Language Assessment in Early Childhood: Comparing PLS-5 and CELF P:2 Case Studies

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Pearson

Disclosures

• Dr. Scheller is an employee of Pearson (financial), publisher of the PLS-5 and CELF P:2. No other language assessments will be presented in this presentation.
PLS-5 and CELF Preschool-2: Case Study
Adam Scheller, Ph.D.

Agenda (1:00-2:00 PM Eastern)

1. Review of Best Practice Early Childhood Evaluation Procedures
2. Uses and score analysis: PLS-5 Case
3. Uses and score analysis: CELF Preschool-2 Case
4. Questions

Learning Outcomes

At the completion of the webinar:

1. Participants will be able to name at least one best practice procedure for evaluating a young child.
2. Participants will be able to describe at least one score profile based on a preschooler’s performance on the PLS-5.
3. Participants will be able to describe at least one score profile based on a preschooler’s performance on the CELF P:2.
Considerations and Best Practices in Early Childhood Assessment

Legal and Ethical Issues

- Federal Legislation affecting Preschool Assessment
  - IDEA
  - FERPA
- Ethical Issues
  - Test Validation
  - Informed Consent
  - Confidentiality

(ASHA, 2010; Demers & Fiorello, 1999; Wrightslaw, 2011)
Best Practices in Assessment of Young Children

Assessment Procedures with Preschoolers

- Preparing for testing
- Testing session
Assessment Procedures with Preschoolers

- Begin Testing
  - Interact with confidence
  - Begin testing when child is ready
  - Observe and record behavior
  - Be sensitive to the needs of the child
  - Give praise and reinforcement liberally, when indicated
  - Adjust speed of testing according to child’s needs
  - Have a structure, but remain friendly
  - Based on child factors, determine length of testing session

(Romero, 1992)

Accounting for Age Specific Issues

- Trend of Skill Development
- Characteristics of Young Children
- Analyzing age specific abilities

(Pre-K 2 ½ yrs) (2nd Grade 7 ½ yrs)
Characteristics of Young Children

1. Variability
2. Motivation
3. Interest
4. Engagement
PLS-5 can be used to . . .

– Ages birth to 7:11
– Determine presence of a language delay/disorder.
  • Determine whether child has receptive or expressive language delay/disorder, or combination of both
– Determine eligibility for early intervention or speech/language services.

PLS-5 can be used to . . .

– Identify both receptive and expressive language skills in the areas of:
  • Attention, gesture, play, vocal development, social communication, vocabulary, concepts, language structure, integrative language, and emergent literacy.
– Identify a child’s language strengths and weaknesses to develop appropriate interventions.
# PLS-5 and CELF Preschool-2: Case Study

Adam Scheller, Ph.D.

## PLS-5 Profile

**Directions:** Draw a line across the profile at the child’s chronological age. Circle the items failed.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0-2.5</td>
<td>26</td>
<td>25, 27, 30</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0-1.5</td>
<td>13</td>
<td>16, 17</td>
<td>14, 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0-1.11</td>
<td>19</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0-2.5</td>
<td>22</td>
<td>20, 21, 22, 23, 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.9-0:11</td>
<td>12</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.6-0:8</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.3-0:5</td>
<td>4, 5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.0:0-2</td>
<td>3</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Some item numbers are included in more than one category.
1 month norms for 2:6 – 2:11

- Children transitioning from EI to school services often referred for testing at age 2:11.
  - 6 month norm interval potentially inflated scores
  - With 1 month interval, child is being compared to his/her 1 month age group rather than 6 month age group

- Score will (likely) differ if you derive Standard Scores using 6-month or 1-month interval
  - Best Practice: use same interval consistently for all children in this age range.
  - Specify if that you are using 1-month norm intervals.

### PLS-5 Sensitivity/Specificity Example:

-1.5 SD Cutoff (StS=78); Lang. Disorder (=10% prevalence)

<table>
<thead>
<tr>
<th></th>
<th>Language Disorder (.92)</th>
<th>No Language Disorder (.74)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Test Results</td>
<td>920</td>
<td>1,600</td>
<td>2,520</td>
</tr>
<tr>
<td>Negative Test Results</td>
<td>80</td>
<td>7,400</td>
<td>7,480</td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
<td>9,000</td>
<td>10,000</td>
</tr>
</tbody>
</table>
PLS-5 and CELF Preschool-2: Case Study
Adam Scheller, Ph.D.

PLS-5 Case
Example
Discussion: Brock

Male
2 yrs. 10 mo.

Scoring and Interpretation

Record Form

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Date</td>
<td>2011</td>
<td>06</td>
</tr>
<tr>
<td>Birth Date</td>
<td>2008</td>
<td>08</td>
</tr>
<tr>
<td>Chronological Age</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Scoring and Interpretation

### Raw Score Calculation

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Raw Score</th>
<th>AC Raw Score</th>
<th>EC Raw Score</th>
<th>Total Language Score</th>
<th>AC Standard Score</th>
<th>EC Standard Score</th>
<th>Standard Score Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory Comprehension</td>
<td>51</td>
<td>44</td>
<td>1</td>
<td>137</td>
<td>70</td>
<td>67</td>
<td>74</td>
</tr>
<tr>
<td>Expressive Communication</td>
<td>49</td>
<td>41</td>
<td>1</td>
<td>137</td>
<td>67</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Total Language Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Norm-Referenced Scores

- Standard Score (SS)
- 95% Confidence Interval
- Percentile Rank (PR)
- PIs for SS Confidence Interval
- Age Equivalent

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score (SS)</th>
<th>95% Confidence Interval</th>
<th>Percentile Rank (PR)</th>
<th>PIs for SS Confidence Interval</th>
<th>Age Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory Comprehension</td>
<td>70</td>
<td>66 to 79</td>
<td>2</td>
<td>1 to 8</td>
<td></td>
</tr>
<tr>
<td>Expressive Communication</td>
<td>67</td>
<td>63 to 75</td>
<td>1</td>
<td>1 to 5</td>
<td></td>
</tr>
<tr>
<td>Total Language Score</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring and Interpretation

<table>
<thead>
<tr>
<th>Discrepancy Comparison</th>
<th>AC Standard Score</th>
<th>IC Standard Score</th>
<th>Difference</th>
<th>Critical Value (Y or N)</th>
<th>Significant Difference (Y or N)</th>
<th>Prevalence in the Normative Sample</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
<td>67</td>
<td>3</td>
<td>11</td>
<td>☑</td>
<td>38.6</td>
<td>☑</td>
</tr>
</tbody>
</table>

*See Table D1 in the Administration and Scoring Manual to determine if the difference between AC and IC scores is significant.

Growth Scale Values (GSV)

Growth Scale Values: Interpretation Scenarios 1 & 2

<table>
<thead>
<tr>
<th>Scale</th>
<th>Standard Score Time 1</th>
<th>GSV Time 1</th>
<th>Standard Score Time 2</th>
<th>GSV Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory Comprehension</td>
<td>79</td>
<td>492</td>
<td>85</td>
<td>520</td>
</tr>
<tr>
<td>Expressive Communication</td>
<td>75</td>
<td>482</td>
<td>75</td>
<td>515</td>
</tr>
</tbody>
</table>
### Growth Scale Values: Interpretation Scenario 3

<table>
<thead>
<tr>
<th>Scale</th>
<th>Standard Score Time 1</th>
<th>GSV Time 1</th>
<th>Standard Score Time 2</th>
<th>GSV Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory Comprehension</td>
<td>85</td>
<td>427</td>
<td>79</td>
<td>460</td>
</tr>
</tbody>
</table>

### Growth Scale Values: Interpretation Scenarios 4 & 5

<table>
<thead>
<tr>
<th>Scale</th>
<th>Standard Score Time 1</th>
<th>GSV Time 1</th>
<th>Standard Score Time 2</th>
<th>GSV Time 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressive Communication</td>
<td>90</td>
<td>492</td>
<td>75</td>
<td>492</td>
</tr>
<tr>
<td>Auditory Comprehension</td>
<td>85</td>
<td>482</td>
<td>72</td>
<td>475</td>
</tr>
</tbody>
</table>
Scoring and Interpretation

<table>
<thead>
<tr>
<th>Age</th>
<th>Performance Typical of Age-Level Peers</th>
<th>Further Evaluation Indicated</th>
<th>Further Evaluation Strongly Indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-30</td>
<td>6 or more</td>
<td>1-5</td>
<td>0</td>
</tr>
<tr>
<td>30-35</td>
<td>10 or more</td>
<td>5-9</td>
<td>4 or less</td>
</tr>
<tr>
<td>36-41</td>
<td>13 or more</td>
<td>5-12</td>
<td>4 or less</td>
</tr>
<tr>
<td>40-45</td>
<td>14 or more</td>
<td>12-13</td>
<td>11 or less</td>
</tr>
<tr>
<td>49-54</td>
<td>15 or more</td>
<td>12-14</td>
<td>11 or less</td>
</tr>
<tr>
<td>55-60</td>
<td>16 or more</td>
<td>12-15</td>
<td>11 or less</td>
</tr>
<tr>
<td>60-65</td>
<td>17 or more</td>
<td>15-16</td>
<td>14 or less</td>
</tr>
<tr>
<td>66-71</td>
<td>18 or more</td>
<td>16-17</td>
<td>15 or less</td>
</tr>
<tr>
<td>70-74</td>
<td>20 or more</td>
<td>18-19</td>
<td>17 or less</td>
</tr>
<tr>
<td>75-79</td>
<td>21 or more</td>
<td>19-20</td>
<td>18 or less</td>
</tr>
</tbody>
</table>

Articulation Screener Raw Score: 5

Supplemental Measures

- Articulation Screener
  - Typical
  - Further evaluation indicated
  - Further evaluation strongly indicated

Language Sample Checklist

- Reinforces PLS-5 results
- Differs greatly from PLS-5 results

Home Communication Questionnaire

- Reinforces PLS-5 results
- Differs greatly from PLS-5 results

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Index Scores

- Receptive Language Index (RLI)
  - A measure of listening and auditory comprehension skills
  - Derived by summing the scaled scores of three receptive subtests

- Expressive Language Index (ELI)
  - A measure of overall expressive language skills
  - Derived by summing the scaled scores of three expressive subtests

Index Scores (cont.)

- Language Content Index (LCI)
  - A measure of semantic development
    - Vocabulary
    - Concept development
    - Comprehension of word associations and relationships
    - Comprehension of simple and complex sentences

- Language Structure Index (LSI)
  - An overall measure of the ability to interpret and produce word and sentence structure
CELF P:2 Sensitivity/Specificity Example:
-1.0 SD Cutoff (StS=85); Lang. Disorder (~10% prevalence)

<table>
<thead>
<tr>
<th></th>
<th>Language Disorder (.85)</th>
<th>No Language Disorder (.82)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Test</td>
<td>850</td>
<td>800</td>
<td>1,650</td>
</tr>
<tr>
<td>Negative Test</td>
<td>150</td>
<td>8,200</td>
<td>8,350</td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
<td>9,000</td>
<td>10,000</td>
</tr>
</tbody>
</table>

1. Identify whether or not there is a language disorder.
2. Describe the nature of the disorder.
3. Evaluate early classroom and literacy fundamentals.
4. Evaluate language and communication in context.
CELF-P:2 Case Study 1

- Male, age 3 years, 7 months
- Previously diagnosed with a mixed receptive/expressive language disorder at age 3 years, 6 months
- At time of evaluation he was receiving services from SLP, OT and PT

Level I – Core Language Index

- Core Language Index = 69 (confidence interval of 62 to 76 at 90% conf. int.)
  - Sentence Structure = 4
  - Word Structure = 3
  - Expressive Vocabulary = 7
Core Language Index

- Does child have a language disorder?
  - Evidence to support decision

Level II – Nature of the Disorder

- Receptive Language Index = 73
- Expressive Language Index = 73
- Language Content Index = 79
- Language Structure Index = 67
Level II – Nature of the Disorder

• Receptive Language vs. Expressive Language (scores are identical and there is not a statistically significant difference)
• Language Content vs. Language Structure (12 point difference is significant at the .05 level and frequency is 9.9%)

Level II – Nature of the Disorder

• Receptive and expressive skills are commensurate with one another
• Mixed receptive/expressive Disorder present
• Language content is a relative strength compared to language structure
• Language content and language structure are both delayed
Level III – Early Classroom and Literacy Skills

- Recalling Sentences in Context (< 1st to 24th percentile)
- Pre-Literacy Rating Scale (Did not meet criterion)

Level III – Early Classroom and Literacy Skills

- Scores in both areas are low
- Recommendations
Level IV – Language and Communication in Context

• Pragmatic profile not administered

• Why?

What would you recommend?
**CELF-P:2 Case Study 2**

- Female, age 6 years, 1 month
- Just starting first grade
- Previously diagnosed with a moderate-to-severe language disorder at age 5 years, 4 months using the TOLD-P,3
- Currently identified with a CD and LD
- Receiving services from LD teacher, SLP and OT

**Level I – Core Language Index**

- Core Language Index = 63 (confidence interval of 56 to 70 at 90% conf. int.)
  - Sentence Structure = 4
  - Word Structure = 3
  - Expressive Vocabulary = 4
Core Language Index

- Does child have a language disorder?
  - Evidence to support decision

Level II – Nature of the Disorder

- Receptive Language Index = 83
- Expressive Language Index = 65
- Language Content Index = 79
- Language Structure Index = 65
Level II – Nature of the Disorder

• Receptive Language vs. Expressive Language
  (18 point difference is statistically significant at
  the .05 level and the frequency is 4.1%)
• Language Content vs. Language Structure (12
  point difference is significant at the .05 level
  and frequency is 6.6%)

Level II – Nature of the Disorder

• Receptive skills > Expressive Language
• Receptive language is a relative strength
• Primarily expressive problems
• Language content is a relative strength
  compared to language structure
• Language content and language structure are
  both delayed
Subtest Scores

- Sentence Structure = 4
- Word Structure = 3
- Expressive Vocabulary = 4
- Concepts and Following Directions = 7
- Recalling Sentences = 5
- Word Classes – Receptive = 11
- Word Classes – Expressive = 8
- Word Classes – Total = 9

Level III – Early Classroom and Literacy Skills

- Basic Concepts (Did not meet criterion)
- Recalling Sentences in Context (< 1st to 4th percentile)
- Phonological Awareness (Did not meet criterion)
- Pre-Literacy Rating Scale (Did not meet criterion)
Level III – Early Classroom and Literacy Skills

- Scores in all areas are low
- Strength in using content of what she hears and weakness in the area of mastery of the linguistic rules for structure (morphology and syntax)
- Weakness in recalling sentences may be related to deficits in the area of language structure

Level IV – Language and Communication in Context

- Descriptive Pragmatics Profile (Met criterion)
What would you recommend?

CELF P:2 Case Study 3: Penelope

Female

Age:
4 Years 6 Months
Case Study Points

• Head Start program and receives speech and language services for a receptive and expressive language delay.
• The child speaks Spanish-influenced English, but English is her first language and the primary language spoken in the home.
• There are no identifiable sensory, behavioral, or emotional concerns.
• The child has developmentally appropriate articulation and phonological skills.

Your interpretation of…

1. Identify whether or not there is a language disorder.
2. Describe the nature of the disorder.
3. Evaluate early classroom and literacy fundamentals.
4. Evaluate language and communication in context.
Appendix

When to chose:
PLS-5 vs. CELF P:2
Correlations: CELF Preschool-2/PLS-5

<table>
<thead>
<tr>
<th>CELF Preschool-2</th>
<th>Auditory Comprehension</th>
<th>Expressive Communication</th>
<th>Total Language</th>
<th>CELF Preschool-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Language</td>
<td>.65</td>
<td>.74</td>
<td>.70</td>
<td>.78</td>
</tr>
<tr>
<td>Expressive Language</td>
<td>.67</td>
<td>.75</td>
<td>.74</td>
<td>.82</td>
</tr>
<tr>
<td>Receptive Language</td>
<td>.64</td>
<td>.70</td>
<td>.66</td>
<td>.74</td>
</tr>
<tr>
<td><strong>PLS-5 Mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLS-5 SD</strong></td>
<td>12.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Adj = adjusted. All scores are based on age norms; units are standard scores. All correlations were corrected for the variability of the norm group, based on the standard deviation obtained on the first administration, using the variability correction of Cohen et al. (2003, p. 10).

What is the referral question?

Which early speech and language skills has the child acquired? What are the gaps in developmental language skills? Is this preschooler able to handle the language demands of the classroom? Which specific language skills is this preschooler missing?
At what ages can children be tested to obtain normed scores?

What is the test purpose?

Identify a child with a language delay or disorder that interferes with communication. Screen children for possible articulation delays. Identify a language delay or disorder that has a negative impact on classroom success.
What information about the child’s language does this test provide?

<table>
<thead>
<tr>
<th>PLS-5</th>
<th>CELF preschool-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A broad overview of developmental language skills (verbal and nonverbal) in language domains affecting communication. For younger children, caregivers provide information about the child’s communication abilities in the home.</td>
<td>In-depth assessment of semantics, morphology, and syntax, with checklists used to assess pragmatics and emerging literacy.</td>
</tr>
</tbody>
</table>

Which tool provides the most information about the child’s level of language ability?

<table>
<thead>
<tr>
<th>PLS-5</th>
<th>CELF preschool-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS-5 can be used to assess children with moderate to severe delays. Provides more detailed information about a child’s language skills when the child • Is functioning at a pre-linguistic level, at a 1- or 2-word level, or using sentence structures far below the level of age-peers • Exhibits deficits across multiple language domains • Is placed in supported classroom environments (e.g., early childhood settings) with or without adaptations • Has difficulty participating in regular education settings due to very limited communication skills or social interaction skills.</td>
<td>CELF preschool-2 can be used to assess children with mild to moderate delays. Provides more detailed information about a child’s language skills when the child • Uses morphological and syntactic forms somewhat below the level of age-peers • Exhibits deficits in 1-2 language domains (e.g., morphology or semantics) • Has difficulty mastering curriculum requirements in regular education classroom environments with or without adaptations • Has difficulty participating in classroom activities due to atypical social interaction skills.</td>
</tr>
</tbody>
</table>
Which speech and language skills are tested?

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a broad survey of pre-linguistic skills through emergent literacy skills, including:</td>
<td>In-depth assessment of preschool- and early school-level language skills in the areas of:</td>
</tr>
<tr>
<td>• Attention to environment and people</td>
<td>• Vocabulary</td>
</tr>
<tr>
<td>• Gesture</td>
<td>• Concepts</td>
</tr>
<tr>
<td>• Play</td>
<td>• Following directions</td>
</tr>
<tr>
<td>• Vocal development</td>
<td>• Word relationships</td>
</tr>
<tr>
<td>• Social communication</td>
<td>• Morphology</td>
</tr>
<tr>
<td>• Vocabulary</td>
<td>• Syntax</td>
</tr>
<tr>
<td>• Concepts</td>
<td>• Pragmatics</td>
</tr>
<tr>
<td>• Morphology</td>
<td>• Phonological awareness</td>
</tr>
<tr>
<td>• Syntax</td>
<td>• Pre-literacy</td>
</tr>
<tr>
<td>• Integrative language skills (e.g., analogies, inferences)</td>
<td>Includes an articulation screening</td>
</tr>
</tbody>
</table>

How is this test structured?

Two scales: Auditory Comprehension and Expressive Communication

11 subtests
Pre-Literacy Rating Scale
Descriptive Pragmatics Profile
How do I elicit language behaviors?

Interactive, play based tasks using manipulatives, and simple picture pointing and question-answering formats. There are two to six items per task.

Child-friendly, but highly structured tasks. There are 13 to 24 test items per subtest.

What languages are available?

English Edition
Spanish Edition (dual language format for bilingual children)

English Edition
Spanish Edition
How similar is the normative group to my population?

- **PLS-5**
  - Year normative sample collected: 2012
  - Race/ethnicity:
    - 53.7% White
    - 46.3% Non-white
  - Parent education:
    - 40.7% Parent Education: 12 years or less
    - 59.4% Parent Education: 13+ years
  - *May not sum to 100% due to rounding

- **CELF Preschool-2**
  - Year normative sample collected: 2002
  - Race/ethnicity:
    - 62.1% White
    - 37.9% Non-white
  - Parent education:
    - 45.5% Parent Education: 12 years or less
    - 54.5% Parent Education: 13+ years
  - *May not sum to 100% due to rounding

What normative scores are available?

- **PLS-5**
  - Standard scores, percentile ranks, age equivalents, growth scale values.

- **CELF Preschool-2**
  - Standard scores, percentile ranks, age equivalents, growth scale values.
Why do PLS-5 and CELF Preschool-2 sometimes result in different scores?

The two tests are normed on two different normative populations eight years apart. Demographic characteristics have shifted significantly since the publication of CELF Preschool-2 in 2003.

- PLS-5 is a play-based assessment for children at the younger ages, and provides many more verbal cues and supports than CELF-Preschool 2. CELF Preschool-2, while child-friendly, has more structured tasks and provides fewer cues and supports.
- PLS-5 provides credit for interpersonal communication-based tasks; CELF Preschool-2 normative scores are based on subtests focusing on semantics, morphology, and syntax.

Questions?

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