Forms and Instruments to Accompany

Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents

A Practitioner's Guide

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SPRINGER PUBLISHING COMPANY ISBN: 978-0-8261-3059-4

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Table 4.1 *Parent Interview Questions to Determine Sources and Quality of Social Support*

Informal Sources of Support
■ Which adults do you have contact with every day or at least once a week?
■ Who do you feel close to?
■ Do they live with you or nearby?
■ How do you communicate (face-to face; phone; Skype; Internet)?
■ Does _____ (adult with whom the client has frequent contact) help you take care of your son/daughter? What do they do?
■ When you are worried about your son/daughter, do you talk to _____ about your concerns and ask for help?
■ If you don't, why not? Do you feel ashamed or embarrassed? Do you think they might want you to do something for them but you don't have the time or energy?
■ If you do ask for help, are they helpful? How?

(*continued*)

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Table 4.1 *Parent Interview Questions to Determine Sources and Quality of Social Support (continued)*

■ Do they say you are doing a good job or criticize you for the way you are taking care of _____? What do they say?
■ Does _____ help you in other ways (e.g., give you money, help you have a good time or feel good about yourself)?
■ Can you depend on _____ when you need him/her?
■ Does _____ expect you to help him/her? How does that make you feel?
■ Do you help _____? What do you do to help _____?
■ Do you enjoy helping _____? Is helping _____ stressful for you?
Community Supports
■ Do you belong to or go to any community groups? What group(s) do you belong to? (Give examples such as community center, immigrant settlement center.)
■ Do you go to a place of worship—church, mosque, or synagogue?

(*continued*)

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Table 4.1 *Parent Interview Questions to Determine Sources and Quality of Social Support (continued)*

■ How often do you get together with people in this group/place of worship?
■ How often do you talk with people in this group/place of worship on the phone?
■ Do you communicate with people in this group/place of worship through e-mail, text messages, or social media?
■ Do people in this group help you with your son/daughter?
■ When you are worried about your son/daughter, do you talk to _____ (people in the group, settlement worker, minister, priest, or rabbi) about your concerns or ask for help?
■ If you don't, why not? Do you feel ashamed or embarrassed? Do you think they might want you to do something for them but you don't have the time or energy?
■ If you do ask for help, are they helpful? How?
■ Do they say you are doing a good job or criticize you for the way you are taking care of _____? What do they say?

(*continued*)

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Table 4.1 *Parent Interview Questions to Determine Sources and Quality of Social Support (continued)*

■ Does _____ help you in other ways (give you money, help you have a good time or feel good about yourself)?
■ Does _____ (name organization) expect you to do some work for them? How does that make you feel? Do you do it? Do you enjoy helping? Is it stressful for you?
■ How satisfied are you with the support you get from _____?
School and Child Care Supports
■ Does _____ (child client) get extra help with schoolwork? What kind of extra help does he/she get?
■ Does _____ go to day care?
■ Does _____ have a tutor to help with schoolwork? How did you find/choose this tutor?
■ Do you get advice about how to help _____ from his teacher? Special education teacher? Guidance counselor? Tutor? Other person at school? Child care worker?

(*continued*)

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Table 4.1 *Parent Interview Questions to Determine Sources and Quality of Social Support (continued)*

■ When you are worried about your son/daughter, do you talk to _____ (teacher, child care worker, principal, guidance counselor, school psychologist, or social worker) about your concerns or ask for help?
■ If you don't, why not? Do you feel ashamed or embarrassed? Since they don't speak your L1, can you understand them when they talk?
■ If you do ask for help, are they helpful? How?
■ Do they say you are doing a good job or criticize you for the way you are taking care of _____? What do they say?
■ How satisfied are you with the support you get from _____'s school or day care?
Other Professional Supports
■ Who does your family see when you are sick? Do all of you go to the same doctor? How did you find/choose this doctor? Does the doctor speak your language (L1)?
■ Does _____ go to a person who does therapy? How did you find/choose the agency that does therapy? Do you participate in this therapy or meet with the therapist?

(*continued*)

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Table 4.1 *Parent Interview Questions to Determine Sources and Quality of Social Support (continued)*

■ When you are worried about your son/daughter, do you talk to _____ (doctor, therapist) about your concerns or ask for help?
■ If you don't, why not? Do you feel ashamed or embarrassed? Since they don't speak your L1, can you understand them when they talk?
■ If so, are they helpful? What do they suggest?
■ Do they say you are doing a good job or criticize you for the way you are taking care of _____? What do they say?
■ How satisfied are you with the support you get from _____?

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Table 4.2 *Checklist for Working With Interpreters*

Interpreters' Skills and Qualifications
☐ Proficient in the family's L1
☐ Proficient in the L2
☐ Responsive to levels of language skill and linguistic sophistication of the family
☐ Understands importance of confidentiality and is careful about it
☐ Maintains objectivity in spite of possible community or political differences
☐ Knowledgeable about linguistic and cultural nuances
☐ Background in education, health, or mental health
☐ Excellent interpersonal skills
Options for Locating Interpreters
☐ Professional interpreters
☐ Settlement workers
☐ Community organizations
☐ University students and staff
Preparing Interpreter for Working With the Family
☐ Confirm that there is no conflict of interest
☐ Emphasize confidentiality, trust, and not being judgmental
☐ Discuss need to adapt language to level of family (if necessary)
☐ Request that interpreter not modify level of language that family uses and information when communicating with psychologist
☐ Provide information about the type of information being communicated to family
☐ Provide information about the type of information being solicited from family
☐ Provide interpreter with written report or other documents that are the basis for the information being exchanged
☐ Provide information about the diagnosis
☐ Define some of the terminology that will be used

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Table 5.2 *Pseudoword Auditory Discrimination Task*

Child's name _____ Tester _____ Date _____	
Background Information: Home language(s) _____ Age of exposure to the L2 _____ Other relevant information _____	
Instructions: I am going to say pairs of nonsense (silly, made up) words that do not exist in English. You have to listen carefully when I say each pair and say "same" when the two nonsense words are the same and "different" when the two nonsense words are not the same. Let us try some examples.	
Example 1—Here is an example. Listen. LOP–LOP. Did I say the same thing? If the child says "same," say: *Yes, LOP and LOP are the same.* If child says—"different," say: *LOP and LOP are the same.* Do not provide other feedback.	
Example 2—Let's try another example. Listen. DON–BON. Did I say the same thing? If the child says "same," say: *DON and BON are not the same.* If child says "different," say: *Yes, DON and BON are different.* Do not provide other feedback.	
Ex. 1. lop—lop Ex. 2. don—bon	D **S** **D** S
Total correct: ***Different*** (out of 18)_____ Total correct: ***Same*** (out of 14)_____ Comments:	

(*continued*)

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Table 5.2 *Pseudoword Auditory Discrimination Task (continued)*

1. thonn—von	**D**	S	17. lenn—lenn	D	**S**
2. tekk—tekk	D	**S**	18. tonn—tonn	D	**S**
3. sen—fen	**D**	S	19. thop—zop	**D**	S
4. togg—togg	D	**S**	20. mak—mag	**D**	S
5. tep—tet	**D**	S	21. lath—lash	**D**	S
6. nush—nush	D	**S**	22. jekk—jekk	D	**S**
7. keath—keev	**D**	S	23. noz—nov	**D**	S
8. shen—sen	**D**	S	24. noove—noove	D	**S**
9. monn—monn	D	**S**	25. nesh—neff	**D**	S
10. poth—poth	D	**S**	26. zeem—zeem	D	**S**
11. konn—komm	**D**	S	27. theak—theak	D	**S**
12. meathe—meez	**D**	S	28. lup—lut	**D**	S
13. noff—noss	**D**	S	29. muff—muss	**D**	S
14. boz—boz	D	**S**	30. tas—tas	D	**S**
15. joof—joof	D	**S**	31. foom—shoom	**D**	S
16. bish—biss	**D**	S	32. zam—vam	**D**	S

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Table 5.3 *Written Root Word Vocabulary Task*

Do I Know What This Word Means?	
Name: _____	**Date of Birth:** _____
Examiner: _____	**Date:** _____
Examples	
Car	I bought a new **car.** Car means something you ride in.
Arm	Johnny fell and broke his **arm**. Arm means a part of your body.
Boulder	Tom found the **boulder** was too heavy to move. I don't know.
Remember! In each sentence, explain what each word in **bold** means**.**	
1. Drop	The ball **dropped** from his hand.
2. Voice	Stephanie's **voice** could be heard from far away.
3. Fresh	A fridge keeps food **fresh**.
4. Spread	Use a knife to **spread** the jam.
5. Subtract	**Subtract** the smaller number from the bigger number.
6. Nation	He has lived in two **nations**.
7. Through	The test continued **through** the day.

(*continued*)

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Table 5.3 *Written Root Word Vocabulary Task (continued)*

Remember! In each sentence, explain what each word in **bold** means.	
8. Peep	She **peeped** around the corner.
9. Space	There is **space** for only three passengers.
10. Right	I want just the **right** dress.
11. Math	John got his **math** work done quickly.
12. Parcel	The **parcel** was delivered to the office.
13. Delinquent	The **delinquent** arrived at the courtyard.
14. Shot	Go to the doctor to get your **shot**.
15. Gull	The **gulls** were eating the food.
16. Republic	The **Republic** of Mexico chose not to join.
17. Character	Difficult times in life may show the true **character** of a person.
18. Transit	The children took **transit** to school.

(*continued*)

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Table 5.3 *Written Root Word Vocabulary Task (continued)*

Remember! In each sentence, explain what each word in **bold** means.	
19. Tally	The teacher kept a **tally** of days missed.
20. Cartilage	She suffered from torn **cartilage**.
21. Former	The **former** Prime Minister spoke to the people.
22. Litter	The room was **littered** with empty cups.
23. Matron	The **matron** came to the social.
24. Haul	It was a long **haul** from Mexico to Canada.
25. Curious	What a **curious** thing to say!
26. Etch	I am going to **etch** a metal plate in art class today.
27. Garble	He **garbled** his words.
28. Abrasive	The material is **abrasive**.
29. Popular	He was elected by **popular** vote.
30. Trawl	We were **trawling** when the storm came up.

Source: Adapted from Biemiller and Slonim (2001).

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Table 5.4 *Oral Language Checklist*

Name: _____ **Date of Birth:** _____ **Date:** _____
School: _____ **Examiner:** _____
Directions for Teacher
1. As soon as you decide to use the checklist, immediately respond to the items on which you have already observed the child's language skills.
2. Observe the child in the classroom for a few days, checking off new skills as they are observed.
3. Spend about a half an hour individually with the child doing activities and asking questions designed to determine the child's skills on the remaining items.
4. Develop an oral language program to teach the skills not yet acquired.
Directions for Psychologist or Speech and Language Pathologist
1. If possible, ask the classroom teacher to check off skills he or she has observed.
2. Record an oral language sample.
3. Spend about a half an hour individually with the child doing activities and asking questions designed to determine the child's skills on the remaining items.
4. Develop an oral language program to teach the skills not yet acquired.

(*continued*)

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Table 5.4 *Oral Language Checklist (continued)*

Social Communication (Pragmatics)			
Skill	**Never**	**With Prompts**	**Appropriately**
Responds to questions			
Asks questions			
Initiates a conversation			
Sustains topic in a conversation			
Mastered conversational turn taking[a]			
Greets others			
Makes small talk			
Adjusts speech to level of listener			
Understands simple jokes			
Tells simple jokes			
Uses language to: Ask for help Inform Persuade Demand Provide support			
Communication Problems	**Never**	**Sometimes**	**Often**
Interrupts others who are speaking			
Dominates conversation			
Talks excessively			
Switches topics inappropriately			
Slow response time			
Talks to self in public			
Refuses to speak			
Does not respond when spoken to directly			

(*continued*)

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Table 5.4 *Oral Language Checklist (continued)*

Communication Problems	**Never**	**Sometimes**	**Often**
Perseverative speech[b]			
Echolalic speech[c]			
Makes inappropriate marks			
Makes sound effects			
[a]In a conversation, listens and speaks when appropriate; [b]Asks the same question or says the same thing over and over; [c]Repeats back what was said to him or her.			
Notes:			
Understanding Language (Receptive Language/Semantics)			
Receptive Vocabulary: Peabody Picture Vocabulary Test Standard score _____ Percentile _____ Age equivalent _____			
Identifies Body Parts: Play Simon Says for these parts in scrambled order Head _____ Hair ____ Eyes_____ Ears____ Nose____ Mouth_____ Chin_____ Cheeks_____ Eye lashes_____ Eye brows_____ Neck____ Shoulders_____ Chest_____ Stomach____ Hips_____ Back_____ Arm____ Elbow_____ Wrist_____ Hand_____ Fingers_____ Thumb_____ Palm____ Legs____ Thigh_____ Knees_____ Ankle____ Foot_____ Heel_____ Toes_____			
Skill	**Never**	**Sometimes**	**Consistently**
Follows routine instructions (e.g., Get your lunch box.)			
Follows simple one-part command (e.g., Touch the ball.)			
Follows simple two-part command			
Follows simple three-part command			

(*continued*)

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Table 5.4 *Oral Language Checklist (continued)*

Skill	Never	Sometimes	Consistently
Follows simple four-part command			
Follows instructions phrased in complex sentence (e.g., Before you open the door, pick up the pencil.)			
Responds to **Who** questions appropriately			
Responds to **What** questions appropriately			
Responds to **Where** questions appropriately			
Responds to **When** questions appropriately			
Responds to **Why** questions appropriately			
Responds to **How** questions appropriately			

Basic Concepts Used in School

The following concepts are normally understood by children by the end of Grade 1, and used correctly and consistently by the end of the primary grades. Assess comprehension (comp) and expression (expr) by playing games, using manipulatives, and doing activities in the gym.

Concept	**Comp**	**Expr**	**Concept**	**Comp**	**Expr**	**Concept**	**Comp**	**Expr**
Spatial			**Quantity**			**Month**		
Top			More			Year		
Bottom			Less					
Big			One			*Miscellaneous*		
Little			Two			Same		
Away from			Some			Different		
Next to			Many			Alike		
Inside			Some but not many			Separated		
Medium						In order		
Middle			Most			Together		
Far			Whole			Apart		
Farther			Half			Other		
Farthest			First			Matches		

(*continued*)

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Table 5.4 *Oral Language Checklist (continued)*

Concept	**Comp**	**Expr**	**Concept**	**Comp**	**Expr**	**Concept**	**Comp**	**Expr**
Spatial			**Quantity**			**Month**		
Near			Second					
Nearer			Third					
Nearest			Last					
Through			Not first or last					
Around			Almost					
Over			As many					
Corner			Several					
Behind			Zero					
Row			None					
Center			Every					
Side			All					
Below			Pair					
Right			Equal					
Left			Least					
Forward								
Backward			**Time**					
Above			Before					
Below			After					
Between			Beginning					
Under			End					
Wide			Never					
Narrow			Sometimes					
Wider			Always					
Widest			Day					
Notes:								

(*continued*)

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Table 5.4 *Oral Language Checklist (continued)*

Speaking the Language (Expressive Language)			
Expressive Vocabulary: Expressive Vocabulary Test Standard score _____ Percentile _____ Age equivalent _____			
Content/Semantics			
Skill	**Never**	**Sometimes**	**Consistently**
Express basic needs			
Describe objects in environment			
Express abstract concepts			
Provide minimal information			
Elaborate on ideas			
On request can say:			
Full name			
Address			
Phone number			
Birthday			
Teacher name			
Names of family members			
Days of week			
Months of year			
Expression Problems	**Never**	**Sometimes**	**Frequently**
Verbal retrieval (word finding)			
Sequencing information			

(*continued*)

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Table 5.4 *Oral Language Checklist (continued)*

Pronouncing Sounds/Phonology Speech unintelligible _____ Stutters _____ Jumbles words together _____ Problems with the following sounds: R_____ L _____ S_____ F_____ V_____ Th _____			
Other Phonology Problems:			
Notes:			
Grammar/Morphosyntax			
Average utterance length: 1 word ____ 2 words _____ 3 to 4 words ____ 5+ words_____			
Skill	**Never**	**Sometimes**	**Consistently**
Speaks in full active voice sentences			
Uses passive voice correctly			
Uses compound sentences			
Uses sentences with embedded clauses			
Uses interrogative (questions) correctly			
Uses negative correctly			
Uses present tense correctly			
Uses past tense correctly			
Uses future tense correctly			
Uses conditional tense correctly			
Uses *S* to form plural correctly			
Speaks in complex sentences			

(*continued*)

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Table 5.4 *Oral Language Checklist (continued)*

Syntax Problems	**Never**	**Sometimes**	**Frequently**
Over-regularizes plurals (e.g., mouses)			
Over-regularizes past tense (e.g., gived)			
Substitutes pronouns (specify)			
Other (specify)			
Notes:			

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Table 7.1 *Learning Strategies Interview*

Section 1: Classroom Demands Record Form		
	How does your teacher teach?	**How are you marked?**
Subject: _____ _____ Grade: _____ Teacher's Name: _____		
Subject: _____ _____ Grade: _____ Teacher's Name: _____		
Subject: _____ _____ Grade: _____ Teacher's Name: _____		
Subject: _____ _____ Grade: _____ Teacher's Name: _____		

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

Probes for Classroom Demands
Ask the bolded question regarding each relevant course and use probes as required.
How does your teacher teach?
1. How much time does your teacher spend talking to the class as a whole?
2. How much time does your teacher spend asking the class questions?
3. How much time does your teacher spend having you do individual seatwork?
4. Does your teacher move around the class and help people while they are doing seatwork?
5. How much time does your teacher spend having the class do group work?
6. Does your teacher move around the class and help people while they are doing group work?
7. Do you feel comfortable asking the teacher to explain things when you don't understand?
8. Does your teacher explain things to you when you don't understand?

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

9. Does your teacher allow you to have other kids explain things to you when you don't understand?
10. Does your teacher a. Write on the board? Yes ____ No ____ b. Use a data projector? Yes ____ No ____ c. Use the computer (or Smart Board) to present information? Yes ____ No ____
11. Do you have access to a computer with assistive technology? Yes ____ No ____ a. What do you use? _____ b. Is it helpful? Yes ____ No ____
How are you marked?
1. How much of your grade is from a. Notebooks? b. Tests or quizzes? c. Exams? d. Lab reports? e. Essays? f. Projects? g. Class participation? h. Doing your homework? i. Other?
2. Does your teacher take in your notebooks? Your homework?
3. How long does it usually take for the teacher to give back work or tests he/she marks?
4. Does the teacher just mark your work or does he/she give you ideas about how to improve?

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

Section 2: Questions for Essay/Project/Report Writing

Ask the student to bring a sample of an expository essay, project, or report that required doing research, and ask the questions below about this writing sample.

The Task Environment

1. How did you select the topic/book? _____
   _____
2. Are you interested in it? Very ___ Somewhat ___ Not at all ___
3. What did the teacher do when giving out the assignment? _____

Probes for Teacher Action	Yes/No	Notes
Gave oral guidelines		
Gave written guidelines		
Selected the topic or book		
Provided structure		
Increased your interest		
Other		

4. Who are you expecting to read the essay? _____
   _____

Previous Knowledge

5. Have you previously been taught to write essays/projects/reports? Yes _____ No _____
   What were you taught? _____
   _____
6. What did you know about the topic before you started? _____
   _____
   _____
7. What do you think are the expectations of your reader/teacher? _____
   _____

Planning

8. Did you have a plan for writing the essay/project/report? Yes _____ No _____
   What was it? _____

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

9. When did you begin thinking about the topic? _____ _____
10. Did you do any research? Yes _____ No _____ What resources did you use? _____ _____ How did you access the resources? _____ Internet _____ Library _____ Other _____
11. How much time did you have for writing (i.e., between date assignment was given and assignment due)? _____ days. How did you use that time? _____ _____
12. Did you make an outline? Yes _____ No _____ What kind of thinking did you do first? _____ What was your organizational plan (outline)? _____ Did you use a graphic organizer? Yes _____ No _____ What type? _____
Translating/Reviewing
13. How many drafts did you write? One _____ Two _____ Three _____
14. How long did it take to write each one? 1. _____ hrs/mins, 2. _____ hrs/mins, 3. _____ hrs/mins
15. Did you write your first draft with pencil? _____ pen? _____ computer? ____
16. Are you able to type? Yes _____ No _____ How fast? _____ Is typing faster or slower than handwriting? _____
17. If you used a computer, did you use Spell check? Yes _____ No _____ Grammar check? Yes _____ No _____ Word prediction software? Yes _____ No _____ Speech-to-text software? Yes _____ No _____ Other assistive technology? _____ Was the computer helpful? _____
18. Did you double-space your first draft? Yes _____ No _____
19. Did you read your first draft over? Yes _____ No _____ What kind of changes did you make?

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

20. Did you ask a friend or family member to read the first draft and make suggestions? Yes _____ No _____ What kind of suggestions did he or she have? _____ Did you make the changes he or she suggested? Yes _____ No _____ Why or why not?
21. Did you proofread/spell check/grammar check the final draft? Yes _____ No _____
Evaluating
22. How did you feel about the essay/project/report in the end? _____ _____
23. What grade did you think you would get? _____ Why? _____ _____
24. What was the teacher's evaluation? _____ _____
25. You wrote this essay/project/paper in _____ (indicate language). Would you be able to write a better paper in _____(name first language)? Yes ____ No_____ Why or why not?_____ _____
26. Would you use the same strategies to write the paper in _____ (name first language)? _____
Notes:
Section 3: Checklist for Assessing Study Skills and Examinations
Ask students to bring in samples of tests they wrote, examine the test, and ask them the following questions.
Type of Test
Multiple-choice _____ Short answer _____ Essay _____ Standardized _____ Class test _____ % of Grade _____ Subject: _____

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

Test Preparation

Interview the student by asking the open-ended question first, followed by the probe questions as required.

Tell me how you study: _____
_____
_____

Probes:

1. Do you usually study in a special place? Yes _____ No _____ Where? _____
2. Do you have a special time for studying? Yes _____ No _____ When? _____
3. How long can you study before you take a break? _____ hours _____ minutes
4. When you know you have a test coming up a week away, when do you start studying for it?
   _____
   _____
5. Do you usually find yourself having to cram the night before? Yes _____ No _____
   For how long can you cram before you can't concentrate any longer? _____ hours _____ minutes
6. Do you prefer to study in a quiet place, with music playing or in front of the television set? _
   _____
   What do you normally do? _____
7. Do you have the computer on when you study? Yes _____ No _____ What do you do? _____
   _____
   a. Do you go on Facebook or other social media when you study? Yes _____ No _____ Is it distracting? Yes _____ No _____
   b. Do you surf YouTube or other sites when you study? Yes _____ No _____
   c. Do you use the computer to study together with other students? Yes _____ No _____
   d. Do you use Internet tutorials or YouTube videos that teach you what you need to learn when you study? Yes _____ No _____
   e. Do you use an online dictionary or dictionary app? Yes _____ No _____
   f. Do you use Google translate or similar program? Yes _____ No _____
   g. Which of these uses of the computer are helpful? _____
8. Do you sit at a desk, in an easy chair, or lie on the bed or the floor when you study? _____
   _____
9. Do you study from your notebook? _____ textbook? _____ computer screen? _____
   Which do you like best? _____

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

10. Tell me what goes through your head as you study. _____ _____
11. When you study, do you try to figure out what information is most important? Yes _____ No _____ or to predict what questions will be on the test? Yes _____ No _____ How do you do that? _____
12. Which subjects do you find the easiest to study? _____ _____ Why? _____
13. Which subjects do you find the hardest to study? _____ _____ Why? _____
Test-Taking Behavior
Ask the student the following questions and evaluate performance in each area by marking a ✓ in the appropriate column:
14. Do you usually get to tests or exams on time? Yes _____ No _____
15. How do you make sure you do? _____
16. What materials (e.g., pencil, pen, eraser) do you bring to the test/exam?
17. Do you write your test/exam in the same room as everyone else or in a private room? _____ _____
18. Do you get extra time on tests/exams? Yes _____ No _____ Do you have enough time? Yes _____ No _____ Explain _____
19. How do you plan your time? _____
20. Do you check your work? Yes _____ No _____ What strategies do you use?
21. How did you feel when you wrote the test? (probe feelings that won't do well and bodily sensations of anxiety such as heart palpitations, sweaty palms) _____
22. What grade did you think you would get on this test? _____ What grade did you get? _____ Why do you think you got this grade? _____

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

Test-Taking Rating Scale				
	Excellent	**Adequate**	**Inadequate**	**Notes**
Punctuality				
Equipped (e.g., pen, pencil)				
Motivation				
Planning of time				
Accuracy of prediction of grade				
	High	**Medium**	**Low**	
Anxiety				

Test Product

Analyze a recent examination or test by examining the areas listed below and questioning the student when clarification is needed. It is best to choose an exam or test that involves responses of at least a sentence. Evaluate the student's performance in each area by marking a ✓ in the appropriate column:

Ratings of Test Product					
	Excellent	**Adequate**	**Inadequate**	**N/A**	**Notes**
Handwriting					
Accuracy of reading questions					
Comprehension of subtleties of questions					
Spelling					
Grammar					
Punctuation					
Appropriateness of vocabulary to discipline					
Sequencing and organization of thoughts					

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

Relevance of answers					
Conceptualization of answers					
Elaboration of answers					
Planning of time					

Section 4: Note Making

Ask students to bring in notebooks for one or more courses, or the binder where they keep their notes. If notes are written on a laptop computer, ask them to bring the computer. Ask students to take you through the notebook or binder, explaining why it is organized the way it is and the degree to which the information is clear and accessible for studying.

Subject(s): _____

Evaluate the student's performance in each area by marking a ✓ in the appropriate column:

Analysis of Notebooks and Binders

	Excellent	**Adequate**	**Inadequate**	**Notes**
Handwriting				
Legibility				
Neatness				
Speed				
Typed				
Comments				
Overall organization				
Clarity of subject delineation (e.g., history, math, etc., kept separate instead of mixed)				
Clarity of headings				
Work dated				

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

Use of space and indentation (e.g., to denote subordination of ideas)				
Appropriateness of sequence within subject				
Student's ability to retrieve information				
Utility for studying				
Comments				
Content				
Completeness of notes				
Summary of main ideas				
Appropriate amount of detail				
Comments				
Teacher Role				
The following questions should be answered by interviewing the student and examining the notebook.				
1. For which subjects are your notebooks marked? For what percentage of the grade?				

Subject	**Marked yes/no**	**% of grade**	**Notes**

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

2. What do you think your teacher(s) look(s) for when marking your notebook? What kind of notebook will give you a good grade? _____ _____ _____
3. What is the nature of your teachers' comments in your notebooks? _____ _____
4. Have you ever been taught how to make notes? Yes _____ No _____ How were you taught? _____ _____
Section 5: Getting Information From a Textbook
Ask students to bring in a textbook that they use for courses such as history, geography, or science. Choose a chapter on a topic they have recently studied to assess their strategies.
Text: Subject _____ Grade level _____ _____
Word Identification
Ask the student to read aloud a passage of about 200 words. Note the number of words identified correctly. _____ % of words were identified correctly. If the student identified 90% or more of the words correctly, proceed with the assessment. If the student identified less than 90% of the words correctly, select an easier textbook. Hesitations and self-corrections should not be counted as errors. If the student has challenges with word identification, ask whether he/she uses text to speech software. If so, conduct the survey of strategies using an electronic textbook document.
Survey of Strategies
Tell the student to show you how he/she would study the chapter in order to learn the material for a test. Ask him/her to verbalize his/her thoughts during the course of reading. Note the strategies employed by placing a ✓ in the blank space.

Strategy	**Yes/No**	**Notes**
Prereading		
Skims introduction		
Examines headings and subheadings		

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

Prereading		
Examines figures and illustrations		
Asks questions about bolded or italicized words		
Reads conclusions		
Reads questions at end of chapter		
Reading		
Reads chapter from beginning to end		
Begins to read chapter and then gives up		
Underlines or highlights key information		
Makes notes in a notebook		
Makes notes in a computer document		
Spontaneously asks himself/herself questions		
Used study questions as a guide for reading		
Picks out the main ideas or important points		
Paraphrases main ideas or important points		
Looks up unknown words in a hard copy dictionary		
Looks up unknown words in an electronic dictionary		
Understands provided definitions of unknown words		
Predicts questions that might be on a test or exam		
Other		

Some students have strategies in their repertoire that they do not use unless directed to do so. Select a different chapter in the same textbook and rate the student's skill on the following directed procedures.

Strategy	**Excellent**	**Adequate**	**Inadequate**	**Notes**
Gets appropriate information from				
Introduction				
Headings and subheadings				

(*continued*)

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Table 7.1 *Learning Strategies Interview (continued)*

Strategy	Excellent	Adequate	Inadequate	Notes
Bolded or italicized words				
Figures and illustrations				
Conclusions				
Study questions at end of chapter				
Uses the following strategies while reading				
Self-questioning				
Paraphrasing main ideas				
Identifying words not understood				
Looking up words in hard copy or electronic dictionary				
Predicting examination questions				
Comments: _____ _____ _____ _____				

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Table 7.2 *Observations of How Child Learns Best*

Preferred Presentation Method	**Notes**
Auditory/visual/multiple sensory	
Verbal sequential/graphic simultaneous	
Verbal/demonstration/hands-on	
Concrete/abstract	
Direct/discovery	
Spaced/massed practice	
Toleration of drill	
Pace	
Amount of repetition	
Preferred Response Mode	
Oral/written	
Multiple choice/short answer/essay	
Matching (pointing)/copying/ sequencing/retrieval	
Workbook or worksheet	
Activity (building, dramatic, role-play)	
Game	
Computer	
Active/passive	
Rehearsal	
Imagery	
Mnemonics	
Asking for help	
Self-monitoring	
Response Problems	
Slow rate	
Short attention span	

(*continued*)

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Table 7.2 *Observations of How Child Learns Best (continued)*

Response Problems	Notes
Impulsiveness	
Low-frustration tolerance	
Anxiety	
Requires frequent reinforcement	
Difficulty understanding questions	
Word finding difficulties	
Challenges expressing clear response	

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Table 8.1 *Friendship Interview for Children and Adolescents (Ages 8 to 18 Years)*

Interviewers should first ask the child or adolescent the names of their close or best friends and list the first names and initials in the columns in row 1. Then ask questions 2 through 12 about each friend, if the question seems appropriate.					
1. Tell me the names of your close friends. You can tell me about close friends who are or are not at your school.					
2. Is __ male or female?					
3. How old is ____?					
4. When did you first meet __?					
5. When did you and ___ become close friends?					
6. Where did you first meet ____?[a]					
6a. Have you and ____ ever met in person?					
6b. Is ___ a student in your school now?					
6c. Do you have classes with _____?					
7. About how often do you and ____ communicate online (e.g., chat, social networking sites, e-mail)?					
8. About how often do you and ___ talk on the phone or send text messages?					
9a. About how often do you spend time with _____ outside school?					
9b. Where do you get together with ____?					
10. Did ___ or his/her parents immigrate to ___ from the same country as you did?					
11. Does ___ speak (indicate language)?					
12. Is ___ a member of your family?					

[a]Online: Answer 6a; School: Answer 6b–c; Other (specify): Go to 7.

You said that (name friends) are your close friends. Who do you feel closest to? Would you say he/she is your best friend? Describe your friendship with ____ (name closest/best friend)? Probes: Do you and ___ help each other out? Do you and ___ tell each other secrets or share how you feel about things? Do you and ___ have the same interests? Are you and ___ happy for each other when something good happens to either of you? How often do you and ___ argue? When you argue, is it easy to make up?

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Table 8.2 *Bullying Interview*

Students can be very mean to one another at school. Mean and negative behavior can be upsetting and embarrassing when it happens over and over again. We want to know about your experience with this.
A. VICTIM
1. Have there been any times when other kids have been mean to you? Tell me about this:
Probes: ■ By pushing, hitting, kicking, or physically hurting you ■ By stealing things from you or damaging your property ■ By teasing, calling you names, or saying mean things to you ■ By spreading rumors, gossiping behind your back, or getting others not to like you ■ By not letting you be part of the group or play the game they are playing, or by ignoring you on purpose ■ By making sexual comments or gestures at you ■ By using e-mail, social network sites, or text messages
2. Who was mean and negative to you in these ways?
Probes: ■ Classmates, friends, boyfriend/girlfriend, other ■ Boys, girls ■ People younger than you, same age, older than you ■ People from another race, group, or gang

(*continued*)

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Table 8.2 *Bullying Interview (continued)*

3. Why do you think people did these mean and negative things to you?

Probes: Because

- Of your religion, skin color, country you or your family came from
- You don't speak (the language of the immigrant-receiving country) very well
- You have a learning disability, physical disability, ADHD, other disability
- You are a boy or girl
- Of your sexual orientation
- You do well in school
- School is hard for you
- Of the way you look, your height, weight, or your body shape
- Of how you dress
- You behave differently from other people
- You have interests that are different from most other students
- Of how little money you have
- They want to take your money or things
- Of your physical weakness, not good in sports
- You seem to be anxious and fearful
- You seem to be sad or withdrawn

(*continued*)

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Table 8.2 *Bullying Interview (continued)*

- The other people in your school are really mean
- This sort of thing happens at your school all the time—school has a lot of tough kids
- Teachers and principals do nothing to prevent it
- Some other people in your school think it's funny to hurt people
- The person who did this to you wanted to feel powerful and popular

4. Think of the last time kids did mean or negative things to you? What did you do?

Probes:

- Ignored it
- Burst into tears
- Told somebody—friend, parent, teacher, brother/sister, conflict mediator, other student, other adult at school (who?)
- Skipped school for one or more days
- Fought back by hitting, kicking, or trying to physically hurt the person; arguing, yelling, or saying hurtful things to the person; sending out mean messages on a social networking site or e-mail
- Got someone to help stop it
- Got back at them later

(*continued*)

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Table 8.2 *Bullying Interview (continued)*

5. If you did not do anything, what was the reason?
Probes: ■ Afraid or felt threatened ■ Did not know what to do or who to talk to ■ Nobody would do anything about it if I told someone ■ It wasn't so bad ■ If I told someone it would have gotten worse
B. BULLY (Probes same as for Part A)
1. Have there been any times when you have been mean or negative to other kids on purpose? Tell me about this. What did you do? Additional Probe: Did you do this alone or with other kids? Who were these other kids? 2. Who did you do these mean things to? 3. Why did you do these mean things? 4. What did the other kids do after you did these things? 5. Did you get caught by adults doing these mean or negative things? Probe: What happened to you when you got caught? Was there a punishment? What was it?

ADHD, attention-deficit/hyperactivity disorder.
Adapted from Comprehensive Bullying Questionnaire, Timmermanis & Wiener (2012).

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Table 8.3 *Questions to Consider Asking Parents When Assessing Noncompliance and Aggression*

Noncompliance
1. Are there things that your child always does when you ask him/her to (e.g., eat your cookie)?
2. Are there things that your child seldom does when you ask him/her to (e.g., turn off the TV and go to bed)?
3. How often does your child not listen to you when you ask him/her to do things?
4. Give me an example of something that you asked your child to do that he/she did not listen to recently? What did you say to him/her? What did he/she do (e.g., just ignore parent, argue, call parent a name)?
5. Why do you believe that your child is often not doing what you ask him/her to do? a. Do you think that there is something about the thing you ask him/her to do that makes him/her not listen? Could it be that he/she does not listen when you ask him or her to do something that's hard for him or her? that is boring? that he/she is not interested in? because he/she is tired or hungry or sad? b. Is it possible that he/she does not do what he or she is told because he/she is concentrating on something else and does not even hear what you say? c. Do you think that there is something about who asks him/her to do it (e.g., mother vs.father)? d. Does he/she refuse to do something you ask him/her to because he/she is doing something else he/she likes better? e. Do you think he/she can control him/herself when he/she refuses to do something?

(*continued*)

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Table 8.3 *Questions to Consider Asking Parents When Assessing Noncompliance and Aggression (continued)*

6. Do you believe that other kids are better at listening to what their parents ask them to do than your son/daughter?
7. Does his/her teacher complain that he/she does not listen?
8. Does it bother you when he/she doesn't listen? What are your feelings?
9. What do you do when he/she doesn't listen to you? How does he/she react then?
10. In your family/culture, is it acceptable for a child to not listen to his or her parents?
11. What would/did your parents tell you to do when your son/daughter behaves this way? Do you agree with them?
Anger and Aggression
12. Does your son/daughter get angry very often?
13. What situations make him/her angry? Probes: *Not getting what he/she wants, not being able to do something that is hard for him/her, think that something is meant to annoy or hurt him/her when it is really an accident.*

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Table 8.3 *Questions to Consider Asking Parents When Assessing Noncompliance and Aggression (continued)*

14. How often does he/she get angry?
15. What does he/she do when he/she is angry? Probes: *Yell at people, physical aggression, tantrum, destroy property*
16. Do you think he/she can control his/her anger?
17. How often does your son/daughter fight with his/her brother or sister?
18. Is this fighting mostly arguing or do they fight physically? Tell me about a fight that happened recently.
19. Does anyone get hurt?
20. Does your son/daughter hit you or your spouse? Tell me about a time when that happened. What happened before he/she hit you, and what did you do?
21. Are you or your spouse afraid of him/her?
22. What do you do when he/she gets angry and fights with people?

(*continued*)

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Table 8.3 *Questions to Consider Asking Parents When Assessing Noncompliance and Aggression (continued)*

23. When he/she is no longer angry, what does he/she do? Probes: Apologize, justify his/her actions
24. Does the teacher or principal tell you that he/she fights at school?
25. What do the teacher or principal do when he/she fights?
26. Are you concerned that he/she will be kicked out of school or have to go to a special class or school because of fighting?
27. Are you concerned that he/she will get in trouble with the law?

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Table 8.4 *Questions to Assess Anxiety and Depression*

1. What are the things your son/daughter likes to do?
2. Are there things he/she used to like to do but now does not seem to?
3. What are the things your son/daughter does not like to do?
4. What are the things your son/daughter refuses to do even when you tell him/her to do these things?
5. Why do you think he/she refuses to do these things? Probes: Is he/she afraid? Stubborn? Is it hard for him/her?
6. If you make him/her do these things, how does he/she react? Probes: Gets very upset, cries, tantrums, complains that he/she is sick (headache, stomach ache).
7. What do you do then?
8. Does your son/daughter believe that he/she is a good person?
9. Does he/she feel proud when he/she does something well?

(*continued*)

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Table 8.4 *Questions to Assess Anxiety and Depression (continued)*

10. All children are afraid of some things. What things are your son/daughter afraid of?
11. Does your son/daughter like to talk with other children? Adults?
12. Does he/she talk a lot at home? Who does he/she talk to? What language does he/she speak when he/she talks?
13. Is he/she shy?
14. When you are spending time with family and friends and there are other children there, does he/she talk with them and play with them?
15. When you and your spouse need to go out, who stays with your children? Is your son/daughter upset when that happens? Is he/she upset if he/she has to stay at home alone?
16. When do your son/daughter eat? Probes: Has many small meals or snacks, meals with family.
17. Do you have to persuade him/her to eat his/her food?
18. Does he/she eat the same foods as the rest of the family?
19. Does he/she eat enough? too much?

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Table 8.4 *Questions to Assess Anxiety and Depression (continued)*

20. What time does your son/daughter go to bed?
21. Do you do any things every night before bed? Probes: Read or tell a story; sing a song; hugs and kisses
22. What happens at bedtime? Probes: Goes to sleep right away, resists, wants to sleep with others and will otherwise not go to bed.
23. Does he/she wake up a lot at night?
24. Does he/she complain about having bad dreams? Probe: Dreams of potential traumatic events
25. Is it hard for him/her to get out of bed in the morning?
26. Does your son/daughter cry or get upset a lot?
27. What things upset him/her?
28. Does your son/daughter talk about dying or killing him/herself?

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Table 9.2 *Simple Report Template*

Report for _____ (Child's Name), _____ (Date of Birth)

_____ (Psychologist's Name)

_____ (Assessment Date)

You are good at	**It is hard for you to**	**These things are hard because**
■ A ■ B ■ C ■ D ■ E	■ A ■ B ■ C ■ D ■ E	■ A ■ B ■ C ■ D ■ E

You learn best when	**Things that teachers, tutors, and parents can do to help**
■ You A ■ You B ■ You C ■ By D ■ You E ■ When you F	■ Help you A ■ Tell you B ■ Explain C ■ Teach you how to D ■ Take you to E ■ Let you F ■ Show you G

Things you can do to help yourself

■ Keep on A ■ Go to B ■ Bring C ■ Go over D ■ Ask for E ■ Work on F ■ Practice G	■ Send H ■ Join I ■ Try to J ■ Watch K ■ Talk to L ■ Ask for help with M

Note: Substitute the child's name if parents are the audience for this report (e.g., ___ is good at). In that case, the title of the fifth box should be Things that teachers and tutors can do to help ____, and the sixth box is Things that you can do to help ____.

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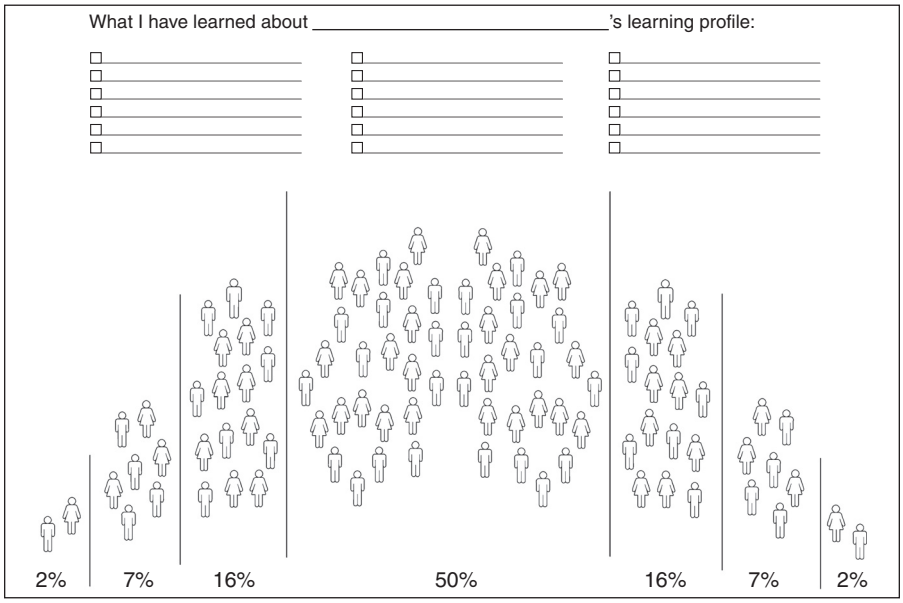

Figure 9.2 ***Embellished normal curve for use in feedback interviews.***

Note: We use this version of a normal curve in feedback interviews with parents. Prior to the interview the psychologist writes a list of specific areas of child functioning (e.g., vocabulary, working memory, word-level reading, math calculation) on the lines at the top of the figure and, using pencil crayons or markers, colors the box. During the interview, the psychologist marks the stick persons corresponding to the child's percentile score in the various areas of functioning with the appropriate color.

Source: This unpublished version of a normal curve embellished with diagrams of people was created by Dr. Avigail van Ram, a psychologist employed by the Toronto District School Board, and is printed with her permission.

There are variations of this embellished normal curve on the following Internet sites: http://www.pacificcoastspeech.com/resources.html and http://somethingtotalkaboutslp.blogspot.ca/2013/12/handy-dandy-bell-curve.html.

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