Development of a Language Impairment Screener for Spanish Speaking Children (SSLIC): Phase 1 – Task Development

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Problem/Need

- Current measures available to screen Spanish speakers are very limited and of poor quality
  - Spanish Preschool Language Scale – 4th Ed
  - Developmental Indicators for the Assessment of Learning – 3rd Ed Spanish
- Under identification of LI of pre-schoolers and kindergartners in minority language contexts
- Over identification of LI of school age children in minority language contexts

Purpose

- To develop a measure to screen Spanish speakers ages 4 to 8 years that:
  - Is valid and reliable for the purpose of identifying children at risk for LI across different Spanish dialects, socioeconomic groups and ethnicities
  - Uses a Spanish LI model rather than an English language developmental model
  - Is easy to administer and score by paraprofessionals in schools in the US
- Can be used as a universal screening instrument in pre-kindergarten and kindergarten
- Can be used as a screening tool for speech-language pathologists for 1st and 2nd graders

Time Frame for Development

Year 1 – Phase I (n=400)
- Develop tasks 1, 2 and 3 (Rapid naming, morphology, sentence repetition)
- Analyses - Descriptive Statistics (Mean, Std. Dev.); Item-total correlations; Contingency tables; and Cognitive task analysis

Year 2 – Phase II (n=400)
- Develop tasks 4, 5, and 6 (nonword repetition, word learning, word association)
- Analyses - Descriptive Statistics (Means, SDs); Item-total correlations; Contingency tables; and Cognitive task analysis

Year 3 – Phase III (n=700)
- Generate and validate tasks
- Analyses - Descriptive Statistics (Means, SDs); SEM/CFA; Coefficient Alpha; Correlation & Regression; ROC & Classification Analysis; Logistic Regression; Hasts

Year 4 – Phase III (n=2000)
- Validate screener, develop decision rules
- Analyses - Descriptive Statistics (Means, SDs); SEM/CFA; Coefficient Alpha; Correlation & Regression; ROC & Classification Analysis; Logistic Regression; Hasts

Analyses

- Descriptive Statistics (Means, SDs); SEM/CFA; Coefficient Alpha; Correlation & Regression; ROC & Classification Analysis; Logistic Regression; Hasts

Discussion

- Speed and accuracy of automatic lexical retrieval in typically developing monolingual and bilingual children is not differentiating groups, possibly due to the influence of second language
- Sentence repetition scored using words correct is working well in differentiating groups, especially at 5 and 6 years of age
- All morphology tasks are working well, especially at 5 and 6 years of age
- Specific item type patterns are not clear, indicating that SLI in Spanish reflects more of a performance than linguistic deficit (Barongan et al., 2000)

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