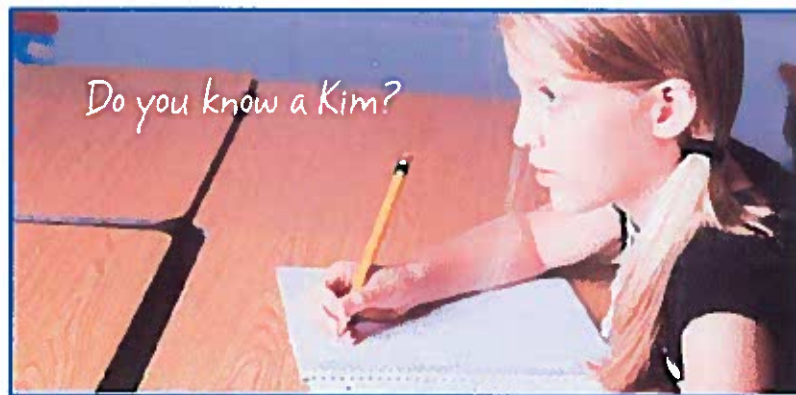




Cases Studies 1 & 2

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



ORS

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*



ORS

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**
- **CEL5-5 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)

<u>Behaviors</u> (Kim – Age 9;7)	(Freq.)
<ul style="list-style-type: none"> • Paying Attention Plays with hands, avoids eye contact 	(0)
<ul style="list-style-type: none"> • Remembering what people say Doesn't know what to say right after hearing or practicing a concept 	(0)
<ul style="list-style-type: none"> • Understanding new ideas 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. 	(A)

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ORS READING (Teacher Examples)

<u>Behaviors</u> (Kim – Age 9;7)	(Freq.)
<ul style="list-style-type: none"> • Explaining what's read Has very little to say, speaks in short comments, or won't talk, string sentences 	(A)
<ul style="list-style-type: none"> • Identifying the main idea Has difficulty thinking of the meaning Struggles to identify word meanings 	(0)
<ul style="list-style-type: none"> • Remembering details Comprehension is poor Goes blank, can't remember anything 	(A)
<ul style="list-style-type: none"> • Following written directions Written directions confuse her Again, trouble with holding words in working memory 	(0)

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ORS WRITING (Teacher Examples)



<u>Behaviors</u> (Kim – Age 9;7)	(Freq.)
<ul style="list-style-type: none"> • Uses poor grammar "I ranned." Writes like she talks 	(O)
<ul style="list-style-type: none"> • Writing complete sentences She often leaves out a subject or verb Gives fragments instead 	(A)
<ul style="list-style-type: none"> • Expanding on an answer Writes very little Many fragments 	(A)
<ul style="list-style-type: none"> • Putting words in the right order "Is winter when winter is cold?", 	(A)
<ul style="list-style-type: none"> • Writes short and choppy sentences Usually writes no more than 3-5 words May be missing main words, nouns or verbs 	(O)

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Case Study 1 – Kim Female (9;7)

Additional Teacher Comments

(1) 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.

(2) 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.

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Case Study 1 – Kim Female (9;7)

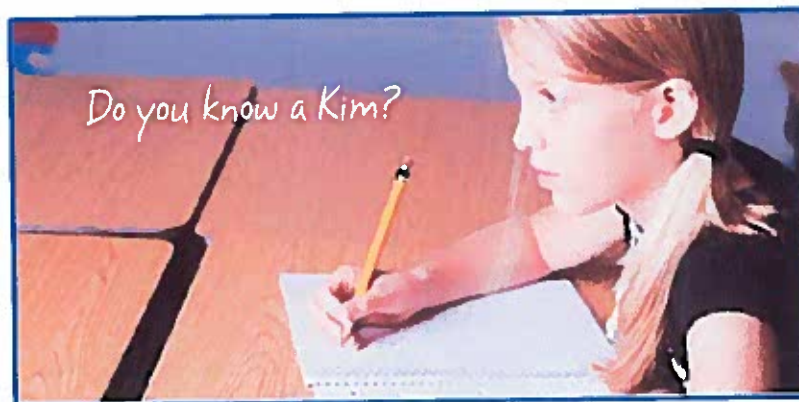
Additional Teacher Comments

(3) 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.

(4) Because reading and writing go hand-in-hand, her writing skills reflect an overall struggle to use print to communicate meaningfully.

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Case Study No. 1 - KIM Norm-Referenced Assessments




CELF 5 CELF-5 Case Study Summary
Clinic of Evaluation of Language Fundamentals
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.


CELF 5 Case Study Summary
Clinic of Evaluation of Language Fundamentals
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.

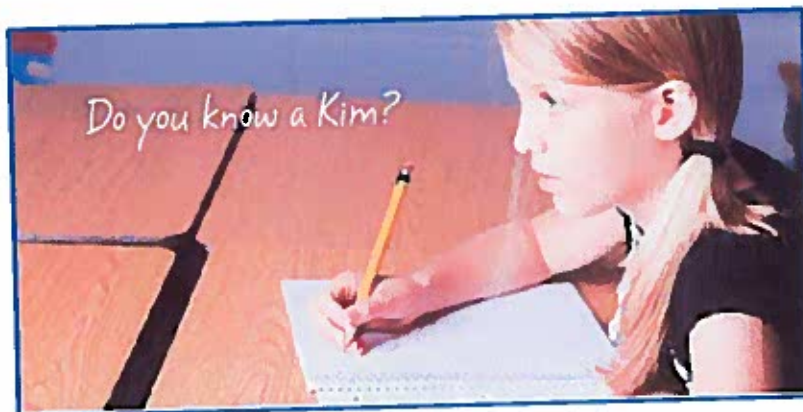




KIM's Language Test Scores

• Total Metalinguistic Index	72	(66-78)
• Meta-Pragmatics Index	82	(73-91)
• Meta-Semantics Index	73	(74-88)
• Metalinguistic Profile	7	
• Making Inferences	9	
• Conversation Skills	5	
• Multiple Meanings	6	
• Figurative Language	4	
CELF-5 Core Language Index	84	
Receptive Language Index	90	
Expressive Language Index	75	
Language Content Index	95	
Language & Memory Index	80	

Conclusion of Case Study



CEL F5 Learning Objectives METALINGUISTICS

- (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.)

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

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

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

<u>CELF-5 Composite/Index</u>	<u>90% Level of Confidence</u>	
Core Language Score	80 ± 5	(75-85)
Receptive Language Index	$88 \pm 5^*$	(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

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

CELF-5 Metalinguistics	Standard Score	Variation
Making Inferences (MI)	5	- 1
Conversations 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.)

CEL5-5 Metalinguistics

Composite Scores	Standard Score	(90%) SEM
Total Metalinguistics Index (TMI)	73 ± 7	(66-80)
Meta-Pragmatics Index (MPI)	68 ± 10	(58-78)
Meta-Semantics Index (MSI)	81 ± 7 **	(74-88)

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



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

WISC-V Index Scores	(90%) Level of Confidence	
Verbal Comprehension	93 ± 6	87-99
Perceptual Reasoning	108 ± 6	102-114
Working Memory	90 ± 6	84-96
Processing Speed	101 ± 8	93-109

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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?

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CASE NUMBER 2 (MALE, 13;8)

Performance Pattern Summary

(I) Pattern No. 1 **Study Skills (Planning - Organization)** Rank ____
Rank

- ___ 1. Completing Assignments
- ___ 2. Turning work in on time
- ___ 3. Remembering things
- ___ 4. Disorganized and sloppy work
- ___ 5. Finishing assignments
- ___ 6. Sloppy note taker
- ___ 7. Utilizes study questions or guides

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

- ___ 1. Repetitive sentences make little sense
- ___ 2. Few links between written sentences
- ___ 3. Building up and breaking down sentences
- ___ 4. Revising written work
- ___ 5. Recognizing errors in writing
- ___ 6. Disorganized and sloppy writing
- ___ 7. Distinguish important from unimportant information

CASE NUMBER 2 Continues (MALE, 13;8)

(III) Pattern No. 3 **Social Communication Skills** Rank ____
Rank

- ___ 1. Negative communication affect
- ___ 2. Poor at relating to others
- ___ 3. Rarely volunteers to talk
- ___ 4. Passive communicator
- ___ 5. Pays little attention to what others say
- ___ 6. Rarely socializes or communicates with other students
- ___ 7. Won't talk or communicate in class

(IV) Pattern No. 4 **Motivation and Responsibility** Rank ____
Rank

- ___ 1. Passive, avoids school work
- ___ 2. Always has an excuse
- ___ 3. Doesn't turn work in on time
- ___ 4. Fails to finish assignments
- ___ 5. Doesn't remember his work
- ___ 6. Turns off during lectures
- ___ 7. Difficulty attending to work
- ___ 8. Avoids reading and writing activities

CASE NUMBER 2 Continues (MALE, 13;9)

(V) Pattern No. 5 Metalinguistic (Critical Thinking)		Rank ____
Rank		
____	1. Simple language forms, sentences	
____	2. Struggles to understand subtle meanings	
____	3. Uses concrete language, talks about simple things	
____	4. Difficulty with abstract (figurative) language	
____	5. Written sentences lack complex forms and structures	
____	6. Poor performance on metalinguistic test tasks	
(VI) Pattern No. 6 Sense of Competence		Rank ____
Rank		
____	1. Little success with academic activities	
____	2. Avoidance behaviors	
____	3. Passive communicator with low social skills	
____	4. History of unsuccessful communication experiences	
____	5. Negative attitude wears on teachers	
____	6. Perceived negatively by peers	
____	7. Needs successful communicative interactions	
COMMENTS:		

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**REVISED LIST
Performance
Patterns**

**Following
Input from
Middle School
Teachers**

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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

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Patterns for RTI or Pre-IEP Continues (Male, 13;8)

Literacy (Writing/Reading Process)

- 1. Writes clearer sentences that make more sense
- 2. Establishes more meaningful links between written sentences
- 3. Recognizes errors in writing
- 4. Revises written work
- 4. Writes in a more organized manner
- 5. Uses more appropriate grammar and syntax

Metalinguistic Ability - Critical Thinking Skills

- 1. Develops a broader understanding of word meanings in context
- 2. Understands language with figurative and multiple meanings.

RELATED AREAS

Motivation and Responsibility

- 1. Adopts a more positive attitude toward school work
- 2. Accepts responsibility for completing assignments and turning work on time.
- 3. Takes pride in submitting work that is neat and organized in appearance.

Sense of Competence (Self Concept)

- 1. Experiences success with academic activities
- 2. Gains greater confidence on school related tasks
- 3. Gains peer confidence and respect

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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.

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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, andNo. 1 is:

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