

PEARSON NEW INTERNATIONAL EDITION

**Diagnosis and Evaluation
in Speech Pathology**

**William O. Haynes Rebekah H. Pindzola
Eighth Edition**

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Assessment of Children with Limited Language

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Assessment of School-Age and Adolescent Language Disorders

This chapter discusses the period when the child becomes a *language partner* through the use of semantic and grammatical rules. Finally, we will consider the child's becoming a *conversational partner*, as pragmatic rules are developed to regulate the social use of language in a conversational context.

This chapter focuses on children who are speaking at the sentence level but may have difficulty with syntactic rules and who may also have deficiencies in semantics, pragmatics, metalinguistics, morphology, reading, writing, cognitive abilities, and general language processing. We are interested in evaluating biological bases of communication, obtaining background information, performing standardized and nonstandardized testing, and evaluating the environments relevant to the child's communication. The areas of nonstandardized testing and evaluating relevant environments address pertinent aspects of the World Health Organization ICF model.

Table 1 lists some common symptoms of language disorders in school-age and adolescent students. One can see that these symptoms span all areas of language and include comprehension as well as production impairments. There are also phonological disorders in this population. When assessing morphosyntactic development, it is especially important to perform a careful evaluation of not only linguistic skills, but phonological abilities as well. The ability to produce final consonant clusters is certainly related to adding bound morphemes; however, it has been found that children with phonological disorder in addition to language impairment are at risk for morphosyntactic difficulties whether they can produce final consonant clusters or not (Haskill & Tyler, 2007).

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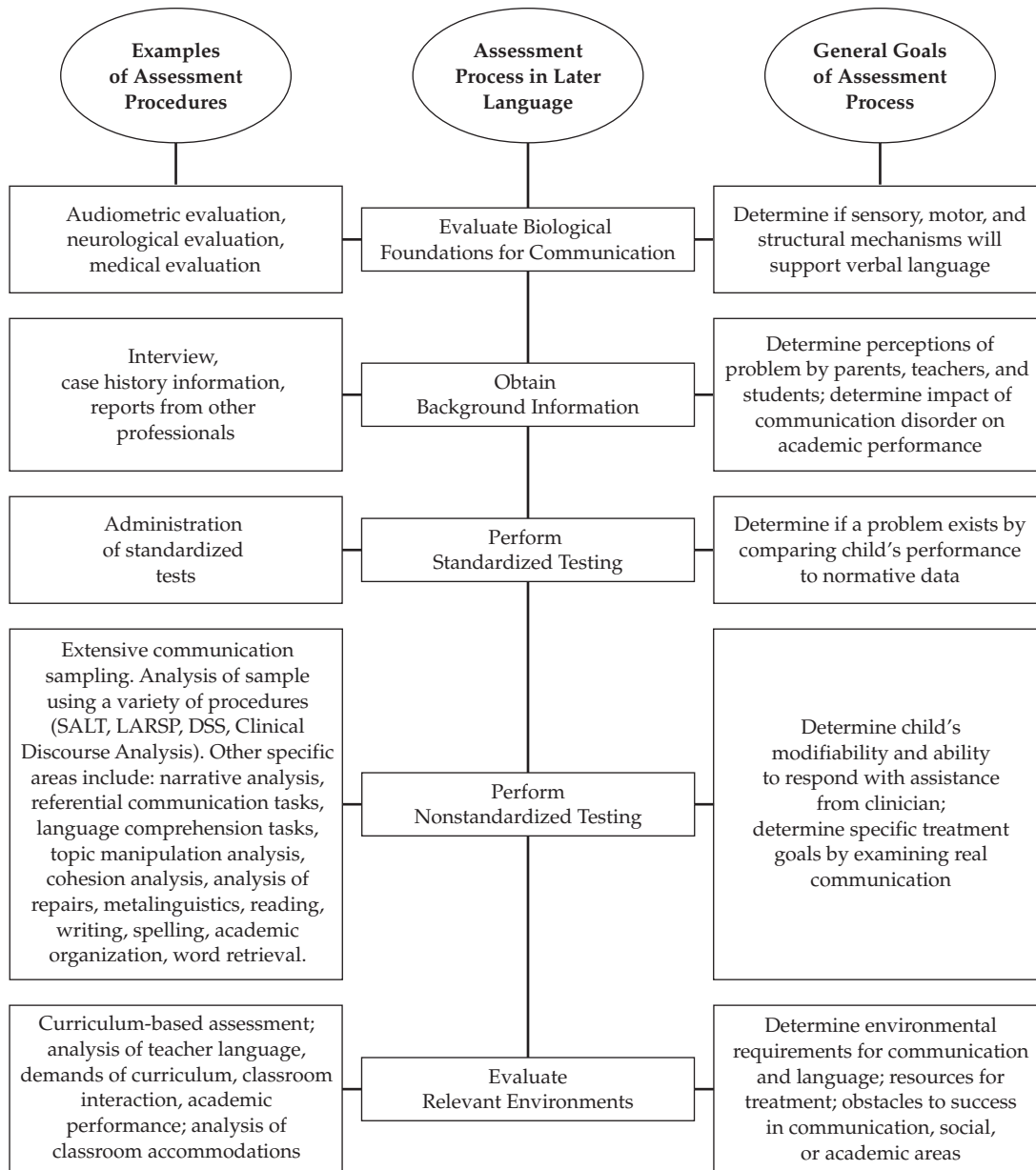


FIGURE 1 Critical assessment process in later language.

Some of the symptoms in Table 1 are rather gross linguistic errors that would be easily detected in conversation (e.g., syntactic rule violations), whereas other errors are rather subtle and discernible only with specialized communication sampling. Standardized tests may not reveal a subtle linguistic impairment in a school-age child (Plante & Vance, 1995). It is not unusual for an elementary-level student to pass many formal language tests and yet exhibit a significant