Assessing School-Age Children With Language Disorders

INTRODUCTION

Language is a highly complex human behavior, and yet SLPs often are expected to assess children for language disorders by administering a single, standardized test. However, this "one-size-fits-all" approach often yields inadequate results. This webinar will describe steps to help SLPs develop clear rationales and clinical decision-making strategies to assess fundamental language skills more effectively and facilitate intervention planning. The speaker will identify and discuss models that align the clinical questions underlying an evaluation with desired diagnostic outcomes.

LEARNING OUTCOMES

You will be able to:

• describe models of assessment related to language disorders
• explain how the psychometric properties of standardized tests can be targeted to accomplish diagnostic goals
• integrate test data with clinical observation to determine diagnostic outcomes
• align diagnostic assessment approaches/outcomes with recommendations for intervention

CONTENTS

Video:
Conceptual Framework and Models of Assessment
Goals of Assessment
Standardized Tests: Construction, Selection, and Interpretation
Assessment Protocols for Younger vs. Older Children
Scenarios for Discussion

Handouts
PPT slides
Normal distribution curve
Select references
Chat transcript
Two articles from Perspectives of the ASHA Special Interest Groups

PROGRAM HISTORY AND IMPORTANT INFORMATION

Live webinar date: September 13, 2018
Peer reviewed: April 2019
End date: September 14, 2024
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To earn continuing education credit, you must complete the learning assessment by September 14, 2024.

This course is offered for 0.2 ASHA CEUs (Intermediate level, Professional area).