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Elicitation and Analysis of Language in Disability Evaluations: Meeting the Challenges of Telepractice

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Disclosures

- *Financial disclosures:* I received an honorarium for this presentation.
- *Nonfinancial disclosures:* I will talk about leadersproject.org, my website for evidence-based practice. I do not receive any financial compensation for this website.

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- Professor of Practice at Teachers College, Columbia University in New York.
- Today will focus primarily on native English speakers or bilinguals who are not considered ELLs by school districts.
- Director of the Bilingual SLP Extension Institute for the NYSED bilingual extension and an Advanced Certificate in Bilingual SLP from Columbia University.

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LEADERSPROJECT

- Leadersproject.org** website had 25,300 visits in Nov. 2020, from over 120 countries.
- Goal is to build capacity and share resources on EBP in speech-language disability evaluations and cleft palate speech therapy. Many multilingual resources.
- Everything is free, no hidden charges or upcharges.

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Leaders Project Lab 2020-2021

2nd years

Sayume Romero,
Lab Manager
Gabriella Amaya
Stefania Marchitelli
Tiffany Neira
Amy Rodriguez
Gabby Stern

1st years

Melanie Alcala, Social Media
Danielle Askowitz
Abigail Calise
Cha-Anya Glover
Christine Ulin, Illustrations
Kathleen White

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Leaders Project Lab SLAM Project



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School-age Language Assessment Measures

Tina Yeung, MS, CCC-SLP

**Mandarin-English
Bilingual SLP,
and illustrator for
all SLAM materials.**



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This presentation focuses EBP
in disability evaluations,
especially focused on

**Elicitation and Analysis of
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What is our role as evaluators in speech-language disability evaluations?

What are we meant to be doing?
Our job as evaluators is to make that differential diagnosis:

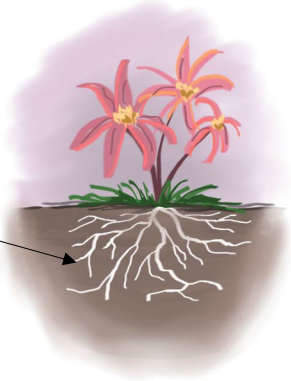
Disorder, Difference, and/or Academic Gaps? (Disorder within a Difference?)

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“The student has problems with reading comprehension.”

WHY?
What are the roots of this comprehension issue?



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“The student has reading comprehension problems.”

Is it a gap?

Weak academic language skills?

Lack of prior exposure?

Lack of adequate instruction?

English as a new language?

GAE as a new variety of English?

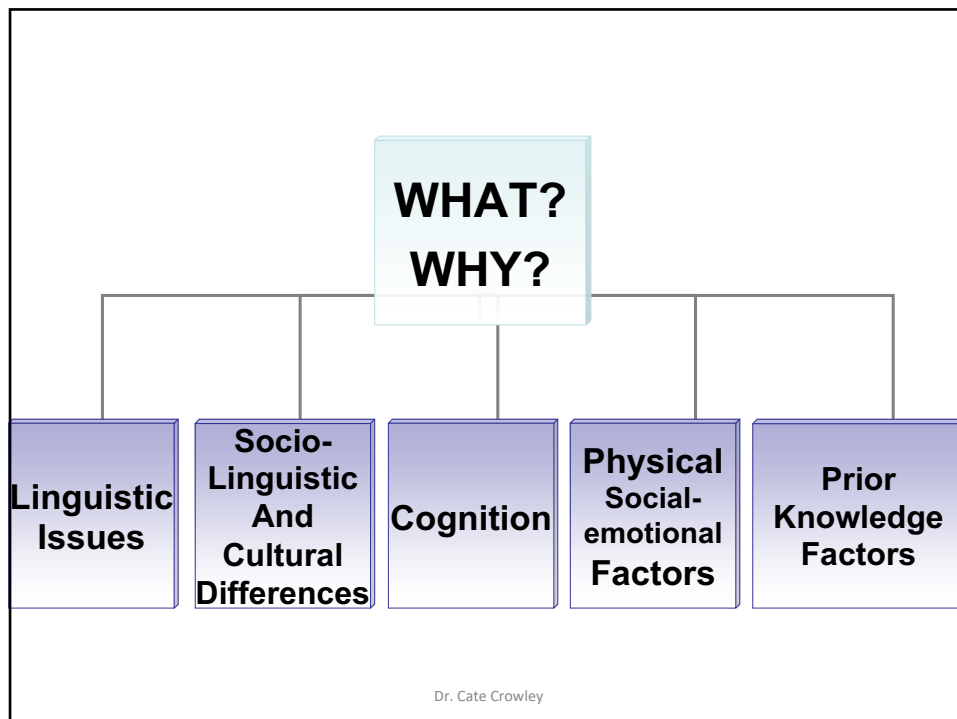
Is it a disability?

Is it something else?

Is it a combination?

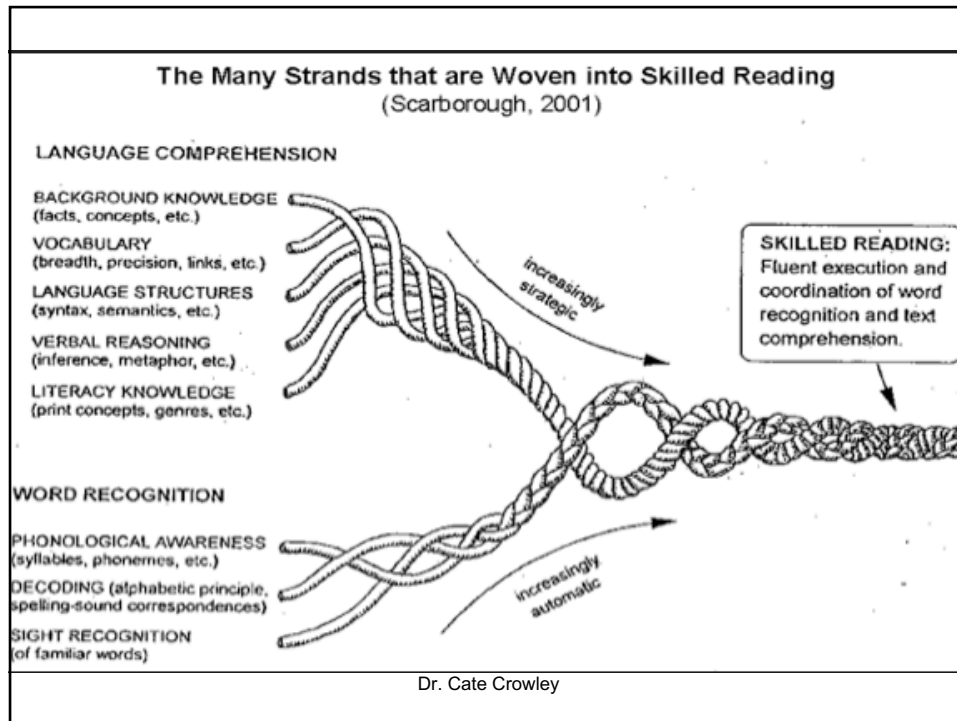
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The federal SPED law sets the minimum standard for disability evaluations nationwide. Every state receives money through IDEA, and must *meet or exceed* the standards set by the federal law.

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What does the law require?

Under IDEA 2004, *all* students are entitled to an evaluation with evaluation materials that are **“valid and reliable”**. 20 U.S.C. § 1414.

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BUT

Under IDEA 2004, *all* students are entitled to an evaluation with evaluation materials that selected and administered so as **not to be discriminatory on a racial or cultural biases**. 20 U.S.C. § 1414(b)(3).

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Evaluators must

Gather **relevant functional, developmental, and academic information**, including information provided by the parent, that may assist in determining—

- whether the child is a child with a disability; and
- the content of the child's individualized education program. . . . 20 U.S.C. § 1414(b)(3)

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AND

Under IDEA 2004, *all* students are entitled to an evaluation with evaluation materials that are:

Able to distinguish a disability from:

Lack of adequate instruction in reading

Lack of adequate instruction in math, and

Limited English proficiency

20 U.S.C. § 1414(b)(5).

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What does the research tell us about standardized tests?

There is a longstanding and growing body of research showing the problems with using standardized tests to identify a language disorder. (E.g., McCauley & Swisher, 1984; Vance, & Plante, 1994; Peña & Quinn, 1997; Stockman, 2000; Crowley, 2010; Betz, et al, 2013; Denman, et al, 2017; Barragan, et al, 2018, Castilla-Earls, et al 2020).

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What does the research tell us about standardized tests?

This research shows the most widely used standardized language tests:

- Have serious validity problems;
- Have racial and cultural biases;
- Cannot distinguish a language disorder from learning English as a new language or from lack of adequate instruction in reading or math.

This is all contrary the standards
set by IDEA 2004

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Based on the research over decades, omnibus standardized tests clinicians say they use, do not meet the evaluation standards set by IDEA 2004.

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What does the research tell us about the « Real World »?

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Betz, S., Eickhoff, J., & Sullivan, S. (2013). Factors Influencing the Selection of Standardized Tests for the Diagnosis of Specific Language Impairment. *Language, Speech, and Hearing Services in Schools, 44*, 133-146.

Most SLPs used omnibus language tests (CELF, PLS, CELF-P, etc.) and single word vocabulary tests (PPVT, EOWPVT, ROWPVT, etc.).

When asked why the SLPs selected a certain test, publication date was the *only* test characteristic that correlated with frequency of test use.

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Betz, S., Eickhoff, J., & Sullivan, S. (2013). Factors Influencing the Selection of Standardized Tests for the Diagnosis of Specific Language Impairment. *Language, Speech, and Hearing Services in Schools, 44*, 133-146.

These findings indicate that validity, reliability and discriminant accuracy were not associated with the reasons the SLPs identified for using a particular test. (Betz, et al, 2013; Fulcher-Rood, et al., 2020).

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Betz, S., Eickhoff, J., & Sullivan, S. (2013). Factors Influencing the Selection of Standardized Tests for the Diagnosis of Specific Language Impairment. *Language, Speech, and Hearing Services in Schools, 44*, 133-146.

The use of longstanding tests might save time, yet it can prevent SLPs from using tests based on cutting edge research.

theories
30,

Many of the currently used tests identify language disorders *based on that were cutting edge 40 and 50 years old.*

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Any evaluator who uses a test to identify disability without analyzing its psychometric integrity is doing a disservice to the students the evaluate.

E.g., What is the reference standard for sensitivity and specificity? Is it appropriate?

(Betz, et al., 2013; Crowley, 2010; Spaulding, et al, 2006).

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What is the reference standard for the CELF-5?

- *Sensitivity*: Students who have scores 1.5 SD below the mean or lower on any language test and receiving services.
- *Specificity*: Not receiving services.
- **BUT**, we know from Spaulding et al (2006) that using an arbitrary cut off score does not ensure accuracy across tests. Each test has a different point of accuracy, and this reference standard assumes that all language tests have a cut off of 1.5 SD below the mean to identify students with a disorder and those who do not have a disorder.

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What is the reference standard for the CELF-5?

- *Sensitivity*: Students who have scores 1.5 SD below the mean or lower on any language test and receiving services.
- *Specificity*: Not receiving services.

Spaulding et al (2006) means that

- 1) The CELF-5 sensitivity group would likely have had a number of TD students; and
- 2) The CELF-5 specificity group would have students with disabilities who had not yet been diagnosed or evaluated.

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*The quality of a language test is inextricably linked to its diagnostic accuracy.

*Diagnostic accuracy is determined by sensitivity and specificity rates.

*With flawed reference standards, the CELF-5's construct validity is fundamentally flawed. (Crowley, 2010, Dollaghan, 2007)

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This does not mean to use a different standardized test!

Too many facebook posts ask:

“I am not happy with the _____ (fill in the blank of any standardized omnibus language test), **what do you like?”**

Then a whole bunch of people put up names of tests that they “like” mostly followed by exclamation points or “it’s fast and easy to give.” (Or someone who receives royalties from a test might chime in as well.)

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We have so far been focused on construct validity issues with omnibus standardized language tests, e.g., PLS, CELF-P, CELF, TOLD, TELD, OWLS, CASL, etc.

But can a student's cultural and linguistic background or SES affect the diagnostic accuracy of a particular test?

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• **Diagnostic accuracy, the efficacy of a particular assessment instrument in identifying a disorder, is affected by the cultural and linguistic background of the child/student being assessed**

(Stockman, 2000, Crowley & Baigorri, 2019a, Crowley & Baigorri, 2019b, Castilla-Earls, 2020). **Socio-economic background also plays a role** (Chiat & Polišenská, 2016; Hart & Risley, 1985; Fernald, et al, 2013).

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What about for students speak varieties of English other than General American English ?

Why can't we use one of our standardized omnibus language tests to identify a language disorder?

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- Virtually all omnibus language tests assess whether a student has acquired the morpho-syntax of GAE.
- What about our native English speakers who have acquired the language variety of their home and community that is not the language variety assessed?

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Are “scoring modifications” for English dialect in tests like the CELF effective?

In “modified scoring” students receive credit for responses that are grammatical within their dialects but not in GAE.

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Are “scoring modifications” for English dialect in tests like the CELF effective? NO!

- Modified scoring affected the diagnostic accuracy of the CELF-4 so students who had a disorder were less likely to be identified as having a disorder (sensitivity problems).
- Without modified scoring, more typically developing students were identified as having a disorder (specificity problems).

Hendricks & Adolf (2017).

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With these fundamental flaws in the diagnostic accuracy of standardized omnibus language tests, and our professed interest in evidence-based practice, we would expect that few would be using these tests today.

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YET, a recent study found

- In 97% of cases, a standardized test was used to guide clinical decision making.
- About 30% of SLPs did not use a language sample.

(Fulcher-Rood, et al, 2019).

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- If standardized tests cannot do this, why do clinicians continue to use them to identify a disability?

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The “REAL WORLD”

One SLP said, “Sometimes it may not be practical. There’s still that kind of split between ivory tower and quote unquote real world. So maybe something that might have been funded by a grant and you know the requirement for the funding but may not be doable in the world.” (Fulcher-Rood et al, 2020 p. 697).

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Evidence-based Practice and the “Real World”

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Evidence-based Practice in Disability Evaluations: What is it?

In evidence-based decision-making the clinician considers *three* components:

- **Evidence from the research;**
- **The clinician’s own expertise; and**
- **The values and culture of the family of the child/student being evaluated.**

• Fulcher-Rood, et al, 2020 p. 688, Dollaghan, 2004, Dollaghan 2007; ASHA, 2005.

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What kind of research do clinicians read that forms the basis of their evidence-based practice?

In one recent study the school-based SLPs reported they used EBP for treatment *and not assessment* (Fulcher-Rood, et al. 2020, p. 695).

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There needs to be more information available to clinicians about diagnostic evaluations on how to connect the research with the clinician's own expertise taking into account the values and culture of the family of the child/student being evaluated.

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Can we continue to refuse to learn the research around appropriate disability evaluations? That is not a “real world” those interested in evidence-based practice want to live in.

But if the research is not clinically-relevant, then the “Real World”, how and why clinicians do evaluations, won’t change.

It is true that understanding the research and implementing evidence-based practice is much more challenging in assessment than in treatment.

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- The research tells us that we have to make greater effort to connect the science with the clinical practice.
- The evidence-based practice bridge must have traffic going both ways
 - Clinicians can’t do it alone.
 We need a 2-way bridge linking research and clinical practice

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This SLP is saying we need a two-way bridge.

One SLP said, “Sometimes it may not be practical. There’s still that kind of split between ivory tower and quote unquote real world. So maybe something that might have been funded by a grant and you know the requirement for the funding but may not be doable in the world.” (Fulcher-Rood et al, 2020 p. 697).

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But clinicians who don’t have the expertise must commit to learning the research to analyze assessment materials for diagnostic accuracy. Similarly researchers must connect their work to the gaps in the clinical practice.

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My attempts to make that connection led to the creating of leadersproject.org

- Test reviews;
- Model evaluations;
- Assessment resources for nonword repetition tasks and dynamic assessment;
- Online courses showing how to do appropriate evaluations birth through high school;
- Language sample elicitation materials;
- SLAM Boom cards for teletherapy;
- Synopsis of important articles on assessment;
- Etc.

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One approach show to be effective in accurate identification of a language disorder is language sampling.

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**Today I focus on one aspect of disability evaluations that is consistent with the research:
Language Sampling.**

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Language Sample Analysis

Language sample elicitation and analysis is recognized as a useful tool for the clinical assessment of child language development and disorders (Paul & Norbury, 2012). We can see how children communicate in daily life, their functional communication skills (Westby & Washington, 2017).

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Today's focus on language sample can
move assessment toward EBP

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**Meeting the Challenges of
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Why focus on language samples?

Many SLPs do not regularly use language
sample elicitation and analysis in clinical
practice (Pavelko, et al, 2016).

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Increasing Diagnostic Accuracy

In many cases diagnostic accuracy improves focusing on language functional use and structures, rather than morpho-syntax.

Why? Clinicians work in communities students speak varieties of English not necessarily the morphology of GAE, e.g., varieties of AAE, Jamaican English, Bajan English, Caribbean Spanish-influenced English, Chinese-influenced English, Southern White Vernacular English, Appalachian English, Hawaiian pidgin, etc., etc.

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How to elicit and analyze language samples

The School-age Language Assessment Measures (SLAM) all available for free download at leadersproject.org



Disability Evaluations ▾ Law & Policy ▾ Intervention ▾ Cleft Palate ▾ International Projects Directory ▾ Online Courses Bilingual Extension Institute

Resources For

Parents and Caregivers
Psychologists

School-age Language Assessment Measures (SLAM) – Materials

SLAM BOOKLETS

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The SLAM materials are meant to engage students in a more natural way to elicit functional language. There is an openness to the answers and students respond differently depending on their backgrounds and interests, thus allowing for the culture and values of the child/student to be expressed.

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In a recent study of Bilingual Jamaican Creole and English-speaking preschoolers, the authors found that the School-Aged Language Assessment Measures were a prominent example among “a small number of assessments” “designed to minimize cultural and linguistic bias.” (Washington, et al, 2020)

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Why so little language sampling by SLPs in disability evaluations?

Students receive little training in how to elicit and analyze language samples and the analysis is time consuming.
(Nippold, et al, 2017; Pavelko et al 2016)

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What to elicit in a language sample?

- **Expository language** (Nippold, Hesketh, Duthie & Mansfield, 2005) (Nippold, Mansfield, Billow & Tomblin, 2008)
- **Persuasive language** (Heilmann, Malone & Westerveld, 2020) ; and
- **Fables** (Nippold, Vigeland, Frantz-Kaspar & Ward-Lonergan, 2017) .

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Benefits of eliciting expository language

Nippold and her colleagues (2005, 2008) analyzed language elicited in an expository task for mean length of t-unit, subordinate clause and clausal density. They found that the expository task:

- Consistently elicited more complex language.
- Demonstrated growth in syntactic development through early adulthood
- Differentiated between typically developing 13 year olds and those with language impairment while a conversational task did not.

(Nippold, Hesketh, Duthie & Mansfield, 2005; Nippold, Mansfield, Billow & Tomblin, 2008)

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What to analyze in language samples?

Burns, F., de Villiers, P., Pearson, B., Champion, T. (2012).
Dialect-Neutral Indices of Narrative Cohesion and Evaluation. *Language, Speech, and Hearing Services in Schools*, 43, 132-152.

Temporal Cohesion
Referential Cohesion

Theory of Mind
Taking Perspectives
False Beliefs

Causal Cohesion
Problem Solving
Making Inferences
Making Meaningful Predictions

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The SLAM materials were developed consistent with **evidence-based practice**:

1. **Evidence from the research;**
2. **The clinician's own expertise;**
and
3. **The values and culture of the family of the child/student being evaluated.**

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(Fulcher-Rood, et al. 2020 p. 688; Dollaghan, 2004; Dollaghan 2007; ASHA 2005)

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SLAM materials

(School age Language Assessment Measures)
Subway

The Crayons

Dog comes home

Bunny goes to school

Lost cellphone

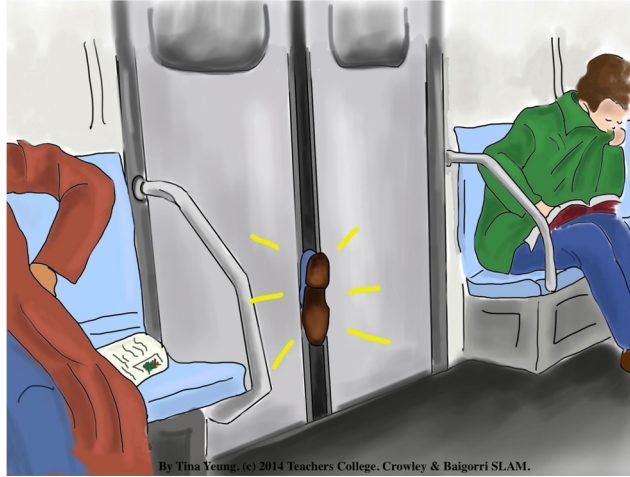
Baseball troubles

All available for free at leadersproject.org
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Translations of the questions are there as well.

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Subway

What happened? How did this happen? Did this ever happen to you? (Can add your own personal narrative.) What would you do if this happened to you?



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Notice what is remarkable about her language comprehension and expression and her problem solving skills. 4:42

https://www.youtube.com/watch?v=AQ7wbFX_av0&list=PL2toYybtLe6_s50NqTODNt_qoOzbsT5a-&index=4&t=0s



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Show Sofie clip: Subway

We see an age appropriate ability to

- follow a line of questions
- integrate and organize her thoughts
- express them with GAE grammar*

*NB: We are not assessing GAE grammar to identify a disorder but in Sofie’s case, she was only consistently exposed to GAE two years before this evaluation was completed. This shows rapid language learning.

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Sofie: Subway

C: What happened?. **Sofie: There was probably a big crowd and he didn’t get out so then his foot got stuck.**


C: Did this ever happen to you? **Sofie: Almost. When we were going back to the apartment, it happened to my mom because she was swiping it the wrong way.**

C: What would you do if this happened to you? **Sofie: I would probably start yelling. I know it would hurt.**

Complex sentences marking causation (“because”), consequence (“so then”), time (“when”, “so then”) and noun clause (“[that] it would hurt”). Expository language with strong personal narrative. Good meaningful predictions, inferences, and perspective taking.

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	<p>School-age Language & Assessment Measures (SLAM) (Crowley & Baigorri)</p> <p>Language Elicitation Task</p> <p>SLAM Form for Subway Door</p> <p>Write examples of student's sentences to add to written evaluation to show narrative skills, syntax, inferences/problem solving skills, cohesion, theory of mind, perspective taking, social/pragmatic language, dynamic learning.</p>
<p>Point Scoring: 0 (incorrect even w/ many prompts), 1 (doesn't answer fully), 2 (provides reasonable response)</p>	
<p>Tell me the story of what happened. Narrative and clausal density, complex clauses. (Looking for understanding of the story, including the subway door closing and a person getting their shoe stuck on their way out the door. Write one great sentence or overall macroanalysis)</p>	
Points	
<p>How did this happen? Inferencing, complex sentence opportunity using "because", possible adverbial clause using "when".</p>	
Points	
<p>Did this ever happen to you? Tell me what happened. Eliciting a personal narrative. Looking for a <i>relevant</i> personal narrative.</p>	
Points	
<p>What would you do if this happened to you? Theory of mind, problem solving skills.</p>	
Points	

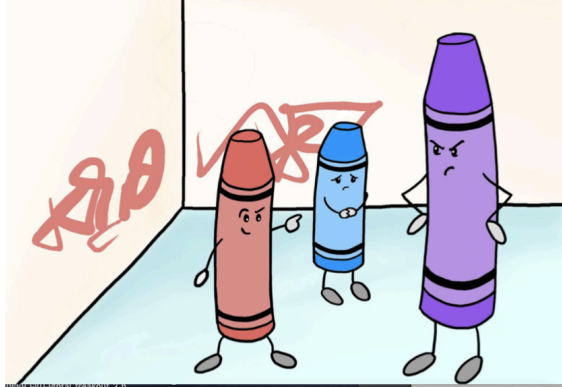
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Sofie clip: Subway

- Sofie has acquired all the features of GAE in 2 years
- Uses modal and conditional tenses ("I would probably" and "It would hurt")
- Precise language choices ("almost", "probably")

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What happened here?

Why is the red crayon pointing to the little blue crayon?

What would you say to the big crayon if you were the little blue crayon? How would you convince the big crayon you didn't do it?

What do you think is going to happen next?

Were you ever blamed for something you didn't do? What happened?

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Dog Comes Home



By Tina Young. (c) 2014 Teachers College, Crowley & Balgerri SLAM.

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Dog Comes Home

Crowley and Baigorri SLAM (School-age Language Assessment Measures)

Dog Comes Home for Preschool and Elementary School

- a. Can you put these in order?
- b. Tell me the story (eliciting narratives and complex clauses)
- c. What is the girl thinking here?
- d. Why is she putting the dog in her bag?
- e. Why is the girl getting so dirty?
- e. Why is she in the bathtub with a white dog now? (How do you know?)
- f. What is the mother going to do now?
- g. What would you say to your mom if you were the girl now?

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Bunny Goes to School



Evaluation Questions:

1. Can you put these in order?
2. Tell me the story of what happened?
3. Why did the bunny jump out of the backpack?
4. Why are some students afraid? Why are some laughing?
5. What would you do if a bunny started hopping around your classroom?
6. What was the boy's idea?
7. How did the mom know she had to come to school?
8. Why did she come to school?
9. What do you think will happen when the boy goes home?
10. What is the teacher thinking now?

Free download at [Leadersproject.org](https://www.leadersproject.org) search "SLAM"

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Lost Cellphone

Jr high school/high school: Crowley Baigorri SLAM



By Tina Yeung, (c) 2014 www.crowley-baigorri.com, Crowley & Baigorri SLAM.

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Crowley and Baigorri SLAM

(School-age Language Assessment Measures)


Lost Cellphone. Jr High/HS Cards

- a. Put them in order.
- b. Tell me the story of what happened? [Narrative and clausal density]
- c. How did the boy lose his cellphone? [Describing he got distracted and left it on the counter]
- d. Why did he leave his cellphone? [Something about being distracted by the girl]
- e. What made him remember he forgot his cellphone? [Inferencing]
- f. What is he thinking here? [Eliciting theory of mind]
- g. What does he think will happen when he returns to the store? [Theory of mind]
- h. What will happen when he goes back to the store? [Making meaningful predictions]
- i. Did anything like this ever happen to you? [Eliciting a personal narrative]

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Baseball Troubles



Evaluation Questions:

1. Can you put these in order?
2. Tell me the story. [Eliciting narratives and complex clauses]
3. What is the teacher thinking here?
4. What are the two boys doing with their baseball mitts? Why?
5. Why doesn't the teacher know that the two boys broke the window?
6. What is the teacher saying to the girl with the headphones?
7. What do you think the girls who were playing jump rope going to do? Why?
8. What should the girls do?
9. What would you do if you were the girl being blamed?
10. Have you ever been blamed for something you didn't do? Tell me what happened.

Free download at [Leadersproject.org](https://www.leadersproject.org) search "SLAM"

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How to use these materials in teletherapy

SLAM BOOM!

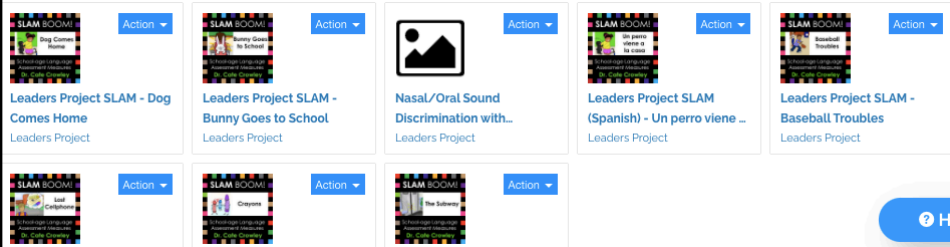
Leadersproject Boom cards

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Leaders Project **SLAM BOOM!** cards

<https://wow.boomlearning.com>



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How to access and use the SLAM cards

<https://www.leadersproject.org/2020/10/25/sl-am-boom-video-on-access-use/>

Thanks to Sayume Romero, TC CSD grad student for this instructional video.

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Lexi Dog comes home

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Tell me the story. (Looking for understanding of the story, including the girl putting the dog in her bag, so her mom won't find it and brings the dog home. No need to write the whole narrative, just great sentence or overall macroanalysis)

A: And then what happens?

L: The little girl thinks her mom won't let her have a dog.

L: She's hiding the dog in her backpack.

These utterances demonstrate that Lexi was able to achieve a deep understanding of the story quickly.

2 Points

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•**What is the girl thinking here?** Theory of mind, perspective taking. (Show picture with thought bubble. Looking for student to show understanding of mom's perspective of not allowing/wanting dogs. Complex sentence opportunity "She is thinking that...")

L: She's thinking that her mom will not let her have a dog.

Lexi demonstrates theory of mind in this sentence as she is able to understand what the character would think in the situation of the story as well as understanding what the mother thinks about dogs. Also complex sentence with noun clause "that her mom...." Understands social/pragmatic issues.

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Why is she putting the dog in her bag? Making inferences/problem solving, causal cohesion, elicits complex syntax by use of "because..." (Show picture, highlight girl's mouth to finger gesture) Looking for something about hiding and sneaking the dog home.

L: So her mom doesn't see. A: Yeah, and why does[n't] she, she want her mom to see the dog?

L: So she doesn't get really angry.

Lexi made an inference about why the girl is hiding the dog, and demonstrates casual cohesion in the two utterances above, as she understood that the reason that the girl did not want her mother to see the dog was because she did not want to get in trouble (i.e., "So she doesn't get really angry"). Two complex sentences with independent clause understood. Perspective-taking

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Why is the girl getting so dirty? Making

inferences/problem solving, causal cohesion, complex syntax by use of “because...” (Show first 4 pictures to see how she got dirty over time) Looking for some explanation, ideally that playing with dog is the reason.

L: [She is getting dirty] **Because the dog is full of dirt.**

A: Okay, and how is the dirt getting from the dog to the girl? **L: The dog is on her.**

Lexi demonstrated complex syntax with the use of “because”, as well as making an inference as she was able to understand that the girl got dirty by touching the dog. Expository language.

85

Why is she in the bathtub with a white dog

now? (How do you know?) Making inferences/problem solving, causal cohesion, complex syntax by use of “because..” or “dog is clean now.” (Show bathtub picture and earlier ones with black dog) Looking for dynamic learning, describe this in your evaluation.

L: [She is in the bathtub with a white dog] **because the dog was just covered in dirt, and now that he took a bath he’s all white.**

Lexi presented complex syntax by using “because” and easily understood made the inference that the dog had been covered in dirt before making him look like he had black fur. Also temporal cohesion (“just” and “now that he took a bath”). Expository lang.

86

What is the mom going to do now? Theory of mind, perspective taking. (Point to bathtub picture) Looking for ideas of what mom will do, acceptable answers are anything that is reasonable, (let her have the dog, spank her, punish her, get rid of the dog, etc.)

L: Mmm. Tell her to get rid of the dog.

A: And why do you think that? **L: [I think that] because she looks really angry.**

Lexi demonstrated theory of mind and perspective taking in the utterances above as she was able to understand that the mother may not let the girl keep the dog because of the way the mother thought about dogs (i.e., did not want a dog), and understood that the mother may feel angry at the situation. Dr. Cate Crowley Expository language.

87

•What would you say to your mom if you were the girl now? Theory of mind, perspective taking, persuasive argument,

social/pragmatic language. Prompt: "Think about what you would say if you were the girl and really wanted that dog".

•L: Can I please keep the dog? (imploring tone)

•A: And what else would you say to her? **A:** Why would you want to keep the dog?

•L: Mmm, so I [could] have a dog for the first time.

Lexi demonstrated appropriate pragmatic language with the use of please, demonstrating that tact is needed in the situation presented in the story. She demonstrated a persuasive argument by suggested that since she has never owned a dog it might be a good experience for her to try. Temporal marker "first time"
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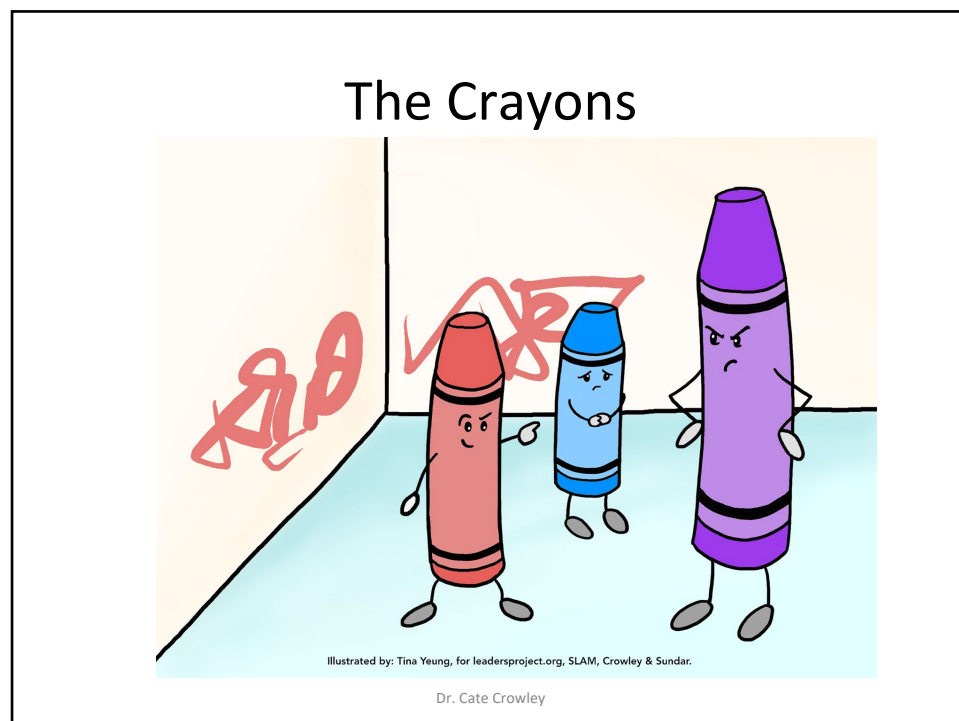
88

How to analyze what we elicited


Lexi showed the ability to:

- Produce a variety of complex sentences
- Take different perspectives and understand theory of mind
- Understand social/pragmatic language parameters
- Make inferences and meaningful predictions
- Be persuasive
- Use expository language to explain situations
- Mark temporal, causal and relational cohesion

89



90


 School-age Language & Assessment Measures (SLAM) (Crowley & Baigori) Preschool-Elementary Language Elicitation Task SLAM Form for The Crayons Write examples of student's sentences to add to written evaluation to show narrative skills, syntax, inferences/problem solving skills, cohesion, theory of mind, perspective taking, social/pragmatic language, dynamic learning.
Point Scoring: 0 (incorrect even w/ many prompts), 1 (doesn't answer fully), 2 (provides reasonable response)
Tell me the story of what happened. Narrative and clausal density, complex clauses. (Looking for understanding of the story, including the one crayon drawing on the wall and the big crayon finding out. Write one great sentence or overall macroanalysis)
Points
Why is the red crayon pointing to the little blue crayon? Inferencing, perspective-taking, complex sentence opportunity using "because".
Points
What would you say to the big crayon if you were the little blue crayon? How would you convince the big crayon that you didn't do it? Theory of mind, perspective taking, social/pragmatic language, problem solving skills and inferencing
Points
What do you think is going to happen next? Inferencing. Making meaningful predictions.
Points
Have you ever been blamed for something you didn't do? Tell me what happened. Eliciting a personal narrative. Looking for a <i>relevant</i> personal narrative.

91

Lexi crayons

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 <p>School-age Language & Assessment Measures (SLAM) (Crowley & Baigori) Preschool-Elementary Language Elicitation Task SLAM Form for The Crayons</p> <p>Write examples of student's sentences to add to written evaluation to show narrative skills, syntax, inferences/problem solving skills, cohesion, theory of mind, perspective taking, social/pragmatic language, dynamic learning.</p>
<p>Point Scoring: 0 (incorrect even w/ many prompts), 1 (doesn't answer fully), 2 (provides reasonable response)</p>
<p>Tell me the story of what happened. Narrative and clausal density, complex clauses. (Looking for understanding of the story, including the one crayon drawing on the wall and the big crayon finding out. Write one great sentence or overall macroanalysis)</p> <p style="text-align: right;">Points</p>
<p>Why is the red crayon pointing to the little blue crayon? Inferencing, perspective-taking, complex sentence opportunity using "because".</p> <p style="text-align: right;">Points</p>
<p>What would you say to the big crayon if you were the little blue crayon? How would you convince the big crayon that you didn't do it? Theory of mind, perspective taking, social/pragmatic language, problem solving skills and inferencing</p> <p style="text-align: right;">Points</p>
<p>What do you think is going to happen next? Inferencing. Making meaningful predictions.</p> <p style="text-align: right;">Points</p>
<p>Have you ever been blamed for something you didn't do? Tell me what happened. Eliciting a personal narrative. Looking for a <i>relevant</i> personal narrative.</p>

93

<p>Tell me the story of what happened. Narrative and clausal density, complex clauses. (Looking for understanding of the story, including the one crayon drawing on the wall and the big crayon finding out. Write one great sentence or overall macroanalysis)</p> <p>L: The red crayon is blaming the blue crayon for a mess he did on the wall.</p> <p>Demonstrates full synthesis of the entire story. Referential cohesion ("mess [that] he did on the wall"; clear use of colors and location to describe event). Expository language.</p> <p style="text-align: right;"><small>Dr. Cate Crowley</small></p>
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94

Why is the red crayon pointing to the little blue

crayon? Inferencing, perspective-taking, complex sentence opportunity using “because”.

L: [The red crayon is pointing to the blue crayon] **Because he’s blaming him for something he did.**

Complex sentence with adverbial clause showing causation (“because...”) and referential cohesion (“something [that] he did”). Good perspective taking and theory of mind. Understood clinician wanted causal cohesion. Expository language.

95

What would you say to the big crayon if you were the little blue crayon? How would you convince the big crayon that you didn’t do it?

Theory of mind, perspective taking, social/pragmatic language, problem solving skills and inferencing

L: “I didn’t do it”

A: And how would you convince the big crayon that you didn’t do it, Lexi?

L: He’s red and I’m blue, so. And the stain on the wall is red

Makes all the inferences needed to understand the whole situation. Shows theory of mind and perspective taking of blue crayon. Persuasive argument and with expository language. Buttresses her argument with the proof of the color of the stain

96

What do you think is going to happen next? Inferencing,
making meaningful predictions

A: What do you think is going to happen next?

L: The blue crayon is going to tell the truth to the purple crayon.

A: And what do think the purple crayon will do?

L: He might think, he might not think that it's true.

Reasonable inference of what blue crayon will do. Interesting that she recognizes the purple crayon may not believe him. Complex sentence with noun clause ("that it's true"). Able to take perspectives, consider theory of mind, make meaningful predictions, and understand false beliefs.

97

Have you ever been blamed for something you didn't do? Tell me what happened.

L: Nope.

Has no personal narrative for blame. But showed that she has age appropriate language skills that she uses in a variety of ways spontaneously, effortlessly, and unconsciously.

98

Kenneth The Crayons

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99

Tell me the story of what happened. Narrative and clausal density, complex clauses. (Looking for understanding of the story, including the one crayon drawing on the wall and the big crayon finding out. Write one great sentence or overall macroanalysis)

K: Red drew something on the walls. And he did something mean, so blue got sad and purple got angry at red.

Complete understanding of story including the blame. Complex sentence (“so blue got sad”) and compound sentence. Good referential cohesion. Causal cohesion (“So”). Expository.

100

Why is the red crayon pointing to the little blue

crayon? Inferencing, perspective-taking, complex sentence opportunity using “because”.

K: Because he thinks it’s funny. (intonation on “thinks” that it is not really funny). C: What’s funny about it?

K: Well, he likes being mean and it’s funny that he’s crying to him. C: Why is that mean to point at the blue crayon? K: Because he is probably laughing at him. Like that’s another source of saying, “haha haha haha! (tauntingly)

Strong social/pragmatic insight. Expository. Complex (“because”) and compound sentences. Theory of mind and perspective taking. Also understanding false beliefs.

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101

What would you say to the big crayon if you were the little blue crayon? How would you convince the big crayon that you didn’t do it?

Theory of mind, perspective taking, social/pragmatic language, problem solving skills and inferencing

K: Hummm. That he did it.

C: Oh. That who did it?

K: The blue one did it. It’s easy to recognize that he’s blue and he’s red. So he couldn’t have done it because he’s a blue crayon.

Makes all the inferences needed to understand the whole situation. Persuasive argument and Expository language. Complex sentences with adverbial clause (“because”) and noun clause (“that he’s...”). Referential and causal cohesion. Conditional tense. Strong comprehension.

102

What do you think is going to happen next? Inferencing,

making meaningful predictions

K: I think the purple crayon is going to do what I just said. C: Which was what?

K: Which was, I said that he would go over and he would look at the red stuff.

C: And then would anybody get in trouble? Who do you think purple crayon might....

K: He would definitely try to punish red crayon.

Complex sentences with noun clauses (“[that” the purple crayon”; “what I just said”; “That he would go over”) and compound sentences. Good referential, causal, and temporal (“just said”) cohesion. Expository language. Taking perspectives and making meaningful predictions.

103

Have you ever been blamed for something you didn't do? Tell me what happened.

K: Also, today it happened. So she spilled my Pokémon cards all over the place. Then when I called Dad in. She lied to Dad so that I could get in trouble.

(lots of intonation for referential cohesion)

C: Did you end up picking them up?

K: Well she ended up picking them up because Dad knew she was lying. I convinced Dad that she was lying.

Expository demonstrative how he used persuasive language. Good personal narrative. Excellent complex sentences, noun clauses, adverbial clauses, . Temporal (“when”), referential, and causal cohesion.

104

Mario. The Crayons

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105

Tell me the story of what happened. Narrative and clausal density, complex clauses. (Looking for understanding of the story, including the one crayon drawing on the wall and the big crayon finding out. Write one great sentence or overall macroanalysis)

M: Purple crayon got mad at blue crayon 'cause he drew but it was really red crayon.

Full understanding of the story including purple crayon's false belief that blue crayon did the drawing when it was in fact red crayon. Complex sentence ("cause") and compound sentence ("But"). Good referential cohesion. Expository.

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106

Why is the red crayon pointing to the little blue

crayon? Inferencing, perspective-taking, complex sentence opportunity using “because”.

M: Because he doesn't want a time out.

C: And why would he get a time out?

M: Because the drawing, because the drawing on the walls.

The client inferred the motivation for the red crayon's actions along with red crayon's wants, and the client demonstrated complex syntax with the use of 'because' in an adverbial dependent clause.

Logical expository language. Good comprehension of questions.

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107

What would you say to the big crayon if you were the little blue crayon? How would you convince the big crayon that you didn't do it?

Theory of mind, perspective taking, social/pragmatic language, problem solving skills and inferencing

M: I would say, "I did not do it." I would say, "It was red crayon." But it could be something else. Blue crayon could have picked him up and then drew him on the wall.

Demonstrates theory of mind by the perspective of the little blue crayon while providing language for what he might say showing perspective taking. Inferred an alternate scenario for the scene in which red crayon's perspective may be the correct one. Persuasive language. Conditional tense. Good referential cohesion.

108

What do you think is going to happen next?

Inferencing, making meaningful predictions

M: Blue crayon might get a time out.

C: Who's gonna put him in time out.

M: Purple crayon.

Inferred reasonable future outcomes from the given circumstances, especially if blue picked up red and drew with him!

109

Have you ever been blamed for something you didn't do? Tell me what happened.

M: No, but I've seen this cat video that's really funny, but, but where, where, where somebody threw something at the teacher's thing and, and then, and then that cat just pointed at, at the guy named Michael and he takes a time out. I've seen that before. C: Wow, so that's like this situation but it was the cat that did it? **M: It's a, Yeah, yes.**

Provides a relevant narrative, not from his personal life, but from something he has seen that the clinician has not. He demonstrates relational cohesion when differentiating the characters by name or characteristics and he demonstrates complex syntax with a sentence containing two relative dependent clauses.

110

Peter Parker The Crayons

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111

Tell me the story of what happened. Narrative and clausal density, complex clauses. (Looking for understanding of the story, including the one crayon drawing on the wall and the big crayon finding out. Write one great sentence or overall macroanalysis)

PP: What happened? They drew on the wall and then and then the mom got mad.

Understands story of drawing on wall and authority negatively reacting to it. No mention of red blaming blue. Expository language. Regularization of irregular past tense very typical for this age especially with a cognitively demanding task. Good perspective taking.

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112

Why is the red crayon pointing to the little blue

crayon? Inferencing, perspective-taking, complex sentence opportunity using "because".

PP: . . . because he thinks the blue crayon did it but the red crayon do it.

C: Who thinks the blue crayon did it? **PP: the red**

C: Yeah and why is he pointing to the blue crayon then?

PP: [He is pointing to the blue crayon] Because he thinks it's him but it's the red marker

Inferred who drew on the wall, but could not explain why red blaming blue. Complex sentences: causal cohesion ("because") and noun clause ("that it's him") and compound sentences. Some referential cohesion (colors).

113

What would you say to the big crayon if you were the little blue crayon? How would you convince the big crayon that you didn't do it?

Theory of mind, perspective taking, social/pragmatic language, problem solving skills and inferencing

PP: I will say sorry. C: But wait! Did the little blue crayon draw on the wall? **PP: No** C: So what would you say to the big crayon if you were the little blue crayon? **PP: I will say that I will not do it.** C:

And how would you convince the big crayon that you didn't do it?

PP: I didn't... the blue the blue didn't do it but the red did it C: How would you tell the big crayon that it was the red one? What would you show him? **PP: I will show him... don't lie.**

Shows theory of mind and perspective taking as to what he would say to the big crayon. Some problem solving and social/pragmatic language that he wouldn't lie. Still missing understanding of the blame part of the illustration. Compound ("but") and complex sentences including noun clause ("that I will not do it"). Verb tenses missing conditional in answers

114

What do you think is going to happen next? Inferencing,
making meaningful predictions

C: Alright, now this is a big question. What do you think is going to happen next, Peter Parker?

PP: the mother's going to say... the the red... the blue didn't do it. The red did it.

Shows he understands that the mother will understand that the red did it and not the blue one. Good inferencing and makes meaningful prediction. Complex sentence with noun clause (“[that] the blue didn’t do it”).

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115

Have you ever been blamed for something you didn't do? Tell me what happened. Eliciting a personal narrative. Looking for a *relevant* personal narrative.

PP: No C: Did anyone ever say that you did something when you actually didn't do it? **PP: No**

C: Did your sister ever blame you with your mom or dad for something you didn't do? **PP: Yes!**


C: What happened?

PP: The mother will say say the blue didn't do it, the red did it.

He doesn't have the concept of blame. When he figured it out, he went back to the story. *Assessment material issue not a child issue! Find something else.*

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 School-age Language & Assessment Measures (SLAM) (Crowley & Baigori) Preschool-Elementary Language Elicitation Task SLAM Form for The Crayons Write examples of student's sentences to add to written evaluation to show narrative skills, syntax, inferences/problem solving skills, cohesion, theory of mind, perspective taking, social/pragmatic language, dynamic learning.
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What do you think is going to happen next? Inferencing. Making meaningful predictions.
Points
Have you ever been blamed for something you didn't do? Tell me what happened. Eliciting a personal narrative. Looking for a <i>relevant</i> personal narrative.

117

Evaluators have to know how to distinguish grammatical "errors" from language differences



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Grammar Fundamentals for a Pluralistic Society



Free online course at leadersproject.org
leading to ASHA CEUs with your CEU registry.

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119

**Clinicians must also know how to identify and
analyze complex sentences.**

New tutorial beginning Jan. 1, 2021

Leadersproject.org

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Tutorial on how to analyze sentence structures, with videos of students
Offered for ASHA CEUs beginning Jan. 1, 2021



Advanced Grammar Fundamentals for a Pluralistic Society

Catherine J. Crowley, Donna M. Valenti,
Grace Ji Yan Tsang, and Kristin Guest
Teachers College, Columbia University



Module 1(a)

Fundamentals of eliciting and analyzing
complex sentence structures

121

The evidence-based clinician

The bridge connecting research and the clinical practice for assessment must be stronger than the rope bridge at Kakum National Park.

The evidence-based practice bridge grows stronger with traffic going both ways

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122

Evidence-based Practice in Disability Evaluations: What is it?

In evidence-based decision-making the clinician considers *three* components:

- **Evidence from the research;**
- **The clinicians own expertise; and**
- **The values and culture of the family of the child/student being evaluated.**

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123

Leading to more accurate diagnostic determinations in

THE REAL WORLD!

We want a **REAL WORLD** grounded in evidence-based practice so all students receive the appropriate educational supports and opportunities they need and deserve.

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Resources

- LEADERSproject.org Test reviews, model evaluations, important research, videos on preschool evaluation modules, etc., etc., etc.
- [Bilingual Extension Institute](#) Facebook page.
- LEADERSproject youtube channel
- Leadersproj Instagram
- @leadersproj Twitter
- [Bilingual SLP Extension Institute](#) at Teachers College, Columbia University. Online and In-Person cohorts

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Free disability evaluation materials at leadersproject.org

- Test reviews;
- Model evaluations;
- Assessment resources for nonword repetition tasks and dynamic assessment;
- Online courses showing how to do appropriate evaluations birth through high school;
- Language sample elicitation materials;
- SLAM Boom cards for teletherapy;
- Synopsis of important articles on assessment;
- Etc.

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To watch the entire Sofie evaluation, read the written report and the recommendations, go to LEADERSproject.org CEUs

The screenshot shows the LEADERSPROJECT website interface. At the top, there are navigation tabs: "Disability Evaluations", "Law & Policy", "Intervention", and "Cleft Palate". Below the navigation, there are four course cards, each with a title, a description, and a "Get Started" button.

- Course 1:** "Differential Diagnosis in Preschool Evaluations: A Case Study". Description: "CEUs, focuses on the step-by-step evaluation process for a preschool-age child: Gathering assessment data by using a variety of speech and language tasks, synthesizing an analysis, and writing the evaluation report. Please have your ASHA ID# ready before starting the assessment." "Get Started" button.
- Course 2:** "Grammar Fundamentals for a Pluralistic Society". Description: "This self-study course, offered for 0.5 ASHA CEUs, focuses on the grammar of the dialect of Standard American English and several other common U.S. dialects of English, African American English, Spanish-influenced English, and Chinese-influenced English. Please have your ASHA ID# ready before starting the assessment." "Get Started" button.
- Course 3:** "La terapia del habla para la fisura del paladar. Evaluación y tratamiento". Description: "This self-study course, offered for 0.4 ASHA CEUs, focuses on the evaluation and treatment of speech impairments due to cleft palate. Please have your ASHA ID# ready before starting the assessment." "Get Started" button.
- Course 4:** "Disorder, Difference, or Gift? A School-Age Disability Evaluation". Description: "This self-study course, offered for 0.35 ASHA CEUs, focuses on the differential diagnosis of a bilingual (Spanish-English) school-age child in a disability evaluation. Please have your ASHA ID# ready before starting the assessment." "Get Started" button.

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