images/symbols?
16. Do you offer bilingual options when setting up the AAC device?
17. What challenges do you face working with ELL students with communication disorders?
18. What recommendation would you give to improve the assessment process and implementation?

Appendix F

Survey Items Pertaining to the Research Question

Appendix F

Survey Items Pertaining to the Research Question

RQ1: What factors do educators include when determining the appropriate assessment tool for ELL students who present a potential disability in communication?

Q8. What specific problems do you encounter most frequently in assessing and treating ELL students with communication disorders?

- a. Lack of appropriate material to use for assessments (less bias)
- b. Don't speak the language of the student being assessed
- c. Lack of knowledge about the culture of the student being assessed
- d. Lack of availability of other professionals who speak the students' language
- e. Difficulty distinguishing a language difference from a language disorder
- f. Lack of knowledge of developmental norms in students' primary language
- g. Other (Please describe briefly)

Q9. Do you use an interpreter to assess ELL students with potential communication disorders?

Q10. Do you use an interpreter to communicate with parents who do not speak English?

Q11. When you assess ELL students with potential communication disorders, what tool do you use?

- h. Assessments administered in English
- i. Assessments administered in English with the help of a translator
- j. Assessments administered in students' primary language

Q12. How do you assess ELL students with potential communication disorders for AAC usage?

Q13. How much involvement does the family have in selecting the AAC device?

Q14. Do you offer any family training/support on how to use the AAC device?

Q15. Are cultural considerations when selecting images/symbols?

Q16. Do you offer bilingual options when setting up the AAC device?

Q17. What challenges do you face working with ELL students with communication disorders?

Q18. What recommendation would you give to improve the assessment process and implementation?

Appendix G

Survey Items Pertaining to Demographics

Appendix G

Survey Items Pertaining to Demographics

Classroom Demographics	Instructor Demographics
Q3. How many students are currently on your caseload?	Q1. What is your current role?
Q4. What grade level are your students?	Q2. How many years have you been working in this role?
Q5. What are the three most common ethnic groups among your ELL students?	Q6. Do you speak a language other than English?
	Q7. If yes, what language do you speak?

Appendix H

Survey Results

Appendix H

Survey Results

Assessing ELL students with communication disorders

Thank you for taking the time to complete this survey. Your participation will be a great contribution to the continued effort to improve instruction to our English Language Learners, especially to those who may also have a communication disability.

P1 anonymous

January 10, 2021 3:29 PM - 00:04:56

Q1 Electronic Consent Please “agree” or “disagree” below this message: This form is to request your agreement to participate as a subject in the research study on English Language Learners who are identified as having a disability in communication conducted by LaShell Dauterman under the supervision of Dr. Gloria Kieley of Nova Southeastern University. In this survey, you will be required to answer multiple choice questions about how you assess students who are identified as English Language Learners in your classroom. This study will be conducted from January 10, 2021 to February 28, 2021. All participants must reside in the US to participate in the survey.

You may not receive any direct benefits from participating in this survey, but your participation may help to increase knowledge that may benefit others in the future. Any data or answers to questions will remain confidential with regard to your identity.

Your decision to participate or not participate is voluntary. You are free to skip questions you are not comfortable answering,, and you may discontinue at any time.

If you have any questions about this study and what is expected of you, please contact LaShell Dauterman at ld1091@mynsu.nova.edu. You can report any problems that may result from your participation or direct questions in regard to your rights as a subject in this study to Nova Southeastern University Human Subjects Protection/Institutional Review Board at (954) 262-5369 or irb@nova.edu. All reports or correspondences will be kept confidential.

Clicking on the “agree” button below indicates that: • You have read the above information • You voluntarily agree to participate • You are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the “disagree” button. To confirm that you have read and understood the foregoing information, please select “agree” or “disagree” to proceed with the survey.

Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Sunday, January 10, 2021

Q3 What is your current role? *

ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

6-10 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: Middle & high

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q15 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

Unsure

Q16 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q17 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Either I call or use the language line for languages other than Spanish.

Q18 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q19 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I don't know

Q20 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Bilingual tools

Q21 What bilingual options are considered when setting up the AAC device? *

I don't know

Q22 What cultural considerations are given when selecting images/symbols for AAC devices? *

I don't know

Q23 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q24 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

One-on-one

Q25 What challenges do you face working with ELL students with communication disorders? *

Unsure how to best help them learn

Q26 What recommendation would you give to improve the assessment process and implementation? *

That the interpreter is fluent in the language and culture and that the test is not culturally biased.

P2 anonymous

January 10, 2021 3:44 PM - 00:04:38

Q1 Electronic Consent Please “agree” or “disagree” below this message: This form is to request your agreement to participate as a subject in the research study on English Language Learners who are identified as having a disability in communication conducted by LaShell Dauterman under the supervision of Dr. Gloria Kieley of Nova Southeastern University. In this survey, you will be required to answer multiple choice questions about how you assess students who are identified as English Language Learners in your classroom. This study will be conducted from January 10, 2021 to February 28, 2021. All participants must reside in the US to participate in the survey.

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Clicking on the “agree” button below indicates that: • You have read the above information • You voluntarily agree to participate • You are at least 18 years of age

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Sunday, January 10, 2021

Q3 What is your current role? *

Other: ELA teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

20 or more

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Middle (6-8)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Asian

Q10 Do you speak a language other than English? *

No

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Difficulty distinguishing a language difference from a language disorder

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q14 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

Unsure

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicated with family/community members?

Hired by district

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Unsure

Q19 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q20 What bilingual options are considered when setting up the AAC device? *

None I believe

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

Unsure

Q22 What involvement does the family have in the selection of the AAC device? *

Complete involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: Unsure

Q24 What challenges do you face working with ELL students with communication disorders? *

Many...the inability to help abs guide them as students.

Q25 What recommendation would you give to improve the assessment process and implementation? *

Inform EL teachers of products being used and train on how to use them. Allow them to be involved in acquiring testing tools and allow them to see them in action.

P3 anonymous

January 10, 2021 4:57 PM - 00:27:48

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Sunday, January 10, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

20 or more

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: Early intervention, birth- 3 years

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Asian

Q10 Do you speak a language other than English? *

No

Q11 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)
Don't speak the language of the student being assessed

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q14 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

I do not know the interpreter's level of training.

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Parents must agree to have an interpreter present. If they agree, one is hired by DCBDD (Delaware County Board of Developmental Disabilities). If parents do not agree to have an interpreter present, we do the best we can- slowing speech rate, simplifying language, reading body language and facial expressions, etc. If possible, I try to find written information in the first language.

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English with the help of an interpreter

Q18 If the communication issues are severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

As I am often a child's first SLP, we work to try to establish spoken, sign, or picture communication first. If spoken and sign communication is not successful, we will continue with "low-tech" picture communication. We sometimes try to borrow an augmentative device (e.g. from the OCALI library) to use as a trial before purchasing anything. Assessment is very informal and takes place over time during early intervention visits.

Q19 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aided-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q20 What bilingual options are considered when setting up the AAC device? *

For informal options, parent will say the word in their first language as they are signing or pointing to a picture with their child. I have not ordered an AAC device for a bilingual child thus far, so I do not think I have had to figure out what to do in the case of needing a more formal device for someone whose primary language is not English.

Q21 What cultural considerations are given when selecting images/symbols for AAC devices?

*

I try to find images/symbols with a similar ethnicity to the child. Due to the young age of my clients, I often ask parents to take photos of actual items. For example, if we are putting together a picture board so a child can select what he/she wants to eat, I ask the parents to take pictures of the foods they typically eat in their home.

Q22 What involvement does the family have in the selection of the AAC device? *

Complete involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

One-on-one

Q24 What challenges do you face working with ELL students with communication disorders? *

I think the biggest challenge is when it seems like the interpreter is not telling the parent exactly what I said. Or if the parent does not see the need for an interpreter, so they do not approve having one, but I think it would be helpful.

Q25 What recommendation would you give to improve the assessment process and implementation? *

Having written materials explaining the assessment process in a variety of languages would be amazing. It would be helpful for the parents to be able to read information in their first language before we even get to the home to start the process.

P4 anonymous

January 18, 2021 7:55 AM - 00:03:59

Q1 Electronic Consent Please “agree” or “disagree” below this message: This form is to request your agreement to participate as a subject in the research study on English Language Learners who are identified as having a disability in communication conducted by LaShell Dauterman under the supervision of Dr. Gloria Kieley of Nova Southeastern University. In this survey, you will be required to answer multiple choice questions about how you assess students who are identified as English Language Learners in your classroom. This study will be conducted from January 10, 2021 to February 28, 2021. All participants must reside in the US to participate in the survey.

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Monday, January 18, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

20 or more

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

15-20

Q8 What grade level are your students? *

Other: a mix of anything from age 1 to 30

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Asian

Middle Eastern

Q10 Do you speak a language other than English? *

No

Q11 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Lack of availability of other professionals who speak the student's language

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q14 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

they are either a parent with zero training or an interpreter who has been trained.

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

yes

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in student's primary language

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

never have

Q19 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Q20 What bilingual options are considered when setting up the AAC device? *

n/a

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

n/a

Q22 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: n/a

Q24 What challenges do you face working with ELL students with communication disorders? *

n/a

Q25 What recommendation would you give to improve the assessment process and implementation? *

n/a

P5 anonymous

January 18, 2021 3:35 PM - 00:06:16

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Monday, January 18, 2021

Q3 What is your current role? *

Other: Building principal

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

10-15 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

No

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Difficulty distinguishing a language difference from a language disorder

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q14 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

No training

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

School interrupter

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English with the help of an interpreter

Q18 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

No experience with this

Q19 What type of AAC do you typically use for students who need the extra support? *

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q20 What bilingual options are considered when setting up the AAC device? *

Na

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

Na

Q22 What involvement does the family have in the selection of the AAC device?

Some involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: No students with aac

Q24 What challenges do you face working with ELL students with communication disorders? *

Determining if student needs full evaluation or if the challenge is linked to new in the country or language barrier.

Q25 What recommendation would you give to improve the assessment process and implementation? *

Having trained interrupters for the assessment

P6 anonymous

January 20, 2021 1:26 PM - 00:03:50

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Agree

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

6-10 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

No

Q16 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in student's primary language

Q17 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Have not come across this problem yet

Q18 What type of AAC do you typically use for students who need the extra support? *

Bilingual tools

Q19 What bilingual options are considered when setting up the AAC device? *

LAMP

Q20 What cultural considerations are given when selecting images/symbols for AAC devices? *

That they are appropriate

Q21 What involvement does the family have in the selection of the AAC device? *

Complete involvement

Q22 What family training/support on how to use the AAC device is offered? (select all that apply) *

One-on-one

Q23 What challenges do you face working with ELL students with communication disorders? *

Not knowing their native language (I.e Somali)

Q24 What recommendation would you give to improve the assessment process and implementation? *

More dx tests in these uncommon languages

P7 anonymous

January 21, 2021 11:12 PM - 00:06:46

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Thursday, January 21, 2021

Q3 What is your current role? *

ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

15-20 years

Q6 What state do you teach in? *

Iowa

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: K-12

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Asian

Middle Eastern

African

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Lack of availability of other professionals who speak the student's language

Difficulty distinguishing a language difference from a language disorder

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Hired by the school district or regional education agency (AEA).

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I don't have direct experience with ELLs using AAC tools.

Q19 What type of AAC do you typically use for students who need the extra support? *

Other: Unsure

Q20 What bilingual options are considered when setting up the AAC device? *

Unsure - I don't have experience working with a student who uses an AAC.

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

N/A

Q22 What involvement does the family have in the selection of the AAC device? *

A little involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: N/A

Q24 What challenges do you face working with ELL students with communication disorders? *

Very little collaboration between ELL staff and special ed staff.

Q25 What recommendation would you give to improve the assessment process and implementation? *

Greater awareness of language and cultural background including use of assessments in student's native language

P8 anonymous

January 26, 2021 8:59 AM - 00:05:39

Q1 Electronic Consent Please “agree” or “disagree” below this message: This form is to request your agreement to participate as a subject in the research study on English Language Learners who are identified as having a disability in communication conducted by LaShell Dauterman under the supervision of Dr. Gloria Kieley of Nova Southeastern University. In this survey, you will be required to answer multiple choice questions about how you assess students who are identified as English Language Learners in your classroom. This study will be conducted from January 10, 2021 to February 28, 2021. All participants must reside in the US to participate in the survey.

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Tuesday, January 26, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

1-5 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Middle Eastern

Q10 Do you speak a language other than English? *

No

Q11 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Lack of knowledge about the culture of the student being assessed

Lack of availability of other professionals who speak the student's language

Difficulty distinguishing a language difference from a language disorder

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q14 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q15 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Not applicable, all of my family members have spoken English.

Q16 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q17 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

n/a

Q18 What type of AAC do you typically use for students who need the extra support? *

Other: n/a

Q19 What bilingual options are considered when setting up the AAC device? *

n/a

Q20 What cultural considerations are given when selecting images/symbols for AAC devices? *

n/a

Q21 What involvement does the family have in the selection of the AAC device? *

Complete involvement

Q22 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: n/a

Q23 What challenges do you face working with ELL students with communication disorders? *

Knowing when they answer using another language

Q24 What recommendation would you give to improve the assessment process and implementation? *

Assessments should have more information and more diverse cultures represented

P9 anonymous

February 11, 2021 12:08 AM - 00:14:26

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Wednesday, February 10, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

15-20 years

Q6 What state do you teach in? *

Texas

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: Early childhood to 12th

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic
Asian

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q15 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

Typically none; we hire professional interpreters and the SLP trains each on what we need, expectations for assessment and then follow-up with debrief after assessment to gain perspective on the student's responses. I often record session and use play back to discuss different skills.

Q16 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q17 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Always professional; in rare cases we have used a cultural liaison from a refugee group

Q18 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Other: A combination of the above depending on the needs of the student and what the target language is other than Spanish and English.

Q19 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I bring in the AAC specialist (a trained SLP) and we collaborate

Q20 What type of AAC do you typically use for students who need the extra support? *

Other: This depends on need of the student

Q21 What bilingual options are considered when setting up the AAC device? *

Language output in both L1 & L2

Q22 What cultural considerations are given when selecting images/symbols for AAC devices? *

Ensure that home culture is represented across symbols including foods, music, dance, dress, etc

Q23 What involvement does the family have in the selection of the AAC device? *

A little involvement

Q24 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

One-on-one

Q25 What challenges do you face working with ELL students with communication disorders? *

We strive to complete comprehensive, unbiased assessments only to be met with poor bilingual academic programs that do not foster and value L1 as much as L2. The lack of bilingual implementation of speech services exacerbates that problem.

Q26 What recommendation would you give to improve the assessment process and implementation? *

SLPs, whether bilingual or not, should take coursework, attend workshops, and/or seek bilingual extensions to be trained to assess CLD populations.

P10 anonymous

February 11, 2021 12:41 AM - 00:07:28

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Thursday, February 11, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

10-15 years

Q6 What state do you teach in? *

New York

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: 0-21

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Asian

Other: Bengali (south East Asian)

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Other: Ben

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Lack of availability of other professionals who speak the student's language

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Professional

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Other: English assessments as well as dynamic assess

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Matching tasks on smart phone

Q19 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Q20 What bilingual options are considered when setting up the AAC device? *

N/A

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

NA

Q22 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

Q24 What challenges do you face working with ELL students with communication disorders? *

Lack of knowledge amongst professionals in other disciplines

Q25 What recommendation would you give to improve the assessment process and implementation? *

Educating teachers and psychologists about bilingualism and language differences vs disorder

P11 anonymous

February 11, 2021 6:44 AM - 00:23:39

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Thursday, February 11, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

20 or more

Q6 What state do you teach in? *

Illinois

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: Pre-k (Head Start) - 8th grade

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

No

Q11 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Don't speak the language of the student being assessed

Lack of knowledge about the culture of the student being assessed

Lack of availability of other professionals who speak the student's language

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q14 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

Our interpreters only interpret for meetings

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Yes, we use a local interpreting company.

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Other

Q18 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I have not had this experience but our speech/language pathology department contracts with a specialist in AAC for all AAC assessments. I'm not sure about the primary language aspect. I can ask and get back to you.

Q19 What type of AAC do you typically use for students who need the extra support? *

Other: Not included in my assignment area.

Q20 What bilingual options are considered when setting up the AAC device? *

Not my area of experience at this time.

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

The images/symbols are typically from Boardmaker program.

Q22 What involvement does the family have in the selection of the AAC device? *

Complete involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

One-on-one

Q24 What challenges do you face working with ELL students with communication disorders? *

I don't speak their language. Articulation therapy is easier because I have apps, but I cannot work on certain sounds in Spanish (tapped and trill /r/). Technically we are only required to address sounds found in both languages.

Q25 What recommendation would you give to improve the assessment process and implementation? *

Clearer district policies and procedures. Commitment on the part of administration to do bilingual education with integrity. Our bilingual program seems to be an island within our district. They are responsible for teaching but none of the intervention or special education needs have been addressed.

P12 anonymous

February 11, 2021 7:02 AM - 00:21:17

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Thursday, February 11, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

1-5 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: Mostly K-8 but some PK-age 22

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic
African

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Don't speak the language of the student being assessed
Lack of availability of other professionals who speak the student's language

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

The interpreter is hired by the school. As I speak Spanish, I will also convey some information to families

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Other: Raw scores from assessments in English (qualitatively described), assessments in Spanish (administered by me, bilingually trained clinician), informal measures (language samples in both languages), cognitive linguistics tasks (non word repetition), dynamic assessment probes)

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I have not had this experience yet. I would attempt to find materials in both languages, and also try picture exchange as possible modalities

Q19 What type of AAC do you typically use for students who need the extra support? *

Bilingual tools

Q20 What bilingual options are considered when setting up the AAC device? *

Most of the districts I am involved with use Touch Chat. I also have a Words for Life LAMP Spanish static comm board

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

I try to use images of people that are representative of the child's culture (it's hard though!) and make sure that family practices (e.g. activities that I may not do but they do) are represented, diverse food, etc. I don't set up AAC often though

Q22 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: I'm in a consult role. I offer recommendations to the school team such as using Spanish language AAC videos, contacting my bilingual colleagues to explain AAC, etc.

Q24 What challenges do you face working with ELL students with communication disorders? *

When a student speaks a less common language, it can be hard to find an interpreter. It can also be hard to encourage fellow professionals (e.g. school psychs) to only use nonverbal methods and train them to use raw scores and not standardized scores when their student isn't represented in the normed sample. I have a variety of tasks i can give that show a student's ability to learn language (e.g. dynamic assessment) so I feel comfortable particularly with Spanish speaking ELLs. It can be sometimes hard to learn about other cultures, but I have found good web resources. I also think knowing and understanding language privilege is vital (growing up speaking a mainstream English dialect leads to a different experience than another language or dialect) when interacting with culturally and linguistically diverse individuals.

Q25 What recommendation would you give to improve the assessment process and implementation? *

I think more people need to be trained in culturally sensitive assessment. This is part of my job, advising monolingual professionals, not just SLPs, in my county of Ohio. They need to give qualitative assessments and explain what the child can do. Many monolingual professionals get lost when the student speaks another language or come from another culture.

P13 anonymous

February 11, 2021 9:30 AM - 00:59:49

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Agree

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

15-20 years

Q6 What state do you teach in? *

Texas

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: All grades

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of availability of other professionals who speak the student's language

Other (Please describe briefly): Others understanding the process of second language acquisition

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q15 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

I don't know interpreters are hired via the school district and I use them only for languages other than Spanish and English

Q16 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q17 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Yes

Q18 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English with the help of an interpreter

Q19 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

We have a special team

Q20 What type of AAC do you typically use for students who need the extra support? *

Bilingual tools

Q21 What bilingual options are considered when setting up the AAC device? *

Na

Q22 What cultural considerations are given when selecting images/symbols for AAC devices? *

NA

Q23 What involvement does the family have in the selection of the AAC device? *

No involvement

Q24 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other

Q25 What challenges do you face working with ELL students with communication disorders? *

Therapy in appropriate language Appropriate language materials Knowledge of second language acquisition

Q26 What recommendation would you give to improve the assessment process and implementation? *

Evaluators need to learn how to evaluate for language disorder or language difference

P14 anonymous

February 11, 2021 10:16 AM - 00:11:06

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Thursday, February 11, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Doctorate

Q5 How many years have you been working in this role? *

15-20 years

Q6 What state do you teach in? *

NC, TX, FL

Q7 How many students are currently on your caseload? *

15-20

Q8 What grade level are your students? *

Other: Pre-K to 12th

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Middle Eastern

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Lack of availability of other professionals who speak the student's language

Other (Please describe briefly): Lack of knowledge from other educators in identifying students or recommending families only work English

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q15 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

I will only work with them if I am allowed to “train” them before the assessment. Just because they know the language does not qualify them to be an interpreter.

Q16 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q17 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Typically hired by the school or a school staff member. If no other option in the organization, a family friend or adult. Never kids.

Q18 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Other: Depends. A combination of assessments. The language depends on the student’s exposure.

Q19 If the communication issues are severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I complete the AAC assessment

Q20 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aided-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Bilingual tools

Q21 What bilingual options are considered when setting up the AAC device? *

The focus is more on providing culturally appropriate images. If writing is not available in another language, pictures are adapted to be culturally appropriate.

Q22 What cultural considerations are given when selecting images/symbols for AAC devices? *

This is determined with a thorough parent interview. Many cultural considerations must be made.

Q23 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q24 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

Community

One-on-one

Q25 What challenges do you face working with ELL students with communication disorders? *

School staff are the most challenging as unfortunately with budget cuts, everyone has their plate full.

Q26 What recommendation would you give to improve the assessment process and implementation? *

It starts with core education and training. Before everyone goes out in the field.

P15 anonymous

February 11, 2021 4:56 PM - 01:41:39

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Thursday, February 11, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

6-10 years

Q6 What state do you teach in? *

CA

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: PreK and Elementary (K-8, medically fragile class)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Other: I have a lot of white, Latinos, some black, some Asian (both Indian and from China, Japan, Taiwan, etc.) Also, these choices implies that white/Caucasian is not an ethnicity.

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Other: Chinese is not a language, it is a nationality. I speak Mandarin and also know American Sign Language as well as Spanish.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q15 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

The previous question shouldn't be yes/no. I do not request an interpreter for Spanish-speaking families as I am bilingual. Also, it is not "use" and interpreter. Finally, I do not know the level of training of the interpreter aside from them having completed the process to become an interpreter through that agency or company, as they are requested through our school agency and are assigned to our evaluations accordingly. Often, we cannot find interpreters for less common languages.

Q16 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q17 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

A family member is not an interpreter. An interpreter is a professional job title. I would never rely on parents/family members only to interpret the messages as they are not trained in how to relay information from one language to another while maintaining the same tone and message.

Q18 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Other: All of the above, depending on the language of the student and the availability of resources/interpreters

Q19 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

AAC is the access to language, not the application or device itself. You can use gestures, picture cards and/or switches as an AAC approach without necessarily changing the language of assessment. There are many high-tech AAC programs/applications that can be switched to different languages. A comprehensive AAC assessment should be provided by an AAC specialist that understands visual, cognitive, motor, and language abilities.

Q20 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Bilingual tools

Other: I like how you separated out unaided and aided AAC supports here (no-tech to low-high tech)

Q21 What bilingual options are considered when setting up the AAC device? *

Need to have it available in home language and ability to switch to language of instruction. Parents need training to know how to switch it. Setup needs to be the same in both languages

Q22 What cultural considerations are given when selecting images/symbols for AAC devices? *

Word selection, representation/icon selections (especially with foods), parents comfort/use

Q23 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q24 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

Community

One-on-one

Q25 What challenges do you face working with ELL students with communication disorders? *

Carry-over practice from home to school, not having the same consistent approach with the different communication supports (not using AAC supports at home), sometimes they respond to parents in English and parents don't understand

Q26 What recommendation would you give to improve the assessment process and implementation? *

Parent interview/questionnaires with interpreters, observation/video from home, observation of classroom, trialing differing communication support systems before any recommendation is made - Assume competence!!

P16 anonymous

February 11, 2021 10:08 PM - 00:24:30

Q2 The following section includes demographic questions about you and your teaching experience.

Thursday, February 11, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

20 or more

Q6 What state do you teach in? *

Texas

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of knowledge about the culture of the student being assessed

Difficulty distinguishing a language difference from a language disorder

Other (Please describe briefly): Getting relevant and accurate background history from parents who need to be as honest as they can about their child and relevant and accurate reports of speech and language performance from their teachers

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

If it is Spanish, then I conduct the assessment, parent interview and translate what needs to be translated as required by IDEA guidelines. If it is another language (and I have had to do Chinese in the past, I contact an interpreter, however, I spend time training the interpreter. ASHA (American Speech Hearing Association) has guidelines and books to address how to train interpreters/translators to help in the assessment process - all aspects from parent histories, formal assessments, informal assessments, interpretation of observations with input and guidance from the bilingual SLP. I have had training in bilingualism - formally as a bilingual education and ESL teacher and through ASHA's programs and other workshops

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in student's primary language

Q18 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

In our district we have SLPs who have additional specialty and knowledge/experience working with AAC. We conduct informal observations and obtain information as to what level that individual may be working with - picture, symbol, gestural, etc.

Q19 What type of AAC do you typically use for students who need the extra support? *

Bilingual tools

Q20 What bilingual options are considered when setting up the AAC device? *

The availability of the symbols and coreboard symbols in Spanish as well as English. A recent entry to this is the Proloqu2Go as well as Core Boards from the Boardmaker Sharing program. The proloqu2go is available in a Spanish set up; Core boards are also available in Spanish. Not as well familiar with other languages that these programs can offer. That is why it is so important that a SLP with AAC experience serve as a consultant in the process when it is needed.

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

Of course cultural representations and pictures that are familiar to their language dialect - Mexican Spanish is different than Puerto Rican and South American Spanish. Also important to consider the specific vocabulary words that can vary from one dialect to another - nené vs. bebé; aventar vs. tirar; etc. Do the people and situations represent the culture of that individual and their experience, etc.

Q22 What involvement does the family have in the selection of the AAC device? *

Complete involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

Q24 What challenges do you face working with ELL students with communication disorders? *

Coordinating Spanish therapeutic intervention with comparable English instruction that becomes even more important as the child moves from 2nd to third grade. Beginning at third grade, meaning and reading comprehension become very important and it is important to prepare the individual for also non-literal and inferential skills, as well as grammatical structures of both languages. As much as possible provide transitions from Spanish to English as it relates to the curriculum that is being addressed at that time.

Q25 What recommendation would you give to improve the assessment process and implementation? *

Looking at all variables carefully and looking at formal tests with an eye to critically connecting it to what the child is doing and not doing in informal language situations. finding validity across situations, contexts and languages.

P17 anonymous

February 12, 2021 5:33 AM - 00:13:38

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Friday, February 12, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

6-10 years

Q6 What state do you teach in? *

ca

Q7 How many students are currently on your caseload? *

1-5

Q8 What grade level are your students? *

Other: age 3-18

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

If Spanish-speaking, I can communicate with the parents myself. If another language, we use the interpreters hired by the school.

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in student's primary language

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

We usually have AAC specialists do AAC assessments. But if I had to do it myself, I would probably try some low-tech or iPad AAC (whatever I had available). A lot of ELL students who are in Special Education in CA, most in fact, comprehend or use a few English words because they've had school education only in English. Sometimes they have a handful of English words and even fewer Spanish words. But they're still ELL of course if the home language is Spanish (or another lang.).

Q19 What type of AAC do you typically use for students who need the extra support? *

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Other

Q20 What bilingual options are considered when setting up the AAC device? *

For school based therapy, the AAC used at school (if voice-generating) is generally set up in English because English is the language of school instruction, and the purpose of the IEP is to give the student what they need to access the curriculum. If, theoretically, I were in private practice and setting up a device to be used at home, I would set it in the home language if available.

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

Some symbol systems have a variety of icons to choose from (e.g. various skin tones). Even better, depending on the user's needs, take photos of their real stuff, their family, their environment, their friends, and use that for the image.

Q22 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

One-on-one

Q24 What challenges do you face working with ELL students with communication disorders? *

I think the lack of good assessment tools is a huge one, that can lead to misidentification. Also, sometimes parents don't understand the education system or the (already confusing) IEP process, and they may have language barrier with their SLP or classroom teacher that makes it difficult to bridge that gap.

Q25 What recommendation would you give to improve the assessment process and implementation? *

Tests that are normed on bilingual students. More school districts could create and use local norms -- some used to do this and I don't know why it isn't a thing anymore. Translate the assessment reports automatically, instead of by parent request.

P18 anonymous

February 12, 2021 8:23 PM - 00:05:33

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Friday, February 12, 2021

Q3 What is your current role? *

Other: ELA Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

1-5 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Middle (6-8)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Asian

Q10 Do you speak a language other than English? *

No

Q11 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Difficulty distinguishing a language difference from a language disorder

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q14 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q15 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Hired by school

Q16 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q17 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Unsure

Q18 What type of AAC do you typically use for students who need the extra support? *

Other: Unsure

Q19 What bilingual options are considered when setting up the AAC device? *

Unsure

Q20 What cultural considerations are given when selecting images/symbols for AAC devices? *

Unsure

Q21 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q22 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: Unsure

Q23 What challenges do you face working with ELL students with communication disorders? *

Knowledge of disorders, inability to address in first language and awareness of how to help.

Q24 What recommendation would you give to improve the assessment process and implementation? *

Make EL teachers more aware of the process and the testing materials.

P19 anonymous

February 12, 2021 8:34 PM - 00:05:23

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Friday, February 12, 2021

Q3 What is your current role? *

ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Bachelors

Q5 How many years have you been working in this role? *

10-15 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Middle Eastern

Other: Caucasian

Q10 Do you speak a language other than English? *

No

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Lack of availability of other professionals who speak the student's language

Difficulty distinguishing a language difference from a language disorder

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q14 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q15 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

We use pros and family members

Q16 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q17 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Not sure

Q18 What type of AAC do you typically use for students who need the extra support? *

Other: Not sure

Q19 What bilingual options are considered when setting up the AAC device? *

Not sure

Q20 What cultural considerations are given when selecting images/symbols for AAC devices? *

Not sure

Q21 What involvement does the family have in the selection of the AAC device? *

No involvement

Q22 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: Not sure

Q23 What challenges do you face working with ELL students with communication disorders? *

Assessing student growth

Q24 What recommendation would you give to improve the assessment process and implementation? *

More availability of tests that English only speaking can use with ELLs since translators are not always available

P20 anonymous

February 13, 2021 5:50 AM - 00:04:04

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Saturday, February 13, 2021

Q3 What is your current role? *

ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

15-20 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic
Asian

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of availability of other professionals who speak the student's language
Difficulty distinguishing a language difference from a language disorder

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q15 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

Interpreter

Q16 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q17 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Yes

Q18 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English with the help of an interpreter

Q19 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Not sure

Q20 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aided-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q21 What bilingual options are considered when setting up the AAC device? *

Not sure

Q22 What cultural considerations are given when selecting images/symbols for AAC devices? *

*

Not sure

Q23 What involvement does the family have in the selection of the AAC device? *

A little involvement

Q24 What family training/support on how to use the AAC device is offered? (select all that apply) *

None

Q25 What challenges do you face working with ELL students with communication disorders? *

Uncertainty

Q26 What recommendation would you give to improve the assessment process and implementation? *

Need to learn more

P21 anonymous

February 13, 2021 8:54 AM - 00:10:49

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Saturday, February 13, 2021

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ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

15-20 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Asian

Middle Eastern

African

Q10 Do you speak a language other than English? *

No

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Don't speak the language of the student being assessed

Lack of availability of other professionals who speak the student's language

Difficulty distinguishing a language difference from a language disorder

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q14 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q15 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Usually, a professional hired by school. Occasionally a staff member who is bilingual

Q16 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q17 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I haven't attempted this as an EL teacher. Some of our students will have use of an AAC given to them by the SLP. They do the assessments that would qualify students for the device but I am not sure how often first language interpretation is offered/used for the student during assessment.

Q18 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aided-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Bilingual tools

Q19 What bilingual options are considered when setting up the AAC device? *

Unsure, have not set one up. I do have some students who set their iPad to their first language for support

Q20 What cultural considerations are given when selecting images/symbols for AAC devices? *

Good question and I am unsure

Q21 What involvement does the family have in the selection of the AAC device? *

A little involvement

Q22 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

One-on-one

Q23 What challenges do you face working with ELL students with communication disorders? *

Unless properly diagnosed it is still very hard to determine the extent of the disorder vs the extent of language confusion. I've had selective mute students who comprehend English but do not communicate it. I've also had students with specific programming on their devices who use that to communicate but sometimes over-rely on it

Q24 What recommendation would you give to improve the assessment process and implementation? *

Somehow finding time to work with our SLPs and potentially sit in on assessments, advise what difficulties may be due to language confusion rather than disorder, and provide more professional development for SLPs and/or assessors in second language acquisition

P22 anonymous

February 13, 2021 9:16 AM - 00:05:02

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Saturday, February 13, 2021

Q3 What is your current role? *

ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Bachelors

Q5 How many years have you been working in this role? *

1-5 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

African

Q10 Do you speak a language other than English? *

No

Q11 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of availability of other professionals who speak the student's language
Difficulty distinguishing a language difference from a language disorder

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q14 Do you use an interpreter to communicate with parents who do not speak English? *

No

Q15 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q16 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I do not have tools to do so.

Q17 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Q18 What bilingual options are considered when setting up the AAC device? *

I do not have this option.

Q19 What cultural considerations are given when selecting images/symbols for AAC devices? *

I do not have this option.

Q20 What involvement does the family have in the selection of the AAC device? *

No involvement

Q21 What family training/support on how to use the AAC device is offered? (select all that apply) *

None

Q22 What challenges do you face working with ELL students with communication disorders? *

Assuring communication.

Q23 What recommendation would you give to improve the assessment process and implementation? *

A guide, guidebook, or professional in the building.

P23 anonymous

February 13, 2021 1:31 PM - 00:11:30

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Saturday, February 13, 2021

Q3 What is your current role? *

ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

1-5 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

High School (9-12)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Asian

African

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Difficulty distinguishing a language difference from a language disorder

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Professional Interpreter

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I do not do the initial intake assessments. That is done by someone at our district office. When I have tried to refer students who I think have more deficiencies than just English language, I have not received any replies or follow-through.

Q19 What type of AAC do you typically use for students who need the extra support? *

Other

Q20 What bilingual options are considered when setting up the AAC device? *

N/A

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

N/a

Q22 What involvement does the family have in the selection of the AAC device? *

No involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: n/a

Q24 What challenges do you face working with ELL students with communication disorders? *

Because my students are in grades 10-12, it is assumed that any communication disorders would have been diagnosed earlier on. However, many of our students come from Guatemala and have limited formal education. When I try to refer them for special education services, I don't get a reply.

Q25 What recommendation would you give to improve the assessment process and implementation? *

I would like to see implementation of an intake assessment and a better plan for when students have limited formal schooling.

P24 anonymous

February 14, 2021 11:04 AM - 00:07:44

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Sunday, February 14, 2021

Q3 What is your current role? *

ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Bachelors

Q5 How many years have you been working in this role? *

10-15 years

Q6 What state do you teach in? *

ON

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Other: K-8

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Middle Eastern

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Other: Japanese, French

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Lack of availability of other professionals who speak the student's language

Other (Please describe briefly): Blocks within the system: being told a child has to be in the country for minimum of 5 years before they can be assessed.

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q15 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

None. They are general interpreters. Many languages have no interpreters available. (Hmong, Amharic, Rohingya...)

Q16 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q17 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Professional hired through school board as well as talking points app for quick conversations.

Q18 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English with the help of an interpreter

Q19 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I don't get to do this. Our SLP does this.

Q20 What type of AAC do you typically use for students who need the extra support? *

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q21 What bilingual options are considered when setting up the AAC device? *

Usually none, sadly. :(English speaking staff setting up for kids in English only tends to be the norm.

Q22 What cultural considerations are given when selecting images/symbols for AAC devices? *

Sometimes Food and clothing that reflects cultural and religious norms, but otherwise not much thought out into this that I've seen. I've often adapted SLP resources for my ELLs using my limited art skills and tech skills.

Q23 What involvement does the family have in the selection of the AAC device? *

A little involvement

Q24 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

Community

Q25 What challenges do you face working with ELL students with communication disorders? *

Getting resources that are culturally and linguistically responsive, getting assessments for students who are new to the country (within five years of arrival)

Q26 What recommendation would you give to improve the assessment process and implementation? *

Focus on home language interpretation and viewing assessments and resources/supports through a culturally and linguistically appropriate lens,

P25 anonymous

February 14, 2021 11:21 AM - 00:10:04

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Agree

Q3 What is your current role? *

ELL Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

15-20 years

Q6 What state do you teach in? *

Connecticut

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Asian

Middle Eastern

Other: European

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Other: Portuguese

Q12 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Lack of availability of other professionals who speak the student's language

Difficulty distinguishing a language difference from a language disorder

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Professional interpreter

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q18 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I have not had this experience.

Q19 What type of AAC do you typically use for students who need the extra support? *

Other: N/A

Q20 What bilingual options are considered when setting up the AAC device? *

N/A

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

N/A

Q22 What involvement does the family have in the selection of the AAC device? *

No involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: N/A

Q24 What challenges do you face working with ELL students with communication disorders? *

N/A

Q25 What recommendation would you give to improve the assessment process and implementation? *

More training of educators and the development of a team of educators who gather data and work collaboratively.

P26 anonymous

February 16, 2021 11:50 PM - 01:00:22

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Tuesday, February 16, 2021

Q3 What is your current role? *

SPED Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

15-20 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

6-10

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

African

Other: Somali

Q10 Do you speak a language other than English? *

No

Q11 The following questions are related to your assessment process when dealing with ELL students who are suspected of having a communication disability.

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q14 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q15 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicated with family/community members?

Yes, hired by school district

Q16 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q17 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Speech & Language Pathologist does

Q18 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q19 What bilingual options are considered when setting up the AAC device? *

Unsure. S & L Pathologist sets up the devices

Q20 What cultural considerations are given when selecting images/symbols for AAC devices? *

Socially & Culturally appropriate vocabulary Recognition and understanding of images/symbols

Q21 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q22 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: Unsure. S & L Pathologist communicates with parents about this

Q23 What challenges do you face working with ELL students with communication disorders? *

- Differentiating between what challenges are related to language/cultural differences vs a communication disorder - Assessments: how to determine what the student is/isn't learning

Q24 What recommendation would you give to improve the assessment process and implementation? *

- Include both the student's native language and the language of their local community in AAC device - Train and support families in AAC devices - Communicate with families (with translators, if possible) on:

- background of student
- needs of student
- their culture

P27 anonymous

February 17, 2021 8:22 AM - 00:27:33

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Wednesday, February 17, 2021

Q3 What is your current role? *

SPED Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

6-10 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

6-10

Q8 What grade level are your students? *

Elementary (K-5)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic
African

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Russian

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)
Don't speak the language of the student being assessed
Lack of availability of other professionals who speak the student's language
Difficulty distinguishing a language difference from a language disorder

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Yes

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

N/A

Q19 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q20 What bilingual options are considered when setting up the AAC device? *

I do not set up AAC devices

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

N/A

Q22 What involvement does the family have in the selection of the AAC device? *

A little involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

One-on-one

Q24 What challenges do you face working with ELL students with communication disorders? *

Not having any means to determine if communication is hindered because of a language disorder or English being a second language; not having an interpreter to help work with the students

Q25 What recommendation would you give to improve the assessment process and implementation? *

School districts should have interpreters available in the buildings to help assessing/communicating/ working with ELL students.

P28 anonymous

February 21, 2021 12:13 PM - 00:07:13

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Sunday, February 21, 2021

Q3 What is your current role? *

SPED Teacher

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

10-15 years

Q6 What state do you teach in? *

Georgia

Q7 How many students are currently on your caseload? *

15-20

Q8 What grade level are your students? *

High School (9-12)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Difficulty distinguishing a language difference from a language disorder

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

No

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Professional interpreter

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English

Q18 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I don't

Q19 What type of AAC do you typically use for students who need the extra support? *

Other: N/a

Q20 What bilingual options are considered when setting up the AAC device? *

I'm not sure. I don't administer these assessments

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

N/a

Q22 What involvement does the family have in the selection of the AAC device? *

No involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

Other: N/a

Q24 What challenges do you face working with ELL students with communication disorders? *

Knowing what is a language issue and what is a disability issue

Q25 What recommendation would you give to improve the assessment process and implementation? *

Specialists for students with comorbidities

P29 anonymous

February 21, 2021 8:13 PM - 00:09:15

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Sunday, February 21, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

20 or more

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

1-5

Q8 What grade level are your students? *

Other

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic

Q10 Do you speak a language other than English? *

No

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Lack of availability of other professionals who speak the student's language

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q14 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

Some are teachers, some are professional interpreters, some family members

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Sometimes professional hired by the district sometimes the ELL teacher

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Other: Combination

Q18 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Same as other students for determining what type of AAC is appropriate, trials, parent information, possibly an AAC specialist

Q19 What type of AAC do you typically use for students who need the extra support? *

Other: Depends on the student

Q20 What bilingual options are considered when setting up the AAC device? *

Depends on student

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

Culture is taken into account

Q22 What involvement does the family have in the selection of the AAC device? *

Complete involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

One-on-one

Q24 What challenges do you face working with ELL students with communication disorders? *

Making sure it is a language disorder and not just learning another language

Q25 What recommendation would you give to improve the assessment process and implementation? *

Folks not expecting the SLP to be the person to always work with the student.

P30 anonymous

February 22, 2021 8:12 AM - 00:07:04

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Monday, February 22, 2021

Q3 What is your current role? *

SPED Teacher

Q4 What is your highest level of formal education that you have completed? *

Bachelors

Q5 How many years have you been working in this role? *

1-5 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

1-5

Q8 What grade level are your students? *

High School (9-12)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

African

Q10 Do you speak a language other than English? *

No

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Lack of knowledge about the culture of the student being assessed

Lack of availability of other professionals who speak the student's language

Difficulty distinguishing a language difference from a language disorder

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q14 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

None

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Yes

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in student's primary language

Q18 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

N/A

Q19 What type of AAC do you typically use for students who need the extra support? *

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q20 What bilingual options are considered when setting up the AAC device? *

N/A

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

N/A

Q22 What involvement does the family have in the selection of the AAC device? *

No involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

None

Q24 What challenges do you face working with ELL students with communication disorders? *

Finding materials, properly assessing, communicating, behavior management

Q25 What recommendation would you give to improve the assessment process and implementation? *

Hiring full time interpreters with assessment experience

P31 anonymous

February 22, 2021 11:44 AM - 00:08:53

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Tuesday, July 10, 1973

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

20 or more

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

High School (9-12)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

Hispanic
African

Q10 Do you speak a language other than English? *

No

Q12 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)
Don't speak the language of the student being assessed
Lack of availability of other professionals who speak the student's language

Q13 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q14 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

Not sure. I haven't had that many over the years.

Q15 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q16 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Usually hired by the school district

Q17 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Assessments administered in English with the help of an interpreter

Q18 If the communication issues are severe and require the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

Usually the language can be changed on an AAC device or app.

Q19 What type of AAC do you typically use for students who need the extra support? *

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Q20 What bilingual options are considered when setting up the AAC device? *

I would use a device or app that has both English and their native language.

Q21 What cultural considerations are given when selecting images/symbols for AAC devices? *

Companies that have been creating AAC supports for years typically have symbol sets that have been well researched (i.e. Tobii Dynavox)

Q22 What involvement does the family have in the selection of the AAC device? *

Complete involvement

Q23 What family training/support on how to use the AAC device is offered? (select all that apply) *

One-on-one

Q24 What challenges do you face working with ELL students with communication disorders? *

Finding interpreters especially when it is not Spanish.

Q25 What recommendation would you give to improve the assessment process and implementation? *

The companies who create assessments need to offer their tests in several languages.

P32 anonymous

February 23, 2021 10:05 AM - 20:22:06

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Agree

Q2 The following section includes demographic questions about you and your teaching experience.

Monday, February 22, 2021

Q3 What is your current role? *

SLP

Q4 What is your highest level of formal education that you have completed? *

Masters

Q5 How many years have you been working in this role? *

1-5 years

Q6 What state do you teach in? *

Ohio

Q7 How many students are currently on your caseload? *

20 or more

Q8 What grade level are your students? *

High School (9-12)

Q9 What is the most common ethnic groups among your ELL students? (select all that apply) *

African

Q10 Do you speak a language other than English? *

Yes

Q11 If yes, what language(s) do you speak? (select all that apply) *

Spanish

Q13 What specific problems do you encounter most frequently in assessing and instructing ELL students with communication disorders? (select all that apply) *

Lack of appropriate material to use for assessments (less bias)

Don't speak the language of the student being assessed

Lack of availability of other professionals who speak the student's language

Q14 Do you use an interpreter to assess ELL students with potential communication disorders? *

Yes

Q15 If yes, what level of training does the interpreter have for interpreting assessments for ELL students with potential communication disorders?

The interpreter is trained by the professional on the exam being given at that time, but typically has no background in communication disorders.

Q16 Do you use an interpreter to communicate with parents who do not speak English? *

Yes

Q17 If yes, is the interpreter a professional interpreter (hired by the school district or social organization) or family/community member? If no, how do you communicate with family/community members?

Both; I have used a professional hired by the school district as well as a sibling when needed. I prefer to use an interpreter.

Q18 When you assess ELL students with potential communication disorders, what tool(s) do you use? *

Other: I try to administer in the student's primary language, but there are not assessments for some that I have encountered. At that point, I use an assessment in English with a translator to assist.

Q19 If the communication issues is severe and requires the use of AAC tools (augmentative and alternative communication), how do you assess the ELL students for AAC usage? *

I would find a way to trial AAC in their native language (as well as English) with the assistance of an interpreter.

Q20 What type of AAC do you typically use for students who need the extra support? *

Unaided-one that does not require a physical aid or tool (facial expressions, body language, gestures, sign language, etc.)

Aide-one that uses tools or materials (symbol boards, choice cards, communication books, electronic device, etc.)

Bilingual tools

Q21 What bilingual options are considered when setting up the AAC device? *

Several companies provide apps or devices with bilingual programming. Various apps and devices are trialed, and bilingual features within these can also be trialed.

Q22 What cultural considerations are given when selecting images/symbols for AAC devices? *

There are images/symbols available for a variety of cultures to reflect the student's culture, as well as the ability to take your own pictures for items/symbols that may not be available. However, there is definitely a gap in symbols/images for some cultures.

Q23 What involvement does the family have in the selection of the AAC device? *

Some involvement

Q24 What family training/support on how to use the AAC device is offered? (select all that apply) *

School

Community

One-on-one

Q25 What challenges do you face working with ELL students with communication disorders? *

Finding a consistent and reliable translator, finding a way to assess them with valid results, feeling like I am not doing a good enough job at providing services or building rapport with them

Q26 What recommendation would you give to improve the assessment process and implementation? *

More resources in various languages, including formal and informal assessments and guidance on what to know for different cultures prior to assessing