



Alberta College of  
Speech-Language Pathologists  
and Audiologists  
*Hear. Speak. Connect.*

## ACSLPA Continuing Competence Program

### External Feedback – Guideline/Document Review - SLP

**\* What is your competence goal for the upcoming year? The goal should be SMART (specific, measurable, achievable, realistic, tangible) and focus on what you intend to learn (e.g., I will improve my knowledge and skills in...).**

I will improve my skills assessing children who are English Language Learners (ELL). I work with a number of ELL children and would like to gain knowledge and confidence in appropriately assessing and diagnosing. I would specifically like to learn more about the available tools (standardized and other) that are available for assessing ELL children.

#### External Feedback – Guideline/Document Review

A guideline/document review allows you to compare your own practice or performance against an objective standard. You may choose to review a guideline/document of ACSLPA's or another organization (such as your employer or SAC).

#### ***Title of guideline being reviewed (provide link where applicable):***

Speech-Language Pathology Assessment for Preschool English Language Learners - Clinical Guide

<https://www.acslpa.ca/wp-content/uploads/2019/05/AHS-SLP-Assessment-for-Preschool-English-Language-Learners-Oct-2017.pdf>

**Note:** the text box allows for 4000 characters or about 500 words.

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Review each section of the guideline/document and reflect on its contents. You may review a clinical guideline (e.g., dysphagia guidelines, hearing screening guidelines) or non-clinical guideline (e.g., infection prevention and control, occupational health and safety considerations, interprofessional collaboration, documentation).

Review each section of the guideline/document and provide a brief reflection on its contents. Your reflection should include responses to some or all of the following questions your guideline review.

- **Do you currently meet or fulfill this item in your daily practice/work environment?**
- **What might you need to do differently to ensure you are meeting this expectation in the future?**
- **Can you delineate the steps that would be required to ensure you meet this/these guideline(s) or expectation(s)?**

- **What is the importance of this guideline in your professional role?**
- **Which competency area does this guideline address?**
- **Does the guideline or any aspect of it generate future learning goals/continuing competence goals for you? What might those be?**

\* As an SLP working in Early Learning services in a large multi-cultural city, this guideline is very important to my practice. At least half of the children I am assessing are English Language Learners. This guideline is critical not only for guiding assessment practices to accurately identify language delays in English Language Learners, but also as a document to guide discussions with parents/families about language learning and development for their English learning children. I currently fulfil the guidelines outlined by this document in order to meet my professional requirement to determine whether a delay is present in ELL children that I am assessing. Viewing the "Assessment Components" section of the guideline is a good checklist for ensuring that I am following best practice when assessing ELL children. There were many components that I was already following (e.g., taking a case history and language history to determine active exposure to languages, informal and dynamic assessment measures as well as standardized assessment tools), but other components were not always being carried out to the best of my abilities. In particular, as a result of reading this document, I have advocated for our agency to provide interpreters whenever possible in order to ensure that we are assessing children's strongest language. In addition to the "Assessment Components," the Appendix "Language Difference Versus a Delay or Disorder" has been helpful to guide my assessment questions with parents, as well as describing to them what I am "looking for" when assessing their child to ensure that we can provide the appropriate supports for them, and be confident that our program is an appropriate fit. To ensure that I am meeting all of the expectations of this document, I should attend more closely to the information that describes what a "severe" delay looks like at various age groups. Typically, I use developmental guidelines and more informally with ELL children, the standardized assessment scoring guidelines in order to determine a severe delay. I could better use the approach outlined in this document by utilizing the charts included in Appendix B. These would be beneficial both during parental interview, and in assessing the data collected documenting the child's skills at the end of the assessment. These charts include questions that I'm already asking, and information that I am already using, but they are presented in a more concise manner. I plan to make 8.5x11 sized pages of each of these developmental charts and bring them with me in my assessment toolkit. Reading this guideline and following through with it in my assessment practice addresses the competency areas of: expert, professional, and professional accountability and responsibility. This guideline has been impactful on my professional accountability and responsibility toward assessment of English Language Learners and has helped to guide the assessment practice and reporting carried out at the Early Learning agency at which I am employed. In following the "Report Components" guidelines in our intake assessment reports, we have had greater success securing funding for our ELL children who demonstrate true severe language delays and strongly benefit from being in an early learning program. Overall, the guideline has been highly beneficial in improving my assessment and reporting practices for this particular population, and it is one that I come back to frequently.