Assessment Analysis & Report Interpretation
Assessments

Clinical Evaluation of Language Fundamentals Preschool 2 (CELF Preschool 2)
- Children aged 3-6 years
- Assessment of receptive and expressive language
- Standardised

Clinical Evaluation of Language Fundamentals 4 (CELF 4)
- Children aged 5-16 years
- Assessment of receptive and expressive language
- Standardised
Assessments

All standardised assessments are scored to obtain:

• Subtest Scores

• Receptive and Expressive Scores
  – Average subtest scaled score = 7-13
  – Above average score = 13-17
  – Below Average score = 3-7
Assessments

Scores computed include:

- Core Language core (total language score)
- Receptive Language Score (comprehension)
- Expressive Language Score (use of language)

- On a scale of 100 and a standard deviation of 15
- Average range for these scores are 85 to 115
Assessments

• Within Normal Limits  86+ (between + or – 1 Sd)
• Mild language Delay  78-85 (between -1 and -1.5 Sd)
• Moderate language Delay  71-77 (between -1.5 and -2 Sd)
• Severe Language Delay  70 and below (-2Sd and below)
CELF 4 Subtest Analysis
Concepts & Following Directions

This evaluates the child’s ability to:

• Interpret spoken directions of increasing length and complexity
• Remember the names, characteristics and order of mention of objects
• Identify among several choices, the pictured objects that are mentioned

E.g. “point to the big car after you point to the 3rd ball”
Concepts & Following Directions

Relevance to School:

• Comprehension, recall and the ability to act upon spoken directions is essential for achieving in all subject areas and for internalising scripts and rules for behaviour

• These abilities are required for following directions for lessons and activities, both in the classroom and in the home
A child scoring poorly in this area may have difficulties with:

- Concepts of inclusion/exclusion e.g. circled, all except, underlined, all but one
- Location concepts e.g. top/bottom, next to, furthest, closest, between, separated by
- Sequence concepts e.g. beginning, middle, last, first, 2\textsuperscript{nd}/3\textsuperscript{rd}/4\textsuperscript{th}
- Temporal concepts e.g. before/after, same time, while, then
- Following directions of increasing length and complexity-auditory memory-child only be able to carry out part of the direction given
- Poor attention and listening skills
Related Therapy Ideas

• Concepts:
  – gather together a selection of items - animals, blocks, everyday objects. Set them up in different ways depending on the concept you are targeting. Then ask the child to point to different things or set up the items in a certain way (see handout)
Related Therapy Ideas

• Auditory Memory:
  – www.teachingexpertise.com
  – Chunking in groups of 3 e.g. number memory, word imitation, sentence imitation, then increase chunks to 4, 5 etc
  – Following 2, then 3, then 4 step commands
  – Use verbal rehearsal strategy
Recalling Sentences

This subtest evaluates the child’s ability to:

• Listen to spoken sentences of increasing length and complexity
• Repeat the sentences without changing the word meanings, inflections, grammatical markers or sentence structure

E.g. “after the children had finished the book, the teacher asked them to write a report”
Recalling Sentences

Relevance to School:

• In the classroom, the ability to remember spoken sentences of increasing complexity in meaning and structure is required for following directions and academic instructions, writing to dictation, note taking, learning vocabulary and related words and subject content
Recalling Sentences

A child scoring poorly in this area may have difficulties with:

- Processing sentence meaning
- Knowledge of the rules of grammar and sentence structure
- Auditory memory—only a small portion of long complex sentences may be internalised for recall, therefore the child might only remember the first few words spoken or the last few words. They may substitute words in the sentence or omit smaller words or grammatical markers when repeating the sentence. If the sentence is too complex for the child to process they may lose the meaning of the entire sentence and not attempt to recall it at all.
Related Therapy Ideas

- **Auditory Memory:** [www.teachingexpertise.com](http://www.teachingexpertise.com)
  - Chunking in groups of 3 e.g. number recall, word imitation, sentence imitation; then increase chunks to 4, 5 etc
  - Following 2, then 3, then 4 step commands
  - Use verbal rehearsal strategy
  - Answering qts from a short read paragraph
  - Memory games e.g. I went to the shop and I bought a ….. (also used in vocabulary development)
  - Simon Says games
Formulated Sentences

This subtest evaluates the child’s ability to:

- Formulate complete, grammatically correct and meaningful spoken sentences of increasing length and complexity (i.e. simple, compound and complex sentences) using given words (e.g. car, and if, because). The child is presented with a picture and required to create a sentence using the given word...
Formulated Sentences

Relevance to School:
• Ability to formulate complete, semantically and grammatically correct spoken and written sentences of increasing length and complexity. This is emphasised in:
  – Early story telling
  – Sentence completion tasks
  – Sentence combination
  – Written narrative and text
  – Editing and other literacy activities
Formulated Sentences

A child scoring poorly in this area may have difficulties with:

- Grammar e.g. using pronouns, plurals, verb tenses etc
- Syntax-child may not be using rules of sentence structure appropriately. May not be using conjunctions to make complex sentences.
Related Therapy Ideas

- Practice putting target words into sentences, using a mix of grammatical components eg nouns, verbs of different tenses, adjectives, superlatives, prepositions, adverbs, conjunctions etc
- Model/ repair sentences as you go
- Introduce conjunctions to expand sentences to make compound and complex sentences
- NB-important to teach the child to understand the conjunction!! E.g. ‘because’ is used in response to ‘why’ qts, means ‘for that reason’ or ‘since’
Word Structure

This subtest evaluates the child’s ability to:

• Apply word structure rules to mark inflections, derivations and comparison

• Select and use appropriate pronouns to refer to people, objects and possessive relationships

• Extend word meanings by adding suffixes to derive new words from base words and to use referential pronouns
Word Structure

Relevance to School:

• The use of word structures is emphasised by matching word forms to pictures
• Substituting pronouns for nouns
• Indicating time, number and possessive relationships
• Making comparisons
• Describing pictures and events
Word Structure

A child scoring poorly in this area may have difficulties with:

- Regular and irregular plurals
- Possessive nouns
- 3rd person singular
- Present progressive verbs
- Regular and irregular past tense verbs
- Future tense
- Comparatives and superlatives
- Pronouns

Modelling and recasting what the child says will develop the child’s ability in these areas!!
Related Therapy Ideas

• In order to encourage the accurate use of grammatical markers in spontaneous language, select photographs, pictures etc that show people or animals in actions or interactions. To develop the child’s understanding of various grammatical rules, present one or more pictures to encourage response with selected rules i.e. pronouns, verb tenses etc

• Use modelling, recasting and direct imitation to encourage correct use
Word Classes

This subtest evaluates the child’s ability to:

• Understand relationships between words that are related by semantic class features and to express those relationships e.g. child is presented with pictures of trumpet, drum and sign
Word Classes

Relevance to School:

- Children use word associations to focus or extend word meanings in spoken or written discourse
- They use word associations to develop semantic networks
- To facilitate word retrieval
- Using synonyms and antonyms
Word Classes

A child scoring poorly in this area may have difficulties with:

• Understanding word meanings
• Identifying common features of objects
• Categorising objects
• Understanding how items are related by location e.g. pig and cow
• New word learning, understanding of new word meaning
Related Therapy Ideas

- Naming tasks
- Categorisation e.g. fruit, veg, transport, furniture, school, toys etc. May be categorised by location e.g. things you find the classroom, or attributes e.g. things that are big, noisy etc. Use subcategories also e.g. animals can be subcategorised into sea, zoo, farm, pets, 4-legged, insects etc.
- Talk about things that are the same of different when looking at 2 pictures e.g. elephant and cow
- Using 3-5 words to describe items e.g. furry, smooth, hard, soft, big, small, hairy etc
Related Therapy Ideas

- Use semantic cueing: what does it look like, where would you find it, what does it feel like, what does it taste/smell like, what is it used for, what is it made from
- Use phonological cueing: what is the first sound in it, how many syllables does it have, what does it rhyme with
- Odd-one-out/semantic links activity
- Headbandz game
- Take turns being teacher so the child has a chance to both give clues and to ask questions about the item and to guess what the item might be by listening to cues and visualising what the item is
Related Therapy Ideas

www.hanen.org

Shoot for the SSTaRS

S - stress the new word to focus the children’s attention
S - show the children what the word means
T - tell the children what the word means
A - and
R - relate the word to children’s personal experiences and knowledge, as well as to other words and situations
S - say it again — and read the book again
Sentence Structure

This subtest evaluates the child’s ability to:

• Interpret sentences of increasing length and complexity

• Select the picture that illustrates referential meaning of the sentence
Sentence Structure

Relevance to School:
• Relates to the child’s ability to create meaning and context in response to pictures or spoken sentences
• Sentence comprehension is involved, as well as understanding of the relationship between spoken language and real-life situations
• Understanding spoken sentences is important in developing conversational skills, participating in interactive storytelling and following directions
Sentence Structure

A child scoring poorly in this area may have difficulties with:

- Understanding the following:
  - Negatives
  - Noun modifiers
  - Prepositional phrase
  - Verb phrases
  - Relative clause (who)
  - Subordinate clause
  - Questions
  - Passive (is being)
Related Therapy Ideas

• Within the classroom setting select pictures and objects that feature people and animals in actions and interactions. Present a set of related photos or illustrations (e.g., a boy preparing to go out to play, a boy playing outdoors, a boy putting away his toys).

• First ask the child to name the characters/objects in the picture. Then describe the action or relationship and ask him to identify it.

• After you have introduced the sets of related cards, present all of them to the child and ask him to identify a particular card based on your description; e.g., “Show me the boy who is playing outside.”

• CLIP Syntax worksheets
CELF Preschool 2 Subtest Analysis
Sentence Structure, Word Structure, Concepts & Following Directions, Recalling Sentences, Word Classes

As Before!!
Expressive Vocabulary

This subtest evaluates the child’s ability to:

• Label illustrations of people, objects and actions

Relevance to school:

• Labelling facilitates communication in conversation, games, play and interactive story telling. The use of words to create meaning is emphasised in telling stories, giving descriptions of events and labelling pictures

Children identified may have difficulty with:

• Expressive vocabulary
• Word retrieval
Related Therapy Ideas

• Vocabulary activities as outlined in previous slides
• Introduce simple vocabulary first e.g. trousers, then expand to jeans, dungarees
• Use of word-banks in school to highlight new words
• Model use of new word by using in a sentence
• Multi-sensory activities, hearing the new word, seeing, feeling, using and smelling and tasting the object helps children retain the new word
Related Therapy Ideas

- Topic-based work e.g. the farm-introduce all animals, sounds they make, what they look like, sounds they make etc. Topic based work makes children aware of how objects and words are linked, which in turn supports the storage, retrieval and use of the new word
- Sort and classify objects e.g. during tidy up time
- Use of semantic and phonemic cueing (as before)
Basic Concepts

This evaluates the child’s knowledge of:

• Concepts

Relevance to school:

• Understanding basic concepts facilitates following directions, participating in games, locating objects and items in the environment. It is crucial for class work, pre-literacy activities and understanding of stories

Children identified may have difficulty with understanding concepts of dimension/size, direction/location/position, number/quantity and equality
Therapy Related Ideas

• Choose a range of concepts e.g.
  – Attributes: colour, size, texture, shape
  – Time e.g. yesterday, today, before, after
  – Position e.g. in, behind, top, in front etc
• Sorting activities-put all the long pencils, big books, soft toys etc together
• Matching games according to colour, size
• Treasure Hunts with clues e.g. it’s soft, smooth and circular
• Simon Says game using temporal concepts, prepositions
• Barrier games

NB: work on concepts receptively before expressively!!
Language Development Pyramid

Skills at the bottom have to be in place before skills at the top can be developed.

Pre-Verbal & Early Interaction

Attention and Listening

Play

Understanding

Talking (Expressive Language)

Speech Sounds (Phonology)

Ssh l m

P b t d f

Language Development Pyramid
Hierarchy:
0-1 year: Fleeting attention
1-2 years: Rigid attention (5-7 minutes)
2-3 years: Single channelled attention (7-9 mins)
3-4 years: Focused attention (9-13 mins)
4-5 years: Two channelled attention (13-15 mins)
5-6 years: Integrated attention (15-30 mins)
Attention & Listening Therapy
Ideas

• Musical statues
• Sound lotto
• Copy the musician
• What sound was missing?
• Old McDonald
• Ready Steady Go
• Simon Says
• Story Time
Modelling

a) Repeating and affirming what the child said
   Child: ‘I had a train and a car and a boat for my birthday’
   Adult: ‘You had a train and a car and a boat for my birthday’

b) Emphasising certain words that you want the child to notice
   Child: ‘I’ve got mouses at home’
   Adult: ‘You’ve got mice at home’

b) Expanding by adding 2-3 words at either end of the sentence
   Child: ‘I go to Granny’s’
   Adult: ‘yes, you’re going to Granny’s after preschool’
   Child: ‘I got a bus’
   Adult: ‘yes, you’ve got a big red bus’
Apps!!

- Articulation Station
- Tiga Talk
- Talking Tom
- Artik Pix
- Articulate It
- Wh questions
- Grammar Quiz Lite
- Speech with Milo
- Kids Academy
- I Can Do Apps
- Lets Talk Following Instructions

- ToonWare Categories
- Fun with Directions Lite
- Language Lite
- Smarty Ears range
- Fun English by Studycat
- Vocabulary and Grammar! Language Development. Tribal Nova
- Pair Up Free-Language Lite
- What’s Different? Lite
Websites

www.enchantedlearning.com
www.fun4thebrain.com
www.starfall.com
www.sparklebox.com
www.toolsforeducators.com
www.eye-canlearn.com
www.kids-pages.com/flashcards.htm
www.mes-english.com
www.teach-nology.com
www.speakingofspeech.com
www.quia.com/pages/havemorefun.html