

*Instructor's Manual and Test Bank
to accompany*

**Language Disorders in Children:
Fundamental Concepts of Assessment and Intervention**

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**Instructor's Manual
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Language Disorders in Children: Fundamental Concepts of Assessment and Intervention

Instructor's Manual Introduction

This manual is designed to help you present the fundamental concepts of assessment and intervention for children with language disorders to pre-service students in a way that is meaningful and engaging. The author, Joan N. Kaderavek, has written the text in the first person to connect directly with your students. I suggest that you continue this informal style by using the materials provided in this manual to initiate classroom dialogue and develop the clinical problem-solving and decision-making skills of your students. The ultimate goal is to give your students the knowledge and skills they need to become effective speech and language pathologists or special educators.

I have developed the following materials for each chapter to assist as you prepare to teach this course. The PowerPoints for each chapter are in separate files. I suggest that you print out copies of the Chapter-at-a-Glance grids and the “Notes” for the PowerPoint presentations.

1. Chapter-at-a-Glance Grid – Grids correlate all the materials for the chapter and show you how to integrate the materials into your lesson plans. The grids provide a quick reference as you teach each chapter.
2. Chapter Guide – Guides include a summary, overview questions, key terms, a PowerPoint presentation guide, and discussion questions for the chapter. Reading the chapter guide can serve as an introduction or review of the chapter.
3. Test Bank – Banks contain multiple choice, matching, true/false, short answer, and essay questions based on the material from each chapter. The questions can be used as chapter quizzes or combined for mid-term or final exams.
4. Chapter PowerPoints- Presentations are designed to walk students through the essential points of the text while engaging them in the learning process. Teaching suggestions and additional information from the text are included in the “Notes” section of most slides. A copy of these “Notes” can serve as an outline as you present the PowerPoints to your students.

I hope that you find these materials useful. You are encouraged to use the materials as created or to edit them to meet the needs of the course or the students you are teaching.

CHAPTER-AT-A-GLANCE

Chapter 1: Language Theory and Language Development

Outline	Instructor Resources	Print Supplements	Media Supplements	Instructor Notes
Chapter Overview Questions	Text page 1 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.1, 1.2, 1.3	
Definitions and Background Information	Text pages 2- 3 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.4, 1.5	
The Speech Chain Model	Text pages 3-6 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slide 1.6	
Theoretical Approaches to Language & Implications for Assessment & Intervention	Text pages 6-23 Table 1.1 on page 6 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15	
The Domains of Language	Text pages 24-28 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.16, 1.17, 1.18	
Subdomain #1: Early Pragmatic Skills	Text pages 28-31 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.19, 1.20	
Subdomain #2: Vocabulary Development	Text pages 31-33 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.21, 1.22	
Subdomain #3: Multiple Word Combinations	Text pages 34-36 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.23, 1.24	
Subdomain #4: Morphosyntax Development	Text pages 36-38 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.25, 1.26	
Subdomain #5: Advanced Pragmatic and Discourse Development	Text pages 38-40 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 1.27, 1.28	
Summary	Text pages 40-41	Chapter guide		
Discussion and In-Class Activities	Text page 42	Chapter guide		
Case Study		Chapter guide	PowerPoint slide 1.29	

CHAPTER GUIDE

Chapter 1: Language Theory and Language Development

Chapter Summary

A language disorder is impaired comprehension or use of spoken, written, or other symbol systems. An individual with a language disorder is different from someone with a language difference. Language difference is a result a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors. Sometimes a young child (2 to 3 years old) who exhibits a developmental lag in language is called language delayed or a late talker; experts use this terminology because language impairment cannot be reliably diagnosed in young children in the absence of a primary disorder.

Receptive and expressive language occurs at the linguistic level of the speech chain. Other communication processes that are within the motor/physical and the acoustic levels contribute to the communication system.

Behaviorism suggests that learning occurs when an environmental stimulus triggers a response or behavior. Cognitive theory is based on the writings of Jean Piaget who proposed that children demonstrate a sequence of progressively more sophisticated cognitive abilities. Nativist theory proposes that children have an innate (i.e., inborn) ability to learn language; it is based on the writings of Noam Chomsky. Neural maturation is an accumulating body of science explaining the relationship between language and brain development. Social interaction theory is based on the principle that communication interactions play a central role in children's acquisition of language; this theory is often connected to the writings of Vygotsky. Information-processing theories historically have compared the brain to a computer, highlighting the interconnectivity of processing elements. Practitioners use behaviorism when they use reward systems to train behaviors. Practitioners observe children's play behaviors to informally gauge children's general cognitive ability and level of representational thought; this is an example of how cognitive theory has influenced clinical practice. The nativist position has influenced practitioners' recognition of the biological base for language learning. Recent neural maturation research has altered decision-making for some intervention programs, suggesting that intervention should occur at very early ages. Social interaction theory has influenced many current therapies; practitioners use this theoretical approach to focus on enhancing interactions between communication partners. The information-processing model offers a framework to explain individual processing challenges; this theory explains how weaknesses in the processing system result in language deficits.

Communication Subdomain 1 encompasses early pragmatic skills including joint visual attention, imitation, and turn taking. Vocabulary (Communication Skill 2) progresses from early one-word level and continues to develop through adulthood. Once children have more than 50 words they typically begin to produce two-word combinations during the development of Communication Subdomain 3. Syntax and morphological development, often described in terms of Brown's stages of language development, are evidenced during Communication Subdomain 4. Children's discourse skills continue to develop in Communication Subdomain 5. Early pragmatic functioning (Communication Subdomain 1) is fundamental to all communication and may be the focus of intervention for individuals with severe social communication deficits. Practitioners may target teaching children a variety of semantic meanings at the one-word level and facilitate advanced vocabulary learning for children with

vocabulary deficits (Communication Subdomain 2). Practitioners use language facilitation techniques and/or train caregivers to develop children's use of multiple-word utterances. Some children with severe disabilities may use augmentative forms of communication to communicate at this level (Communication Subdomain 3). If children are having difficulty with morphosyntax in Communication Subdomain 4, practitioners use language analysis to determine appropriate linguistic targets. Practitioners facilitate social use of communication to enhance the child's social and academic achievement; this is the focus of Communication Subdomain 5.

Chapter Focus Questions

1. What are the differences between a language disorder, a language difference, and a language delay?
2. What are the three levels of communication described within the speech chain? Which level is the focus of this book?
3. What are six different theories influencing language development as described in this chapter?
4. How does each theory influence intervention approaches?
5. What are five different communication subdomains? What is the most important communication characteristic associated with each subdomain?
6. How do practitioners use information regarding the subdomains to guide clinical interventions?

Chapter Key Terms

Communication	Page 2
Speech	Page 2
Language	Page 2
Language Disorder	Page 2
Expressive language	Page 2
Receptive language	Page 2
Morphology	Page 6
Syntax	Page 6
Phonology	Page 6
Pragmatics	Page 7
Semantics	Page 7
Behaviorism	Page 8
Cognitive Theory	Page 9
Nativism	Page 13
Neurobiological	Page 15
Neural Maturation	Page 15
Social Interaction	Page 19
Information-Processing	Page 21
Connectionism	Page 21
Systems/Ecological	Page 23
*Morphosyntax	Page 36

* The term morphosyntax is used to avoid wordiness throughout this book and because the lines between syntax and morphology are blurred.

Chapter PowerPoint Presentation Outline

Please note: Additional suggestions and information from the text are included in the notes section of most slides.

1. Introduction
 - a. Present slide 1.1 and introduce the textbook and chapter 1
 - b. Present slide 1.2 and discuss the characteristics of each child described.
 - c. Present slide 1.3 and review the focus questions.
2. Definitions and Background Information
 - a. Present slide 1.4 and carefully go over the definition of each term.
 - b. Present slide 1.5 and discuss the information presented
3. The Speech Chain
 - a. Present slide 1.6 and discuss the acoustic, motor and linguistic levels of the speech chain model
4. Theoretical Approaches to Language & Implications for Assessment & Intervention
 - a. Present slide 1.7 and explain that the theories will be reviewed in detail to identify significant contributions to our understanding of language development.
 - b. Present slide 1.8 and review the significant findings of B.F. Skinner
 - c. Present slide 1.9 and review the work of Piaget.
 - d. Present slide 1.10 and review the concepts of Chomsky.
 - e. Present slide 1.11 and explain what we are learning from neurobiological research.
 - f. Present slide 1.12 and introduce the social aspect of learning.
 - g. Present slide 1.13 and to learn more about the social aspects of learning.
 - h. Present slide 1.14 and review the findings of connectionism.
 - i. Present slide 1.15 and review the systems/ecological approach. As a review, ask students to identify the implication of each theory to language assessment and intervention (you may want to return to slide 1.7).
5. The Domains of Language
 - a. Present slide 1.16 and discuss the Venn diagram showing the interlocking nature of form, content, and use with students.
6. The Components of Language
 - a. Present slide 1.17 and carefully review the definitions of each term. Have student explain each term in their own words.
7. The Five Communication Subdomains
 - a. Present slide 1.18 and explain that these five subdomains present an elaborated model of language development.
 - b. Present slide 1.19 and review the characteristics of language in Subdomain 1: Early Pragmatic Skills
 - c. Present slide 1.20 and discuss clinical implications for skills learned in Subdomain 1.
 - d. Present slide 1.21 and review the characteristics of language in Subdomain 2: Vocabulary Development
 - e. Present slide 1.22 and discuss clinical implications for skills learned in Subdomain 2.
 - f. Present slide 1.23 and review the characteristics of language in Subdomain 3: Multiple Word Combinations

- g. Present slide 1.24 and discuss clinical implications for skills learned in Subdomain 3.
 - h. Present slide 1.25 and explain the author's use of the term "morphosyntax". Review the characteristics of language Subdomain 4: Early Morphosyntax
 - i. Present slide 1.26 and discuss clinical implications for subdomain 4.
 - j. Present slide 1.27 and review the characteristics of language Subdomain 5: Advanced Pragmatic and Discourse Development
 - k. Present slide 1.28 and discuss clinical implications for subdomain 5.
8. Recognizing the Subdomains
- Present slide 1.29 and have students identify the Subdomain for each child described. Explain to students that the accurate assessment of discourse demands careful language analysis. The analysis of discourse is presented in Chapter 2. Interventions focusing on peer interactions and the sophisticated language abilities needed for reading and writing are discussed in Chapters 5 and 9.

Chapter Discussion Questions and Activities

1. In groups, give examples of communication behaviors in children's morphology, pragmatics, semantics, and syntax that will be demonstrated as the child matures.
2. In groups, brainstorm three activities that you could implement with an individual who demonstrated a deficit in each of the communication subdomains. Share your ideas in class. List the ideas and prioritize them. Why did you select some activities rather than others?
3. Following the activity above, try to identify the theoretical approach(es) supporting the particular activity that you see as best.
4. Explain the speech chain model to an individual who is not in your class. Draw a simple diagram to illustrate your explanation. Role-play this explanation in class.
5. Find a number of catalogs that contain intervention materials and assessments. In small groups, locate materials listed in the catalog that you believe are based on the following theoretical approaches: behaviorism, nativism (i.e., emphasis on morphosyntax analysis, transformational grammar), social interaction approaches, and cognitive approaches (i.e., sensorimotor emphasis). List or underline the words in the item description that support your conclusion. Share what you find with the entire class.
6. Have students view video recordings of individuals with communication impairments. Ask students, if you had to pick only one communication subdomain to target in intervention, which one would it be? Explain.

TEST BANK

Chapter 1: Language Theory and Language Development

Multiple Choice Questions

1. A child who does not comprehend the spoken word or is unable to communicate verbally with others has a
 - a. language difference.
 - b. language delay.
 - c. language disorder.
 - d. all of the above.
2. Clinical practitioners who work with children who have language impairments need
 - a. the ability to synthesize information.
 - b. the ability to weigh scientific evidence.
 - c. the ability to see connections between basic principles.
 - d. all of the above.
3. The Speech Chain Model includes all of the following, except
 - a. the speaker's production of words.
 - b. the transmission of sound.
 - c. the cause and effect relationship.
 - d. the listener's perception of what has been said.
4. The domains of language include form, content, and use. The components of language include
 - a. Morphology.
 - b. Syntax.
 - c. Semantics.
 - d. Phonology.
 - e. Pragmatics.
 - f. All of the above.
5. When a child begins to add "s" to nouns to indicate more than one, he/she is demonstrating the use of
 - a. Morphology.
 - b. Syntax.
 - c. Semantics.
 - d. Phonology.
 - e. Pragmatics.
 - f. All of the above.
6. When a child stops calling all males "da-da" and identifies only his/her father as "daddy," he/she is demonstrating the use of
 - a. Morphology.
 - b. Syntax.
 - c. Semantics.
 - d. Phonology.
 - e. Pragmatics.
 - f. All of the above.
7. A clinical application of The Cognitive Theory is when

- a. Practitioners observe children’s play behaviors to gauge children’s general ability and level of representational thought.
 - b. Practitioners use drill-and-practice activities within intervention sessions.
 - c. Practitioners encourage parents and other caregivers to reinforce intervention activities.
 - d. Practitioners focus on building linkages between letter names and letter sounds.
- 8. A clinical application of the Social Interaction Theory is when
 - a. Practitioners observe children’s play behaviors to gauge children’s general cognitive ability and level of representational thought.
 - b. Practitioners use drill-and-practice activities within intervention sessions.
 - c. Practitioners encourage parents and other caregivers to reinforce intervention activities.
 - d. Practitioners focus on building linkages between letter names and letter sounds.
- 9. Children in this Subdomain show evidence of syntax and morphological development.
 - a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
- 10. This Subdomain begins towards the end of the first year of life and continues to develop throughout one’s life.
 - a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
- 11. Teaching children a variety of semantic meanings at the one-word level and facilitating advanced vocabulary learning for children is an example of intervention at this Subdomain.
 - a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse.
- 12. When practitioners facilitate the social use of communication to enhance the child’s social and academic achievement the focus is on this Subdomain.
 - a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
- 13. Children who have more than 50 words typically and begin to produce two-word combinations are said to be in this Subdomain.
 - a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations

- d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
14. Language analysis is used to determine appropriate linguistic targets for children who are having problems in this Subdomain.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
15. This Subdomain encompasses joint visual attention, imitation, and turn taking.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
16. This Subdomain is reached between the ages of 3 and 7 when children become skilled at conversation and narrative.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
17. Children in this Subdomain begin to add “s” to words.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
18. This Subdomain is fundamental to all communication and may be the focus of intervention for individuals with severe social communication deficits.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
19. Training parents and caregivers to develop children’s use of multiple-word utterances is an example of intervention at this Subdomain.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary
 - c. Subdomain 3: Early Word Combinations
 - d. Subdomain 4: Morphosyntax
 - e. Subdomain 5: Discourse
20. Children who do not add “ing” to words demonstrate a need for intervention at this Subdomain.
- a. Subdomain 1: Early Pragmatics
 - b. Subdomain 2: Vocabulary

- c. Subdomain 3: Early Word Combinations
- d. Subdomain 4: Morphosyntax
- e. Subdomain 5: Discourse

Matching Questions

Developmental Theory	Key Insight
1. Behaviorism	A. based on the principle that communication interactions play a central role in children's acquisition of language
2. Cognitive	B. compared the brain to a computer, highlighting the interconnectivity of processing elements
3. Nativist	C. proposes that individual's family, community, and culture shape his or her functioning
4. Neural maturation	D. proposes that children demonstrate a sequence of progressively more sophisticated cognitive abilities
5. Social interaction	E. suggests that learning occurs when an environmental stimulus triggers a response or behavior
6. Information-processing	F. research on the relationship between language and brain development in young children
7. Systems/Ecological Approach	G. proposes that children have an innate ability to learn language

True/False Questions

1. A language disorder is impaired comprehension or use of spoken, written, or other symbol systems.
2. Language difference is a result a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors.
3. A young child (2 to 3 years old) who exhibits a developmental lag in language is called autistic.
4. The terminology *language delayed* or *a late talker* is used because language impairment cannot be reliably diagnosed in young children in the absence of a primary disorder.
5. Language disorders are caused when there is a disruption in language form, content, and/or use.
6. The speech chain includes three levels; the motor/physical, the acoustic, and the linguistic.
7. Receptive and expressive language occurs at the acoustic level of the communication system.
8. An example of the use of Behaviorist Theory is when practitioners observe children's play behaviors to informally gauge children's general cognitive ability and level of representational thought.
9. The Communication Subdomains explain the sequence of skills children learn as they develop language.
10. Because vocabulary development is essential to success in school, intervention always begins at Subdomain 2.
11. Receptive language refers to an individual's ability to understand and process language.
12. Expressive language refers to an individual's ability to express and communicate meaning with language.

Short Answer Questions

1. Diagram and explain the Speech Chain Model.
2. The Speech Chain Model demonstrates significant challenges confronting the language learner. Identify and explain these challenges.
3. The Social Interaction Theory includes the concepts of infant-directed talk, coordinating attention and parent-child communication routines. Explain the importance of each and how these concepts relate to the Communication Subdomains.
4. Define each term and give a language example of each.
 - Morphology
 - Syntax
 - Phonology
 - Semantics
 - Pragmatics

Essay Questions

1. Explain what this chapter has taught about speech disorders, how you will use this information in your work with children, and what additional skills and knowledge you need to become a practitioner.
2. Identify and define the domains of language, the components of each domain, and give examples of the skills children need to communicate effectively in each domain.

Chapter 1 Answer Key

Matching:	True/False:	Multiple Choice:
1. E	1. True	1. c
2. D	2. True	2. d
3. G	3. False	3. c
4. F	4. True	4. f
5. A	5. True	5. a
6. B	6. True	6. c
7. C	7. False	7. a
	8. True	8. c
	9. False	9. d
	10. False	10. b
	11. True	11. b
	12. True	12. e
		13. c
		14. d
		15. a
		16. e
		17. d
		18. a
		19. c
		20. d

CHAPTER-AT-A-GLANCE

Chapter 2: Assessment of Language Disorders

Outline	Instructor Resources	Print Supplements	Media Supplements	Instructor Notes
Chapter Overview Questions	Text page 44 Chapter guide PowerPoint Notes	Appendix C: Example Diagnostic Report Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	
Assessment Tools -Norm-referenced -Criterion-referenced	Text pages 45-48 Figure 2.1 on page 46 Table 2.1 on pages 50 – 53 Chapter guide PowerPoint Notes	Appendix A: Tutorial Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.7, 2.8, 2.9, 2.10	
Psychometric Features of Assessment	Text pages 48-56 Focus 2.1 on page 56 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.11, 2.12	
Language Sample Analysis (LSA)	Text pages 57-74 Focus 2.2 on page 58 Chapter guide PowerPoint Notes	Appendix B: Data Score Sheet for Beginning Language Learners Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.13, 2.14, 2.15, 2.16, 2.17, 2.18	
Assessment Process	Text pages 74-89 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.19, 2.20, 2.21	
Synthesizing Assessment Results, Counseling Families, and Writing Reports	Text pages 89-92 Table 2.8 on page 92 Chapter guide PowerPoint Notes	Chapter guide PowerPoint Notes Test Bank	PowerPoint slides 2.22, 2.23, 2.24	
Summary	Text pages 93-94	Chapter guide		
Discussion and In-Class Activities	Text page 94-95	Chapter guide		
Case Study	Text page 95-96	Chapter guide PowerPoint Notes	PowerPoint slide 2.25	

CHAPTER GUIDE

Chapter 2: Assessment of Language Disorders

Chapter Summary

Norm-referenced assessments have statistical properties that allow the assessor to compare the individual's performance to that of his or her chronological peer group. Norm-referenced assessments are typically used to determine if an individual does, or does not, have language impairment. Criterion-referenced assessments are used to document an individual's ability in a specific domain; the raw data are used to develop intervention plans and document behavior change. Validity and reliability must be considered when evaluating an assessment tool. Standard scores are transformed scores, allowing an individual's performance to be compared with same-age peers on a bell-shaped curve.

The assessor computes mean length of utterance (MLU) by dividing the total number of morphemes in a speech sample by the number of utterances; this provides an average for utterance length. The assessor can use MLU to quantitatively compare a child's length of utterances with developmental data from Brown's stages. A T-unit analysis is an analysis in which the assessor separates clauses by coordinating conjunctions; it is an analysis used with older school-age children. Microanalysis considers an individual's output utterance by utterance; microanalysis can include analysis of pragmatic function and semantic relationships for beginning language learners and morphosyntax features for later language learners. Macroanalysis considers an individual's ability to participate in conversation and includes discourse and mazing analyses.

The professional develops an assessment plan that will evaluate the individual's language use (e.g., How does the client communicate? Can he get his or her needs met? What is conversation like when communicating with this individual?), (b) language content (e.g., What words does the individual know and use? Is the individual's semantic knowledge adequate for school success?), and (c) language form (e.g., What morphosyntax features does the individual understand and use? Do morphosyntax weaknesses negatively impact academic performance?)

Assessment priorities change depending on the relevant communication subdomain. In Subdomain 1 (early pragmatic), the assessor often uses criterion-referenced assessments and parent surveys to understand the individual's use of pragmatic communication behaviors.

When considering Subdomains 2 and 3 (word learning and early word combinations), the assessor uses a semantic focus to document the individual's lexicon and the semantic combinations used when combining words. Norm-referenced, criterion-referenced, and observational assessments are all used for individuals at Subdomains 2 and 3.

When assessing Subdomain 4 (morphosyntax), the assessor typically uses a combination of language sample analyses, along with norm-referenced and criterion-referenced assessment. When assessing Subdomain 5, the assessor completes a discourse analysis and considers advanced pragmatic skills.

In addition to evaluating an individual's language abilities, the assessor considers all aspects of the communication system during a speech-language assessment. This includes hearing ability, speech motor ability, cognitive ability, fluency and rate of speech, sound production, awareness of phonemes, and voice quality. The assessor evaluates case history data, interviews family members and teachers, evaluates the child or student using a variety of assessment tools, synthesizes test results, and writes a clinical report to complete the assessment process.

Chapter Focus Questions

1. What are the characteristics, disadvantages, and advantages of norm-referenced and criterion-referenced assessment?
2. How do validity and reliability impact assessment tools? How are standard scores interpreted to identify students with language impairment?
3. How does the SLP or educator compute mean length of utterance? How does MLU differ from a T-unit analysis?
4. How does the assessor complete a microlevel analysis for a beginning language learner? For a higher-level language learner? What macrolevel analyses are completed for individuals with language impairment?
5. How does the assessor evaluate a child with regard to each of the communication subdomains? Describe an assessment protocol appropriate for Subdomains 1-5.

Chapter Key Terms

Norm-Referenced Assessment	Page 45
Criterion-Referenced Assessment	Page 45
Dynamic Assessment	Page 45
Validity	Page 49
Reliability	Page 50
Bell-shaped Curve	Page 55
Raw Scores	Page 54
Standard Scores	Page 54
Mean	Page 54
Standard Deviation	Page 55
Language Sample Analysis (LSA)	Page 57
Mean Length of Utterance (MLU)	Page 57
Number of Different Words (NDW)	Page 63
T-unit Analysis	Page 63
Quantitative Language Analysis	Page 63
Qualitative Language Analysis	Page 64
Microanalysis	Page 65
Macroanalysis	Page 66
Mazing analysis	Page 74

Chapter PowerPoint Presentation Outline

Please note: Additional suggestions and information from the text are included in the notes section of most slides.

1. Introduction
 - a. Present slide 2.1 and 2.2 and lead students in a discussion of the items.
 - b. Present slide 2.3 and explain the sections of the assessment report
 - c. Present slide 2.4 and have students complete the sections that are Xed out.
 - d. Present slide 2.5 and ask students what the report tells about Thad.
 - e. Present slide 2.6 and discuss the 5 overview questions.
2. Assessment Tools

- a. Present slide 2.7 and review the features of norm-referenced assessments.
 - b. Present slide 2.8 and review the features of criterion-referenced assessments.
 - c. Present slide 2.9 and review the features of dynamic assessments.
 - d. Present slide 2.10 and review the use of the different types of assessment tools.
3. Psychometric Features of Assessment
 - a. Present slide 2.11 and review validity and reliability.
 - b. Present slide 2.12 and review the bell-shaped curve and related terms.
4. Language Sample Analysis
 - a. Present slide 2.13 and introduce the Language Sample Analysis (LSA).
 - b. Present slide 2.14 and guide students in a discussion of the clinical decision-making process.
 - c. Present slide 2.15 and introduce LSA quantitative tools.
 - d. Present slide 2.16 and discuss qualitative language analysis.
 - e. Present slide 2.17 and explain the features of macroanalysis.
 - f. Present slide 2.18 and review discourse skills.
5. The Assessment Process
 - a. Present slide 2.19 and introduce the steps in the assessment process
 - b. Have students turn to page 75 in the text and walk through the assessment process shown in Figure 2.8.
 - c. Present slide 2.20 and discuss the importance of all components of assessment.
 - d. Present slide 2.21 and review the communication subdomains. Have students identify assessment for each using the tables on pages 50- 53 and 84-87.
6. Results, Families, Reports
 - a. Present slide 2.22 and review the questions used to guide the interpretation of the assessment results.
 - b. Present slide 2.23 and discuss important aspects of counseling the family.
 - c. Present slide 2.24 and review important aspects of writing the report.

Chapter Discussion Questions and Activities

1. Divide the class into groups.
 - Give each group a brief outline of a child with a language disorder.
 - Child 1, who is 8 years old, is having difficulty in school learning to read and write
 - Child 2, who is 5 years old but can only speak with a few word combinations
 - Child 3, who is 3 years old, has a slight language delay and is making morphosyntax errors.
 - Ask each group to brainstorm activities, observations, interviews, and criterion-referenced assessments that could be used with each case to obtain background information and conduct the assessment.
 - Have each group answer the following:
 - Who should be interviewed before the assessment, and what questions will you ask?
 - What points should be included in the final interview with parents and teachers?
 - What information needs to be obtained during classroom observations?

2. Show students a videotape observation of a young child in play with another child or an adult. Have students use the Language Sample Worksheet (see Appendix B) to document observed behaviors. Have students answer the following:

- Did the child you observed demonstrate a sufficient range (given his or her age) of pragmatic function?
- Could the context or environment be altered to promote a greater variety of pragmatic behaviors?
- How did the child try to communicate (communication means)?
- Did he or she use gestures, sounds, words, or word combinations?

3. Show students a video of the administration of a norm-referenced test. Have students score at least part of the test. Present students with the normative data table from the test manual. Have students use the test they scored to:

- compute the raw score
- transform the raw score into a standard score
- identify the confidence intervals

4. Provide students with a brief example of a child language transcript. Have students Compute the child's MLU and NDW. Then ask the following questions:

- What Brown's stage should the child be at given his or her chronological age?
- Is the child's MLU consistent with this stage?
- If not, what Brown's stage is the child at?
- Is this child within normal limits for sentence length and vocabulary variety?

5. Distribute sample norm-referenced tests to students. Have students identify the following information for each test: (a) reliability data, (b) validity data, (c) purpose, and (d) tasks used to assess different domains.

TEST BANK
Chapter 2 Assessment of Language Disorders

Multiple Choice Questions

1. This type of assessment has statistical properties that allow the assessor to compare the individual's performance to that of his or her chronological peer group.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
2. This type of assessment is useful across all subdomains.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
3. This type of assessment is used to determine if an individual does, or does not, have language impairment.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
4. This type of assessment is used to document an individual's ability in a specific domain; the raw data are used to develop intervention plans and document behavior change.
 - a. Norm-referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
5. This type of assessment uses a short-term teaching session to determine if a child can learn tasks.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
6. This type of assessment may overidentify children from minority cultures.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
7. This type of assessment is used to assess Subdomains 2 and 4.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
8. This type of assessment can be used to monitor student progress during intervention.
 - a. Norm referenced

- b. Criterion referenced
 - c. Dynamic
 - d. All of the above
- 9. This type of assessment is useful for a child from a culturally and linguistically diverse background.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
- 10. This type of assessment is easy to administer and score.
 - a. Norm referenced
 - b. Criterion referenced
 - c. Dynamic
 - d. All of the above
- 11. A combination of assessment procedures is used to
 - a. Identify if the child does or does not have a language impairment.
 - b. Identify specific targets for intervention.
 - c. Decide if the child has a language difference or a language disorder.
 - d. All of the above
- 12. A Language Sample Analysis
 - a. is a criterion-referenced assessment.
 - b. evaluates an individual's spontaneous or self-generated speech in naturalistic setting.
 - c. provides information needed to develop intervention goals.
 - d. has been proposed as the best means to identify children with language impairment.
 - e. All of the above
- 13. An assessment tool is said to have Validity if it
 - a. provides intervention strategies.
 - b. is efficient to administer and score.
 - c. is free from errors.
 - d. measures what it says it measures.
 - e. All of the above
- 14. An assessment tool is said to have Reliability if it
 - a. provides intervention strategies.
 - b. is efficient to administer and score.
 - c. is free from errors.
 - d. measures what it says it measures.
 - e. All of the above
- 15. The Bell-Shaped Curve
 - a. is a normal distribution of scores.
 - b. uses transformed scores.
 - c. compares the individual's score to the normative.
 - d. identifies children below the normal performance range.
 - e. All of the above
- 16. The mean length of utterance (MLU) refers to
 - f. the number of words used by a child.
 - g. an average for utterance length.

- h. the transcript of a speech sample.
 - i. the length of time required to take a speech sample.
 - j. All of the above
17. A T-unit analysis
- a. is used with older school-age children.
 - b. examines sentence structure including clauses and coordinating conjunctions.
 - c. includes an assessment of written work.
 - d. All of the above
 - e. None of the above
18. The number of different words (NDW) is
- a. a quantitative analysis of language content.
 - b. a measure of levels of vocabulary diversity.
 - c. compared to normative data.
 - d. All of the above
 - e. None of the above
19. Qualitative language analysis
- a. is part of the two-step LSA.
 - b. compares the child's language quality with a language-age match.
 - c. uses both microanalysis and macroanalysis of the LSA.
 - d. All of the above
 - e. None of the above
20. Mazing analysis
- a. measures interruptions in discourse.
 - b. counts false starts, revisions, fillers, repetitions, and pauses.
 - c. used with older school-age children.
 - d. All of the above
 - e. None of the above

Matching Questions

1. Age equivalent score	A. A total score that consists of the sum or mean score on two or more subtests.
2. Basal	B. A boundary of confidence that can be placed around a test score, calculated from the standard deviation and the reliability of the test.
3. Ceiling	C. An indication of an individual's relative standing in terms of percentage; the percentage of people or scores that fall at or below a specific score.
4. Composite score	D. A score calculated by obtaining the difference between the person's actual score and the mean of the normal distribution and dividing that value by the standard deviation.
5. Percentile rank	E. The specific number of sequential items on a test or subtest that must be answered correctly before a student can continue taking the test.
6. Raw Score	F. A standard score with a mean of 5 and a standard deviation of 2.
7. Standard Error of Measure (SEM):	G. A standard score with a mean of 50 and a standard deviation of 10.
8. Stanine	H. The chronological age for which a raw score is the average score.
9. T-Score	I. The actual score (number of items correct) on a test.
10. Z-score	J. When the student misses a specific number of sequential items on a

test, testing is discontinued.

True/False Questions

1. Norm-referenced tests are used to compare an individual's ability to those of his or her peers.
2. Criterion-referenced tests are use to compare the individual's performance with a pre-specified standard or a specific skill.
3. An advantage of criterion-referenced tests is that the assessments are efficient to administer.
4. Norm-referenced tests over identify children from minority groups.
5. Norm-referenced tests are generally more valid than criterion-referenced tests.
6. Language Sample Analysis (LSA) is a criterion-referenced assessment because the child's output is compared to developmental data.
7. T-unit analysis is used because older children with language impairments often produce run on sentences linked with conjunctions.
8. Quantitative analysis evaluates the quality of the child's speech by comparing the child's language output with a language-age match.
9. Discourse skills include: topic control, topic maintenance, conversational repair, informativeness, and conjunction cohesion.
10. Screening is the initial assessment process used to identify children who have language impairments.

Short Answer Questions:

1. List and describe the steps in the assessment process.
2. How will you use the Communication Subdomains to identify targets for intervention?
3. What are the features of a well-written report?

Essay Question:

In addition to evaluating a child's language abilities, the assessor considers all aspects of the communication system during a speech-language assessment. Explain what this means and what should be included.

Chapter 2 Answer Key

Multiple Choice		Matching		True/False	
1.	A	1.	H	1.	T
2.	B	2.	E	2.	T
3.	A	3.	J	3.	F
4.	B	4.	A	4.	T
5.	C	5.	C	5.	F
6.	A	6.	I	6.	T
7.	A	7.	B	7.	T
8.	B	8.	F	8.	F
9.	C	9.	G	9.	T
10.	A	10.	D	10.	F
11.	A				
12.	E				
13.	D				
14.	C				
15.	E				
16.	B				
17.	D				
18.	D				
19.	D				
20.	D				