

Speech and Language Information

Speech and Language disorders are broken down into two major categories; receptive language and expressive language. Receptive Language is understanding what others say. Understanding vocabulary, morphology (grammar) and syntax (sentence structure). Expressive Language is being able to share thoughts, ideas and feelings; this includes naming words, defining words, correct use of grammar and sentence structure. Articulation is also a piece of expressive language which is movement of the tongue, lips and jaw that makes speech sounds. Students can have delays in one or both areas. Speech and / or language impairments can impact a student's learning as reading, writing, listening and speaking are all forms of language. When children have problems acquiring language, they are at high risk for difficulties learning not only listening and speaking skills, but also reading and writing skills.

There are several different evaluations that help to identify a student's strengths and areas of need.

Receptive Language

Peabody Picture Vocabulary: Measures listening and understanding of single word vocabulary

Test of Auditory Comprehension of Language –

Subtests

- **Vocabulary** – tests the meanings of nouns, verbs, adjectives, adverbs, and words that represent basic concepts
- **Grammatical Morphemes** – assesses the meaning of function words and inflections
- **Elaborated Phrases and Sentences** – tests the meaning of syntactically-based word relationships, elaborated phrase/sentence constructions, embedded and partially / completely conjoined sentences

Expressive Language

Expressive Vocabulary Test - The test content covers a broad range of expressive vocabulary levels, from preschool through adult. The items broadly sample words that represent 20 content areas (e.g., actions, vegetables, and tools), parts of speech (nouns, verbs, or attributes), home and school vocabulary.

Goldman Fristoe Test of Articulation - The Goldman Fristoe Test of Articulation is a tool which can help examine a child's ability to pronounce different speech sounds in order to diagnose different disorders which can inhibit a child's articulation.

Receptive and Expressive Language

Comprehensive Receptive and Expressive Vocabulary Test - The Comprehensive Receptive and Expressive Vocabulary Test is an innovative, efficient measure of both receptive and expressive oral vocabulary. It is a norm-referenced assessment tool used to identify, describe, and quantify oral vocabulary proficiency in children and adults. Specifically, it can be used to identify individuals who are significantly behind their peers in oral vocabulary facility, note discrepancies between receptive and expressive oral vocabulary, document progress in oral vocabulary development as a consequence of intervention programs, and measure oral vocabulary in research studies.

Clinical Evaluation of Language Fundamentals (CELF)

(information from: <https://images.pearsonclinical.com>)

	Objective	Relationship to Curriculum	Implications for Intervention
Sentence Comprehension	To evaluate the student's ability to (a) interpret spoken sentences of increasing length and complexity, and (b) select the pictures that illustrate referential meaning of the sentences	Sentence comprehension and the understanding of relationships among spoken language, real-life references, and situations are emphasized when listening to stories or descriptions of events, as well as when matching sentences that are spoken or read to pictured references.	This identifies the semantic, morphological, and syntactic structures that interfere with a student's comprehension. Intervention should focus on developing the student's receptive vocabulary and explicit (conscious) awareness of the structure of words and sentences using spoken sentences associated with illustrations and familiar, illustrated stories.
Linguistic Concepts	To evaluate the student's ability to interpret spoken directions with basic concepts, which requires logical operations such as inclusion and exclusion, orientation and timing, and identifying mentioned objects from among several pictured choices.	Understanding of basic concepts such as and, before, or after is essential for following directions for hands-on activities, lessons, projects, and other assignments.	This will identify the categories that cause the greatest proportion of difficulties. Students with language disorders frequently have the greatest difficulty when temporal and location concepts are included in a direction. Intervention is best accomplished by using classroom materials in manipulative activities with familiar, typical, and experience-based contexts. Intervention should be designed to progress sequentially from a simple, two-choice format to a more complex, multiple choice format. Transfer to classroom materials should be established as part of intervention.
Word Structure	To evaluate the student's ability to (a) apply word structure rules (morphology) to mark inflections, derivations, and comparison; and (b) select and use appropriate pronouns to refer to people, objects, and possessive relationships.	The use of word structure rules is emphasized by matching word forms to pictures; substituting pronouns for nouns; indicating number, time, and possessive relationships; making comparisons of characteristics; describing pictures and events; and other tasks.	Knowledge and use of morphology to modify or extend word meanings are important as these skills relate directly to the early and later acquisition of literacy (Larsen & Nippold, 2007). If the student receives a below average score, you can identify which morphological rules resulted in incorrect responses with item analysis. The analysis will identify the specific rule categories that need to be developed in order for the student to reach age-expectations for morphological awareness. It is important during intervention to emphasize the function of specific rules rather than simply promoting rote acquisition of surface structures
Word Classes	To evaluate the student's ability to understand relationships between words based on semantic class features,	The abilities evaluated are important in kindergarten and elementary grade curricula for using word associations to focus or extend word meanings in spoken or written discourse	This will identify the relations between words that cause the greatest proportion of difficulties. Performance on this subtest depends on the student's vocabulary and on metalinguistic awareness and analysis in identifying the logical bases for word associations. Metalinguistic awareness is a

	function, or place or time of occurrence.	to substitute synonyms for earlier acquired word forms; to edit text for meaning, elaboration, or precision; to develop semantic networks; and to facilitate word retrieval. The abilities evaluated relate to upper elementary and secondary school curricula objectives for abstracting and internalizing shared and non-shared meanings of associated words.	separate ability from linguistic skill and it influences reading comprehension (Zipke, 2007)
Following Directions	To evaluate the student's ability to (a) interpret spoken directions of increasing length and complexity; (b) follow the stated order of mention of familiar shapes with varying characteristics such as color, size, or location; and (c) identify from among several choices the pictured objects that were mentioned. These abilities reflect short-term and procedural memory capacities.	The abilities evaluated relate to preschool, kindergarten, elementary, and secondary school curriculum objectives of (a) completing classroom and homework assignments by following procedural scripts, and (b) following teacher instructions for managing classroom activities and interactions.	If the student receives a below average score, it is important to identify the aspects of the spoken instruction that interfere with the student's ability to respond correctly. The stimuli used in the directions are basic and familiar and should not present barriers to comprehension. The deciding factors relate to the length of the command (i.e., memory capacity and working memory), number of adjectives used (modification), and serial or left-right orientation. Analysis of the response patterns will reveal which factors are dominant in generating incorrect responses. Intervention procedures should not include rote-learning procedures. Instead, understanding and recall of spoken directions used in age-level classrooms for instruction and management should be strengthened. Breaking down instructions into smaller units, adding redundancy, distributing adjectives, and developing knowledge of terms for orientation may increase the student's ability to follow instructions across subject areas
Formulated Sentences	To evaluate the student's ability to formulate complete, semantically and grammatically correct, spoken sentences of increasing length and complexity (i.e., simple, compound, and complex sentences), using given words (e.g., car, if, because) and	The ability to formulate complete semantically-, syntactically-, and pragmatically-acceptable spoken and written sentences of increasing complexity is emphasized in (a) storytelling, (b) sentence completion, combination, and transformation activities, (c) written text, and (d) editing text and other literacy activities.	This will identify stimulus words and grammatical markers that cause the student the greatest difficulties in integrating sentence components to create complete, grammatically-accurate propositions. Performance depends in part on explicit (conscious) structural linguistic knowledge and in part on working memory and metalinguistic awareness. Developing the conceptual meaning of the grammatical markers and their role in sentence structure in explicit procedures may develop metalinguistic awareness and help the student compensate for persisting working-

	contextual constraints imposed by illustrations.		memory problems. Explicit structural knowledge is required to be able to edit and revise written text
Recalling Sentences	To evaluate the student's ability to listen to spoken sentences of increasing length and complexity, and repeat the sentences without changing word meaning and content, word structure (morphology), or sentence structure (syntax). Semantic, morphological, and syntactic competence facilitates immediate recall (short-term memory). Ability to imitate sentences has proven to be a powerful tool to discriminate between normal and disordered language.	The abilities evaluated relate to kindergarten, elementary, and secondary school curriculum objectives for internalizing simple and complex sentence structures to facilitate accurate recall of the meaning, structure, and intent of spoken sentences, directions, or instructions. The student's response indicates if critical meaning or structural features (e.g., specific word use, complex verb forms, embedded clauses) are internalized to facilitate recall.	Impaired sentence recall is a marker of specific language disorders (SLI) (Petrucelli, Bavin, & Bretherton, 2012). Students with language disorders frequently have the greatest difficulty when sentences contain subordinate or relative clauses (complex sentence types). Increased length in words, due to noun modifications or coordination of phrases and clauses, may also cause difficulties in recall.
Understanding Spoken Paragraphs	To evaluate the student's ability to (a) sustain attention and focus while listening to spoken paragraphs of increasing length and complexity, (b) create meaning from oral narratives and text, (c) answer questions about the content of the information given, and (d) use critical thinking strategies for interpreting beyond the given information. The questions probe for	Kindergarten, elementary, and secondary objectives for listening to spoken instructional materials, using the information presented, and applying critical thinking skills to go beyond the information to learn and create new knowledge.	The student's item response pattern gives evidence of linguistic, metacognitive, and metalinguistic awareness and skills that are inadequate for understanding factual and implied information in paragraphs. These skills are equally important for reading comprehension.

	understanding of the main idea, memory for facts and details, recall of event sequences, and making inferences and predictions.		
Word Definitions	To evaluate the student's ability to analyze words for their meaning features, define words by referring to class relationships and shared meanings, and describe meanings that are unique to the reference or instance.	The abilities that are evaluated relate to upper elementary and secondary school curriculum objectives for knowing and using words as concepts with broad, generic applications, rather than with narrow, concrete, and contextually bound meanings.	If the student scores below average on this test, item analysis can identify the content that introduces the difficulties. In addition, the form of the definition the student gives can indicate the definitional stage that has been reached. Low level definitions include incorrect responses, stating functions, or concrete characteristics. More advanced definitions refer to category membership and list discriminating features. Transition-level definitions include associations, analogies, synonyms, or category membership only.
Sentence Assembly	To evaluate the student's ability to formulate grammatically-acceptable and semantically-meaningful sentences by manipulating and transforming given words and word groups.	The abilities evaluated relate to upper elementary and secondary school curriculum objectives for formulating and rephrasing descriptions, responses, or conversational turns.	The analysis will provide evidence of structures that are not yet acquired, even though the same structures may be used at the implicit (automatic) level. Without access to syntactic knowledge, sentence components cannot be manipulated to form alternative meaningful structures. The levels of syntactic and metalinguistic awareness required to perform according to age expectations are also required for reading comprehension, written language expression and editing and revising text.
Semantic Relationships	To evaluate the student's ability to interpret sentences that (a) make comparisons, (b) identify location or direction, (c) specify time relationships, (d) include serial order, or (e) are expressed in passive voice.	The abilities evaluated relate to upper elementary and secondary school curriculum objectives for following oral or written directions, completing assignments, understanding conventional series (e.g., days, months), and understanding order of action.	The item categories include comparisons (comparative relationships), relations in space (e.g., location, direction), time (e.g., sequences and time series), and relations expressed in the passive voice. Due to the variety of concepts and relations, interventions appropriate for vocabulary and concept building, morphology, and syntax all apply.
Reading Comprehension	To evaluate the student's ability to (a) sustain attention and focus while reading paragraphs of increasing length	The questions probe for understanding of the main idea, memory for facts and details, recall of event sequences, and making inferences and predictions.	Comprehension is a prerequisite for acquiring content knowledge and expressing ideas and opinions through discussion and writing.

	and complexity, (b) create meaning from narratives and text, (c) answer questions about the content of the information given, and (d) use critical thinking strategies for interpreting beyond the information given.		
Pragmatics Profile	To identify verbal and nonverbal pragmatic deficits that may negatively influence social and academic communication.	The skills that are evaluated are common, daily skills observed across ages, genders, and classroom situations and are necessary for obtaining, responding to, and giving information.	Students who score below average on the Pragmatics Profile may have difficulties in establishing relationships with peers and adults in a variety of social contexts. The pragmatics skills ratings are categorized as involving primarily verbal rituals, expressions of intentions or nonverbal communication skills. Identification of the student's relative strengths and weaknesses can provide a baseline for pragmatics intervention and can be used to evaluate progress. The Pragmatics Profile is not administered to the student. It is a checklist that is completed by the examiner with input from parents, guardians, teachers, or other informants who provide information to evaluate verbal and nonverbal contextual communication.
Pragmatics Activities Checklist	To provide the examiner an opportunity to observe the student's functional communications skills during authentic conversational interactions in order to identify verbal and nonverbal behaviors that may negatively influence social and academic communication.	Common, daily skills observed across ages and genders in school and home situations which are necessary for effective communication.	Classroom language use, interpretation of nonverbal communication skills, knowledge of social scripts (situations), and understanding of both posted and implied rules are required in curricular and non-curricular activities.