Using Language Sample Analysis to Assess Adolescents

INTRODUCTION

Spoken and written communication skills are vital to academic and vocational success. Teenagers in middle and high school are presented with increasingly complex information and must be able to use language appropriately to understand, explain, and apply this information in a variety of ways. This journal self-study discusses what is known about how early speech sound disorders and language impairments—whether resolved or not—may affect language and literacy outcomes during adolescence. In addition, this course explores how spoken and written language sample analysis can be conducted with teens, considerations for including critical thinking tasks during language sample analysis, and what information can be obtained from such analyses. Clinicians will come away with a better understanding of ways to implement language sampling in their clinical practice and of the importance of going beyond standardized testing to fully assess adolescents.

LEARNING OUTCOMES
You will be able to:
- explain how speech sound disorders and language impairment during early childhood may affect language and literacy outcomes during adolescence
- list the benefits and challenges of conducting spoken and written language sample analyses
- describe the advantages of incorporating critical thinking tasks into language sample analysis
- explain the different types of language samples that can be obtained during assessment
- discuss the general procedures for obtaining and analyzing spoken and written language samples, via both manual and computerized means

CONTENTS

Adolescent Outcomes of Children With Early Speech Sound Disorders With and Without Language Impairment, by Barbara A. Lewis, Lisa Freebairn, Jessica Tag, Allison A. Ciesla, Sudha K. Iyengar, Catherine M. Stein, and H. Gerry Taylor.................................................................CE-1

Using Language Sample Analysis to Assess Spoken Language Production in Adolescents, by Jon F. Miller, Karen Andriacchi, and Ann Nockerts.................CE-14
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Critical Thinking about Fables: Examining Language Production and Comprehension in Adolescents, by Marilyn A. Nippold, Megan W. Frantz-Kaspar, Paige M. Cramond, Cecilia Kirk, Christine Hayward-Mayhew, and Melanie MacKinnon

Procedures for Obtaining and Analyzing Writing Samples of School-age Children and Adolescents, by Johanna R. Price and Sandra C. Jackson

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Original start date: May 14, 2015
End date: July 27, 2020

To earn continuing education credit, you must complete the test with a passing score on or before July 27, 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 0.45 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

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