



Language Assessment Strategies for Culturally/Linguistically Diverse Children

Presented by: Teresa Girolamo, PhD

Tuesday, November 15, 2022
2:00 p.m. to 3:00 p.m. Eastern Time

Sponsored by NCS Pearson, Inc.

Course Description

Though clinicians and researchers strive to conduct fair and equitable assessment, it is impossible to know each and every child's cultural and linguistic background. This session provides an overview of an approach to interpret and use language assessment performance for culturally and linguistically diverse (CLD) school-age children. This intermediate-level course will cover how to take into account a child's cultural and linguistic background from pre- through post-assessment and how clinicians and researchers can accumulate evidence to support appropriate evaluations about language ability of CLD children. In turn, more valid conclusions lead to better decision-making and quality of care.

Learner Outcomes

As a result of this activity, the participants will be able to:

1. Describe two ways in which consideration of culturally and linguistically diverse identities should guide language assessment.
2. List three strategies for being responsive to the identities of culturally and linguistically diverse school-age children.
3. Apply a unified model of validity to language assessment of culturally and linguistically diverse school-age children.

Time-ordered Agenda

2:00 p.m. – 2:10 p.m.	Considerations when assessing culturally and linguistically diverse children
2:10 p.m. – 2:20 p.m.	How to be responsive to the identities of culturally and linguistically diverse children
2:20 p.m. – 2:30 p.m.	A unified model of validity
2:30 p.m. – 2:45 p.m.	Case studies
2:45 p.m. – 2:50 p.m.	Conclusion
2:50 p.m. – 3:00 p.m.	Questions & Answers

About the Presenter

Teresa Girolamo, PhD, is a postdoctoral fellow at the University of Connecticut and an incoming assistant professor in the School of Speech, Language, and Hearing Sciences at San Diego State University. Her research involves language acquisition in individuals with language impairment, particularly in autistic Black, Indigenous, and Other People of Color (BIPOC) adolescents and young adults and non-autistic individuals with developmental language disorder, as well as efficacious strategies for language assessment.

Disclosure

Financial: Teresa Girolamo, PhD is the presenter of this webinar. She will receive a speaker fee for this presentation.

Non-financial disclosure: There are no relevant non-financial relationships to disclose.

The Pearson Assessment Division, the sponsor of this webinar, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. Course information will include information that pertains to the effective and appropriate use and interpretation of the Comprehensive Assessment of Spoken Language (2nd ed.; CASL-2), Clinical Evaluation of Language Fundamentals (5th ed.; CELF-5), Expressive Vocabulary Test (3rd ed.; EVT-3), Oral and Written Language Scales (2nd ed.; OWLS-2), Preschool Language Scales (5th ed.; PLS-5), Peabody Picture Vocabulary Test (5th ed.; PPVT-5), Test of Early Language Development (4th ed.; TELD-4), and the Test of Language Development-Primary (5th ed.; TOLD-P:5).



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0.1 ASHA CEUs

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