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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Procedures for Obtaining and Analyzing Writing Samples of School-age Children and Adolescents, by Johanna R. Price and Sandra C. Jackson ............. CE-41

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Original start date: May 14, 2015
End date: May 17, 2021

To earn continuing education credit, you must complete the test with a passing score on or before May 17, 2021.

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 0.45 ASHA CEUs (Intermediate level, Professional area).