



# Bilingual Assessment

What can we learn from testing English?

Elizabeth D. Peña, Ph.D. CCC  
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## Questions



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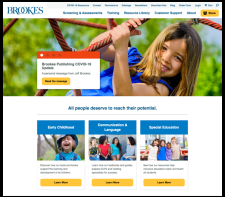
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Developmental Language Disorder		
10%	Often invisible	phonology grammar vocabulary social skills learning memory

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## Challenges in BILINGUAL Assessment

- Second language learning looks like DLD
- First language loss looks like DLD
- Language Dominance
  - Age of first English exposure
  - Percent of current exposure
- Test domain (by language experience)
- Not enough bilingual clinicians (about 4-6% of SLPs are bilingual)

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## Best Results when we test in BOTH




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Age	Sensitivity (LI as LI)	Specificity (TD as TD)	+ likelihood ratio	- likelihood ratio
4	81.0%	73.1%	3.01	0.26
5	90.0%	63.3%	2.45	0.16
6	52.6%	85.7%	4.09	0.48
4	70.0%	83.3%	4.19	0.36
5	93.8%	77.8%	4.25	0.08
6	87.5%	86.8%	6.63	0.14
4	85.7%	100.0%	infinite	0.12
5	90.9%	84.0%	5.68	0.11
6	91.7%	85.7%	6.41	0.10

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But, can we get any information when we test in English



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But, can we get any information when we test in English

- Child's level of experience in English
  - Age of first exposure
  - Current exposure
- What we test



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Experience in the L2

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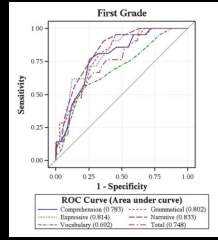
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### Experience in English

- 1 years experience
- 30% or more exposure
- First grade TNL, cutpoint 6
  - 78% sensitivity
  - 86% specificity



Gillam, Peña, Bedore, Bohman, & Mendez-Perez (2013). Identification of Specific Language Impairment in Bilingual Children, Part 1: Assessment in English.

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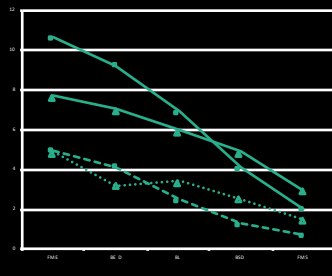
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### Effect of English Exposure



AJSLP  
Research Article  
**Risk for Poor Performance on a Language Screening Measure for Bilingual Preschoolers and Kindergartners**  
Elizabeth D. Peña,\* Ronald B. Gillam,\* Lisa M. Bedore,\* and Thomas M. Bohman\*

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### What we test

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