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  - Evaluation Form
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CELF-5 Metalinguistics:
Language Competence and Classroom Success

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Wayne A Secord, Ph.D.
September 21, 2017

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Presented today by:
Wayne A Secord

The Ohio State University
Columbus, Ohio
September 22, 2016

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Presenter

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Pearson Clinical Assessment
Course content will focus mainly on the CELF-5 Metalinguistics, and secondarily on the CELF-5. Pearson Clinical Assessment is the publisher of CELF-5 Metalinguistics and the CELF-5. Pearson is hosting this webinar.

Language Assessment Questions

1. Is there a language disorder?
   1. Core Language Score

2. What is the nature of the disorder?
   2. Language Composites & Index Scores
      • Modality Bases
      • Linguistic Bases
      • Memory Interfaces
   Receptive and Expressive
   Listening and Speaking
   Reading and Writing
   Syntax, Morphology, Semantics
   Language and Memory
   Metalinguistic Competence

3. What are the language strengths and weaknesses?
   3. Profiling

The Clinical Perspective

Question 1. Is there evidence of a language disorder?
   Total Language, Receptive or Expressive (Modalities)

Question 2. What is the nature of the disorder?
   Language Strengths and Weaknesses (Content) Syntax, Morphology, Semantics, Language & Memory, Metalinguistics

Question 3. How does this student’s performance compare with that of his/her peers?
   Educational level of performance compared to age & grade

Question 4. Does the student’s clinical performance profile meet criteria for eligibility for speech and language services?
The Educational Perspective

Question 1. Which aspects of communication in context are compromised?
   Pragmatics – Nonverbal Communication

Question 2. Which aspects of academic performance are compromised?
   Listening, Speaking, Reading, Writing, Metalinguistic

Question 3. Which curriculum objectives are compromised?
   English & language arts, social studies, sciences, arithmetic, algebra, phys. education, arts

Question 4. Which are the student's strengths, weaknesses, and learning adjustments?

The Social Perspective

Question 1. What aspects of social communication are compromised?
   Pragmatics - Perspective Taking - Nonverbal communication

Question 2. What aspects of peer relations are compromised?
   Play or game activities, friendship, interactive sharing or participating in conversations or discussions

Question 3. What aspects of student-adult relationships are compromised?
   Respect, following directions for activities, behavioral management, mutual respect, trust etc.

Question 4. What areas of social communication represent strengths?

The Cognitive Perspective

Brain Behavior
Cognitive Considerations
Executive Functions
Working Memory
What is “Metalinguistics”?

Metalinguistic Awareness is demonstrated when a student exhibits the ability to talk about, analyze, and think about language independent of the concrete meaning of each word.

An Illustration

Think of the many meanings of the word “BRIDGE.”

- Internal image – local bridge (concrete/based on experience)
- Extension of contexts – Golden Gate bridge (based on learning)
- Extension by analogy – “London Bridge is falling down” (game)
- Abstract/Figurative – “The bridge between US and Russia is tenuous” “Can you ever bridge the generation gap?”

A Research Perspective

Metalinguistic skills comprise:

- **Epilinguistic capacity** -- monitoring of the actual speech production (Tunmer, Bowey, Pratt, & Herriman, 1984).

- **Metalinguistic awareness** -- ability to see words as decontextualized objects and manipulate and analyze them apart from content and production (Gombert, 1992; Shulman & Capone, 2010).

Metalinguistic awareness has its foundation in semantic, syntactic, and pragmatic (linguistic) competence.
Metalinguistics and Literacy

- **Reading Comprehension** and metalinguistic skills are strongly linked (Achugar, Schleppegrell, & Oteiza, 2007).
- **Teaching Multiple Meanings** (homonyms) and ambiguity detection skills to 3rd graders improves reading comprehension (Zipke, Ehri, and Cairns, 2009).
- **Metalinguistic Facility** is essential in the writing process for initial production (composition) and revision (editing), as writers choose words, analyze communicative intent, and assess syntax for both functions (Myhill & Jones, 2007; Myhill, 2012).
- **Explicit Teaching** about language and using language as a tool is important for literacy development (Achugar, Schleppegrell, & Oteiza, 2007; Enright, 2013; Fang & Schleppegrell, 2010).

Language Disorders and the Metalinguistic Bridge

- Students with language disorders, who have received language intervention to establish the fundamentals of semantic, syntactic and pragmatic knowledge in the early grades, may not have acquired adequate **metalinguistic awareness**, including semantic (e.g., multiple meanings and word uses) and syntactic flexibility (e.g., paraphrasing, indirect uses) for oral or written communication and **perform in the average or low-average range on CELF-5**.
- Those students may not have crossed the bridge to **metalinguistic awareness** and or acquired metacognitive abilities that are separate from linguistic skills. They may not have “Paid the Toll” at the **Metalinguistic Bridge**.

Metalinguistics and Academics

- Some metalinguistic skills that will have an impact on academic performance and social interaction are:
  - The ability to make and understand inferences and make predictions
  - Understanding and using multiple meaning words
  - Understanding and using abstract or figurative language
  - Understanding humor or sarcasm
  - Formulating spoken or written sentences that meet cultural expectations for conveying messages or expressing emotions or opinions
  - The ability to adapt the content and structure of messages to match context or cultural expectations (e.g., politeness, indirect directives)
  - Resolving incongruities between linguistic content and nonverbal expressions of meanings or intentions
STAGES OF CHILDREN’S METALINGUISTIC ABILITY

Stage One (Ages 1 ½ to 2)

• Distinguished print from non-print
• Knows how to interact with books: right side up, page turning from left to right
• Recognized some printed symbols: e.g., TV character’s name, brand names, signs

Stage Two (Ages 2 to 5 ½ or 6)

• Ascertained word boundaries in spoken sentences
• Ascertained word boundaries in printed sequences

Stage Two Continued (Age 2 to 5 ½ or 6)

• Self-monitors own speech and makes changes to more closely approximate the adult model; phonological first, lexical and semantic speech style last
• Believes that a word is an integral part of the object to which it refers (word realism)
• Able to separate words into syllables
• Inability to consider that one word could have two different meanings

Stage Three (Ages 6 to 10)

• Begins to take listener perspective and use language form to match
• Understands verbal humor involving linguistic ambiguity: e.g., riddles
• Able to resolve ambiguity: lexical first-as in homophones, deep structures next-as in ambiguous phrases (“Will you join me in a bowl of soup?”), phonological or morphemic next (Q: “What do you have if you put three ducks in a box?” A: “A box of quackers.”)
STAGES OF CHILDREN’S METALINGUISTIC ABILITY

Stage Three Continued  (Ages 6 to 10)

• Able to understand that words can have two meanings, one literal and the other nonconventional or idiomatic: e.g., adjectives used to describe personality characteristics such as hard, sweet, bitter
• Able to resequence language elements, as in pig Latin
• Able to segment syllables into phonemes
• Finds it difficult to appreciate figurative forms other than idioms


STAGES OF CHILDREN’S METALINGUISTIC ABILITY

Stage Four  (Ages 10+)

• Able to extend language meaning into hypothetical realms, e.g., to understand figurative language such as metaphors, similes, parodies, analogies, etc.
• Able to manipulate various speech styles to fit a variety of contexts and listeners


METALINGUISTIC DIFFicultIES

1. Planning for production of statements, questions, paragraphs, stories in speaking/writing.
3. Problem-solving for strategic language use.
4. Self-monitoring to identify errors and problems.
5. Correcting inefficient approaches and behaviors.
6. Recognizing syllable, word, phrase, clause, and sentence boundaries in speech/print.
7. Monitoring, self-correcting, editing speech and writing.
8. Playing with language (riddles, jokes, rhymes).
9. Analyzing and talking about language.
METALINGUISTIC NEEDS

1. Processing time to plan responses and/or pre-organization of expected responses.
2. Highlighting and explicating schema/scripts to foster planning, predicting and hypothesizing.
5. Identifying sources of breakdowns & correcting inefficiencies.
7. Highlighting syllables, words, phrases, clauses, and sentences.
8. Practice in playing with various language components (words, phrases, clauses).
9. Practice in analyzing-discussing oral and written language (meaning features, patterns, rules, applications)

CELF5 METALINGUISTICS

• Test Objective
• Major Skills Assessed
• Test Overview

• CELF-5 Metalinguistics

Focuses on the evaluation of metalinguistic awareness as demonstrated by being able to talk about, analyze, and think about language independently of the concrete meanings of words.

In other words, the student must make a momentary shift from the content or meaning to the form or linguistic expression (Edwards & Kirkpatrick, 1999).
Major Skills Assessed

Some Metalinguistic Skills, assessed by CELF-5 Metalinguistics, are known to have an impact on academic performance. They are:

- The ability to make and understand inferences
- Using and understanding multiple meanings words
- Using figurative language and understanding humor and sarcasm
- Formulating spoken or written sentences that meet cultural expectations for conveying messages or expressing emotions or opinions

Test Overview

- CELF-5 Metalinguistics is used to assess metalinguistic skills with five stand-alone tests for ages 9:00 - 21:11
  - Metalinguistics Profile
  - Making Inferences
  - Conversation Skills
  - Multiple Meanings
  - Figurative Language
- Provides 3 Index Scores: The Total Metalinguistic Score, and The Meta-Pragmatics and Meta-Semantics Index scores.
- Designed for students who have adequate linguistic knowledge, but lack the metalinguistic skills needed for literacy in Grades 3 and up.
- Ideal for students with subtle language disorders or students on the autism spectrum.

Cases Studies 1 & 2
Case Study No. 1 - Kim

- Kim is a 9-year old girl with reading and writing problems and failing grades in Language Arts and Science.

Case Studies 1 & 2
Assess Language and Communication in Context with CELF-5 ORS

CELF-5 Observational Rating Scale (ORS)
- Evaluates a student’s communication, language and literacy skills and as they are observed in the naturalistic setting of the regular classroom.
- ORS provides ratings of the frequency of occurrence of behavioral characteristics associated with listening, speaking, reading and writing.
THE ORS ASSESSMENT APPROACH

- ORS Rating Scale – Checklist
- Obtain a Performance Sample
- Select the Top-10 problems, followed by
  - A Teacher (Parent) Interview and then a
  - Classroom Observation, and a
  - Follow-up Meeting with the Teacher

WHAT IS A PERFORMANCE SAMPLE?

30-50 DESCRIPTIVE EXAMPLES
- From Different Activities
- From Different Observers
- From Different Contexts

ORS Performance Sample Interview Outcomes

- Weakness Patterns
- Strength & Interest Patterns
- Learning Adjustments
  - Positive
  - Negative
Important Considerations

- KEEP THINGS VERY PRACTICAL
- USE ORS (Checklist Length Only 2 Pages)
- COMPLEXITY (K.I.S.S.)
- PRIORITIZING (TOP 10)
- LINK TO INTERVIEWING
- CONNECTION TO OBSERVATION
- CELF-5 ORS is PERFECT
- A FEW THINGS DONE WELL!

A FEW THINGS DONE WELL!

- FOCUS ON FUNCTIONALITY ... in context.
- FOCUS ON THE MOST IMPORTANT THINGS
- DESIGN INTERVENTION ... with and through others!
- PUT A SYSTEM in place that works when you’re not there!
- KNOW YOUR CLIENT well enough to help him!

AND

DATA – DATA – DATA – LOTS OF DATA!

ORS LISTENING (Teacher Examples)

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>(Freq.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paying Attention</td>
<td>(O)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays with hands, avoids eye contact</td>
<td></td>
</tr>
<tr>
<td>Remembering what people say</td>
<td>(O)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t know what to say right after hearing or practicing a concept</td>
<td></td>
</tr>
<tr>
<td>Understanding new ideas</td>
<td>(A)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Struggles to connect ideas; gets confused with new ideas, content or abstractions; Struggles to interrelate words or understand that words can have more than one meaning.</td>
<td></td>
</tr>
</tbody>
</table>
## ORS READING (Teacher Examples)

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>(Freq.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explaining what’s read</td>
<td>(A)</td>
</tr>
<tr>
<td>Has very little to say, speaks in short comments, or won’t talk, string sentences</td>
<td></td>
</tr>
<tr>
<td>• Identifying the main idea</td>
<td>(O)</td>
</tr>
<tr>
<td>Has difficulty thinking of the meaning, Struggles to identify word meanings</td>
<td></td>
</tr>
<tr>
<td>• Remembering details</td>
<td>(A)</td>
</tr>
<tr>
<td>Comprehension is poor, Goes blank, can’t remember anything</td>
<td></td>
</tr>
<tr>
<td>• Following written directions</td>
<td>(O)</td>
</tr>
<tr>
<td>Written directions confuse her, Again, trouble with holding words in working memory</td>
<td></td>
</tr>
</tbody>
</table>

## ORS WRITING (Teacher Examples)

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>(Freq.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses poor grammar</td>
<td>(O)</td>
</tr>
<tr>
<td>“I ranned.” Writes like she talks</td>
<td></td>
</tr>
<tr>
<td>• Writing complete sentences</td>
<td>(A)</td>
</tr>
<tr>
<td>She often leaves out a subject or verb, Gives fragments instead</td>
<td></td>
</tr>
<tr>
<td>• Expanding on an answer</td>
<td>(A)</td>
</tr>
<tr>
<td>Writes very little …. Many fragments</td>
<td></td>
</tr>
<tr>
<td>• Putting words in the right order</td>
<td>(A)</td>
</tr>
<tr>
<td>“Is winter when winter is cold?”,</td>
<td></td>
</tr>
<tr>
<td>• Writes short and choppy sentences</td>
<td>(O)</td>
</tr>
<tr>
<td>Usually writes no more than 3–5 words, May be missing main words, nouns or verbs</td>
<td></td>
</tr>
</tbody>
</table>

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CASE STUDY NUMBER 1 (FEMALE, 6;7)

<table>
<thead>
<tr>
<th>PERFORMANCE SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays with hands, avoids eye contact</td>
</tr>
<tr>
<td>Struggles to connect ideas, confuses new content or abstractions</td>
</tr>
<tr>
<td>Struggles to internalize words or ideas, they have more than 1 meaning</td>
</tr>
<tr>
<td>Looks at people when talking primarily in the classroom</td>
</tr>
<tr>
<td>Doesn’t respond, just sits there, looks towards the reader</td>
</tr>
<tr>
<td>Appears searching to start</td>
</tr>
<tr>
<td>Difficulty understanding, Confuses to know more words than she uses</td>
</tr>
<tr>
<td>Gets lost or confuses when talking</td>
</tr>
<tr>
<td>Gives only one word answer, no more than two words</td>
</tr>
<tr>
<td>Doesn’t even try to say things differently, Sometimes doesn’t talk at all</td>
</tr>
<tr>
<td>Very slow, something doesn’t talk at all</td>
</tr>
<tr>
<td>Doesn’t know first, second, last, etc.</td>
</tr>
<tr>
<td>Maintains things to the wrong order</td>
</tr>
<tr>
<td>Gets words mixed up, doubles negatives</td>
</tr>
<tr>
<td>Trouble with tones, e.g., “eats is”</td>
</tr>
</tbody>
</table>
The student's passive or reticent communicative style in class gives way to a more interactive - communicating child on the playground and at home; sentences are longer and more fully formed. The teacher feels her passive style is related directly to difficulties in reading.

She has a small reading vocabulary and struggles to identify words. She avoids reading activities and gains little language growth from reading and writing activities. Her struggle in reading seems to have made her more passive as she participates rarely in literacy-based activities.

The teacher is concerned about the student's reading and suggests that her poor reading skills severely limit participation in class. Other students recognize what a poor reader she is, causing her to be more passive and less interactive with them. The teacher feels she is "ashamed" of her reading skills and avoids most experiences that include reading.

Because reading and writing go hand-in-hand, her writing skills reflect an overall struggle to use print to communicate meaningfully.
Case Study No. 1 - KIM

Norm-Referenced Assessments

**CELF-5 Case Study Summary**

**CELF-5 Index Scores**
- Core Language: 84
- Receptive Language: 90
- Expressive Language: 75
- Language Content: 95
- Language & Memory: 80

*Difficulties with language structure, especially formulation of compound and complex structures.*

**Case Study Summary**

**Selected Test Scores**
- Recalling Sentences: 6
- Following Directions: 3
- Formulated Sentences: 4
- Sentence Assembly: 5
- Pragmatics Profile: 7

**Observational Rating Scale (ORS)**
- Listening difficulties: Almost never/sometimes
- Speaking difficulties: Often/almost always
Case No. 1: 9-year old girl with reading and writing problems and falling grades.

Are deficits related to cognitive ability?

WISC-V:
Verbal Comprehension 102 (89-101)
Perceptual Reasoning 104 (98-110)
Processing Speed 84 (78-92)
Working Memory 79 (73-85)

Kim exhibits basic communication skills within normal limits on CELF-5. What else could be affecting performance in the classroom?

• Students with language disorders may have adequate linguistic knowledge and perform in the low-average range on CELF-5.

• They may not have crossed the bridge to metalinguistic awareness and abilities that are separate from linguistic skills.

KIM’s Language Test Scores

<table>
<thead>
<tr>
<th>METALINGUISTICS Index</th>
<th>Total Metalinguistic Index 72 (66-78)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meta-Pragmatics Index</td>
<td>82 (73-91)</td>
</tr>
<tr>
<td>Meta-Semantics Index</td>
<td>73 (74-88)</td>
</tr>
<tr>
<td></td>
<td>* Metalinguistic Profile 7</td>
</tr>
<tr>
<td></td>
<td>* Making Inferences 9</td>
</tr>
<tr>
<td></td>
<td>* Conversation Skills 5</td>
</tr>
<tr>
<td></td>
<td>* Multiple Meanings 6</td>
</tr>
<tr>
<td></td>
<td>* Figurative Language 4</td>
</tr>
<tr>
<td>CELF-5 Core Language Index</td>
<td>84</td>
</tr>
<tr>
<td>Receptive Language Index</td>
<td>90</td>
</tr>
<tr>
<td>Expressive Language Index</td>
<td>75</td>
</tr>
<tr>
<td>Language Content Index</td>
<td>95</td>
</tr>
<tr>
<td>Language &amp; Memory Index</td>
<td>80</td>
</tr>
</tbody>
</table>
Conclusion of Case Study

Learning Objectives

1. To develop knowledge and expressive use of compound and complex sentences for speaking, written language expression, and editing and revising (i.e., syntactic flexibility).

2. To develop conversation and narrative writing skills, as they apply to the descriptive, expository, and emerging argumentative genres (i.e., narrative structure).

3. To develop awareness of multiple meanings and ambiguities in spoken and written sentences and text.

4. To develop knowledge of idiomatic and figurative language use in spoken and written expression and awareness of humor and sarcasm.

Case Study No. 2 - Jack

Jack is a 13-year old boy with poor study habits, and trouble with social communication, written language, and critical thinking skills. He has difficulty completing school assignments and turning his work in on time. But he loves his computer!

Do You know a boy like Jack?
Case Study 2 - Jack

Male (13 yrs. 8 mo.)

<table>
<thead>
<tr>
<th>CELF-5 Subtests</th>
<th>Standard Score</th>
<th>Subtest Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalling Sentences</td>
<td>4</td>
<td>-3 (-)</td>
</tr>
<tr>
<td>Formulated Sentences</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Semantic Relationships</td>
<td>10</td>
<td>+3 (+)</td>
</tr>
<tr>
<td>Understanding Paragraphs</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Word Classes</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Sentence Assembly</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Following Directions</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>Supplementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Structured Writing</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Pragmatics Profile</td>
<td>6</td>
<td>-1</td>
</tr>
</tbody>
</table>

Mean of Subtest Standard Scores: 68/10 = 6.8 or 7

Case Study 2

Male (13 yrs. 8 mo.)

**CELF-5 Composite/Index 90% Level of Confidence**

| Core Language Score     | 80 ± 5          | (75-85)          |
| Receptive Language Index| 88 ± 5 *        | (93-83)          |
| Expressive Language Index| 76 ± 5         | (81-71)          |
| Language Content Index  | 82 ± 5          | (87-77)          |
| Language & Memory Index | 76 ± 5          | (81-71)          |

* Critical Value Discrepancy (Level of Significance) = .05

Case Study 2

Male (13 yrs. 8 mo.)

**CELF-5 Metalinguistics**

| Making Inferences (MI)  | 5              | -1                |
| Consequences Skills (CS)| 3              | -3 (-)            |
| Multiple Meanings (MM)  | 7              | +1                |
| Figurative Language (FL)| 6              | +1                |
| Metalinguistic Profile (MP)| 7        | +1                |

Mean of the Tests 28/5 = 5.6 or 6
One Intrapersonal Weakness (CS)
**Case Study 2**  Male (13 yrs. 8 mo.)

**CELF-5 Metalinguistics**

<table>
<thead>
<tr>
<th>Composite Scores</th>
<th>Score</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Metalinguistics Index (TMI)</td>
<td>73 ± 7</td>
<td>(66-80)</td>
</tr>
<tr>
<td>Meta-Pragmatics Index (MPI)</td>
<td>68 ± 10</td>
<td>(58-78)</td>
</tr>
<tr>
<td>Meta-Semantics Index (MSI)</td>
<td>81 ± 7**</td>
<td>(74-88)</td>
</tr>
</tbody>
</table>

**Difference of 13 Points is Significant at the .15 level of competence**

---

**Case Study 2**  Male (13 yrs. 8 mo.)

**WISC-V Index Scores**

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Standard (90%) Level of Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension</td>
<td>93 ± 6</td>
</tr>
<tr>
<td>Perceptual Reasoning</td>
<td>108 ± 6</td>
</tr>
<tr>
<td>Working Memory</td>
<td>90 ± 6</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>101 ± 6</td>
</tr>
</tbody>
</table>

---

**Case Study No. 2 – Male (13:8)**

- [Image of performance sample description]
### Case Study 2  Male (13 yrs. 8 mo.)

**PERFORMANCE ASSESSMENT CLASSIFICATION**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCC</th>
<th>UNIT</th>
<th>MOV</th>
<th>PHYS</th>
<th>SPE</th>
<th>LEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SOURCE</td>
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<tr>
<td>COMPA</td>
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<tr>
<td>TASK 1</td>
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<td></td>
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<tr>
<td>TASK 2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>TASK 3</td>
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- He is told to have a conversation with students about him.
- He doesn't really seem to listen.
- He is not interested in what the other student is saying.
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- He cannot concentrate on the task at hand.
- He cannot recall information from previous conversations.
- He does not contribute to the discussion.
- He is easily distracted by other students.
- He does not participate in group activities.
- He does not take part in team discussions.
- He does not show any interest in the subject.
- He does not complete assignments.
- He does not follow instructions.
- He does not engage in any group activities.
- He does not participate in debates.
- He does not express any opinions.
- He does not ask questions.

### Case Study 2  Male (13 yrs. 8 mo.)

**PERFORMANCE ASSESSMENT CLASSIFICATION**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OCC</th>
<th>UNIT</th>
<th>MOV</th>
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</tr>
</thead>
<tbody>
<tr>
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### CASE NUMBER 2 Patterns

**Performance Patterns:**

**Study Skills – Planning & Organization**
- Completing Assignments
- Turning Work in on Time

**Literacy**
- Reading and Writing Processes?

**Social Communication Skills**
- Won’t Talk or Communicate in Class

**Motivation & Responsibility**

**Critical Thinking (Meta Skills)**

**Sense of Competence (Believing in Himself)**

* What Does This Student Really Need?*  
* What Services Will he Get If We Use a Traditional LENS?*

### CASE NUMBER 2 (MALE, 13;8)

#### Performance Pattern Summary

(1) Pattern No. 1  
**Study Skills (Planning – Organization)**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completing Assignments</td>
</tr>
<tr>
<td>2</td>
<td>Turning work in on time</td>
</tr>
<tr>
<td>3</td>
<td>Remembering things</td>
</tr>
<tr>
<td>4</td>
<td>Disorganized and sloppy work</td>
</tr>
<tr>
<td>5</td>
<td>Finishing assignments</td>
</tr>
<tr>
<td>6</td>
<td>Sloppy note taker</td>
</tr>
<tr>
<td>7</td>
<td>Utilizes study questions or guides</td>
</tr>
</tbody>
</table>

(2) Pattern No. 2  
**Literacy (Writing/Reading Process)**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Repetitive sentences make little sense</td>
</tr>
<tr>
<td>2</td>
<td>Few links between written sentences</td>
</tr>
<tr>
<td>3</td>
<td>Building up and breaking down sentences</td>
</tr>
<tr>
<td>4</td>
<td>Revising written work</td>
</tr>
<tr>
<td>5</td>
<td>Recognizing errors in writing</td>
</tr>
<tr>
<td>6</td>
<td>Disorganized and sloppy writing</td>
</tr>
<tr>
<td>7</td>
<td>Distinguish important from unimportant information</td>
</tr>
</tbody>
</table>

(3) Pattern No. 3  
**Social Communication Skills**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Negative communication affect</td>
</tr>
<tr>
<td>2</td>
<td>Poor at relating to others</td>
</tr>
<tr>
<td>3</td>
<td>Rarely volunteers to talk</td>
</tr>
<tr>
<td>4</td>
<td>Passive communicator</td>
</tr>
<tr>
<td>5</td>
<td>Pays little attention to what others say</td>
</tr>
<tr>
<td>6</td>
<td>Rarely socializes or communicates with other students</td>
</tr>
<tr>
<td>7</td>
<td>Won’t talk or communicate in class</td>
</tr>
</tbody>
</table>

(4) Pattern No. 4  
**Motivation and Responsibility**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Passive, avoids school work</td>
</tr>
<tr>
<td>2</td>
<td>Always has an excuse</td>
</tr>
<tr>
<td>3</td>
<td>Doesn’t turn work in on time</td>
</tr>
<tr>
<td>4</td>
<td>Fails to finish assignments</td>
</tr>
<tr>
<td>5</td>
<td>Doesn’t remember his work</td>
</tr>
<tr>
<td>6</td>
<td>Turns off during lectures</td>
</tr>
<tr>
<td>7</td>
<td>Difficulty attending to work</td>
</tr>
<tr>
<td>8</td>
<td>Avoids reading and writing activities</td>
</tr>
</tbody>
</table>
**CASE NUMBER 2 Continues (MALE, 13;8)**

<table>
<thead>
<tr>
<th>(V) Pattern No. 5</th>
<th>Metalinguistic (Critical Thinking)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple language forms, sentences</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Struggles to understand subtle meanings</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Uses concrete language, talks about simple things</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Difficulty with abstract (figurative) language</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Written sentences lack complex forms and structures</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Poor performance on metalinguistic test tasks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(VI) Pattern No. 6</th>
<th>Sense of Competence</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Little success with academic activities</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Avoidance behaviors</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Passive communicator with low social skills</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>History of unsuccessful communication experiences</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Negative attitude wears on teachers</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Perceived negatively by peers</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Needs successful communicative interactions</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

REVISED LIST

Performance Patterns

Following Input from
Middle School Teachers

---

CASE NUMBER 1 (MALE, 13;8)
Performance Patterns for RTI or Pre-IEP Development

**Study Skills (Planning and Organization)**

1. Completes - Finishes Assignments
2. Turns work in on time
3. Remembers things
4. Is organized and produces work that is neat in appearance
5. Takes organized and useful notes
6. Utilizes study questions or guides

**Social Communication Skills**

1. Adopts a positive communication affect
2. Relates more effectively with peers and teachers
   - Responds more openly to others
   - Pays attention to what others say
3. Volunteers information in class
4. Responds effectively when called upon in class
CASE NUMBER 2 (MALE, 13;8)

PRESENT LEVELS OF PERFORMANCE

Jack is an eighth grade student at Washington Hunt Middle School. Standardized assessment indicates the following: (1) receptive and expressive language performance in the marginal educational range, and (2) metalinguistic skills that fall in the low to very low educational range. Classroom-based assessment suggests four performance patterns and two related areas that limit academic success, reduce his participation in school, and affect his sense of competence as a learner.

These patterns, in order of concern are: (1) Planning and Organizational Skills that negatively impact study habits, (2) Social Communication and Social Skills which limit classroom participation and negatively affect Jack’s relationship with teachers and peers, (3) Written Language Skills (the writing process itself) as well as editorial skills, and (4) Metalinguistic skills which limit critical thinking and analysis in several subject areas.

Jack’s sense of competence as a learner, willingness to participate actively in school, and motivation to improve pose major barriers for all teachers. These four areas require targeted instruction and supports, but Jack has considerable potential given his artistic strengths, knowledge of computers and interests in sports. These strengths and interests exist in the presence of average to above average intelligence.

TOP-10 Classroom Assessment Skills:

(10) What the Student Struggles to DO, SAY, MAKE and USE
(9) Focus on Different Procedures, Contexts, and Skills
(8) Use Rating Scales, Checklists, Observation & Interviewing
(7) K.I.S.S. – Begin Focusing on the Top-10
(6) Get a Rich Performance Sample
(5) Weakness Patterns, Strengths, Interests, Learning Adjustments
(4) Shared Responsibility, Clarification, Problem Solving, Listening
(3) Listening, Problem Solving, Clarification, Shared Responsibility
(2) Establish an Academic End-Point, and …… No. 1 is:
FOCUS ON A FEW THINGS
And Do Them Really Well!

Paying the Toll at the Bridge
Classroom Performance
Team-Based Practices

Questions?

Instructions for submitting forms for ASHA CEUs

Pearson will submit completed CE forms to ASHA if you
- Attend the entire 60 minutes of the live session
- Complete the Attendance Sheet (only if more than one person is at your site)
- Send Participant Forms
- Evaluation Form

Please mail the forms postmarked no later than 9-29-17 to:
Darlene Davis, Pearson
19500 Bulverde Road, Ste. 201
San Antonio, TX, 78259

Questions about CEUs?
Contact Darlene Davis at darlene.k.davis@pearson.com

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- The mailed CE forms are postmarked after 9-29-17
- CE forms are sent via fax or email
- CE forms are submitted for "partial credit" [not available]
- CE forms are submitted if you view the webinar recording on PearsonClinical.com or speechandlanguage.com.

9/19/2017