

DYNAMIC ASSESSMENT OF NARRATIVES: IDENTIFICATION OF LANGUAGE IMPAIRMENT IN BILINGUAL STUDENTS



TEST

Pretest: narrative retell



TEACH

25-minute teaching cycles of
narrative intervention



TEST

Post-test: narrative retell

AFTER ONE TEACHING CYCLE



Sensitivity



Specificity

AFTER TWO TEACHING CYCLES



Sensitivity



Specificity



Bilingual
kindergarten
to third grade
students



Bilingual
students with
language
impairment

Although two teaching cycles led to 100% classification accuracy, sensitivity and specificity were high after just one 25 minute session. Further analysis revealed that a 5-10 minute teaching phase was likely sufficient to accurately identify which students had language impairment.

Petersen, D. B., Chanthongthip, H., Ukrainetz, T. A., Spencer, T. D., & Steeve, R. W. (2017). Dynamic assessment of narratives: Efficient, accurate identification of language impairment in bilingual students. *Journal of Speech-Language Hearing Research, 60*(4), 983-998.