

COMPREHENSIVE ASSESSMENT, CLINICAL DECISION-MAKING, AND EVIDENCE-BASED PRACTICE: GUIDING LANGUAGE THERAPY IN SCHOOLS

Marie Ireland, Ph.D., CCC-SLP, BCS-CL, ASHA-F Charles Sturt University

REGULATORY REVIEW

Educational Identification • Is significantly different from clinical identification • Must be determined by a team • Must address all requirements in federal and state regulations and any local policies • Requires data and documentation to support eligibility determinations • Over and mis-identification and student civil rights must be carefully considered	• Ireland, M. & Conrad, B. J. (2016). Evaluation and Eligibility for Speech-Language Services in Schools. • Evaluation and Eligibility For Special Education and Related Services: Guidance Document (Word) • Supplemental Guidance for Evaluation and Eligibility in Special Education (PDF) - Includes state sample forms
--	---

Eligibility for Special Education is determining if a child is or continues to be a child with a disability

Eligibility under IDEA:

1. The student has an impairment
2. There is an adverse educational impact
3. There is a need for specially designed instruction

Suspicion of a Disability

- There must be a suspicion of a disability
- All requirements and regulations apply for SLI only referrals
- This is NOT diet special education

FEDERAL REGULATIONS 34 CFR §300.304

“Not use any single measure or assessment is used as the sole criterion for determining whether a child is a child with a disability”

“Use technically sound instruments...”

“Assessment and other evaluation tools...are selected and administered as not to be discriminatory on a racial or cultural basis”

Civil Rights and Discrimination: Identification as a child with a disability who does not meet IDEA and state criteria is a violation of their civil rights.

WHAT IS THE COST OF INAPPROPRIATE IDENTIFICATION?

- Students who are identified as disabled under IDEA may experience:
 - lower expectations from teachers
 - decreased graduation rates
 - decreased post graduation employment rates
- Special education caseloads are already challenging and every additional student takes away time from those who truly are disabled and require services under IDEA

SPP/APR Indicator Data • State Performance Plan (SPP) • Annual Performance Report (APR) • Reporting LEA and State data	Why Is This Important? Federal Data collection for Disproportionate Representation that is a result of inappropriate identification. 1. Autism 2. Emotional Disabilities 3. Learning Disabilities
---	--

• CCEIS 15% set aside for LEAs (Districts)	4. Other Health Impairment 5. Speech Language Impairment
--	---

RESEARCH ON THE IMPACT OF COVID

Where are they now?

Babies born in 2020 will be 6 or 7 years old

Children who started kindergarten virtually in 2020 are now in the 5th or 6th grade

Post Pandemic Increases in Children's • Mental health issues • Impaired sleep quality • Decreased physical activity • Weight gain • Screen time • Low academic performance (**low-SES)	DIFFERENT EXPERIENCES: DIFFERENT NEEDS: "COVID-19 pandemic experience" impacted children's: ○ Neurodevelopment ○ Academic performance ○ Physical, and mental health • With the pandemic experience in mind, we must support children's development as their needs may be different than that of prior generations. https://www.nature.com/articles/s41390-023-02681-4
---	--

Impact of the COVID-19 Pandemic on Early Child Cognitive Development: Initial Findings in a Longitudinal Observational Study of Child Health

Deoni, s. C., Beauchemin, j., Volpe, a., D'sa, v., & Consortium, t. R. (2021).

<https://doi.org/10.1101/2021.08.10.21261846>

- "Leveraging a large on-going longitudinal study of child neurodevelopment, we examined general childhood cognitive scores in 2020 and 2021 vs. The preceding decade, 2011-2019.
- "We find that children born during the pandemic have significantly reduced verbal, motor, and overall cognitive performance compared to children born pre-pandemic."
- "...males and children in lower socioeconomic families have been most affected.
- Results highlight that even in the absence of direct sars-cov-2 infection and covid-19 illness, the environmental changes associated covid-19 pandemic is significantly and negatively affecting infant and child development."

Why This Work is Important

- The historical view of "typical" development has shifted in the post COVID era
- Students who are typical may score lower due to environmental differences
- Males and low-SES students will be disproportionately affected
- Dynamic assessment and learning potential are vital for assessment
- Team must learn to adjust evaluation practices accordingly

Screen time

- Children with two or more hours of screen time a day were more likely to have
 - Behavioral problems
 - Delayed developmental milestones
 - Lower vocabulary knowledge
- Screen time at age three years was predictive of anger, temperament, and frustration at age four years

- Its **not** that technology *causes* ASD, but disproportionate exposure during critical periods can negatively impact the development of social communication, social-emotional skills and behavior.

EVALUATION AND SLP ASSESSMENT HIGH LEVERAGE PRACTICES (CEC, 2024)

The Four Main Domains (22 practices)

- **Collaboration:** Working with other professionals and families to support student success.
- **Data-Driven Planning:** Using multiple types of assessments and student data to guide instruction.
- **Instruction in Behavior and Academics:** Managing the classroom, teaching social skills, and delivering clear academic lessons.
- **Intensify and Intervene as Needed:** Providing extra, focused help when students struggle to master a skill.

COMPREHENSIVE ASSESSMENT

- Use data from comprehensive assessment to plan goals and treatment
- Build from assessment activities (not tests) to draft goals

Academic Activities: • Artifact analysis • Curriculum-based assessment • Observations in school (natural) settings • Educational records	Speech-Language Probes: • Case history & Interviews • Language/Narrative samples • Stimulability • Dynamic assessment • Play-based assessment
Contextualized Tests: • Norm-referenced measures of academic achievement • Curriculum benchmarks	Decontextualized Tests: • Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.)

Options for Data Collection: Pre referral or During the Assessment

SLP Probes

Case history and Interviews • Student (VDOE Appendix F) Language/Narrative samples • Stimulability • Dynamic assessment	• Play-based assessment • Staff (VDOE Appendix F) • Parent ○ Leadersproject Critical Questions ○ Parent Interview forms (VDOE Appendix F)
--	---

Methods Include:

1. Graduated Prompting
2. Testing Limits
3. Test-Teach-Retest

Use with any type of task to examine potential for learning / growth (Gutiérrez-Clellen & Peña, 2001)

Testing Limits

- Simple vs elaborated feedback
- Elaboration on why the answer is correct
- Explanation of principles involved in the task

Graduated Prompting Number of prompts required Type of prompts required (Model, Question, Cue, Hand over hand) Graduated Prompting Transfer of skills to near and far targets - Near targets – same item same context - Farther target – same item in different setting - Farthest targets – use the concepts in other tasks	Test-Teach-Retest - Uses existing “test” data - Provide mediated learning experiences - Compare changes test–retest (Pre-Post) - Consider Student and SLP effort - Informs effectiveness of prompts and response to prompts Test-Teach-Retest - May be done using a variety of materials or target any type of skill - When using norm referenced tests scores, use similar items for the retest data – do not use the test again.
--	--

- Data from Dynamic Assessment**
Mediated Learning strategies used
- Examiner and client effort
- Modifiability, Stimulability or Responsiveness
 - Prompts
 - Errors
 - Confidence
 - Rate

- Mediated Learning Strategies
Assist student in meeting target and building competence
Examples include:
- Provide a model
 - Additional time
 - Paraphrasing or shortening of directions
 - Visual prompts or cues
 - Encourage elaboration with questions

- Dynamic Measure of Oral Narrative Discourse (DYMOND)
- Diagnostically Accurate Tool with sensitivity and specificity are consistently above 80% for ELL, Rural/urban, High, moderate, and low SES, Race/ethnicity.
 - Researchers conducted four studies on the DYMOND with approximately 800 students.

Critical Questions for Teachers

- You should be able to ask teachers
 - Why does _(name)_ need/receive services?
 - What impacts _(name)_ in the classroom?
- If teachers can't provide answers and data, there is little evidence of educational impact or need for specially designed instruction

Academic Activities

- Options for examining this area include:
- Observations in school settings
 - Artifact Analysis
- Opportunity to gain information about:
- Knowledge and skills (strengths and weakness)
 - Teacher expectations and behaviors
 - Learning environment
 - Strategies attempted and results
 - Use and Impact of dialect

Academic Activities / Observations

- Homework, journals, work samples, classroom tests, etc.
- Artic errors reflected in spelling? Poor intelligibility?
 - Language impacting performance?
 - Data from strategies used by teacher? (MTSS, RtI and IDEA pre-referral intervention)
- Are strategies being implemented? Is the student responsive?
- Is there respect for language differences and teaching using explicit instruction?

Observation

- Obtain parental consent (as required)
- Should be summarized in an evaluation report
- Areas to consider:
 - Setting
 - Physical Environment
 - Auditory Environment / Sensory environment
 - Social context
 - Language demands of activity*
 - Motor skills and response demands of activity*
 - Provision of and Response to Instructional Strategies*

WHO AND WHAT DO YOU OBSERVE?

- The student
- The environment
- The teacher – Is there explicit instruction (high leverage practice 16)
- Look for things that may focus your assessment or yield strategies to implement!

Types of Classroom Practice

Spaced Practice • Opposite of cramming • Bite size chunks - daily	Retrieval Practice • Self quiz • Teach others • Recall in group	✗ Highlighting and re-reading are less effective
---	---	--

Tier 2 Vocabulary

- Are used during classroom discussions
- Are critical to understanding academic texts
- Require deliberate effort to learn when not present in home language environment
- Likely to appear in written texts than in speech
- Are rarely scaffolded by authors or teachers (contrast to tier 3 words)

Observing for Tier 2 Words • Use a grade level list • Circle 5 or 10 words from the list the teachers uses • Ask the child to define the words • Document if there is an instructional mismatch ○ share data with the teacher ○ Document in your report	Tier 2 Dynamic Assessment • Choose Tier 2 words to teach • Provide a student friendly definition • Model the word use in a sentence or provide an analogy • Request student use the word • Report stimulability in your report
--	--

Learning Tier 2 Words

- Exposure
 - Recognition when hearing the word
 - Understanding when read
- Mastery
 - Use the word with ease and accuracy when speaking and writing

Using Higher Level Questions to Support Language Growth

1. Basic Questioning 2. Building Language and Cognition		Practice Ask a simple question Ask a higher level questions
Simple Descriptions ☐ What ☐ Size ☐ Color ☐ Number ☐ Shape ☐ Where	Higher Level Descriptions ☐ Movement ☐ Mood ☐ Background ☐ Perspective ☐ When ☐ Sound	

Higher Level Questions in Dynamic Assessment

1. Determine baseline skills
2. Model and practice how to answer higher level questions
3. Have the student answer higher level questions
4. Report stimulability in your report

THE IMPORTANCE OF EDUCATOR FEEDBACK (HLP 8) WHAT TO LOOK FOR IN THE CLASSROOM

- ✓ Look for this during your observation.
- ✓ Test out effectiveness during 1:1 evaluation.

How to Give Feedback

- Struggling students need more and different feedback
- Basic feedback
 - Right or wrong answer
 - For advanced learners
- Instructional feedback
 - Corrects faulty understanding
 - Goes beyond current task to future tasks
- Coaching Feedback
 - Helps students learn to evaluate their own work
 - Focus on student insights

Levels of Feedback

- Task
- Process
- Self Regulation
- Self

Type of Learner

- Novice
- Intermediate
- Proficient

E book <https://www.evidencebasedteaching.org/wp-content/uploads/How-To-Give-Feedback-To-Students-The-Advanced-Guide-2nd-Edition-Web.pdf>

Discussing Feedback

1. Observe feedback used in class
2. Determine what types of feedback supports the student's learning 1:1
3. Share ideas on feedback with teachers and in your report

More Basic Strategies for Dynamic Assessment

- Provide choices
 - easy vs difficult
 - Yes / No
- Use visual supports
- Allow 'wait time'
- Model while giving verbal directions
- Restate - paraphrase

RIOT AND ICEL MATRIX

- A framework that increases schools' confidence both in the quality of the data that they collect and the findings that emerge from the data (Hosp, 2006, May).
- Schools should attempt to collect information from a range of sources to control for potential bias from any one source.
- [RIOT/ICEL Matrix](#) provides examples of data that may be considered (Wright, 2010).
- [RIOT/ICEL Matrix Worksheet](#) also documents strategies attempted and results (LAUSD, ND)

Potential Sources of Information

Review of historical records and products

Interview of key stakeholders

Observe performance in real time
functional settings

Test through careful use of
appropriately matched tools and
strategies

- Educators may draw from too few sources when pulling together information about the presenting problem(s)—e.g., relying primarily on interviews with one classroom teacher -- which can bias the findings.

Educators may not consider the full range of possible explanations for the student's academic or behavioral problems—such as instructional factors or skill-deficits—and thus fail to collect information that would confirm or rule out those competing hypotheses.

Key Domains of Learning

Instruction How the curriculum is taught including level of instruction, rate or instruction and presentation

Curriculum What is taught including scope, sequencing, pacing, materials, rigor, format and relevance

Environment Where instruction takes place including classroom expectations, attitudes, peers, school culture, facilities, class size, attendance, classroom management

Learner Who is being taught including motivation, pre-requisite skills, organization and study habits, ability, impairment, educational history

A common mistake that schools often make is to assume that student learning problems exist primarily in the learner and to underestimate the degree to which teacher instructional strategies, curriculum demands, and environmental influences impact the learner's academic performance.

The ICEL elements ensure that a full range of relevant explanations for student problems are examined.

Important Reminders

- Gather data as time permits
- You are not required to gather all 16 areas
- This approach broadens the view of the team beyond just the student and aligns with the ICF and other research based approaches

RESEARCH TO CONSIDER

 A Special Forum on IEPs for School SLPs

- [Empowering Speech-Language Pathologists: Strategies for Effective Individualized Education Program Navigation and Inclusive Practice in Schools](#) (Ireland & Hall Mills, 2024)
- 10 articles about IEPs and schools

- Before the meeting, Meeting Approaches, IEP Development, and Using IEP Data to Improve Practice

Conversational Turn Taking Builds • Brain structure and function • Reading skills • IQ scores • SEL • Language and executive function • Vocabulary	Free Resources from LENA https://www.lena.org/conversational-turns/ https://info.lena.org/mini-question-cards https://info.lena.org/shared-reading-handouts	Basic Strategies • Provide choices • easy vs difficult • Yes / No • Use visual supports • Allow ‘wait time’ • Model while giving verbal directions • Restate - paraphrase
--	--	--

 An Interprofessional Approach to Dialect-Shifting Instruction for Early Elementary School Students. Byrd and Brown (2021) https://doi.org/10.1044/2020_LSHSS-20-00060

- This developed a dialect-shifting curriculum for early elementary school students who speak AAE
 - The importance of teaching dialect-shifting early
 - Teacher training in dialect variation contribute success
 - The brief instructional length combined with the minute lessons made integrating the lessons into their daily schedule easy and feasible

Why This Article Is Important

The Approach Used • Provides a way to train teachers to address dialect in the classroom • Models “minute lessons” for regular use by teachers • Encourages SLPs to partner with teachers • Changes Thinking • Demonstrates that all staff have a responsibility for supporting language • May decrease inappropriate referrals by teachers • Provides model to address dialect in the classroom	Some of the Research Findings • Teachers discussed how their views and methods to address dialect within the classroom had been diversified • Administrative support helped make the curriculum more successful • “...kindergarteners and first graders accurately identified if the sentence was formal or informal, but demonstrated difficulty shifting the sentence into a different dialect.” • “...second and third graders, not only correctly identified if the sentence was formal or informal at higher rates, but they applied learned language structures by shifting the sentences from MAE to AAE and AAE to MAE.”
---	--

 The Effect of an Expository Intervention on Strategy Use and Oral Expression of Informational Texts for Adolescents With Learning Disabilities. (Ukrainetz et al., 2024) Language, Speech, and Hearing Services in Schools (Pages 1-30) https://doi.org/10.1044/2024_LSHSS-24-00087

- Sketch and Speak
- An effective set of teaching strategies to improve informational oral reporting for older students with LLD.
- Students may generalize improved note-taking as a learning strategy to similar tasks, but independent oral rehearsal is more difficult to obtain.

Sketch and Speak

1. Identify the interesting data or idea
2. Make a quick and easy picture – just enough to remember
3. Say the full sentence
4. Say the sentence again and revise if necessary for accuracy

Why This Article Is Important

- All participants learned pictography and improved
 - written notes
 - strategy awareness
 - quality of oral reports compared to baseline
 - showed some improvement in planning notes format
- Some participants improved their
 - independent note-taking
 - oral reports
 - strategy awareness on proximal tasks

Stick Writing (Teresa Ukranitez)

https://www.researchgate.net/publication/286613589_Stickwriting_stories_A_quick_and_easy_narrative_representation_strategy

Pictography provides support for • Sequencing and chunking • Recall and discussion “Quick and easy” stick figures	Use Stick Writing to • Scaffold writing process ○ Individual writing ○ collaborative writing	Comprehension strategy ○ Prompted by educator or SLP ○ For note taking
---	---	--

Teach Social Behaviors High Leverage Practice 9

Holding Hope in Hard Times https://www.kimochisway.com/20200424_hardtimescolor

Kimochis

Social emotional learning (SEL) resources Free online tools • Language of feelings • Dealing with difficult feelings • Strategies for implementation • Emotional Regulation	Awareness of Self • Recognize emotions • Impulse control • Articulate emotions • Self perception / Self esteem • Self regulation / self control • Goal setting • Teaching Awareness of Self	Awareness of Others • Situational awareness • Body language and tone of voice • Sense of Belonging • Recognizing impact on others	Relationship Skills • Conflict resolution • Teamwork • Perseverance • Problem Solving • Learning from others
Other free tools Self Regulation Reminders (English version or Spanish version) Re-Do Worksheet (Spanish version or English Version) Life's Protective 3 (English version)	Kimochis in the Classroom https://www.kimochisway.com/download/51416/ Class Goal (It's OK to be mad but not to be mean or all feelings are OK all behaviors are not) Kimochis Corner Kimochis Journals (I like when my teacher ... I wish...)		

	Kimochis Time Out (1-2-3 I'm in charge of me!) Conflict management (https://www.kimochisway.com/download/51422/)
--	--

Non Standard Assessment: Language, Executive Function and Behavior

Metacognitive Verbs and Internal States

- One option for analysis when examining microstructure
- Teaching about Thinking (Meta)
- Some verbs refer to what you are thinking or saying
- These verbs cannot be seen and are harder to learn
- Talk about thinking and communication words and help children learn new words

Teaching about Thinking (Meta) • Some verbs refer to what you are thinking or saying • These verbs cannot be seen and are harder to learn • Talk about thinking and communication words and help children learn new words	Metacognitive Verbs • Students must be able to conceptualize the event even though it cannot be seen • This skill is required for: ○ Higher level discourse ○ Complex episodic structure ○ Behavior regulation
---	--

Metacognitive Skills

• Four learning levels: ○ Unconsciously unskilled ○ Consciously unskilled ○ Consciously skilled ○ Unconsciously skilled	• The model can ○ guide for your own learning ○ use it when you are teaching/coaching other
---	---

Higher Order Language Skills

- Move beyond descriptions and directions
- Use language to understand information and the environment.
- Requires skills such as:
 - making inferences
 - making predictions
 - drawing conclusions

Metacognitive Verbs MCV – Metacognitive Verbs Decide, Imagine, Realize, Discover, Intend, Reflect Additional Terms ○ Verbs of Cognition ○ Landscape of Consciousness ○ Theory of Mind ○ Internal States	Internal state is a “feeling” ○ Use of internal state language indicates social understanding ○ Associated with behavior and self-control ○ Autobiographical narratives can target “internal states”
--	--

LANGUAGE SAMPLE ANALYSIS (LSA) CURRENT RESEARCH - NOT YOUR OLD FASHIONED APPROACH

[Syntactic Complexity Across Language Sampling Contexts in School-Age Children, Ages 8–11 Years](#)

- Collected conversation, narrative retell (2 fables), & expository (2 peer conflict resolution tasks) samples
- Retell and expository samples yielded significantly more complex sentences than conversation samples
- No differences detected between age groups
- Using Computer Programs for Language Sample Analysis
- Pezold et al., 2020 review of recommended language sampling contexts by age
https://doi.org/10.1044/2019_LSHSS-18-0148

Why This Article Is Important

- More best practice evidence for collection of narrative and expository samples to examine syntactic abilities of older elementary students
- Expository samples are not just for adolescents
- Article provides examples of brief protocols to elicit narrative and expository samples
- Reminder that conversation samples are not sufficient to document syntactic abilities in school-age children
- Need accurate measure of syntactic ability as documented by clausal density to assess students' abilities for reading and writing

Narrative Writing in Children and Adolescents; Examining the Literate Lexicon (Sun & Nippold, 2012) **LSHSS V 43, p 2-13**

APPENDIX A: NARRATIVE ESSAY TASK “WHAT HAPPENED ONE DAY” ([NIPPOLD, 2010b](#))

At this time, I would like you to write a story. Please write a story about something funny, sad, or scary that happened to you and a friend. You get to decide what to write about. It can be anything that was funny, sad, or scary. If you can't think of something that really happened, you can make it up. It doesn't have to be a true story. You can use your imagination, if you want. It's up to you.

APPENDIX A: NARRATIVE ESSAY TASK “WHAT HAPPENED ONE DAY” ([NIPPOLD, 2010b](#))

The outline below will help you organize your thoughts and write a good story. In your story, be sure to do the following:

1. Tell where the events took place (the setting).
2. Tell who the main people are (characters).
3. Tell everything that happened in the story (plot).
4. Tell about the problems that came up (problems).
5. Explain what the characters tried to do (attempts).
6. Explain how things turned out (outcome).
7. Tell how everyone felt during the events (thoughts).

Benefits of This Specific Prompt

- Provides insight into the student's use of internal states and metacognitive verbs
- Allows for comparison over time
- Allows for development of a local reference database
- Highlights macrostructure difficulties when students leave out parts of a story despite prompts

Narrative Review and Resources: Why Use Narratives?

- Relevant & contextualized task (content is taught as stories)
- Research shows up to 100% sensitivity and specificity as dynamic assessment tool
- Examine for multiple areas in one task
 - Morphology
 - Syntax
 - Semantics
 - Pragmatics

Narrative Tools

- Story Grammar Marker
 - *Developed by Mindwing Inc*
 - *Has written component for older students*
- Story Champs
 - *Developed by Trina Spencer and Doug Petersen*
 - *Research to support use in General Education, MTSS and SPED settings*

Nomenclature

- Narrative programs may use different terms or icons
- The important thing is to have explicit names for story parts

Story Grammar Icons

- Prompt for narratives
- Signal behavior cues
- Review emotional episodes and process events

Narrative Analysis

- Macrostructure
 - *Story Grammar**
 - *Episodic Complexity*
- Microstructure
 - *Literate Language*
 - *Cohesion*
 - *Clauses*

What is a Story?

Story = Setting + Episodic Structure

- Types of Stories (Genre):
 - *Accounts / Recounts (spontaneous or elicited)*
 - *Event-casts (description of on-going events)*
 - *Scripts (describe typical scenario)*
 - *Fictional Narratives (made up stories)*

Narrative Analysis for Picture Prompted Stories

- Designed for use with SLAM cards and other stimuli
- Document context and supports required
- Record data from student narratives
- Conduct basic analysis

Macrostructure analysis

- Setting
- Episodic complexity

Microstructure analysis

- Lexical diversity (vocabulary and MCV)
- Cohesion (pronominal and conjunctive)
- Clausal structure and clausal density

3rd Grade Sample

By where me and Danielle live, they had a drug bust. Drug Busts are when police come and search drug dealer houses. It was closer to Danielle's house. It was kinda close to David house two. It was really close to Kasey and Katie because they live less than ten yards away. I was bored because we had to stay inside. I was meh all day.

Notes

Pre-SLAM Similarity of Function (pre school similarity of function and making meaning)

SLAM Cards

- Developed by Dr. Cate Crowley
- Use for story generation and retells
 - *Baseball (Secondary)*
 - *Lost Cellphone (Secondary)*
 - *Bunny (Pre-K and Elementary)*
 - *Dog Comes Home (Pre-K and Elementary)*
- <https://www.leadersproject.org/?s=slam+cards>

Post Story Questions

- Questions provided to probe additional areas
- There is no single correct answer
- Consider culture and experiences of the student
- Consider the rationale provided and examine flexibility in thinking

Before Assessing Students	While using SLAM Cards
■ Use with typically developing students to get a sense of what is “WNL” – <i>Language</i> – <i>Order of images</i> – <i>Cultural expectations</i> ■ Become familiar with the pictures and suggested order ■ Consider areas examined by additional questions	■ Record stories for later transcription and analysis ■ Consider alternate story order – <i>Examine rationale</i> – <i>Examine flexibility in thinking</i> ■ Additional questions – <i>Record for later transcription and analysis</i> – <i>Insight into cultural and linguistic differences</i>

Language

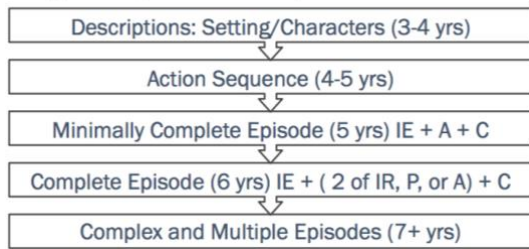
-  [Sampling Utterances and Grammatical Analysis Revised \(SUGAR\): Quantitative Values for Language Sample Analysis Measures in 7- to 11-Year-Old Children](#) (Owens & Pavelko, 2020)
-  [Forum: Serving African American English Speakers in Schools Through Interprofessional Education & Practice](#) (Mills, 2021)
-  [Narrative Writing in Children and Adolescents: Examining the Literate Lexicon](#) (Sun & Nippold, 2012)

Resources to Review

- ✓ VDOE SLP page <https://www.doe.virginia.gov/programs-services/special-education/specific-disabilities/speech-language-impairment>
- ✓ VDOE SLP PD page <https://www.doe.virginia.gov/programs-services/special-education/technical-assistance-professional-development/speech-language-pathologists-professional-development>
- ✓ Leadersproject <https://www.leadersproject.org/>
- ✓ Kimochis <https://www.kimochisway.com/resources-access/>

***Story Grammar Key and Episodic Complexity – See Narrative Analysis for Picture Prompted Stories**

Typical Sequence of Development



Microstructure

- Literate Language
 - *Vocabulary*
 - *Mental state verbs*
- Cohesion
 - *Pronominal*
 - *Conjunctive (FANBOYS)*

[Pre-SLAM Similarity of Function](#) (pre school similarity of function and making meaning)

[Narrative Analysis for Picture Prompted Stories](#)

- Designed for use with SLAM cards and other stimuli
- Document context and supports required
- Record data from student narratives
- Conduct basic analysis

Macrostructure analysis

- Setting
- Episodic complexity

Microstructure analysis

- Lexical diversity (vocabulary and MCV)
- Cohesion (pronominal and conjunctive)
- Clausal structure and clausal density

Narratives and Stories

• Narrative instruction yields gains (Immediate and 5 months post intervention) for: ○ Oral narratives ○ Written narrative ○ Reading comprehension for children in Grades 3 and 4 • Results do not differ for monolinguals and bilinguals • From Gilliam et al, 2024 doi/10.1044/2024_LSHSS-23-00171	Strategies for Assessment or Treatment • Use words from Tier 2 lists • Teach MCV words for thinking and communicating • Use Narratives to grow language Model and encourage reading ○ Book orientation and turning pages ○ Use expansions and repetition ○ Comment on pictures Hierarchy of descriptors and questions ○ Descriptions ○ Basic questions ○ Advanced questions
---	--

Non Word Repetition (NWR) • Assesses child's ○ phonological working memory ○ speech perception ○ phonological assembly ○ short term memory https://www.leadersproject.org/non-word-repetition-tasks	Inferential Word Learning ✓ Important as children move through school ✓ Learning by thinking using • Context (words around the target) • Morphology (parts of the word e.g., -ed, non-) • Syntax (rules of language) https://pubs.asha.org/doi/full/10.1044/2019_LSHS-S-18-0129
--	--