Assessment and Intervention for Speakers of Nonmainstream English Dialects

INTRODUCTION

Distinguishing between language disorder and language difference can be a challenge when a child speaks a nonmainstream English dialect. This journal self-study presents research findings that clinicians can implement with this population in their practice. Two of the articles examine modifications to scoring procedures to correct for dialect in assessments for language impairment. The third article explores the validity of a dialect-sensitive assessment tool. The final article examines the effects of a curriculum designed to teach dialectal differences. In total, the assessment and intervention strategies and tools discussed in these articles will allow SLPs to deliver more effective services and promote academic success for children who speak nonmainstream English dialects.

LEARNING OUTCOMES

You will be able to:

- discuss scoring modifications that can be used when assessing children who speak nonmainstream English dialects
- describe a spontaneous language tool designed to identify language impairment in 3-year-olds who speak African-American English
- describe a pre-kindergarten curriculum that effectively uses contrastive analysis to promote comprehension and production of mainstream English dialect

CONTENTS

Language Assessment With Children Who Speak Nonmainstream Dialects: Examining the Effects of Scoring Modifications in Norm-Referenced Assessment, by Alison Eisel Hendricks and Suzanne M. Adlof ............................................................ CE-1

Sentence Recall by Children With SLI Across Two Nonmainstream Dialects of English, by Janna B. Oetting, Janet L. McDonald, Christy M. Seidel, and Michael Hegarty ............................................................................................................ CE-16

Comparison of African American Children's Performances on a Minimal Competence Core for Morphosyntax and the Index of Productive Syntax, by Ida J. Stockman, Brandi L. Newkirk-Turner, Elaina Swartzlander, and Lekeitha R. Morris .................................................................................................................... CE-28


Supplemental Materials ............................................................................................... CE-55

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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Start date: September 12, 2017
End date: May 12, 2024

To earn continuing education credit, you must complete the test with a passing score on or before May 12, 2024.

This course is offered for 0.45 ASHA CEUs (Intermediate level, Professional area).