

Welcome!

Thank you for joining us! The webinar will begin shortly.



Language Screening of Pre-School Bilingual (Spanish-English) Children

Presented by Aquiles Iglesias, Jill de Villiers, and Roberta Golinkoff

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At the end of the webinar, you'll be prompted to complete **a short survey**.

We would love to know your thoughts!



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Certificates

Certificates of attendance are available for all webinar viewers.



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Language Screening of Pre-School Bilingual (Spanish–English) Children

Presented by
Aquiles Iglesias, Ph.D., CCC-SLP, University of Delaware

Jill de Villiers, Ph.D., Smith College

Roberta Michnick Golinkoff, Ph.D., University of Delaware



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Take Home Messages

- Language screening is an **important first step** in identifying children at-risk for developing language disorders.
- Language screener should provide practitioners and parents **information on TD children's strengths and needs**
- Screeners for bilingual children must **take into consideration both languages** and account for children's distributed knowledge across the languages
- Screeners **must assess product** (what the child has learned) **and process** (child's ability to learn language)
- Ideally, screeners **should not require specialized training**, should be **automatically scored**, and produce **output that is easily interpreted** by parents and teachers



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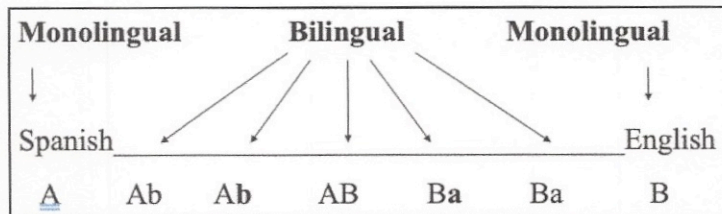
Principles Guiding Development of the QUILS:ES

Principle	Action
Capture child's overall language skills-regardless of language	Assess in Spanish and English Score assessment to capture strength and needs, regardless of language
Dialect neutral assessment that captures multiple domains of language and language learning	Assess Product (what the child knows-vocabulary and grammar) and Process (ability to learn language) Sensitive to cultural and linguistic variations Animation of some items
Reduce burden on administrator Minimize training/expertise/language fluency of administrator	Assess receptive language Self-contained assessment Stimuli/speaker Self-scoring Automatic Report (examiner, teacher, parent)
Provide useful information to examiners, teachers, and parents	Go beyond Pass/Fail Identify strengths and needs

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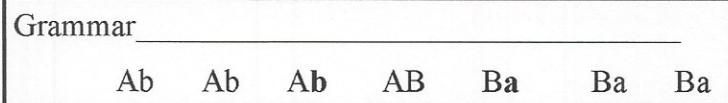
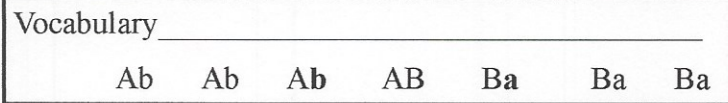
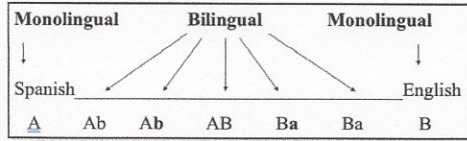
Continuum of proficiency in both languages

- Assess in Spanish and English

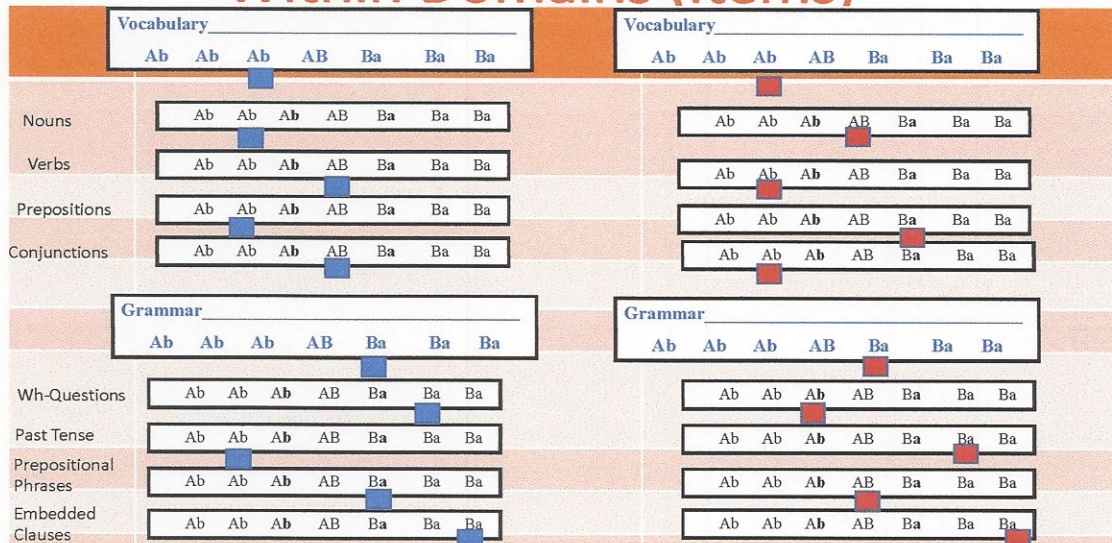




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Distributed Knowledge Across Domains



Distributed Knowledge Within Domains (Items)



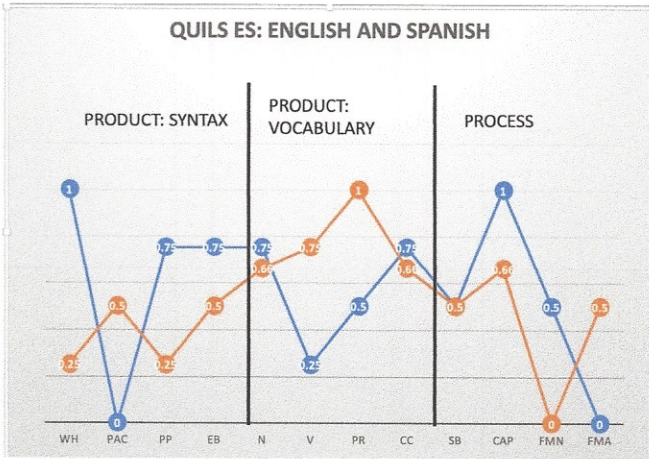
- A new kind of screener
- 15 minutes per section
- Dynamic events can be presented by animation
- Automatic narration and scoring
- Automatic reporting functions
- Does not need a professional to test
- Children like it!

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QUILS: ES

- Function: Screener
- Assessment of Vocabulary, Syntax, and Process
- Age Range: 3-5
- Distributed Knowledge
 - Knowledge distributed across both languages



QUILS ES: ENGLISH AND SPANISH

Item	English Score	Spanish Score
WH	1.0	0.25
PAC	0	0.5
PP	0.75	0.25
EB	0.75	0.5
N	0.75	0.5
V	0.25	0.75
PR	0.5	1.0
CC	0.75	0.75
SB	0.5	0.5
CAP	1.0	0.75
FMN	0	0.5
FMA	0	0.5

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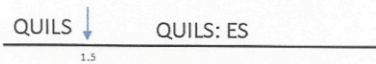
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Assessment of Linguistic Environment

- QUILS: ES Language Questionnaire
- Goal
 - Determine whether child should be assessed with QUILS or QUILS: ES
 - Input and Output (1=Only English, 5 = Only Spanish)
 - Adults and Siblings/Peers



CUESTIONARIO SOBRE EL LENGUAJE USADO

Accompia el QUICK INTERACTIVE LANGUAGE Screener™: ENGLISH-SPANISH (QUILS™: ES)

Nombre de la persona completando el cuestionario: _____ Fecha: _____

Nombre del estudiante: _____

Indice de instrucciones: Este cuestionario debe ser completado cuando un estudiante que habla más de un idioma en su casa responde a todas las preguntas anteriores en un idioma que él/ella entiende y es cómodo.

¿Con qué idioma(s) habla el niño en su casa? (Seleccione todas las que correspondan)

Sólo Inglés	Principalmente Inglés	Equitativo Inglés/Español	Principalmente Español	Sólo Español
-------------	-----------------------	---------------------------	------------------------	--------------

¿Con qué idioma(s) habla el niño en la escuela? (Seleccione todas las que correspondan)

Sólo Inglés	Principalmente Inglés	Equitativo Inglés/Español	Principalmente Español	Sólo Español
-------------	-----------------------	---------------------------	------------------------	--------------

¿Con qué idioma(s) habla el niño con sus hermanos/as? (Seleccione todas las que correspondan)

Sólo Inglés	Principalmente Inglés	Equitativo Inglés/Español	Principalmente Español	Sólo Español
-------------	-----------------------	---------------------------	------------------------	--------------

¿Con qué idioma(s) habla el niño con sus amigos? (Seleccione todas las que correspondan)

Sólo Inglés	Principalmente Inglés	Equitativo Inglés/Español	Principalmente Español	Sólo Español
-------------	-----------------------	---------------------------	------------------------	--------------

¿Con qué idioma(s) habla el niño con sus tíos/abuelos? (Seleccione todas las que correspondan)

Sólo Inglés	Principalmente Inglés	Equitativo Inglés/Español	Principalmente Español	Sólo Español
-------------	-----------------------	---------------------------	------------------------	--------------

¿Con qué idioma(s) habla el niño con sus primos? (Seleccione todas las que correspondan)

Sólo Inglés	Principalmente Inglés	Equitativo Inglés/Español	Principalmente Español	Sólo Español
-------------	-----------------------	---------------------------	------------------------	--------------

¿Con qué idioma(s) habla el niño con sus vecinos? (Seleccione todas las que correspondan)

Sólo Inglés	Principalmente Inglés	Equitativo Inglés/Español	Principalmente Español	Sólo Español
-------------	-----------------------	---------------------------	------------------------	--------------

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- Sections
 - Spanish
 - English
- Areas
 - Vocabulary Product
 - Syntax Product
 - Process
 - Vocabulary
 - Syntax
- Types
 - Structures assessed

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Why these targets?


- What the empirical literature showed for this age range (3-6)
- What we know about bilinguals' language and dialect
- What could be reliably tested
- What kind of mistakes children might make - for the foil design

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AREAS	TYPES	ITEMS (Examples)	
		English	Spanish
Vocabulary	Nouns	Fireworks	El recogedor
	Verbs	Who is leaning?	¿Quién está saludando?
	Prepositions	Firefighters are between cars.	La muñeca está arriba de los regalos.
	Conjunctions	Who cleaned while the baby slept?	¿Quién se deslizó por el tobogán después que llegó el autobús?
Syntax	Wh-Questions	How is the boy filling the washtub?	¿Qué le está cayendo encima a la niña?
	Past Tense	Where was the wheel?	¿Dónde estaba el pájaro?
	Prepositional Phrases	Find the dog behind the black table.	Encuentra la bandera debajo de un mono sucio.
	Embedded Clauses	What did Cowboy Bob tell Mia to do?	¿A dondó le dijo la abuelita a Javier que fuese?
Process	Verb Learning	Find someone is rulking something to someone.	Encuentra, el señor esta rusiando a una niña
	Noun Learning	Can you show me another sab?	Me puedes enseñar otro mepe?
	Adjective Learning	What else is dorbish?	Qué otra cosa es petosa?
	Converting Active to Passive	Which one got lummed?	¿Qué fue rusiando?

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Quick Interactive Language Screener™: English–Spanish

English Section




Use the button in the top left corner of every screen to pause. Press this button again to resume. The screener will resume exactly where you paused. Avoid pausing in the middle of an item which might affect the student's answer.



Use the button in the top right corner of every screen to exit the screener at any time. You will be brought back to the Student Record page. If you then continue the screening, the screener will restart at the beginning of the last item attempted.

Note: Exiting the screener, rather than pausing, is the preferred way to stop and continue screening.

Click the **"Start"** button below when the student is ready to start the screener.



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Figure 4.1a. Noun Item English. "Find ... the fireworks."




Figure 4.1b. Noun Item Spanish. "Encuentra ... el recogedor."

Vocabulary-Nouns



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Vocabulary- Conjunctions

A





Figure 4.4a. Conjunction Item English. "Who cleaned while the baby slept?"

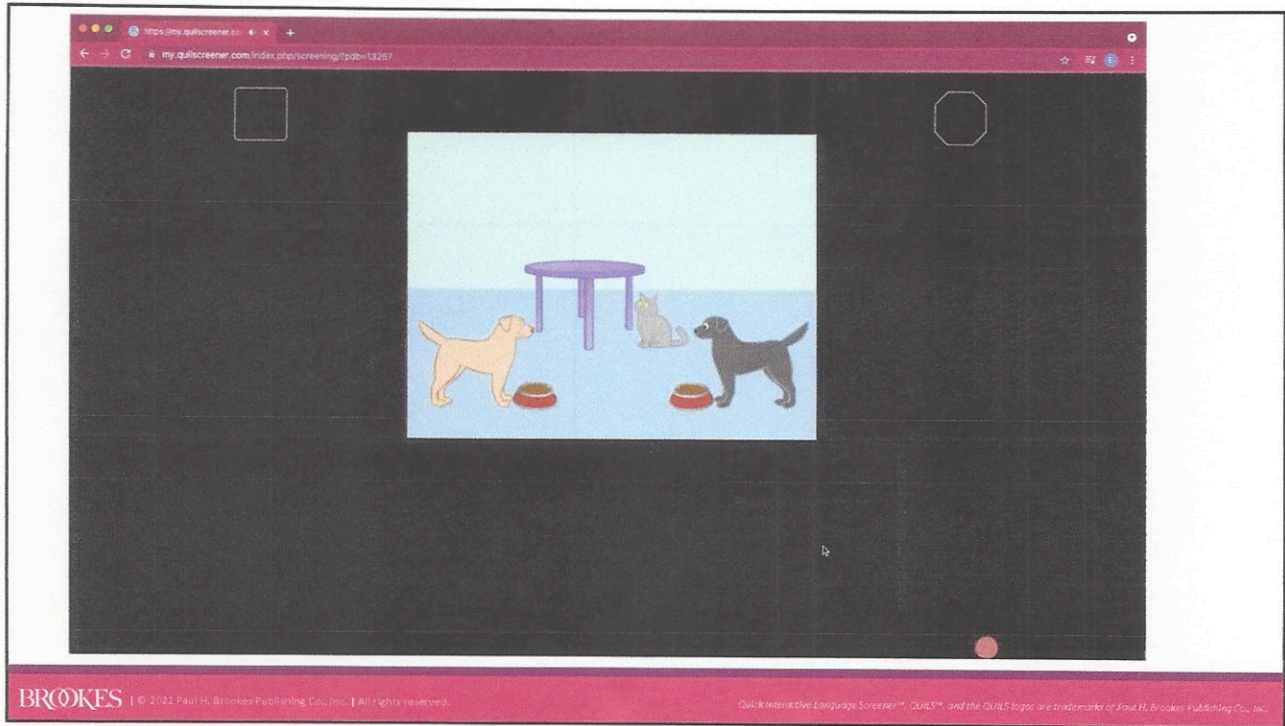


Figure 4.4b. Conjunction Item Spanish. "¿Quién se deslizó por el tobogán después que llegó el autobús?"

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Syntax-Wh Questions

A

Figure 4.6a. Wh-Question from English. "How is the boy filling the wastebust?"

Figure 4.6b. Wh-Question Spanish. "¿Qué le está cayendo encima a la niña?"

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Syntax-Prepositional Phrases

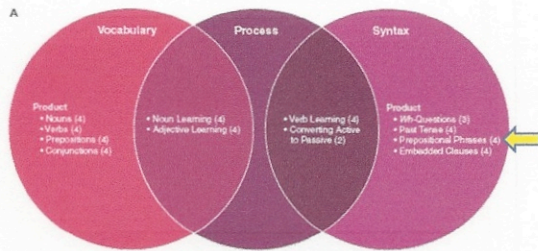


Figure 4.7a. Prepositional Phrase Item English. "Find the dog behind a black table."

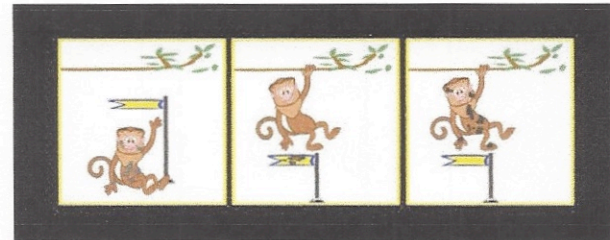


Figure 4.7b. Prepositional Phrase Spanish. "Encuentra la bandera debajo de mono sucio."

Syntax-Embedded Clauses

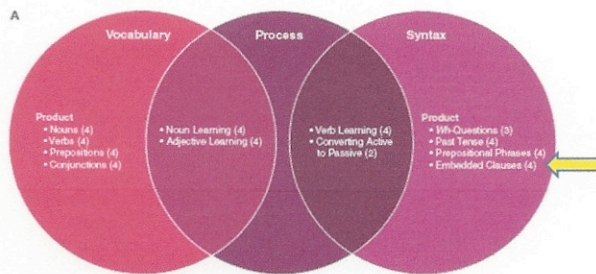


Figure 4.8a. Embedded Clause Item English. "What did Cowboy Bob tell Mia to do?"



Figure 4.8b. Embedded Clause Item Spanish. "¿A dónde le dijo la abuelita a Javier que fuera?"

Process-Verb Learning

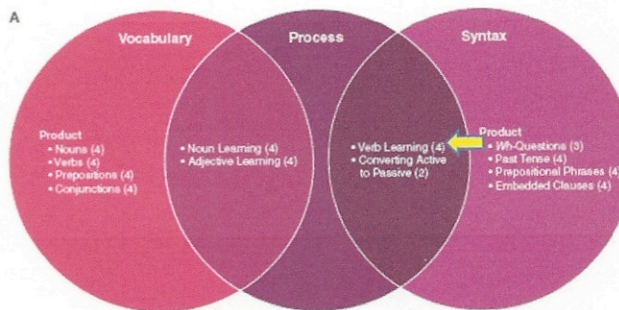
QUIES ES



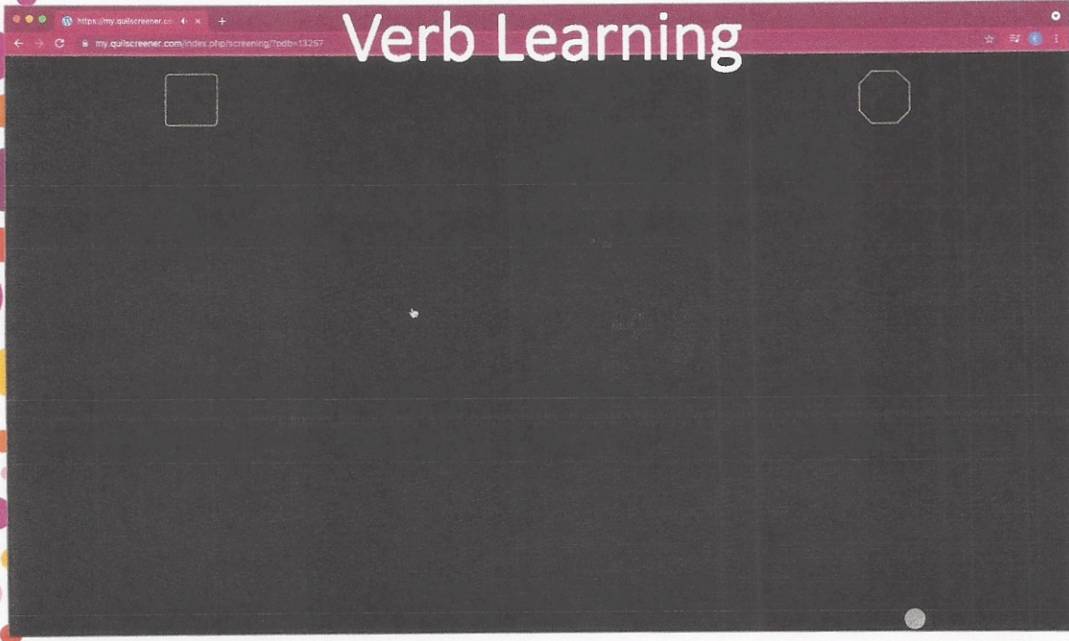
Figure 4.3a. Verb Learning from English. "Someone is giving something to someone. That someone is giving something to someone. That ... someone is giving something to someone."



Figure 4.3b. Verb Learning from Spanish. "Mea ... alguien está brindando a alguien. ¿Qué? Alguien está brindando a alguien. ¿Por qué? Encuentra otro que? Encuentra ... alguien está brindando a alguien."



Verb Learning



Process- Noun Learning

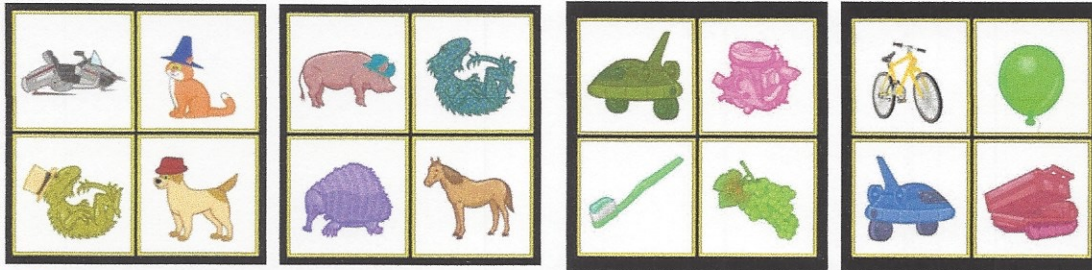
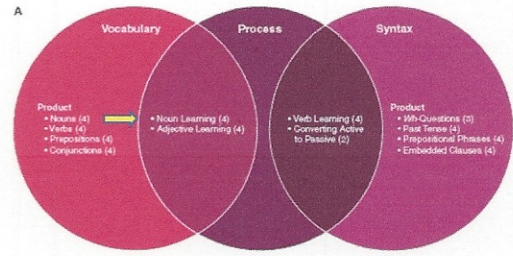
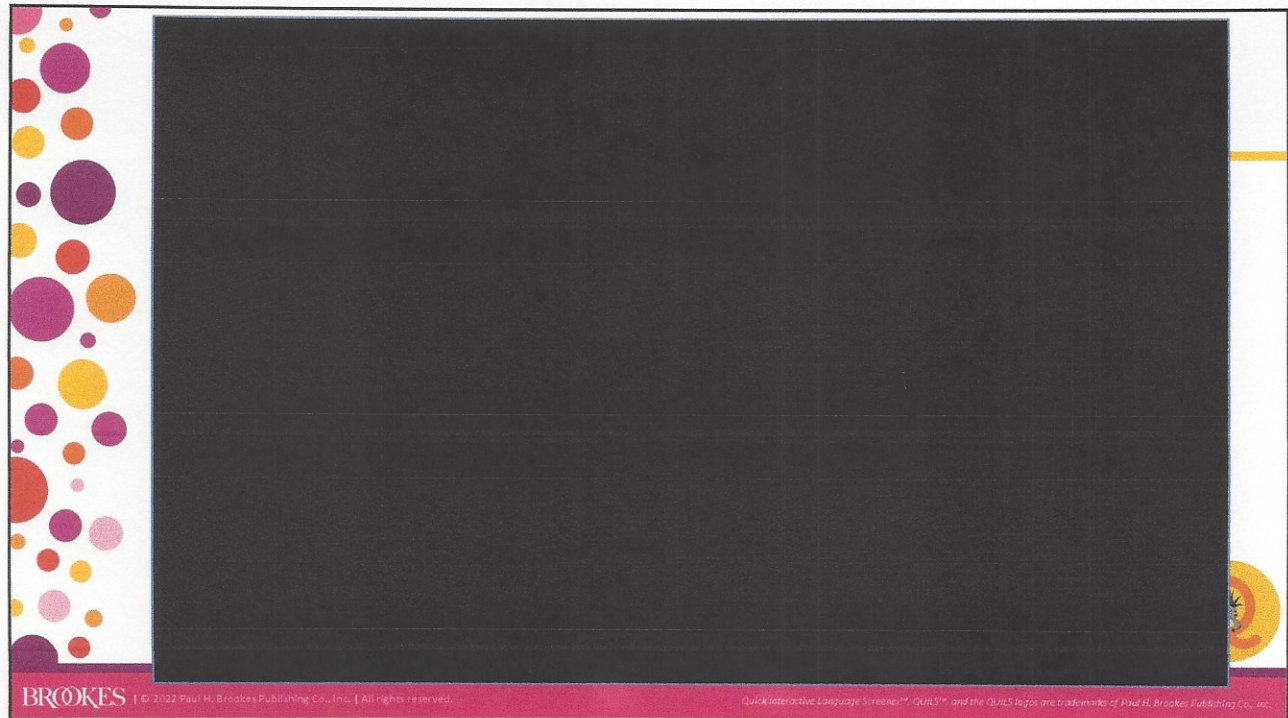


Figure 4.11a. Noun Learning Item Spanish, Part 1 (fast mapping): "El coche tiene un sombrero. Enlámalo al coche con el sombrero." Part 2 (Extension): "¿Me puedes enseñar otro coche?"

Figure 4.11b. Noun Learning Item English, Part 1 (fast mapping): "The car is green. Show me the green car." Part 2 (Extension): "Can you show me another car?"



Behind the Scene Scoring

Type	Area	Eng.	Span.	Eng.	Span.	Eng.	Span.	Score	Language
Wh-Questions	Syntax	3	3	3	2	1	0.67	1	English
Past Tense	Syntax	4	4	0	2	0	0.5	0.5	Spanish
Prepositional Phrases	Syntax	4	3	2	2	0.5	0.67	0.67	Spanish
Embedded Clauses	Syntax	4	4	0	1	0	0.25	0.25	Spanish
Verb Learning	Process	4	4	1	1	0.25	0.25	0.25	Both
Converting Active to Passive	Process	2	3	1	3	0.5	1	1	Spanish
Noun Learning	Process	4	4	2	3	0.5	0.75	0.75	Spanish
Adjective Learning	Process	4	4	0	2	0	0.5	0.5	Spanish
Nouns	Vocab	4	4	3	4	0.75	1	1	Spanish
Verbs	Vocab	4	4	1	2	0.25	0.5	0.5	Spanish
Prepositions	Vocab	4	4	2	4	0.5	1	1	Spanish
Conjunctions	Vocab	4	4	0	3	0	0.75	0.75	Spanish

QUILS: ES Norming


- Norm based on 362 children ages 3;1-5;11
- Geographical distribution
 - Massachusetts
 - Pennsylvania
 - Delaware
 - Florida
 - Nebraska
- SES
 - 80% low SES
- Convergent validity
 - PPVT Correlation .727
 - PLS-5 Best Score Correlation .693
 - BESOS Correlation .368

QUILS: ES Interpretation

- Purpose: Screen children who need further assessment
- Refer for further assessment
 - Overall score below 20%
 - Vocabulary and Syntax below 20%
 - Process Score below 20%
- Sensitivity and Specificity – Indicators
- Work in progress on QUILS:ES
 - Comparing to BESOS
 - QUILS Sensitivity 80, Specificity +80

Reports

- Best Score Breakdown
- Student Brief report
- Student Detailed Report
- Status Over Time Report
- Parent Report





Best Score Breakdown Report

Juanita Figueroa's Performance
 Student ID: Test 107 Date of Screening: 05/03/2022

Type	Area	Student Answers				Step 1		Step 2	
		Max Scores		Raw Scores		Proportions		Highest Proportion	
		Eng.	Span.	Eng.	Span.	Eng.	Span.	Score	Language
Wh-Questions	Syntax	3	3	3	2	1	0.67	1	English
Past Tense	Syntax	4	4	0	2	0	0.5	0.5	Spanish
Prepositional Phrases	Syntax	4	3	2	2	0	0.67	0.67	Spanish
Embedded Clauses	Syntax	4	4	0	1	0	0.25	0.25	Spanish
Verb Learning	Process	4	4	1	1	0.25	0.25	0.25	Both
Converting Active to Passive	Process	2	3	1	3	0.5	1	1	Spanish
Noun Learning	Process	4	4	2	3	0.5	0.75	0.75	Spanish
Adjective Learning	Process	4	4	0	2	0	0.5	0.5	Spanish
Nouns	Vocab	4	4	1	4	0.25	1	1	Spanish
Verbs	Vocab	4	4	1	2	0.25	0.5	0.5	Spanish
Prepositions	Vocab	4	4	2	4	0.5	1	1	Spanish
Conjunctions	Vocab	4	4	0	3	0	0.75	0.75	Spanish

					Step 3	
	Eng.	Span.	Eng.	Span.	Percentile	Standard
Total Syntax Items	15	14	9	7	2.42	80.0 113
Total Process Items	14	15	4	9	2.8	82.9 114
Total Vocabulary Items	16	16	6	13	3.25	98.6 128
Total Items:	45	45	15	29	8.17	Step 4
					Scaled Score	354
					Overall Best Standard	119
					Overall Best Percentile	88.6





Student Detailed Report

Student Information

Student Name: Juanita Figueroa
 Student ID: Test 107

Juanita Figueroa's Performance

On 05/03/2022, Juanita Figueroa's language skills were screened using the Quick Interactive Language Screener™, English-Spanish (QUILS™: ES). The Overall Best Score percentile rank of 88.6 means that Juanita Figueroa scored as well as or better than 88.6 of 3-year-olds in the standardization sample. In addition to the Overall Best Score results, Best Score percentiles across and percentage ranks of each of the three areas of the QUILS: ES were calculated. Based on these calculations, a recommendation is listed below for Juanita Figueroa's results.

Summary and Recommendation

Based on the Overall Best Score, the student is not recommended for follow-up instruction at this time. Based on the student's individual Area Best Standard Scores, the student is not recommended for follow-up instruction or activities focusing on any individual area.

Overall Best Score		
Standard Score	Cut Score	Percentile Rank
129	90	88.6

Vocabulary Best Score			Syntax Best Score			Process Best Score		
Standard Score	Cut Score	Percentile Rank	Standard Score	Cut Score	Percentile Rank	Standard Score	Cut Score	Percentile Rank
128	84	88.6	117	89	80.0	114	89	82.9

Student ID: Test 107


Juanita Figueroa's Performance

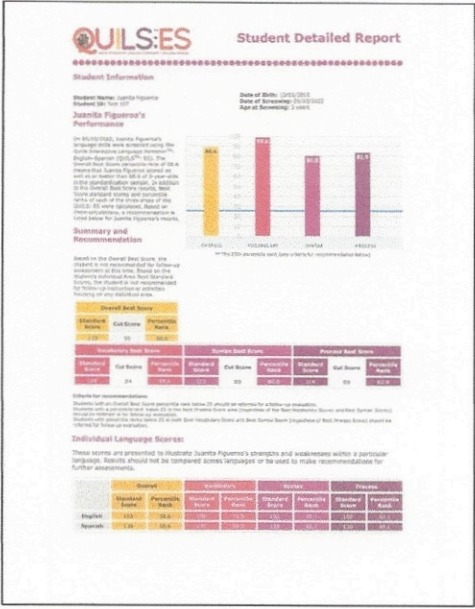
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Summary and Recommendation

Based on the Overall Best Score, the student is not recommended for follow-up assessment at this time. Based on the student's individual Area Best Standard Scores, the student is not recommended for follow-up instruction or activities focusing on any individual area.

	Overall		Vocabulary		Syntax		Process	
	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
English	129	88.6	117	80.0	114	82.9	117	82.9
Spanish	130	90.8	118	82.9	115	84.7	120	83.3





QUILS:ES Student Detailed Report

Student Information

Name: Juanita Figueroa
 Student ID: Test 127
 Date of Birth: 10/01/2018
 Date of Screening: 05/13/2022
 Age at Screening: 3 years

Juanita Figueroa's Performance

On 05/13/2022, Juanita Figueroa's language skills were assessed using the Quick Interactive Language Screen™, English-Spanish (QILS™ ES). The QILS™ ES is a 10-minute assessment that measures Juanita's receptive and expressive language skills. It includes 100 items that assess Juanita's understanding of and ability to use words and phrases. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old.

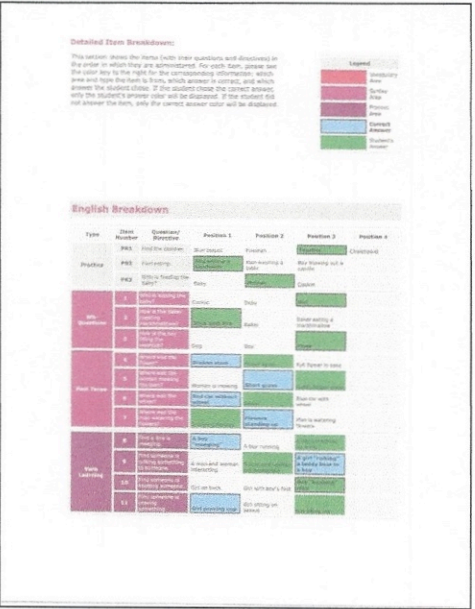
Summary and Recommendation

Based on the Overall Test Score, the results are interpreted as follows: **88.6** (Overall Test Score)

Subtest	Standard Score	Percentile Rank
Overall Test Score	88.6	98.6

Individual Language Scores

Subtest	Standard Score	Percentile Rank
Spanish	88.6	98.6
English	88.6	98.6
Spanish	88.6	98.6



Detailed Item Breakdown

This section shows the items (with their questions and directions) in the order in which they are administered. For each item, please see the value key to the right for the corresponding interpretation, which area and sign the item to track, which answer is correct, and which answer the student chose. If the student chose the correct answer, the student's answer color will be displayed. If the student did not answer the item, only the correct answer color will be displayed.

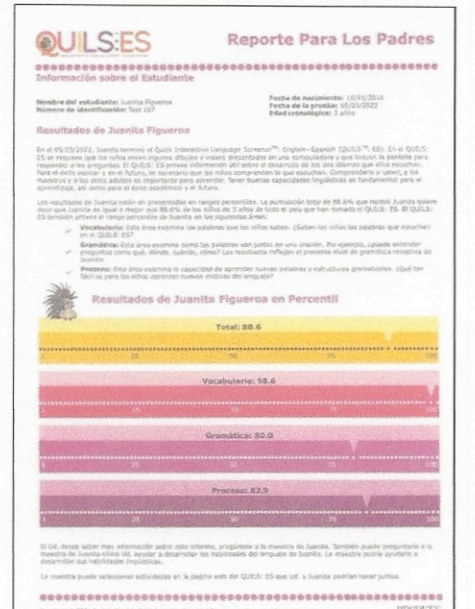
Legend

- Correct Answer
- Incorrect Answer
- Item Not Answered
- Item Not Attempted
- Item Not Attempted

English Breakdown

Type	Item Number	Question / Direction	Answer 1	Answer 2	Answer 3	Answer 4
Production	101	Point to the lion.	Correct	Incorrect	Incorrect	Incorrect
Production	102	Point to the lion.	Incorrect	Correct	Incorrect	Incorrect
Production	103	Point to the lion.	Incorrect	Incorrect	Correct	Incorrect
Production	104	Point to the lion.	Incorrect	Incorrect	Incorrect	Correct
Production	105	Point to the lion.	Incorrect	Incorrect	Incorrect	Correct
Production	106	Point to the lion.	Incorrect	Incorrect	Incorrect	Correct
Production	107	Point to the lion.	Incorrect	Incorrect	Incorrect	Correct
Production	108	Point to the lion.	Incorrect	Incorrect	Incorrect	Correct
Production	109	Point to the lion.	Incorrect	Incorrect	Incorrect	Correct
Production	110	Point to the lion.	Incorrect	Incorrect	Incorrect	Correct

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QUILS:ES Reporte Para Los Padres

Información sobre el Estudiante

Nombre del estudiante: Juanita Figueroa
 Número de Identificación Test: 127
 Fecha de nacimiento: 10/01/2018
 Fecha de la prueba: 05/13/2022
 Edad cronológica: 3 años

Resultados de Juanita Figueroa

En el 05/13/2022, Juanita Figueroa's language skills were assessed using the Quick Interactive Language Screen™, English-Spanish (QILS™ ES). The QILS™ ES is a 10-minute assessment that measures Juanita's receptive and expressive language skills. It includes 100 items that assess Juanita's understanding of and ability to use words and phrases. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old.

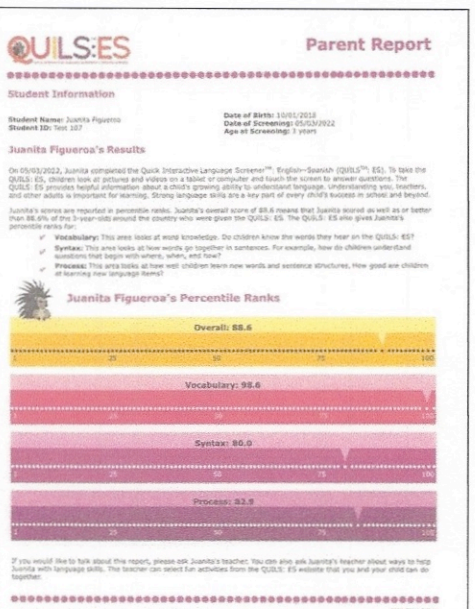
Resultados de Juanita Figueroa en Percentil

Total: **88.6**

Vocabulario: **98.6**

Gramática: **80.0**

Procesos: **83.0**



QUILS:ES Parent Report

Student Information

Name: Juanita Figueroa
 Student ID: Test 127
 Date of Birth: 10/01/2018
 Date of Screening: 05/13/2022
 Age at Screening: 3 years

Juanita Figueroa's Results

On 05/13/2022, Juanita Figueroa's language skills were assessed using the Quick Interactive Language Screen™, English-Spanish (QILS™ ES). The QILS™ ES is a 10-minute assessment that measures Juanita's receptive and expressive language skills. It includes 100 items that assess Juanita's understanding of and ability to use words and phrases. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old. The QILS™ ES is a valid and reliable measure of language skills for children 3 to 5 years old.

Juanita Figueroa's Percentile Ranks

Overall: **88.6**

Vocabulary: **98.6**

Syntax: **80.0**

Process: **83.0**

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PREGUNTAS
Y
RESPUESTAS

Questions
Answers

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THANK YOU!
¡Y GRACIAS...

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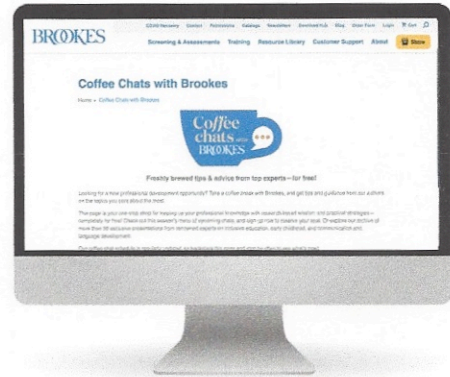
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Thank you!

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