
Advancements in Pediatric Single-Word Speech Assessment

INTRODUCTION

As caseloads grow and diversify, clinicians may question whether they are equipped with the necessary tools to address changing demands when it comes to working with children with speech sound disorders. The single-word naming task is a basic component of pediatric speech production assessment, but is there an adequate evidence base behind the use of single-word naming tools for all populations served? Are the items found in these assessments necessary and sufficient to diagnose speech sound disorders? The four articles in this journal self-study address such questions.

The first article uses item response theory to examine which single-word items in a standardized assessment are most clinically informative. The second article is a systematic review of current speech sound production practices for children with autism spectrum disorder and ends with recommendations for assessment with this population. The third article examines whether assessments that are normed on monolingual kindergarteners are diagnostically sensitive for bilingual children with suspected speech sound disorders. Lastly, the fourth article reviews the relatively new literature on polysyllable assessment and provides detailed procedures for implementation.

LEARNING OUTCOMES

You will be able to:

- discuss the utility of item response theory to develop effective screening tools for speech sound disorders
- recommend best practices for assessing speech production in children with autism spectrum disorder based on the literature
- summarize evidence supporting the use of traditional phonological assessment measures for bilingual kindergarteners
- describe the benefits, evidence base, and methods involved in polysyllable assessment

CONTENTS

Applying Item Response Theory to the Development of a Screening Adaptation of the Goldman-Fristoe Test of Articulation—Second Edition, by Tim Brackenbury, Michael J. Zickar, Benjamin Munson, and Holly L. Storkel CE-1

A Systematic Review of Speech Assessments for Children With Autism Spectrum Disorder: Recommendations for Best Practice, by Kate Broome, Patricia McCabe, Kimberley Docking, and Maree Doble CE-9

Diagnostic Accuracy of Traditional Measures of Phonological Ability for Bilingual Preschoolers and Kindergarteners, by Leah Fabiano-Smith and Katherine Hoffman CE-28

Tutorial: Assessment and Analysis of Polysyllables in Young Children, by Sarah Masso, Sharynne McLeod, and Elise Baker..... CE-42

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA's scholarly journals

Start date: May 1, 2018

End date: May 1, 2021

To earn continuing education credit, you must complete the test with a passing score on or before **May 1, 2021**.

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ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.4 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