



Getting the Whole Picture for the Bilingual Child: Assess English and Spanish Receptive and Expressive Concepts

Bracken Case Study 2

The following case study provides an example of interpretation of the BBCS-3: Receptive and BBCS: Expressive.

Reason for Referral:

Michael is 5 years 8 months old and his kindergarten teacher referred him for testing. The teacher reports that Michael appears to be a smart boy who tries hard and gets along well with his classmates, but he is not having a successful year. Michael is able to communicate in English, but he seems more comfortable speaking in Spanish. Michael's teacher thinks that Michael's difficulties are related to his language skills.

Background information:

Background information was collected from conversations with Michael's parents and teacher.

Family:

Michael lives with his parents, a two-year-old sister, and maternal grandmother. Michael's parents own and operate a local restaurant. Michael's grandmother cares for him after school and on the weekends. She prefers to speak to Michael in Spanish.

Health and Development:

Michael's parents report that he was the product of a normal pregnancy and delivery. Michael weighed 7 pounds, 2 ounces at birth. Michael suffers from seasonal allergies, but is healthy otherwise. Michael's parents report that they do not have any concerns about his development. Michael has reached all developmental milestones (e.g., walking, talking, toilet training) at the expected times.

School:

Prior to kindergarten, Michael went to a neighborhood bilingual preschool three mornings a week. He currently attends morning kindergarten. Michael's teacher reports that he is inconsistent in following directions, hesitant to volunteer during group discussions, and takes a longer time to complete assignments than the other children. Michael enjoys interacting with the other children. However, he frequently switches from speaking English to Spanish while playing.

Standardized Assessment Results:

Michael's communication skills were assessed using the *Bracken Basic Concept Scale—Third Edition: Receptive* (BBCS–3:R) and the *Bracken Basic Concept Scale: Expressive* (BBCS:E). Both the BBCS–3:R and BBCS:E include Spanish forms that were also administered to Michael. Testing occurred from March 13–15, 2007.

Michael's BBCS–3:R and BBCS:E Results

BBCS–3:R English			
Subtest	Scaled Score	Percentile Rank	Descriptive Classification
1–5 School Readiness Composite	10	50	Average
6 Direction/Position	8	25	Average
7 Self-/Social Awareness	9	37	Average
8 Texture/Material	8	25	Average
9 Quantity	8	25	Average
10 Time/Sequence	8	25	Average
Composite	Composite Score	Percentile Rank	Descriptive Classification
Receptive TC	91	27	Average
Receptive SRC	100	50	Average

BBCS:E English			
Subtest	Scaled Score	Percentile Rank	Descriptive Classification
1–5 School Readiness Composite	10	50	Average
6 Direction/Position	8	25	Average
7 Self-/Social Awareness	8	25	Average
8 Texture/Material	9	37	Average
9 Quantity	7	16	Delayed
10 Time/Sequence	7	16	Delayed
Composite	Composite Score	Percentile Rank	Descriptive Classification
Expressive TC	88	21	Average
Expressive SRC	101	53	Average

Comparison of BBCS-3:R English and BBCS-3:R Spanish		
Subtest	BBCS-3:R English Number Correct	BBCS-3:R Spanish Number Correct
1 Colors	10/10	10/10
2 Letters	13/15	12/15
3 Numbers/Counting	16/18	16/18
4 Sizes/Comparisons	18/22	19/22
5 Shapes	15/20	14/20
6 Direction/Position	35/62	30/60
7 Self-/Social Awareness	26/33	20/31
8 Texture/Material	16/29	13/29
9 Quantity	19/43	15/43
10 Time/Sequence	12/30	10/30

Comparison of BBCS:E English and BBCS:E Spanish		
Subtest	BBCS:E English Number Correct	BBCS:E Spanish Number Correct
1 Colors	10/10	10/10
2 Letters	14/20	13/19
3 Numbers/Counting	15/19	14/19
4 Sizes/Comparisons	5/7	4/7
5 Shapes	8/11	6/11
6 Direction/Position	17/30	13/28
7 Self-/Social Awareness	12/17	10/15
8 Texture/Material	9/15	7/15
9 Quantity	4/12	3/12
10 Time/Sequence	6/14	3/14

Interpretation of the Standardized Assessment Results:

Michael's performance on the BBCS-3:R English indicates that his receptive abilities in basic concept categories are equal to those of children his age. Michael's performance on the BBCS:E English indicates that his ability to verbally label basic concepts is average in most concept categories, except Quantity and Time/Sequence in which he is delayed.

Michael's performance on the BBCS-3:R Spanish and BBCS:E Spanish indicate that he is able to recognize and label basic concept words in Spanish. His abilities on the School Readiness Composite subtests 1-5 are similar in English and Spanish. However, for the concepts measured in subtests 6-10, Michael's Spanish abilities lag behind his English abilities.

To summarize, Michael's abilities to understand and use basic concept words generally are equal to children his age. His abilities in English are more stable than his abilities in Spanish, as evidenced in his performance on subtests 6–10. This may be because parents typically do not explicitly teach their children the words from these concept categories (e.g., texture/material, social/emotional awareness, time/sequence) at home. Because these concepts are taught through systematic and explicit instruction at school, Michael is advancing his understanding and use of English words in all basic concept categories. The English instruction does not appear to advance his understanding of the same words in Spanish.

Impressions and Recommendations:

Michael's abilities to use and understand basic concepts in English suggest that he should be successful in school. However, his struggles with classroom activities indicate that further assessment should be considered. Assessment should include:

- a comprehensive language measure, such as the *Clinical Evaluation of Language Fundamentals–Fourth Edition* (CELF–4);
- a language measure in Spanish, such as the *Clinical Evaluation of Language Fundamentals–Fourth Edition: Spanish* (CELF–4: Spanish), to compare Michael's Spanish language abilities to his English language abilities; and
- observation of Michael in familiar environments and situations, such as in the classroom and recess, to see how he functions.

It is also recommended that the clinician provide copies of the Parent/Teacher Conference Forms (Receptive and Expressive forms) in English and Spanish to Michael's parents. His parents, grandmother, teacher, and clinician can discuss which concept categories Michael demonstrates relative strength in and which categories he needs help developing and which concept words to target in Spanish, English, and in both languages.



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