Language Assessment of Bilingual Children: Evidence and Implications

INTRODUCTION

This program focuses on core principles and procedures that guide valid language assessments with developing bilingual children. Developing bilinguals are operationally defined within the U.S. context as children who have consistent experiences with languages other than, or in addition to, English. The course translates available research into best practices for answering key clinical questions: Do the child’s abilities in language fall outside the expected range? If so, how and why do they differ from his or her peers’ language abilities? What is needed to improve the child’s language abilities? Is a current language-training program working? The presenter uses case studies to illustrate the assessment process and highlight available resources.

LEARNING OUTCOMES

You will be able to:

- use empirical evidence to inform assessment practices with bilingual children
- discuss core principles that guide assessment with linguistically diverse learners
- describe procedures for data collection and interpretation when assessing language in bilingual children
- explain threats to valid assessments with bilingual children
- identify resources to be used in the assessment of developing bilingual children

CONTENTS

Chapter 1: Language Assessment Overview.................................................................3
Chapter 2: Typical Bilingual Learners......................................................................8
Chapter 3: Language Impairment and Bilingual Learners........................................17
Chapter 4: Five General SLP Actions for Valid Assessment.....................................29
Chapter 5: Data Gathering Procedures .................................................................39
Chapter 6: Interpreting Data for Clinical Decisions ...............................................52
Chapter 7: Case Studies .........................................................................................55
Final Thoughts .........................................................................................................57
References...............................................................................................................59
Internet Resources..................................................................................................65
PROGRAM HISTORY and IMPORTANT INFORMATION

Original start date: March 28, 2014  
Peer reviewed: January 24, 2014; December 25, 2016  
End date: April 9, 2021

To earn continuing education credit, you must complete the test with a passing score on or before April 9, 2021.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.3 ASHA CEUs (Intermediate level, Professional area).