

Assessment/Intervention Teams
(Box 2-1, p. 24 Paul, 2007)

Ω **Multidisciplinary**

- multiple members of different disciplines
- may not have established organization
- often results in independent goal setting

Ω **Interdisciplinary**

- includes formal channels for communication

Ω **Transdisciplinary**

- joint functioning
- role release
- results in cooperative goal setting

Why Assess? (Paul, 2007)

Ω **Screening**

- yes/no process, apples versus oranges
- beware difference versus disorder

Ω **Establishing Baseline Function**

- describe areas of weakness and strength
- eligibility and need for services

Ω **Establishing Goals for Intervention**

- identify targets and procedures

Ω **Measuring Change in Intervention**

- ongoing assessment

What to Assess? (Paul, 2007)

Ω **Language Skills**

- comprehension and production
- form, content and use

Ω **Speech**

Ω **Oral-motor**

Ω **Hearing**

Ω **Nonverbal Cognition**

How to Assess? (Paul, 2007)

- o Standardized Tests
- o Developmental Scales
- o Criterion-referenced Procedures
- o Behavioral Observations

"Ideal" Properties of Standardized Tests

1. Clear administration and scoring criteria
2. Validity
 - face validity
 - content validity
 - construct validity
 - criterion-related: concurrent and predictive
3. Reliability
 - test-retest
 - Inter-rater
 - split-half

"Ideal" Properties of Standardized Tests cont'd

4. Diagnostic Accuracy
 - P. 42 Table 2-4
 - "sensitivity" vs. "specificity"
5. Standardization
 - norming sample
6. Measures of central tendency and variability
 - mean scores
 - standard deviations

Ideal characteristics cont'd

7. Standard Error of Measurement (SEM)

- estimate of "true" score
- knowing the SEM determines the confidence interval

8. Norm-referenced Scores

- percentile ranks, scaled scores, equivalent scores

Developmental Scales

- ⌚ Interview or observational instruments
- ⌚ Sample particular developmental period
- ⌚ Usually not fully standardized
- ⌚ Age-equivalent scores
- ⌚ Examples:
 - The NonSpeech Test

Criterion-referenced Procedures

- ⌚ Designed to examine particular behavior
- ⌚ Determine if child can reach certain criterion level
- ⌚ Often created by the clinician
- ⌚ Assess comprehension
 - contextualized or decontextualized
- ⌚ Assess production
 - speech/language sample analysis
 - elicited production

Behavioral Observations

- ∩ Used to describe particular behavior/s
- ∩ Not necessarily "informal"
- ∩ Often used for behaviors for which there is less normative information
 - pragmatics
- ∩ Onlooker versus participant observation

Curriculum-based Assessment

- ∩ Use of curriculum contexts and content for measuring student's language intervention needs and progress (defined by Nelson)
- ∩ Samples of reading, writing, speaking, listening
- ∩ Quantitative data
 - grades on tests, # of complex sentences used
- ∩ Qualitative data
 - effective communication in peer group

Establishing Prognosis

- ∩ An inexact process
- ∩ Language disorders chronic, changeable
- ∩ Factors that affect initial prognosis differ from factors that affect prognosis for improvement
 - socioeconomic status, maternal education
 - social-emotional skills, personality
- ∩ Prognosis for special populations is often tied to language ability (ex. autism, hearing impairment)

Prognostic Factors (Nelson, 1998)

Ω **Better Prognosis**

- unremarkable family history
- low risk birth
- younger and/or less severe when identified
- problems limited to articulation

Ω **Poorer Prognosis**

- lower nonverbal IQ
- more associated deficits (HI, MR, etc.)
- more language modalities involved
- child prefers to be alone
- parents rely on physical discipline
