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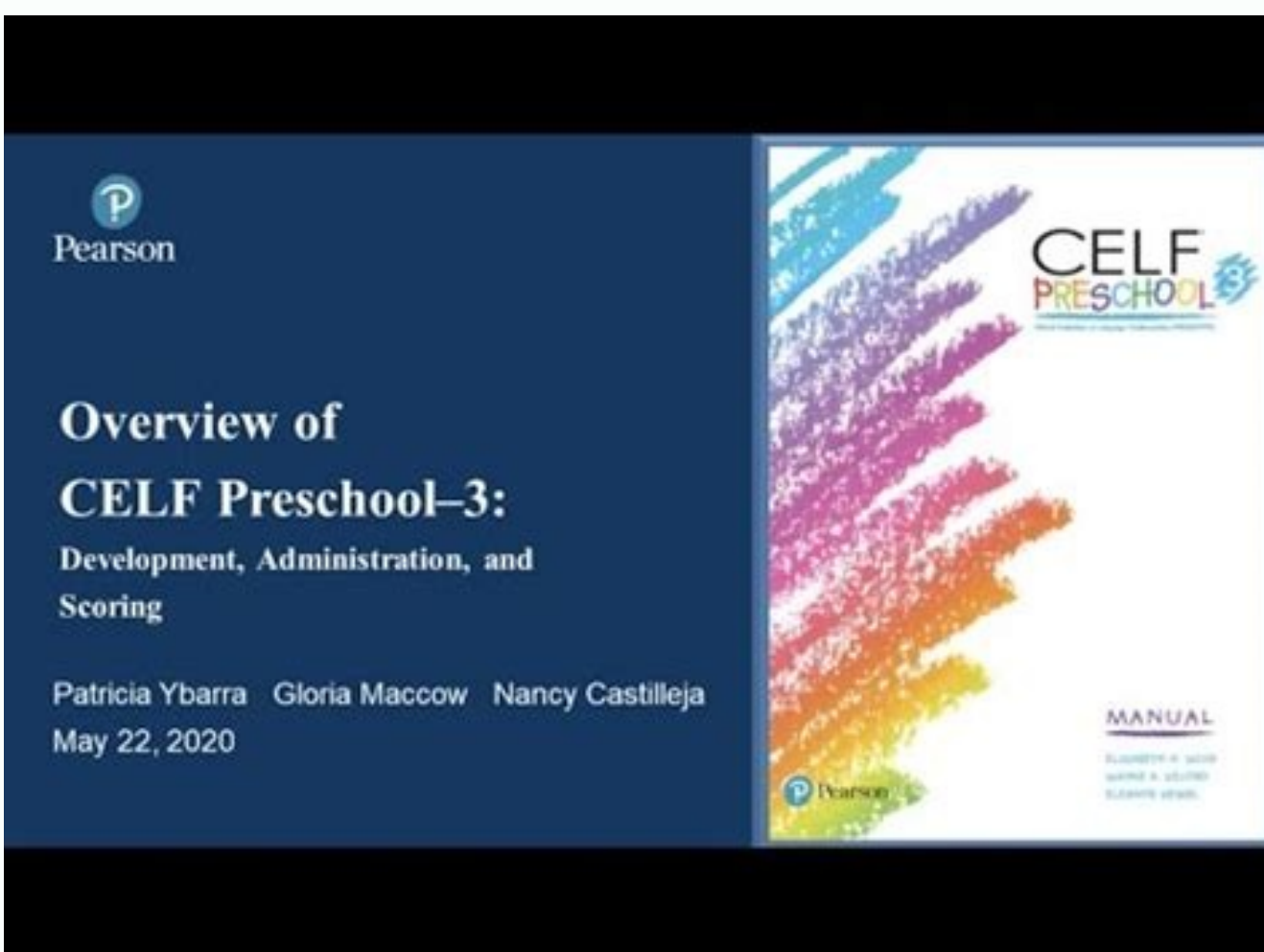
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included students identified as having a language disorder, students with autism spectrum disorder, and students with reading and learning disabilities. No data is provided regarding how students from the normative sample were selected, or how many students participated in the study examining inter-item consistency. Reliability measures for the test scores for students from the normative sample ranged from .75-.98. Reliability for the composite and index scores for the normative sample ranged between .95-.96. Many reliability coefficients for the individual tests fell below the accepted standard according to Salvia, Ysseldyke, & Bolt (2010, as cited in Betz, Eickhoff, & Sullivan, 2013). While reliability coefficients for the composite and index scores are acceptable, insufficient data regarding how these values were obtained means inter-item consistency cannot be considered sufficient.

Inter-item consistency for clinical groups was determined using a sample of 166 students aged 5;0-21;11 years previously diagnosed with LD. No mention is made regarding how these students were diagnosed or how they were recruited. Because their diagnostic status is unknown, the information provided by the reliability study cannot be generalized to other students diagnosed with an LD. A sample of 66 students with a learning disability in reading and or writing (LDR) and 69 students with ASD were also used to assess inter-item consistency. Information regarding age ranges, how diagnostic status was determined and how these students were recruited was not provided. Correlation coefficients for index and composite scores were not calculated due to insufficient sample sizes (Technical Manual, pg. 40). For the LD group reliability, coefficients ranged between .81-.97. For the LDR group reliability coefficients ranged between .86-.99, and for the ASD group coefficients ranged between .91-.99. The majority of correlation coefficients are acceptable according to the standards in the field. However, due to unclear diagnostic statuses and small sample sizes, inter-item reliability for the clinical groups is not sufficient.

STANDARD ERROR OF MEASUREMENT

According to Betz, Eickhoff, and Sullivan (2013, p.135), the Standard Error of Measurement (SEM) and the related Confidence Intervals (CI), "indicate the degree of confidence that the child's 'true' score on a test is represented by the actual score the child received." SEM provides an estimate of the amount of error in a student's observed test scores. It is inversely related to the reliability of a test, which means that the smaller the SEM, the greater the reliability and confidence in the precision of the observed test score. Confidence intervals are the range of standard scores within which one can have confidence that the child's true score lies. The CELF-5 provides confidence intervals at 68%, 90%, and 95%. For example if a child receives a scaled score of 6 on the Following Directions test, to be 95% confident that the test results captured the child's true score, the confidence range would be scaled scores of 4 to 8 or from 2 Standard Deviations below the mean to within one standard deviation below the mean. Another way of describing this is: Based on the administration of the Following



and Papi, but a new ceiling was established based on our adapted scoring procedures. Using the parent model to interpret assessment results in the English context provided pivotal information on the child's language abilities, thus avoiding misdiagnosis. Charles Sturt University. Bain, B. [Google Scholar] Restrepo, M. ASHA, n.d.). Established guidelines to assist SLPs in the assessment of DLLs and to ensure that assessments not only are nondiscriminatory but also include a nonreductive assessment battery. Cook, M. More broadly, by investigating an understudied language pairing, we expand our theoretical understanding of bilingualism and model an approach applicable to an array of diverse linguistic communities that extend beyond the more traditionally studied bilingual paradigm (e.g., Spanish-English), & Goldstein B. [Google Scholar] Dunn, L. For example, we established a secondary ceiling due to the number of consecutive errors (i.e., consistent with the scoring manual, but took into account items that were previously considered to be errors but were now considered to be accurate) or the ceiling equaled the last item on the subtest. Conversely, overlapping patterns indicative of DLD could be incorrectly deemed as an English-learning pattern (i.e., difference), resulting in underdiagnosis (P. In this study, we informed the interpretation of standardized assessment results based on the responses of adult models from the same linguistic community to the same test items. Walenski, M. Dunn, L. We also acknowledge that the appropriateness of standardized assessments was assessed using only two subtests designed for children in the United States, rather than an entire assessment battery. Applied Psycholinguistics, 36(4), 953-976. , & Wright Karen, R. [Google Scholar] Craig, H. In line with the structure of traditional standardized assessments, this study focused on dialect-informed language probes rather than language sampling to control for structures elicited. Importantly, however, unlike other linguistically diverse populations, JC-English speakers in the United States (and in other migrant countries) come from Jamaica and not from other countries, offering some ecological validity to recruiting children from Jamaica to inform performance practices for working with this linguistic populace in the U.S. context. Children who scored within the mild deficit and language disordered range on this subtest displayed the following characteristics: More were from dual-income (n = 66, 68.9%) than single-income (n = 29, 30.2%) homes, more were female (n = 53, 55.2%) than male (n = 43, 44.8%), and relatively few scored within the above average to very superior range on the PTONI (n = 20, 20.8%).CELF Preschool-2 Expressive Vocabulary Subtest Expressive Vocabulary subtest scaled scores for 4-year-old (M = 8.6, SD = 2.3) and 5-year-old (M = 7.9, SD = 2.6) participants were slightly less than 1 SD below the mean of the CELF Preschool-2 normative sample of 4-year-olds (M = 10.6, SD = 2.8) and 5-year-olds (M = 10.6, SD = 3.3). Application of this gold-standard approach to identify true positive and true negative classification revealed a more accurate representation of the percentage of preschoolers categorized as being language disordered (i.e., 11.4% vs. Lagerberg, D. Barragan et al., 2018; Gross et al., 2014); however, recent work by Finneran et al. [Google Scholar] Ullman, M. Findings and exemplars of children's responses are also presented in Table 2. An example pattern resulting in potential misdiagnosis of JC-English DLLs might be use of the JC-influenced sentence "Im [him] a sleep" rather than the English sentence "He is sleeping." The JC structure could be described as having errors in the subject "he" and omission of "is" and "ing." However, the JC-influenced sentence could be more accurately described as having cross-linguistic influence because, in JC, "Im" is the correct nominative case pronoun and "a" serves as a present tense (continuative aspect) marker (cf. The 20 items of this subtest evaluate expressive vocabulary via referential naming and labeling of people, objects, and actions (Wiig et al., 2006). For children, each subtest took approximately 7-10 min to complete. , & Dunn, L. Application of a one-sample Kolmogorov-Smirnov test of normality with Lilliefors correction suggested that the distribution of original scores did not approximate the normal curve, K-S(176) = .097, p < .001, and was negatively skewed (i.e., due to the distribution of children's original scores among the diagnostic categories). International Journal of Bilingual Education and Bilingualism, 11(1), 1-29. The neurocognition of developmental disorders of language. Importantly, the vast majority of test items (Word Structure: 22/24, 91.7%; Expressive Vocabulary: 16/20, 80%) received adapted scoring, documenting that the consideration of cross-linguistic influence is as appropriate for preschool populations as it is for school-age children (Hendricks & Adlof, 2017). American Journal of Speech-Language Pathology, 26(3), 750-761. , & Morren, D. In this study, three different scoring procedures were examined: (a) unmodified, that is, counting only mainstream overt forms; (b) modified, that is, counting mainstream and nonmainstream overt and zero forms; and (c) strategically modified, that is, counting only mainstream and nonmainstream overt forms and excluding responses that did not obligate the targeted tense and agreement structure. (1988). (2014). Transcription of Vietnamese adults' and children's consonants by English-speaking speech-language pathologists. Table 1 also provides a summary of child participant characteristics.CELF Preschool-2 The CELF Preschool-2 (Wiig et al., 2006) is a valid and reliable, norm-referenced, standardized language assessment of receptive and expressive language designed specifically for monolingual English-speaking preschoolers aged 3;0-6;11. Bilingualism: Language and Cognition, 16(3), 578-596. Adult participants provided written consent and completed a background questionnaire. American Journal of Speech-Language Pathology, 29(3), 1113-1115. , León, M. The "two-source approach" is illustrated for the language disorders category: adapted scoring sensitivity (i.e., true positive) = .88; adapted scoring specificity (i.e., true negative) = .92.Comparison of CELF Preschool-2 Original and Adapted Scores for JC-English DLLs Word Structure Subtest A one-way ANOVA was employed to account for differences in original subtest scaled scores using the standard English scoring procedure and adapted subtest scaled scores using the adapted scoring procedure. Child Development Perspectives, 8(1), 1-5. For example, despite the fact that the Clinical Evaluation of Language Fundamentals Preschool (CELF Preschool, Wiig et al., 1992; CELF Preschool-2, Wiig et al., 2006) has been a widely used standardized assessment to identify children with DLD for the past 30 years, few studies have examined its appropriateness with DLLs. Coupled with this, no study to date has examined the appropriateness of standardized assessments with understudied language pairings such as Jamaican Creole (JC)-English-speaking children, the third largest Caribbean-born immigrant group in the United States (U.S. Census Bureau, 2018). [Google Scholar] Wiig, E. Clinical Evaluation of Language Fundamentals-Fourth Edition, Australian Standardised Edition (CELF-4 Australian). We first compared the adapted subtest scaled scores (i.e., using the adapted scoring procedure) from our sample of JC-English DLLs to the CELF Preschool-2 normative sample means (see Table 3). Scoring of these subtests was informed by the responses to test items of adult models from the same linguistic community. , & Terry, N. Washington et al., 2019, 2017), play-based language samples were collected for all children in English, Jamaican Creole and Jamaican English. Phonology. This finding is in line with the aforementioned research documenting an increased percentage of bilingual and bidialectal children being classified as language disordered when using traditional standardized scoring (cf. Clinically, adult models could be included as part of a comprehensive assessment battery (e.g., dynamic assessment [Lewis et al., 2010] and contrastive phonological analysis [Telford Rose et al., 2020]), to address a long-standing and unmet need to reduce cultural and linguistic bias associated with assessment informed only by monolingual English benchmarks. Sage. Of importance, language disorder manifests according to the multilingual child's unique language profile; thus, patterns of language difference and language disorder can co-occur (Oetting, 2018). León et al., 2021), children were classified as typically developing or language disordered based on a consensus of concerns of (a) parents and (b) teachers or SLPs (Restrepo, 1998) . Pence, K. (2012). (2019). Adult Responses To answer RQ 1, adult responses to the CELF Preschool-2 subtests were analyzed using content analysis, a qualitative method that utilizes systematic analysis to reveal the presence of themes, providing interpretation of meaning from the text (Neundorff, 2002; Weber, 1990). [PMC free article] [PubMed] [Google Scholar] Semel, E. One-sample t tests indicated significant differences between JC-English DLLs' adapted subtest scaled scores and the CELF Preschool-2 normative sample for 4-year-olds, t(103) = 4.24, p < .001, d = 0.4, and 5-year-olds, t(69) = 3.83, p < .001, d = 0.5 (Cohen, 1988). (1997). [PubMed] [Google Scholar] Hendricks, A. American Journal of Speech-Language Pathology, 25(2), 183-199. , Sarkadi, A. 69).Adapted CELF Preschool-2 Scoring Procedure An adapted scoring procedure for the Word Structure and Expressive Vocabulary subtests of the CELF Preschool-2 was developed. These current practice patterns pose significant risk to JC-English DLLs for both misdiagnosis and selection of inappropriate treatment targets. Misdiagnosis often occurs because language difference may overlap with indicators for language disorder in monolingual English speakers (Castillo et al., 2016; Paradis et al., 2011). Adult participants were from varied socioeconomic backgrounds, as evidenced through education levels and current employment (see Table 1), with the majority (n = 30, 90.9%) being employed at the time of the study. [PMC free article] [PubMed] [Google Scholar] Guiberson, M. The early and accurate determination of children's language abilities is an important part of their general education programming and is critical to identifying children who need special education services (Bedore & Peña, 2008; IEPMCS, 2012). [PubMed] [Google Scholar] Guiberson, M. Devonish, Trans.). Standards of practice indicate that measuring these language domains using standardized assessment may serve as pivotal components to a comprehensive assessment battery (i.e., also including parent interview, language sampling, dynamic assessment; ASHA, n.d.; Lewis et al., 2010). [Google Scholar] Dodd, B. 116). , & McLeod, S. Validation of the Intelligence in Context Scale for Jamaican Creole-speaking preschoolers. , & McCormack, J. Language, Speech, and Hearing Services in Schools, 23(4), 329-333. Washington: Conceptualization (Lead), Data curation (Equal), Formal analysis (Supporting), Funding acquisition (Lead), Investigation (Equal), Methodology (Equal), Project administration (Lead), Resources (Lead), Supervision (Lead), Visualization (Equal), Writing - original draft (Supporting), Writing - review & editing (Supporting). JC-influenced morphological structure was not a coded linguistic feature in this subtest (see Table 2).RQ 2: Comparison of Patterns of Linguistic Features for JC-English DLLs and Adults Coding of children's responses by way of the established linguistic themes from the content analysis of adult models revealed that JC-English DLLs demonstrate similar patterns of linguistic features as adults in both standardized and naturalistic assessment contexts.Word Structure Across all children's responses (n = 4,224) on the CELF Preschool-2 Word Structure subtest, 1,434 responses were identified and coded for the adult-informed linguistic themes. , Wiig, E. Current methods of evaluating the language abilities of multilingual preschoolers: A scoring review using the International Classification of Functioning, Disability and Health-Children and Youth Version. Who receives speech-language services by 5 years of age in the United States? , & Pakdel, F. (Ed.). Varieties of English, Vol.2: The Americas and the Caribbean (pp. , & Oetting, J. Consistent with previous works (cf. Washington et al., 2019) these differences are of clinical relevance for both assessment and treatment. , Earle, F. , Bingham, G. The apparent diagnostic accuracy associated with using adult models suggests a feasible approach to addressing concerns about the potential underidentification of disorder when using modified/adapted scoring procedures. Transcribed adult responses were first analyzed to establish themes in responses to CELF Preschool-2 items regarding linguistic features in the JC-English bilingual context. These domains offer critical information to distinguish between overlapping linguistic features of language difference and DLD (Blom & Paradis, 2015) and to establish DLLs' oral language proficiency to guide academic placement (Castro et al., 2013; Greenwood et al., 2016). We discuss applicable qualitative and quantitative approaches used in characterizing adult and child language use and for developing an adapted scoring procedure that considers JC linguistic features in the English assessment context.Historically, there has been a disproportionate representation of racial and ethnic groups in special education due to misdiagnosis (Dragoo, 2017). [Google Scholar] Gorman, B. Journal of Communication Disorders, 43(6), 456-473. Identifying patterns of language difference could guide the adaptation of standardized assessments to reduce cultural and linguistic bias.Jamaican children are particularly at risk for misdiagnosis of language disorders in English-dominant communities (K. If a correct response was given in the nontarget language, the item was rescored as correct, obtaining the conceptual score. , Maczuga, S. Specifically, present progressive, regular past tense, and irregular past tense verbs as well as plural nouns are reported as the most common grammatical forms targeted by SLPs in early educational settings (Finestack & Satterlund, 2018). (2008). (2017). [PubMed] [Google Scholar] Finneran, D. [Google Scholar] Kirk, R. The presence of themes and the frequency of the themes' occurrence varied between the two subtests, which could be impacted by the nature of the subtests' target language. English DLLs to the CELF Preschool-2 normative sample means (see Table 3). Scoring of these subtests was informed by the responses to test items of adult models from the same linguistic community. , & Terry, N. Washington et al., 2019, 2017), play-based language samples were collected for all children in English, Jamaican Creole and Jamaican Creole domain.Word Structure Across all adult responses (n = 792) to the CELF Preschool-2 Word Structure subtest, 157 responses were identified as JC-influenced and were then thematically coded according to the linguistic features of the response. Washington, 1996). Including adult models to inform child responses is not only a recommendation of the IEPMCS but is also in line with long-standing practice guidelines emphasizing the need for converging evidence using multiple methods of assessment due to the linguistic variability of DLL populations (ASHA, n.d.; McLeod et al., 2017). For young children who speak two languages, dual language learners (DLLs), the diagnosis of developmental language disorders (DLD) can be particularly challenging (American Speech-Language-Hearing Association [ASHA], n.d.; Paradis et al., 2011). Sources of individual differences in the acquisition of tense inflection by English second language learners with and without specific language impairment. Children's responses were examined across all subtest items to conduct rescoring procedures. Table 1 provides a summary of adult characteristics.Child (n = 176) and adult (n = 33) participants' characteristics.VariableChild characteristicsTotalDLDaDge M (SD);4;11 (0;6);4;10 (0;6);4;11 (0;6);38;10 (11;0) Range4;2-5;11;4;2-5;11;4;2-5;10;2;4-51;8Sex Female94821224 Male627489Highest education level, n (%)Maternal educationOwn education University53 (30.1);47 (30.1);46 (30.1) College38 (21.6);35 (22.4);33 (15.6) (18.1) Trade school19 (10.7);17 (10.9);12 (10.2) (6.1) High school62 (35.2);53 (34.9) (45.12) (36.4) Primary school2 (1.2);2 (1.3);0 (0.1) (3) No response2 (1.2);2 (1.3) (0) — Household income, n (%) Employed168 (95.5);149 (95.5);19 (95.30) (90.9) Dual income122 (69.3);107 (68.5);15 (75) Single income46 (26.1);42 (26.9);4 (20) — Unemployed4 (2.3);4 (2.6);0 (0.3) (9.1) No response4 (2.3);3 (1.9);1 (5) — Child Participants The parents of 214 children were invited to have their children participate in the Jamaican Creole Language Project using flyers and through parent-teacher meetings. J. Morren & Morren, 2007; K. Guiberson, 2020, for a discussion) Linguistic Patterns in the English Assessment Context Study I addressed two RQs to provide information about linguistic patterns of JC-English speakers. W. While recent evidence has described the speech and language abilities of JC-English-speaking children (Abu El Adas et al., 2020; K. [Google Scholar] Terrell, S. The researchers found that modified scoring yielded higher scores for AAE speakers; however, false negatives (i.e., resulting in underidentification) using this approach did also occur.More recently, Oetting et al. (2019) found that the development of English as a second language with and without specific language impairment: Clinical implications. For adapted scoring, kappa statistics also revealed "almost perfect agreement" between independent raters for Word Structure, κ = .92, 95% CI (.84, 1.0), p < .001, and Expressive Vocabulary, κ = .85, 95% CI (.75, .95), p < .001.All data were analyzed using SPSS Version 25. Family Medicine, 37(5), 360-363. Specifically, content bias is often involved in standardized assessment with the assumption that children have undergone similar life experiences that shape conceptual knowledge (De Lamo White & Jin, 2011). , & Scott, C. For DLLs, speech-language pathologists (SLPs) play a critical role in determining if a child's language profile is reflective of a language difference or a language disorder. Wiig et al., 2006; see Figures 1 and 2). Oetting et al., 2019), classification accuracy was informed using the gold-standard approach of "reporting of concerns from two sources" (i.e., parent and teacher or SLP; Restrepo, 1998). Other studies have documented differences in performance on standardized measures relating to children's bilingual typologies, an important consideration for future research to explore (Barragan et al., 2018; Gross et al., 2014). The researchers found that all scoring approaches revealed differences between typically developing dialectal speakers and dialectal speakers with DLD; however, strategically modified scoring yielded the highest levels of sensitivity and specificity. , Farkas, G. , & Goldstein, H. , & Ozanne, A. E. , Girolamo, T. Lockart and McLeod (2013) investigated non-Cantonese-speaking clinicians' transcription of typical and atypical Cantonese speech samples, finding improved accuracy following training with using flyers and through parent-teacher meetings. J. Morren & Morren, 2007; K. Guiberson, 2020, for a discussion) Linguistic Patterns in the English Assessment Context Study I addressed two RQs to provide information about linguistic patterns of JC-English speakers. 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