Serving Clients From Diverse Backgrounds: Speech-Language Difference vs. Disorder

INTRODUCTION

Currently, more than a fifth of school-age children speak a language other than English at home, and the population of English language learners will continue to grow. SLPs need to conduct assessments that will determine whether speech-language production errors are indicative of a disorder or the result of the normal process of second language acquisition. We must then provide treatment that supports the needs of diverse learners. This course will provide an easy-to-use framework to distinguish speech-language disorders from speech-language differences as well as introduce practical interventions SLPs can use immediately to support English language learners.

LEARNING OUTCOMES

After completing this session, you will be able to:

- describe and apply a framework to differentiate speech-language errors from speech-language disorders
- identify appropriate speech and language goals to support English language learners
- identify and describe effective speech- and literacy-based language treatment strategies that yield optimal outcomes for diverse learners

PROGRAM HISTORY and IMPORTANT INFORMATION

Original recording date: November 18, 2016
End date: November 18, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before November 18, 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*