



Department of Communication Sciences & Disorders
presents



Elizabeth Peña, Ph.D., CCC-SLP

Diagnostic Decision Making for Bilingual Children

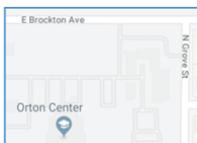
Thursday, October 18, 2018, 6:00 - 9:30 P.M.



Orton Center, University of Redlands

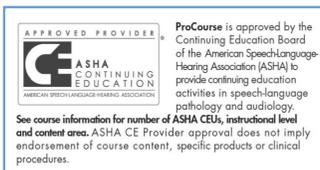
<http://www.redlands.edu/contact-us/campus-map>

Free parking in lots on E. Brockton Ave. and Grove St.



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Event is open to the public, free of charge.



This course is offered for 0.3 ASHA CEU
(intermediate level, professional area).

SLP professionals seeking continuing education (CEUs) will need to pay a \$50 processing fee (check only, made payable to the University of Redlands, paid only on site the night of the event. There will be no pre-registration). Certificates of Completion will be given out at the end of the event. To earn ASHA CEUs, participants must be present for the entire event, and must complete an ASHA CEU Participant Form.

Course description:

The diagnosis of developmental language disorder (DLD) in bilingual children is challenging. It is best practice to test bilinguals in both of their languages. But how do we systematically combine the data from two languages to make diagnostic decisions? Through hands-on case studies, participants will evaluate patterns of performance of bilingual Spanish-English speakers to determine whether performance is indicative of a language difference or language disorder. We will focus on evaluation of narrative language samples for grammaticality and narrative structure; evaluate history of language use and current language use, and examine patterns of performance using standardized testing using the BESA. Through case studies we will discuss how to put this information together to make clinical decisions. We compare classification accuracy for each domain when using one language alone and when used in combination.

Upon completion of this course, participants will be able to:

1. Identify markers of impairment appropriate for identification of DLD in Spanish and English
2. Score narrative structure given narrative samples in Spanish and English
3. Describe methods to combine information across Spanish and English to make clinical recommendations

Outline:

- Overview
- Language history and current use/exposure questionnaires
- Review, score and interpret standardized test of morphosyntax and semantics
- Present case studies
- Q & A and wrap-up

Dr. Elizabeth Peña is a Professor in the School of Education at the University of California, Irvine. She is a certified Speech-Language Pathologist and a Fellow of the American Speech Language Hearing Association. Her research focuses on two lines of inquiry that address the goal of differentiating language impairment from language difference: dynamic assessment and semantic development in bilinguals. Dynamic assessment tests the ability to learn new language skills. In contrast, standardized tests assess what children already know. The advantage of focusing on learning is that it greatly reduces bias by not assuming lack of knowledge is lack of ability. In the semantics area, she is interested in how children from diverse linguistic backgrounds learn new language skills and how they lexicalize their conceptual knowledge across two languages. Through careful qualitative and description of bilingual children's performance, she is currently focusing on potential in children. Outcomes of these lines of study have resulted current in publication of the *Dynamic Assessment and Intervention: Improving Children's Narrative Abilities* protocol and the *Bilingual English Spanish Assessment* test.

Relevant financial and non-financial disclosures: Dr. Peña will receive an honorarium for this course and receives royalties for *Dynamic Assessment and Intervention: Improving Children's Narrative Abilities* protocol and the *Bilingual English Spanish Assessment* test, which will be discussed during this workshop. There are no relevant non-financial disclosures.