

# AFTER THE ASSESSMENT, WHAT NOW?

A Clinical Guide to Interpreting Multicultural Communication Test Data

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## THE SOCIOLINGUISTIC FACTOR

### How Social and Cultural Differences Influence Results



- 1) Shyness; hesitant to communicate
- 2) Uninterested in task
- 3) Unfamiliar or uncomfortable setting
- 4) Unfamiliar with task

## PRIOR EXPOSURE FACTOR

### Lack of Exposure or Communication Disorder?



**Remember:** Multicultural clients cannot be assessed based on typical standard American practice due to unreliable results of "local norms."

**Tip:** Interpret performance results on standardized tests in accordance with norms of IA children determined by research

## THE LINGUISTIC DIFFERENCE FACTOR

### Things to consider...



- 1) Select test criteria based on characteristics of the second language.
- 2) Consider the amount of exposure to the second language
- 3) Difference between accent and disorder
- 4) Reliability and Validity of Test

## TESTS AND MEASURES

### Test and Measurement Terminology

IA- Internationally Adopted

CDI- MacArthur Communicative Development Inventories

MLU- Mean Length of Utterance

SALT- Systematic Analysis of Language Transcripts

PPVT-III- Peabody Picture Vocabulary Test-III

CELF-P II- Clinical Evaluation of Language fundamentals-Preschool-II

GFTA-II- Goldman-Fristoe Test of Articulation-II

