Differential Diagnosis in Preschool Evaluations: A Case Study

Learning Outcomes
1. Identify important factors to consider when making a differential diagnosis of speech and language impairments when assessing preschoolers.
2. Identify a variety of assessment materials that can assist in the differential diagnosis analysis of preschool and early elementary age children.
3. Identify how careful review of prior speech-language services and evaluations may reveal concerns or questions about a child’s speech-language progress.
4. Demonstrate knowledge of ASHA practice portals and evidence-based practice concerning the provision of services to children with apraxia of speech.
5. Demonstrate knowledge of ASHA practice portals and evidence-based practice concerning the provision of services to culturally and linguistically diverse populations.

Course Description
This course identified important factors to consider when making a differential diagnosis of speech and language impairments when assessing preschoolers, using a variety of assessment materials to assist in the differential diagnosis analysis. This course identified how careful review of prior speech-language services and evaluations may reveal concerns or questions about a child’s speech-language progress. Participants demonstrated knowledge of ASHA practice portals and evidence-based practice concerning the provision of services to children with apraxia of speech and to culturally and linguistically diverse populations.

Time Ordered Agenda
Participants review the video modules and the readings and then take the written assessment. The topics of the video modules are to be completed in the following order:
- Module 1: Why an Accurate Differential Diagnosis Matters
- Module 2: Critical Questions for the Parent Interview (Part 1)
- Module 3: Critical Questions for the Parent Interview (Part 2)
- Module 4: Academic Language in Receptive and Expressive Language
- Module 5: Receptive Language Comprehension and Following Directions
- Module 6: Eliciting Quality Narratives in Expressive Language
- Module 7: Motor Speech, Articulation, and Speech Sound Inventory
- Module 8: Dynamic Assessment: Nonword Repetition, Syllable and Sentence Repetition
- Module 9: Putting It All Together in the Written Evaluation Report
- Module 10: Developing Appropriate Goals for the IEP

These CEUs are offered for free by Teachers College Columbia University as a service to the profession. The only applicable fees are those associated with the ASHA CE Registry.

Disclosure
Catherine Crowley, J.D., Ph.D., CCC-SLP has a financial relationship with Teachers College Columbia University in that she is a salaried faculty member and she receives no additional
financial compensation from this course. Dr. Crowley has no other financial or nonfinancial relationships. Georgia Duan, B.A., M.M., has a financial relationship with Teachers College Columbia University in that she is a graduate assistant and as part of that work Ms. Duan was paid to assist in the development of this course. Ms. Duan receives no additional financial compensation from this course. Ms. Duan has no other financial or nonfinancial relationships.

Dr. Catherine (Cate) Crowley, Distinguished Senior Lecturer in Communication Sciences and Disorders at Teachers College Columbia University, founded and directs the bilingual/multicultural program focus and the Bilingual Extension Institute. In Ghana, Ethiopia, Bolivia, Colombia and Guatemala she creates innovative, sustainable approaches to meeting the needs of people with communication disabilities. An experienced attorney, Dr. Crowley works with school districts and state education departments to increase the accuracy of disability evaluations and to identify appropriate supports for students with academic difficulties. An ASHA fellow, Dr. Crowley received the “2012 Humanitarian Award” from the National Council of Ghanaian Associations, and ASHA awards for “Contributions to Multicultural Affairs”; “International Achievement”; and “Outstanding contributions to SLP services in schools.” She co-authored the current ASHA practice policy documents on the roles and responsibilities of SLPs in schools.

Georgia Duan is a second year Master’s student at Teachers College Columbia University in the program of Communication Sciences and Disorders, pursuing the Bilingual Extension. She holds a B.A. in Music and Italian with Honors and Distinction from Stanford University and a M.M. from the San Francisco Conservatory of Music. A multilingual in Spanish, Italian, German, and English, she is dedicated to serving culturally and linguistically diverse populations in her work as a speech-language provider. She is a graduate assistant for Dr. Cate Crowley.

This program is offered for 0.6 ASHA CEUs (Intermediate level; Professional area).