Practical Assessment and Treatment Strategies for English Language Learners With Language Impairments

INTRODUCTION

Many SLPs face the challenge of assessing and evaluating English language learners (ELLs) whose primary language they do not know in order to ascertain whether students are manifesting a language difference or a language impairment. There are no formal tests to administer to ELLs who speak a language such as Vietnamese, Tagalog, or Russian, but SLPs must find a way to evaluate the student in a legal, nonbiased manner. In this session, Celeste Roseberry-McKibbin provides practical tools that SLPs can use with ELLs ages 3-18 from any language background. The course also touches on intervention, specifically language of intervention and practical strategies for increasing the vocabulary skills of ELLs with language impairments.

LEARNING OUTCOMES

After completing this session, you will be able to:

- use a specific questionnaire to interview the parent of an ELL with a potential language impairment
- use practical tools (handouts) to evaluate the language skills of an ELL from any language background
- explain why bilingual intervention is ideal for an ELL with a language impairment

PROGRAM HISTORY AND IMPORTANT INFORMATION

Original program date: November 13, 2015
Peer reviewed: June 19, 2017
End date: June 19, 2020

To earn continuing education credit, you must complete the learning assessment on or before June 19, 2020.

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 0.05 ASHA CEUs (Intermediate level, Professional area).
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*