TITLE: Assessment Tools and Tests for the Diagnosis of Language Disorders in Bilingual Children: Clinical Effectiveness and Guidelines

DATE: 14 June 2010

RESEARCH QUESTIONS:

1. What is the clinical effectiveness of standardized language assessment tools and diagnostic tests for the diagnosis of language disorders in French-English bilingual children?

2. What are the evidence-based guidelines for the use of standardized language assessment tools and diagnostic tests for the diagnosis of language disorders in French-English bilingual children?

METHODS:

A limited literature search was conducted on key health technology assessment resources, including PubMed, the Cochrane Library (Issue 5, 2010), University of York Centre for Reviews and Dissemination (CRD) databases, ECRI (Health Devices Gold), EuroScan, international health technology agencies, and a focused Internet search. The search was limited to English language articles published between January 1, 2005 and June 4, 2010. No filters were applied to limit the retrieval by study type. Internet links were provided, where available.

RESULTS:

No relevant health technology assessments, systematic reviews, meta-analyses, randomized controlled trials, non-randomized studies, or evidence-based guidelines were identified regarding standardized language assessment tools and diagnostic tests for the diagnosis of language disorders in French-English bilingual children. Additional articles of potential interest can be found in the appendix.

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OVERALL SUMMARY OF FINDINGS:

No relevant articles were identified, therefore, no summary pertaining to the clinical effectiveness of, or evidence-based guidelines for, standardized language assessment tools and diagnostic tests for the diagnosis of language disorders in French-English bilingual children can be presented.
REFERENCES SUMMARIZED:

Health technology assessments
No literature identified

Systematic reviews and meta-analyses
No literature identified

Randomized controlled trials
No literature identified

Non-randomized studies
No literature identified

Guidelines and recommendations
No literature identified

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APPENDIX – FURTHER INFORMATION:

Additional information


