Identifying Developmental Language Disorder in Linguistically Diverse Schools

INTRODUCTION

Although clinicians have long understood the risks of misidentifying an English learner or nonmainstream dialect speaker with language impairment, research to date has lacked a more nuanced view of assessment within diverse populations. Specifically, practitioners need the knowledge and tools to diagnose “disorder within difference,” a concept that is introduced and then exemplified in this journal self-study course, based on a Language, Speech, and Hearing Services in Schools clinical forum. The authors of the articles examine a variety of assessment and screening tools used with children of varying linguistic backgrounds, including speakers of rural southern dialects, speakers of African American English, and Spanish-English bilingual children.

LEARNING OUTCOMES

You will be able to:

- summarize evidence regarding the use of diagnostic and screening tools for speakers of nonmainstream English as well as modifications that enhance the sensitivity and specificity of these tools
- explain the potential clinical implications of the relationship between dialect density, oral language, and reading in speakers of African American English
- discuss how ability group and language competence interact in morphological development in English learners and the language sample analysis tools that most effectively assess this development

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Prologue: Toward Accurate Identification of Developmental Language Disorder Within Linguistically Diverse Schools, by Janna B. Oetting .........................CE-1

Classification Accuracy of Teacher Ratings When Screening Nonmainstream English-Speaking Kindergartners for Language Impairment in the Rural South, by Kyomi D. Gregory and Janna B. Oetting .........................................................CE-6

The Impact of Dialect Density on the Growth of Language and Reading in African American Children, by Julie A. Washington, Lee Branum-Martin, Congying Sun, and Ryan Lee-James ..........................................................CE-20

A Multiyear Population-Based Study of Kindergarten Language Screening Failure Rates Using the Rice Wexler Test of Early Grammatical Impairment, by Brian Weiler, C. Melanie Schuele, Jacob I. Feldman, and Hannah Krimm ............CE-36

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ASHA Self-Study 3360
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in *Language, Speech, and Hearing Services in Schools*

**Start date:** August 6, 2018  
**End date:** August 6, 2021

To earn continuing education credit, you must complete the test with a passing score on or before **August 6, 2021**.

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This course is offered for **0.65** 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*