

## **Description of the Bilingual Classroom Communication Profile Teacher Interview by SLP**

**Student's Name:**

**Date:**

Teacher/Staff:

Grade:

Language at home/school:

Dialect variation:

Speech-Language Pathologist's name:

**Background Information** – The first step in using the Bilingual Classroom Communication Profile (BCCP) is to collect information about the student's background:

1. Names of individuals residing in the home with the student and their relationship to the student.
  
2. Countries where the student has resided. The time period of residence should be recorded for each country listed.
  
3. First language or languages learned by the student.
  
4. Language used most often by the student both at home and at school.
  
5. Individuals who are responsible for caring for the student. The name, relationship to the student, and language(s) spoken by each of these individuals should be recorded.
  
6. Date and circumstances in which the student was first exposed to English.
  
7. Previous schools attended, location of these schools and dates of attendance.

**Health Information:**

1. Specific health concerns:
  
2. Results of hearing and vision screening tests:

**Instructional Strategies:** Special programs in the regular classroom that are available to students (e.g., tutors, ESL, etc.) and classroom modifications made to accommodate the student (e.g., preferential seating, special materials used, etc.)

**Classroom Language Use:** – The student’s performance in this section of the BCCP is evaluated by asking the parent/teacher to respond “Yes”, or “No”, or “I don’t know” to each item. Performance is evaluated separately in English and in the home language.

1. Answers simple questions about everyday activities
  
2. Communicates basic needs to others
  
3. Interacts appropriately and successfully with peers
  
4. Tells a simple story, keeping the sequence and basic facts accurate
  
5. Describes familiar objects and events
  
6. Maintains a conversation appropriately

**School Social Interaction Problems:** A plus (+) is recorded on the record form for each statement that describes the child accurately, and a minus (-) is recorded for each statement that is false. Responses should be based on observations of the student during interactions with peers from a similar cultural and linguistic background.

1. Communicates ineffectively with peers in both English and the home language

2. Often plays alone
3. Is ridiculed or teased by others
4. Is often excluded from activities by peers
5. Does not get along well with peers

**Language and Learning Problems:** The parent/teacher indicates areas of concern by responding "Yes", or "No", or "I don't know" to each item.

*Items 1-10 in this sections provide an "overall performance summary."*

1. Appears to have difficulty communicating in English
2. Appears to have difficulty communicating in the primary language
3. Has difficulty learning when instruction is provided in English
4. Has difficulty learning when instruction is provided in the primary language
5. Acquires new skills in English more slowly than peers
6. Acquires new skills in the primary language more slowly than peers
7. Shows academic achievement significantly below his/her academic English language proficiency, as assessed by an ESL or bilingual professional
8. Is not learning as quickly as peers who have had similar language experiences and opportunities for learning

9. Has a family history of learning problems or special education concerns

10. Parents state that student learns language more slowly than siblings

*Items 11 through 26 are used to pinpoint specific problems observed.*

11. Rarely initiates verbal interaction with peers

12. Uses gestures and other nonverbal communication (on a regular basis) rather than speech to communicate

13. Is slow to respond to questions and/or classroom instructions

14. Is not able to stay on a topic: conversation appears to wander

15. Often gives inappropriate responses

16. Appears to have difficulty remembering things

17. Does not take others' needs or preferences into account

18. Has difficulty conveying thoughts in a clear, organized manner

19. Appears disorganized much of the time

20. Appears confused much of the time

21. Has difficulty paying attention even when material is understandable and presented using a variety of modalities
22. Has difficulty following basic classroom directions
23. Has difficulty following everyday classroom routines
24. Requires more prompts and repetition than peers to learn new information
25. Requires a more structured program of instruction than peers
26. Has gross and/or fine motor problems

**Environmental Influences and Language Development:** The parent/teacher indicates areas of concern by responding "Yes", "No", or "I Don't Know" to each item on the record form.

1. Has the student had frequent exposure to literacy-related materials (e.g., books) in the primary language?
2. Has the student had sufficient exposure to the primary language to acquire a well-developed vocabulary in that language?
3. Was the student a fluent speaker of the primary language when he/she was first exposed to English?
4. Have the student's parents been encouraged to speak and/or read in the primary language at home?
5. Has the student's primary language been maintained in school through bilingual education, tutoring or other language maintenance activities?
6. Does the student show an interest in interacting in his/her primary language?

7. Has a loss of proficiency in the primary language occurred because of limited opportunities for continued use of that language?
8. Does the student have frequent opportunities to speak English during interactions with peers at school?
9. Has the student had frequent opportunities to visit libraries, museums, and other places in the community where opportunities for language enrichment and learning are available?
10. Has the student had frequent, long-term opportunities to interact with fluent English speakers outside of the school environment?

**Impressions from Classroom Observations:** The teacher is asked to respond to questions designed to elicit descriptive information about the child's performance.

1. To what extent does the student have difficulty learning in school because of limited proficiency in English?
2. Do you feel that this student requires a different type of instructional program than other students who have had similar cultural and linguistic experiences? Please explain.
3. Briefly summarize the communication and learning problems observed in the school setting.