

Language Assessment of African American Students from Diverse Sociocultural & Linguistic Backgrounds

a Virtual Online Conference

Friday, October 24, 2025

8:30 a.m. to 2:30 p.m.

Presented by

Toya Wyatt, Ph.D., CCC-SLP

Cost: Registration \$50 on or before October 19, 2024 at 5:00 p.m.
A 2.25% service fee will apply. Maximum Number of Participants: 1200

Course Description

African American student populations in California's schools are becoming increasingly diverse in terms of sociocultural (racial, ethnic, socioeconomic) and linguistic backgrounds. This growing diversity has important implications for determining the most appropriate language assessments for individual African American students. This presentation will address key considerations for determining the most appropriate language assessments for individual African American students from diverse linguistic backgrounds including those who speak General/Mainstream American English, African American English, other creole-based English languages (e.g., Jamaican Creole) as well as languages other than English. Suggestions for using information from the case history interview with parents/caregivers in conjunction with child language sampling/ observations to make the most appropriate assessment planning decisions for individual students will be addressed. As a result of this presentation, participants will also learn how to: a) use test scoring modifications and other forms of assessment (e.g., dynamic assessment) to ensure more accurate diagnostic and eligibility decisions; b) develop assessment plans that continue to align with existing California Speech-Language-Hearing Association and California Department of Education *Larry P. v. Riles* recommendations; and c) implement culturally responsive diagnostic report writing, intervention planning and counseling practices tailored to the backgrounds of individual students/families.

Speaker Description

Dr. Toya Wyatt is a professor in the Department of Communication Sciences and Disorders at California State University, Fullerton (CSUF) where she has been a member of the faculty since 1990. Dr. Wyatt's primary areas of teaching, scholarship, and clinical experience focus on the delivery of services to clients from diverse cultural-linguistic backgrounds with a specialized emphasis on language development and assessment of African American and bilingual children. In addition to teaching in the university setting, Dr. Wyatt has also worked as a speech-language professional, clinical supervisor, and/or consultant in a variety of different settings (public schools, Head Start programs, private practice, skilled nursing facilities) for more than 40 years. She has been a frequent presenter at CSHA, ASHA, and other state/national professional association meetings as well as an invited speaker for numerous continuing education/professional development workshops. Other professional activities include serving on previous ASHA and CSHA task force and/or convention paper review committees including two *Larry P. CSHA* task force committees; working as a test bias review and/or research consultant for several commercially published language tests; serving as an editorial reviewer; and serving as a member of the advisory board for the Diagnostic Evaluation of Language Variation (Ventriss Learning). Dr. Wyatt holds bachelor's and master's degrees in Speech-Language Pathology from Northwestern University and a Ph.D. in Speech-Language Pathology from the University of Massachusetts, Amherst. She is a CSHA and ASHA fellow and 2009 recipient of CSHA's Diversity Award.

Speaker Disclosures

Financial Disclosures: Salaried CSUF Communication Sciences and Disorders faculty member; Previously paid research grant consultant/test-bias reviewer for some of the tests mentioned during this presentation.

Non-Financial Disclosures: Member of two previous CSHA *Larry P. v. Riles* task force committees; Advisory board member for the DELV (Ventriss Learning); Member of ASHA, CSHA, NBASLH, LSA.



Time-Ordered Agenda

8:00am to 8:30 am	Registration and Log-In
8:30am to 9:15am	Sociocultural-linguistic diversity within African American student populations: Implications for the case history interview process
9:15am to 10:00am	Developing assessment plans that take individual student backgrounds into account
10:00am to 10:15am	Morning Break
10:15am to 11:30am	Interpreting results from norm-referenced and other assessments to make accurate and appropriate diagnostic/eligibility decisions
11:30am to 12:00pm	Lunch Break
12:00pm to 1:00pm	Selecting tests based on existing <i>Larry P.</i> task force recommendations
1:00pm to 1:15pm	Afternoon Break
1:15pm to 2:30pm	Culturally responsive diagnostic report writing, intervention planning and counseling

Learner Outcomes

As a result of this presentation, participants will be able to:

- Describe the sociocultural (racial, ethnic, socioeconomic) and linguistic diversity that exists among African American students in current clinical work setting(s)
- Determine linguistic background information most relevant to assessment planning for individual students based on the case history interview and other sources of data (e.g., informal language sampling/classroom observations)
- Identify and administer language tests (using modified scoring as appropriate) along with other assessment procedures to make accurate and appropriate diagnostic and eligibility decisions for individual students
- Review and identify tests that comply with existing CDE/CSHA *Larry P.* task force recommendations
- Write diagnostic reports, develop intervention plans and counsel parents/caregivers using culturally responsive practices that are appropriate given individual child/family sociocultural and linguistic backgrounds.

Workshop Pre-Registration Fee is **\$50.00**, plus 2.25% service fee. FEES ARE NON-REFUNDABLE.

You may only register online through the OMS system starting on July 22, 2025, at the URL link below:

<https://stateselpa.k12oms.org/2722-268858>

You MUST use this Password in order to register: [**10242025**](#)

In order to satisfactorily complete requirements you must stay **for the whole course and submit a fully completed SLP CE Evaluation and Self-Assessment form** at the end of the course. Login and logout times will be recorded and documented. The Evaluation and Self-Assessment Form is turned in to verify your full attendance. The certificate of completion is given out at that time for the same reason. The course evaluation and self-assessment for this course MUST be completed within 7 days of the event, by October 31, 2025.

In the event a program is cancelled or rescheduled by SELPA Administrators of California, fees will be refunded to participants within 30 days of the date of cancellation.

ONLINE ZOOM REGISTRATION LINK/INSTRUCTIONS WILL BE PROVIDED TO ALL REGISTERED PARTICIPANTS A FEW DAYS BEFORE CONFERENCE VIA EMAIL ENTERED/PROVIDED AT TIME OF REGISTRATION.

Make sure you **check your JUNK or SPAM folders** for emails from OMS Notifications/SELPA.

Please provide your California SLP or SLPA license number and ASHA account number when you register. Specify ADA Accommodations if needed.



This course is offered for 0.5 ASHA CEUs
[Intermediate level; Professional area]

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Intermediate Level
0.5 ASHA CEUs