

LETTER TO THE EDITOR

VALIDATION OF STANDARDIZED INSTRUMENTS IN EVALUATING SPEECH-LANGUAGE DISORDERS: A CHALLENGE FOR CROSS-CULTURAL SETTINGS

Communication has a meaningful impact between clinician and client in order to comprehend each other's language for effective therapeutic recovery and health related outcomes¹. Standardized tests are considered as one of the primary assessment tools used by a speech language pathologist to evaluate and diagnose child language impairment².

Test is administered upon the child where functional performance and scores reveals either the typically developing language skills or if an in-depth evaluation is required in any of the language domains³. Making use of the data and analyzing the child's expressive/receptive language skills that lags behind when compared to norm referenced data; if the child is par their chronological age or below their mental age⁴.

Within Pakistan; Standardized tests of West are been used constructed in English language which governs specific rules and regulations⁵, as per the instructions manual it is a crucial and most important aspect to follow but those rules are often not abided when stimuli repetition is observed due to lack of understanding of conventional words (Native words or names) used; English language is changed in their native language due to cultural biasness while selecting low confidence interval eventually affects the true reliability and validity of the test administered⁶. Moreover, unstructured assessment due to self-variations of Standardized Protocol leads to unfavorable treatment planning and therapy outcomes⁶. Semantic-syntactic utterances the child elicits in critical developing language age shall be considered while keeping in mind the approximate ranges of typically developing child status relevant to our native language when compared to the same aged peers relating the chronological and mental ages of the child in our population is still undocumented⁷. Analysis of native language development packed with evidence based knowledge and practice are unfortunately still the areas needs to be thoroughly survey and to be researched upon in Pakistan.

Consecutively, I would like to draw an attention of the clinicians/ researchers for an utmost need of practicing guidelines considering norm-reference standardized tests in native language. Moreover, comprehensive analysis of language milestones in acquisition of linguistic pattern is crucial in the field. Therefore, fundamental basis of designing and formulating standardized tests should be based on prerequisites for the validation of the tool in native language across cross-cultural settings.

Zahra Ibrahim

Student BS Audiology & SLT
Ziauddin College of Speech, Language and hearing Sciences

REFERENCES

- [1] Sibiya MN. Effective Communication in Nursing. Nursing. 2018 21;19.
- [2] Betz SK, Eickhoff JR, Sullivan SF. Factors influencing the selection of standardized tests for the diagnosis of specific language impairment. Language, Speech, and Hearing Services in Schools. 2013.
- [3] Vallofton C, Ayoub C. Use your words: The role of language in the development of toddlers' self-regulation. Early Childhood Research Quarterly. 2011 ;26(2):169-81.
- [4] Schwartz RG, editor. Handbook of child language disorders. Psychology press; 2017.
- [5] Ireland M, Conrad BJ. Evaluation and eligibility for speech-language services in schools. Perspectives of the ASHA Special Interest Groups. 2016;1(16):78-90.
- [6] Roulstone SE, Marshall JE, Powell GG, Goldbart J, Wren YE, Coad J, Daykin N, Powell JE, Lascelles L, Hollingworth W, Emond A. Identifying a toolkit for assessment and outcome measurement. In Evidence-based intervention for preschool children with primary speech and language impairments: Child Talk—an exploratory mixed-methods study 2015. NIHR Journals Library.
- [7] Hutauruk BS. Children first language acquisition at Age 1-3 years old in Balata. IOSR Int. j. soc. sci. (IOSR-JHSS). 2015;20(8):51-7.