Title: Bilingual Assessment Practices of Speech-Language Pathologists in Virginia

Abstract: This study investigated SLPs’ processes when identifying second language acquisition or disorder as well as determining assessment and/or intervention recommendations. It focused on minority language children (i.e., those who are bilingual, speak only their home language, or have limited English proficiency) and how these students are identified using standardized and non-standardized assessment measures. The intent of this study was to examine how speech-language pathologists identify bilingual and English language learner’s (ELLs) language acquisition, proficiency, and concerns regarding assessment in school age children. Focus was placed on how SLPs identify and determine typical language development and language impairment in bilingual and/or ELL students, specifically assessing language acquisition, proficiency, and concerns regarding assessment in the school age population. Furthermore, the study examined cultural competency, investigating SLPs’ processes when identifying second language acquisition or disorder as well as determining assessment and/or intervention recommendations for students in Virginia public school settings.

Bio: Seijra Toogood is an Assistant Professor in the Communicative Sciences Disorders Department at Hampton University. She has worked in the public schools for 22 years and has a wealth of knowledge around bilingualism, recently completing her dissertation in bilingual assessments at Nova Southeastern University. Seijra is a Past President of the Speech-Language Hearing Association of Virginia (SHAV), Communication Disorders Foundation (CDF) Board Member and member of the Committee of Ambassadors for American Speech-Language Hearing Association (ASHA). She has also served as the Chair of the ASHA Government Affairs and Public Policy Board, focusing on advocacy efforts for the profession.