

Assessment of Speech and Language

Chapter 13

IDEA Definition

- Regulations: Part 300 / A / 300.8 / c / 11



(11) Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Definitions

- Speech - formation and sequencing of sounds of oral language for communication
- Language – code or system to communicate ideas
 - Receptive language – decoding or understanding messages
 - expressive language – encoding or sending messages
- Communication – process of sharing information
- Speech disorder - Problems in production and use of oral language
 - Articulation, fluency, and voice production
- Language disorder - Problems in comprehending and using language for communication

Language Disorders

- **Phonology**- speech sounds
- **Morphology**- organization of word forms (verb tense, suffixes, etc.)
- **Syntax**-organizing words into meaningful segments
- **Semantics**-word and sentence meanings
- **Pragmatics**-social use of language

Prevalence

- Extremely varied, difficult to identify, often occur with other disabilities
- What are some of the reasons for difficulty in identification?

Con't.

- Approximately 20% of classified students have speech and/or language disorders
- Speech-language therapy is one of the most frequently provided related services

Responding to Diversity

- Today, many children are English language learners: that is, English is not their first language. They come from homes in which the family's native language is spoken exclusively or nearly exclusively. School personal should consider the home language to be the student's first language.

Question:

- What precautions must be taken when assessing a student whose first language is not English for speech and communication disorders?

Communication Variations

- Consider cultural values and learning styles
- Ask for help from colleagues, parents, others
- View in naturalistic context
- Know features of community's dialects
- Consider student's dialect

Speech Disorders

- **Phonological disorders**-rules for producing and being able to blend sounds into words
 - **Articulation disorders**-errors in producing sounds or words
 - Omissions
 - Substitutions
 - Distortions
 - Additions

Speech Disorders – con't.

- Voice Disorders
 - Pitch
 - Loudness
 - Quality (resonance)
- Fluency disorders
 - Stuttering
- Motor-Speech disorders
 - Dysarthria – problems controlling the production of speech
 - Apraxia – planning and coordinating speech

Assessment

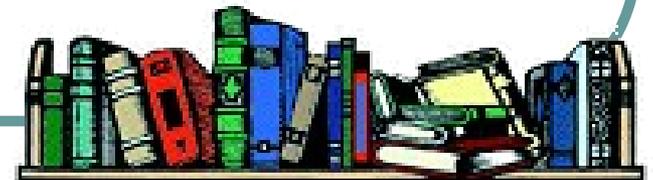
- To determine current language abilities
- To observe ease and speed of learning new language skills
- Nonstandardized tests most useful
 - What child talks about
 - How child talks about things
 - How child functions in context of community
 - How child uses language socially

Educational Considerations

- Facilitating social use of language
- Question-asking strategies
- How may a teacher ask a student with a language disability a question which will encourage, not suppress, a response?
 - Teacher not only instructs about language, but how to use it
 - Teacher's own use of language is a key factor

Standardized Instruments of Oral Language

- Brigance
- Inventory of Early Development
- Brigance Comprehensive Inventory of Basic Skills
- Comprehensive Receptive and Expressive Vocabulary Test CREVT-2
- Expressive Vocabulary Test - EVT
- Expressive One-Word Picture Vocabulary – EOWPVT-2000
- Pre-School Language Scale-3 (PLS-3)
- Test of Adolescent and Adult Language – TOAL-3
- Test of Early Language Development – TELD-3
- Test of Language Development – TOLD-P:3
- Test of Language Development Intermediate – TOLD-I:3
- Test of Pragmatic Language
- Woodcock Language Proficiency Battery



Assessments

- Clinical Evaluation of Language Fundamentals – 3 (CELF-3): Evaluates students ages 6-21 in morphology, syntax, semantics, and memory.
- Expressive Vocabulary Test (EVT): Evaluates students ages 2.5-90 using pictures to be matched to “stimulus” words.
- Oral & Written Language Scales (OWLS): Ages 3-21 are tested in listening comprehension, oral expression, and written expression.

Peabody Picture Vocabulary Test 3rd Edition (PPVT-III)



Which animal does not belong in the group?

Expressive language

- An individual must have a reason for using language as well as one for wanting to respond.
Young children may not care to perform, or a student may not want to comply with the examiners request