Disclosures

Financial
- There are no financial relationships to disclose.

Non-Financial
- There are no relevant non-financial relationships to disclose.

Course Content
This presentation focuses primarily on dynamic assessment procedures. No other similar assessments will be discussed during this presentation.

Pearson Clinical Assessment is the sponsor of this presentation. There are no financial or non-financial relationships to disclose.
Dynamic Assessment:
Assessing Ability to Change

- Recommended for use in assessment of clients for whom a standardized test is inappropriate or uninformative
  - English Language Learners with basic interpersonal communication skills in English (BICS)
  - Individuals speaking languages other than English (In L2, using an interpreter)
  - Children who have had limited educational opportunity or experience

- ASHA: Dynamic assessment can be useful in “determining if speech and language patterns are the result of a normal phenomenon of dual language acquisition or are the result of a communication disorder. . .”
  - www.asha.org/Practice-Portal/Professional-Issues/Bilingual-Service-Delivery


Seldom Used. . .Why?

- Seldom used. . .? (Caesar & Kohler, 2007; Archer & Austin, 2016)

- Reasons:
  - Uncertainty about how-tos
  - Unsure that it is worth the assessment-time investment
A History Lesson:
From Post-WW II Cognitive/Intelligence Testing

Reuven Feuerstein (August 21, 1921 – April 29, 2014) was an Israeli clinical, developmental, and cognitive psychologist, known for his theory of intelligence which states “it is not ‘fixed’, but rather modifiable”


Based on Lev Vygotsky’s concept of the Zone of Proximal Development (ZPD)

Two Models of Dynamic Assessment Used in SLP

<table>
<thead>
<tr>
<th>Graduated Prompting</th>
<th>Ability to change is tested by gradually increasing the level of support that the client needs to successfully complete a task. The less assistance needed for task completion, the greater the client’s modifiability is judged to be.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-Teach-Retest*</td>
<td>A skill is pretested. Following the pretest, the skill is taught in an intervention session, or a Mediated Learning Experience. After the MLE, the skill is tested again via a parallel posttest. If the client shows a higher level of competency on the new skill, after minimal – moderate examiner effort in the intervention, the client has shown good modifiability.</td>
</tr>
</tbody>
</table>

*recommended method
How to create a dynamic assessment . . .
(Test-Teach-Retest)

Task Selection:

- **REFERRAL concerns:**
  - “trouble with pre-reading skills” → phonological awareness task?
  - Limited vocabulary → word recall task?
  - Reading or story comprehension → recall of story details?

- **Age-or-Grade Level tasks that are teachable during a brief intervention session (Common Core -- source)**
  - Non-grammar related – why?
  - Tasks that involve high-frequency vocabulary in the testing and teaching phases
    - Examples:
      - Verbal Analogies
      - Use of descriptive terms to describe objects
      - Identification of synonyms/antonyms
Pre and Post-Test Creation

- **BRIEF!** (10 – 15 item tests)
- **Parallel:** Test A and Test B need to be of equal difficulty
  - Subtests of standardized measures may serve as sources or models

Intervention, or Mediated Learning Experience

- A 20 – 30 minute activity designed to teach the skill you are measuring.
- Incorporates strategies recommended for typical English Language Learners to scaffold classroom success
  - Repetition
  - Rephrasing
  - Slower pacing
  - Gestures
  - Visual cues/manipulatives

- Suggestion: the pretest items may be used for instructional purposes during the MLE.
Measuring Modifiability

- Impressions of student learning: was there an “aha” moment?

- Amount of change noted from pretest – posttest – is the posttest score higher? How much?

Measurement of Examiner Effort

- Record the following as measures of how much effort was needed to teach the task:
  - Time needed to achieve task achievement
  - Types and number of cues needed for task achievement during MLE
  - Subjective impressions of effort involved
Interpreting and Reporting Outcomes

- Report both quantitative and qualitative observations.
  - Quantitative data can include time required to learn the task, number of correct answers on pre- and posttest, percentage change observed.
  - Qualitative data should include a discussion of the perceived level of examiner effort, with explanation.

- Interpret your observations:
  - Did the child demonstrate an “aha” moment, where he was clearly aware that he had learned a new skill or concept?
  - When prompts were faded during the pretest, was the child easily able to transfer the new skill to address untrained items?

Reporting: Dynamic Assessment of Verbal Problem-Solving:
(Good language modifiability = language disorder unlikely)

Verbal problem-solving tasks were presented in a dynamic assessment format to evaluate Antonia’s ability to use his second language, English, for novel language tasks:  (client age:  8;3)

Pretest
Antonia was presented with 3 pictured scenarios of “problem situations”, and asked questions regarding the context, the persons engaged in the situation and their mental states, and potential resolutions.  She was able to answer 5/15 problem-solving questions correctly. (33%)

Mediated Learning Experience
Antonia was instructed to look at the pretest scenarios again and ask himself the following “learning questions”:  Who (is involved), What (are they doing), Why (are they doing it).  She responded and received feedback from the examiner.  She was prompted to use a memory strategy for recalling the learning questions. At the end of the task, the examiner discussed how she could ask questions to understand new scenarios.

Examiner Effort
Moderate examiner effort was required to teach the questioning technique—during the MLE questions were repeated as needed.  Antonia was cued to use a one-two-three-fingers strategy to recall the learning questions. At first prompting was required at each scenario, but by third scenario she recalled the strategy independently.  Time required for teaching to the point of independent responding was 25 minutes.

Posttest
When presented with 3 new “problem situation” photographs, Antonia was able to answer 14/18 similar contextual problem-solving questions correctly (78%), a strong improvement over the pretest performance.

Results indicate that Antonia is able to use the English language effectively to learn new skills.
Dynamic Assessment of Phonological Awareness:
(Limited language modifiability = language disorder)

Tarik’s language modifiability was evaluated via dynamic assessment of key phonological awareness skills. (Age: 6;7)

**Pretest:** Two types of tasks were utilized: English phonemic awareness (identification of initial phoneme) and segmentation of English compound words into two parts. In the pretest, Tarik was given 5 trials on each task. He was not successful in any trial – 0/10 trials.

**MLE:** Tarik was instructed using visual cues and manipulatives to identify the first sound of several CVC words. He was also instructed in segmentation of compound words using manipulatives. When Tarik was able to give correct responses to the tasks, he was then tested to see if he could generalize the new skills.

**Examiner Effort:** Significant examiner effort (continuous prompt repetition) was required to obtain several correct, prompted responses; Tarik did not achieve a correct unprompted response (for either task) after 37 minutes of instruction.

**Posttest:** Zero correct responses out of 10 trials were obtained during the posttest (when the examiner eliminated prompts). Significant examiner effort yielded little progress, on these tasks.

Results indicate that Tarik has difficulty learning these new, language-based skills in his dominant language, English.

---

**Q and A Time!**
References


ASHA CEU Information

If you are listening to the live presentation on 10/7/2016 and would like ASHA CEUs, please complete the ASHA CEU Participant Form and the evaluation form available on the website where you registered for the webinar.

Mail the paper forms postmarked no later than 10/17/2016 to:
Darlène Davis
Pearson Assessment
19500 Bulverde Road, Suite 201
San Antonio, TX 78259

If there are multiple attendees listening to the presentation at one location, please print the attendance roster. Each person attending the webinar for the entire hour needs to sign the form as well as submit the Participant and Evaluation forms.

Pearson will NOT ACCEPT:
• faxed or scanned/emailed CEU forms
• paper CEU forms postmarked after 10-17-16. CE forms with a postmark after 10-14-16 will not be processed.

ASHA will NOT ACCEPT completed forms sent directly to the ASHA registry. ASHA will not process forms sent directly to the ASHA office.

When your ASHA CEU Participant Form and the evaluation form are received in our office, our staff confirms using the ReadyTalk roster:
The exact time you are logged in (and on the phone if you call in for audio instead of listening through your computer’s speakers)
The exact time you log out (and hang up the phone if you call in for audio instead of listening through the computer’s speakers)

Pearson courses are not approved for partial credit. ASHA CEUs are not available for the recording posted on the PearsonClinical.com or speechandlanguage.com websites.

Questions about CEUs?
Email Darlène Davis at darlene.k.davis@pearson.com