## Keynote Speaker

Professor Monique T. Mills

## Title

Assessing Language Production and Processing in School-age Child English Speakers

## Abstract

Diagnostic precision in clinical settings rests heavily on the ability to accurately diagnosis clinical conditions when they are present: Diagnoses are only as good as the instruments used to make them. Yet, too few norm-referenced tools exist to identify developmental language disorder (DLD) in children from culturally and linguistically diverse (CLD) backgrounds. DLD affects two out of every 30 English-speaking children, at the time of school entry (Norbury et al., 2016). Given the importance of early identification of DLD for timely intervention, screening tools are critically important as the first step in the diagnostic pipeline. One such tool, the Diagnostic Evaluation of Language Variation-Screening Test (DELV-ST), was designed from children from CLD backgrounds, particularly those who are monolingual and bidialectal (Seymour, Roeper, & de Villiers, 2003). This current study will examine the dimensionality and item structure of the DELV-S and will assess relationships among DELV-ST performance, receptive vocabulary, and language processing, as measured by eye-tracking technologies.