



VOLUME 25 ISSUE 1-2

The International Journal of

Early Childhood Learning

Design and Standardization of a Speech
and Language Screening Tool for Use
among School-Aged Bilingual Children in a
Minority Language Setting

MICHÈLE MINOR-CORRIVEAU, CHANTAL MAYER-CRITTENDEN, ROXANNE BÉLANGER, MANON ROBILLARD,
SIMON LAFLAMME, AND ALI REGUIGUI

THE INTERNATIONAL JOURNAL OF EARLY CHILDHOOD LEARNING

<http://thelearner.com>
ISSN: 2327-7939 (Print)
ISSN: 2327-8722 (Online)
<http://doi.org/10.18848/2327-7939/CGP> (Journal)

First published by Common Ground Research Networks in 2018
University of Illinois Research Park
2001 South First Street, Suite 202
Champaign, IL 61820 USA
Ph: +1-217-328-0405
<http://cgnetworks.org>

The International Journal of Early Childhood Learning
is a peer-reviewed, scholarly journal.

COPYRIGHT

© 2018 (individual papers), the author(s)
© 2018 (selection and editorial matter),
Common Ground Research Networks

All rights reserved. Apart from fair dealing for the purposes of study, research, criticism, or review, as permitted under the applicable copyright legislation, no part of this work may be reproduced by any process without written permission from the publisher. For permissions and other inquiries, please contact support@cgnetworks.org.



Common Ground Research Networks, a member of Crossref

EDITORS

Bill Cope, University of Illinois, USA
Mary Kalantzis, University of Illinois, USA

HEAD OF JOURNAL PRODUCTION

McCall Macomber, Common Ground Research Networks, USA

EDITORIAL ASSISTANT

Crystal Lasky Robinson, Common Ground Research Networks, USA

ADVISORY BOARD

The Learner Research Network recognizes the contribution of many in the evolution of the Research Network. The principal role of the Advisory Board has been, and is, to drive the overall intellectual direction of the Research Network. A full list of members can be found at <http://thelearner.com/about/advisory-board>.

PEER REVIEW

Articles published in *The International Journal of Early Childhood Learning* are peer reviewed by scholars who are active participants of The Learner Research Network or a thematically related Research Network. Reviewers are acknowledged in the corresponding volume of the journal. For a full list of past and current Reviewers, please visit <http://thelearner.com/journals/editors>.

ARTICLE SUBMISSION

The International Journal of Early Childhood Learning publishes biannually (June, December). To find out more about the submission process, please visit <http://thelearner.com/journals/call-for-papers>.

ABSTRACTING AND INDEXING

For a full list of databases in which this journal is indexed, please visit <http://thelearner.com/journals/collection>.

RESEARCH NETWORK MEMBERSHIP

Authors in *The International Journal of Early Childhood Learning* are members of The Learner Research Network or a thematically related Research Network. Members receive access to journal content. To find out more, visit <http://thelearner.com/about/become-a-member>.

SUBSCRIPTIONS

The International Journal of Early Childhood Learning is available in electronic and print formats. Subscribe to gain access to content from the current year and the entire backlist. Contact us at support@cgnetworks.org.

ORDERING

Single articles and issues are available from the journal bookstore at <http://cgscholar.com/bookstore>.

HYBRID OPEN ACCESS

The International Journal of Early Childhood Learning is Hybrid Open Access, meaning authors can choose to make their articles open access. This allows their work to reach an even wider audience, broadening the dissemination of their research. To find out more, please visit <http://thelearner.com/journals/hybrid-open-access>.

DISCLAIMER

The authors, editors, and publisher will not accept any legal responsibility for any errors or omissions that may have been made in this publication. The publisher makes no warranty, express or implied, with respect to the material contained herein.

Design and Standardization of a Speech and Language Screening Tool for Use among School-Aged Bilingual Children in a Minority Language Setting

Michèle Minor-Corriveau,¹ Laurentian University, Canada
Chantal Mayer-Crittenden, Laurentian University, Canada
Roxanne Bélanger, Laurentian University, Canada
Manon Robillard, Laurentian University, Canada
Simon Laflamme, Laurentian University, Canada
Ali Reguigui, Laurentian University, Canada

Abstract: This study investigated the psychometric properties of a speech and language screening tool “Profil de la langue, du langage et de la parole” (Speech and Language Profile) (PLLP-SLP) used with franco-dominant and anglo-dominant children aged forty-six to fifty-eight months who had entered the school system in kindergarten. All kindergarten students (1092 boys and 1080 girls) enrolled in a French-language school board in Northern Ontario in 2004, 2005, 2009, and 2010. They were assessed using the PLLP-SLP and formed the standardization sample for this norm-referenced language assessment tool. Reliable data is now available for this new speech and language screening tool to be used with French-English bilingual students entering kindergarten in a minority language setting. Scores for receptive and expressive language, as well as initial speech sounds and clinical judgment are available. An independent samples t-test revealed significant differences between groups on 4/10 subtests. In these instances, girls outperformed boys, though the difference was always slight (between .13 and .28), and anglophones outperformed francophones on one subtest, with the difference being less than .25. Speech-language pathologists working in minority language settings face particular challenges with respect to the absence of norms available for this population. Norms specific to language and gender should be observed when using this tool, as significant differences between girls’ and boys’ results, as well as between anglo-dominant and franco-dominant students living in a minority-language setting was observed.

Keywords: Standardization, Assessment, Reliability, Validity, Speech-Language Pathology

Introduction

Test standardization is a necessary step in establishing measures by which one’s performance is compared to that of other individuals. Standardized assessment tools are important to clinicians in that they should reflect the needs of the population that is targeted by the assessment objectives. They also allow clinicians to make a judgment on participants’ speech and language skills, as well as classify individuals among their age-matched peers. However, in certain clinical settings (i.e. minority language settings), many clinicians do not have tools that reflect the linguistic context in which they work (Paradis, Desrochers, and Garcia 2002). In the event that clinicians resort to using tests that have not been standardized on like populations, there are methods to establish norms for these populations (Brown and Bryant 1984). Though the American Speech-Language-Hearing Association (ASHA) and the American Psychological Association (APA) have recognized that this is less than favorable practice, it is common for clinicians to administer tests created in one language (i.e. English) to a population for which the test was not intended (i.e. French). Speech language pathologists (SLPs) abide by their regulatory bodies and ASHA who state that “it is not appropriate to simply translate, then

¹ Corresponding Author: Michèle Minor-Corriveau, 935 Ramsey Lake Rd, Speech-Language Pathology, Laurentian University, Sudbury, Ontario, P3E 2C6, Canada. email: mminorcorriveau@laurentian.ca