

Dynamic Assessment

And Informal Measures to Complement the Standardized Testing Process

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Participant Outcomes

- Define eligibility criteria for SLI and effectively differentiate between students who are Speech Language Impaired, and those who have other disabilities and need related services support
- Examine Dynamic Assessment and how to utilize this method to identify SLI students or those who need Language and Speech services
- Write an evaluation report that thoroughly documents and uniquely describes the strengths and needs of each student using various Dynamic Assessment techniques and other informal measures
- Identify 3 new strategies that you will use upon referral and/or during the assessment process

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Today's Agenda

- SLI Eligibility and the Need for Related Services
- Dynamic Assessment – How Do We Do It and Why?
- Know Your Students: Low Socioeconomic Status, English Learners and Children with Identified Disabilities
- Strategies for Successful Assessments
- Documenting Dynamic and Informal Assessment in Your Report
- Supporting Teachers and Families
- Putting It All Together

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*"There are rarely right decisions
or actions in our practices;
more likely there are best
decisions or actions."*

(Pollock & Rochon, 2002)

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Speech Language Impairment (SLI) Eligibility

Definitions and Clarifications

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Eligibility for Special Education

The [Individuals with Disabilities Education Act \(IDEA\)](#) defines speech and language impairment as "a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance." (34 C.F.R. Section 300.8(c)(11))

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ASHA Elaborates to Help us Analyze Eligibility

Two-Pronged Approach:

1. Does the child meet the criteria associated with speech-language impairment and
2. Does the child need special education and related services as a result of this disability?

The definition of SLI highlights the importance of considering the child's performance in school when making the decision about eligibility

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Your State May Have Additional Eligibility Criteria

- Language (Receptive, Expressive, Pragmatics) Disorder
- Articulation and Phonological Processes Disorders
- Voice Disorder
- Fluency Disorder

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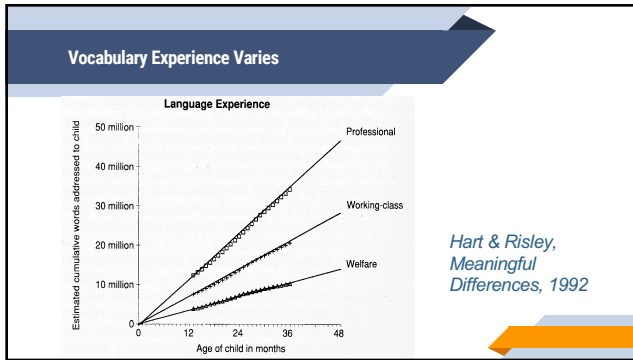
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Low SES and English Learners

- Environmental Factors effecting Language Development
 - ▷ English as a Second Language
 - ▷ Socio-economic status
 - ▷ Prior educational experience
 - ▷ Cultural differences in communication with children

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The Vocabulary Gap

- Anne Fernald, Stanford University Psychology Professor reported that the gap is evident in children as young as 18 months of age!
- By age 24 months, there was already a six-month gap between SES groups in processing skills critical to language development.


"SES Differences in Language processing Skill and Vocabulary Are Evident at 18 Months", Fernald, Ann, March 2013

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Language experience matters:

Vocabulary

- Vocabulary experience effects literacy development up until the end of grade 7
- Students hear more varied vocabulary in conversations with teachers and peers
- Teachers must draw attention to words in various contexts
- **Consider whether services with the SLP will offer significant change – quality language experience with teachers and parents may have the most dramatic impact**



Dickinson & Tabors, March 2002

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The Need for Language and Speech Related Services

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Related Services

Related services are any services that are necessary to help a student benefit from her special education program. [34 Code of **Federal Regulations** (C.F.R.) Sec. 300.34(a).] and to "...assist a child with a disability to benefit from special education" [section 300.24(a)].

To “benefit from special education” has generally been interpreted to mean making meaningful progress toward meeting IEP goals and objectives.

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Educational Impact from the SLP Perspective

- We must relate the child's communication needs to the academic curriculum, which means that *we must have thorough knowledge of our state educational standards (in many cases the Common Core Curriculum).*
- *In addition, the clinician should be familiar with the services provided in other special education programs in the school, as many of these services provide language-rich environments for children (e.g., early childhood special education, programs for children with autism).*

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Speech-language pathology related services includes

- Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

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Related Services- Other Important Legal Details!

- Some children with disabilities need related services to help them meet the goals in their IEP
- ***If a service is necessary for the child to benefit from his or her special education program, the service must be provided***
- Paraprofessionals and assistants who are trained and supervised in accordance with state law or policy may also assist in providing related services.

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Must a student meet SLI Eligibility Criteria in order to receive Speech and Language Related Services?

- Who Evaluates and Makes the Decision?
 - ▷ SLI Eligibility
 - ▷ The need for language and speech related services

Be sure to become familiar with the regulations in your state and policies of your district!

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Who Evaluates and Makes the Decision?

Eligibility for SLI?

- Speech Language Professional via your assessment report, which must provide data that supports (or disproves) eligibility according to our legal requirements so the IEP makes the right decision for the child
- Similarly, the School Psychologist has this responsibility for other eligibilities

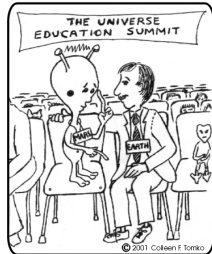
The Need for Related Services?

- The IEP Team – including parents, teachers and others who can contribute to decision on the necessity of language and speech services

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THE PARENT SIDE



Let me get this straight... You label certain kids and take them away from the rest of the kids and call that special? Then you group those kids in the separate placements by their labels and call that individualized? What planet are you from?

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What about Dismissals?

- Let's call it "Service Completion" or "Graduation"
- Consider Eligibility criteria, goal completion, and especially – the *NEED* for services
- Although an assessment plan and report are required, there is no legal mandate for formal standardized testing – in some situations, you can use your data and methods such as dynamic assessment as evidence, combined with teacher and parent report and observations in multiple settings

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Dynamic Assessment

What is it?
 How Do We Do It and Why?

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Dynamic Assessment – What, When and Why?

- What: An objective interactive method for measuring language learning potential
- When: Formal evaluation results don't tell us what we need to know or they don't seem to represent the student
- Why: Alternative, valid approach
 - Determine a language difference vs. disorder
 - Identify the amount and type of support
 - Write appropriate goals

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How to Use Dynamic Assessment

- Look at the student's ability to learn when provided with instruction
- Pretest – Teach – Post Test format** - A highly interactive process utilizing a **Mediated Learning Experience (MLE)**
- Children who are able to make significant changes in short term teaching sessions are less likely to have a language disorder
- Children who are unable to make these changes are likely have a language impairment

One of your best tools to avoid identifying a child who has limited language knowledge or experience!

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Creating a Mediated Learning Experience - MLE

- Intentionality – Teach and create awareness in the child so s/he’s an active participant in the process
- Meaning – Focus attention on task and help the child understand why it is important *from his/her perspective*
- Transcendence – Bridging concepts and events to help child think hypothetically (“Have you ever?” “What if...”)
- Application – Consider how you will explain what he has to do?
- Competence – Help child develop a plan to participate in their own learning

<https://www.asha.org/practice/multicultural/issues/components/>
<https://bilinguistics.com/dynamic-assessment/>

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“Modifiability” – The Child’s Response

In addition to identifying a disorder, we are also seeking to appropriately plan intervention!

We need to ask ourselves throughout the process:

- How does s/he respond to the Mediated Learning Experience? (attention, strategies used to learn, etc.)
- Transfer – can s/he apply to other contexts?
- Examiner Effort – How much and what type of support does s/he need?

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How Do We Actually Plan and Do a MLE? Let’s Look at an Example for Teaching Vocabulary

Strategy	Purpose	Example
Intentionality:	What’s the goal? State the purpose of what we’re teaching from the student’s perspective	Today we’re going to learn about special names.
Meaning:	Why are we working on this? Tell why it’s important and relevant from the student’s perspective	Special names are important because they help us tell things apart.
Transcendence:	What happens if the child doesn’t have this skill? Develop awareness of the relevance of the skill to real life through critical thinking	What would happen if something broke on your bike? Would you need to use a special name to get help?

<https://www.asha.org/practice/multicultural/issues/example/>

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Plan Together (continued)		
Strategy	Purpose	Example
Application:	Here's what you need to do. Let's try it together. Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.	Offer opportunities to practice in various contexts, with different people and new locations
	What did you learn? Why is it important? When will you use this skill? Check for understanding of the skill and its importance for the current context and future classroom activities. Provide more opportunities to practice	We look at how well the child attended to the task, how well he understood single-word names, and how well she was able to pick up on using the new words.


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What Will You Look for in the Student's Responses?

- How will you differentiate levels of support?
 - With a cue, a model, or a more direct guided response?
 - Instructions rephrased, with visual demo or hand-over-hand response?
 - Slower pace, reduced or multisensory input?
 - How many repetitions does it take or does child need assistance to perform the task?

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Develop a Plan for Dynamic Assessment Independent Practice Activity



Hot Topics

- Pause the Webinar and Make Notes for an MLE for one of your students:
 - Identify an area of weakness
 - Pretest (How will you determine the baseline?)
 - Mediated Learning Experience (How will you teach the skill? What will you say?)
 - Observe how the child responds and "modifiability"
- Answering Questions
 - Asking Questions
 - Basic Concepts
 - Following Directions
 - Retell a story or about a remote event
 - Fluency Strategy
 - Learning a new speech sound

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Review Your Notes and Answer These Questions:

- What is the area of weakness and your goal for teaching?
- How will you help the child understand why it's important and how s/he may use the skill in different situations?
- Can you find a way for the child to consider "What if"?
- What is your strategy for helping the child apply the skill beyond the teaching session?
- What will you be looking for in the child's response?
- Consider recommendations

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**Dynamic Assessment –
What else are you looking for?**

- Does she learn the new information slower than her peers or does she perform as expected with appropriate teaching strategies (the MLE)?
- If the student continues to perform below expectations with MLE, where is the breakdown in learning?
- What are the different instructional strategies that help this student and what is the appropriate goal?

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**Low SES, English Learners and
Children with Identified Disabilities**

Knowing Your Students: The Impact On Your
Assessment Process and Decisions

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Family Resources: Influencing our Students

- Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013)
- Research indicates that school conditions contribute more to SES differences in learning rates than family characteristics do (Aikens & Barbarin, 2008)
- *Researchers have argued that classroom environment plays an important role in outcomes!*

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Facts About Bilingualism

- It is predicted that 40% of school-aged population in the United States by 2030's will be English Learners (Berliner & Biddle, 1995)
- The US Department of Education and English Learners
 - ▷ We must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials
 - ▷ We must not identify or determine that EL students are students with disabilities because of their limited English language proficiency

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

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Language Processing

- Gillam et al, 1995 suggested that students with true language disability will have difficulty retaining the sequential order of the information
 - Fazio, 1998 added that language disabled students have specific difficulties on tasks that require verbatim, immediate ordered recall
- Therefore, dynamic assessment will help us differentiate between a processing disorder, language disorder and a language difference!***

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A Reminder: Language Learning Disability Defined

- A true language learning disability is present when the student experiences difficulties *learning* in BOTH languages
- So, our dynamic assessment approaches may need to be completed in the child's primary language and in English
- It is imperative to take ESL and characteristics of Low SES into account when determining whether a student has a language disability

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A Quick Recap on Second Language Acquisition

Children learning a second language demonstrate identified characteristics as they acquire the new language:

- Silent Period
- Codeswitching
- Transfer or Interference
- Language Loss
- Simultaneous vs. Sequential Language Acquisition
- BICS and CALPS

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The Silent Period

- Most students at early stages of second language acquisition focus on comprehension and do very little speaking
- The younger the child is, the longer the silent period lasts
- Students at the *preschool age and in kindergarten* may speak very little in both their first and second language!

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Codeswitching

- Used by multilingual adults and children
- The speaker alternates between the 2 languages within a phrase or sentence
- A typical, common behavior of the EL at all ages



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Transfer or Interference

- Students make errors in the second language that reflect the influence of the first language
- These errors can occur in syntax, morphology, phonology, semantics and pragmatics
- Transfer errors are NOT indicative of a language disorder

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Language Loss

- Many EL students begin to experience language loss when the second language becomes more comfortable
- This and other factors can lead to achievement of low test scores in both the first and second language
- Commonly seen in **early elementary age** students



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Simultaneous Bilingual Acquisition

- Simultaneous language acquisition occurs when a child is exposed to two languages in natural contexts from the time of infancy
- Children acquiring two languages simultaneously experience minimal interference between the two languages

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Sequential Language Acquisition

- The child is exposed to the first language from infancy and learns the second language later
- Sequential learners may show greater diversity in rates and stages of language acquisition (Kayser, 2002; Langdon, 1992)

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Additional Research supports this fact:

- Coltrane (2003) stated that, "for children younger than 5, many aspects of their first language have not fully developed. So while older learners have the foundation of a fully developed first language when they begin acquiring a new language, younger English language learners are working toward two milestones at the same time: the full development of their native language and the acquisition of English."

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BICS - Basic Interpersonal Communication Skills

- Takes approximately 2 or 3 years to develop under ideal conditions which include: continued support in the first language and consistent exposure to the second language
- Cognitively *undemanding*
- Contextual support increases ability to interact

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CALPS - Cognitive Academic Language Proficiency Skills

- Takes approximately 5 – 7 years to develop under ideal conditions, which include support in the first language and instruction in the second language
- Proficiency in cognitively demanding tasks such as:
 - ▷ Understanding academic lectures
 - ▷ Telling and writing imaginary stories
 - ▷ Using language to predict, reason, analyze, synthesize and evaluate
 - ▷ Reading and writing (literacy skills)

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Students demonstrate a BICS-CALP Gap

- ELs need more time to become proficient in academic English and more exposure to good English instruction
- We see deficits in students that may cause them to be erroneously identified as language disabled and labeled as "Special Education"
- Educators may assume that the student is ready to handle CALPS learning situations when they are still only capable at a BICS level!

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Dynamic Assessment and Your Students

Distinguish between a language difference and a language disorder, especially for children with other identified disabilities, or those from culturally and linguistically diverse backgrounds

- Children who are able to make significant changes in short term teaching sessions likely have a language difference
- Children who are unable to make these changes likely have a language impairment

<https://www.asha.org/practice/multicultural/issues/outcomes/>

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Strategies for Success

Informal Measures and Keys to Assessments that Meet Expectations

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Before an Assessment Plan is Signed!

Consider These Factors:

- Developmental, cultural and language experiences
- Intervention attempts through General Education Program
- Educational history, including exposure to pre-K learning opportunities
- Characteristics of second language acquisition

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We Have an Assessment Plan Signed – Now What?

- Thorough and culturally sensitive case history, including comprehensive language profile and educational experience
- Use questionnaires and interviews with those who know the student (parent, teachers, aides, other professionals and family members)
- Determine the student's language proficiency in the first language through the use of an interpreter or bilingual SLP
- Observations in multiple settings
- Document, document, document!

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**Research and Document
EVERYTHING on your report!**

Compare the student with peers from a similar cultural, educational and linguistic background in the following areas:

- Background
- Instructional Strategies
- Classroom Language Usage
- School Social Interaction Problems
- Language and Learning Problems
- Environmental Influences
- Impressions from Classroom Observations

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For each student, ask yourself...

What characteristics will influence the types of assessment that are appropriate for this child?

- Is this student manifesting characteristics that may be mistakenly taken as signs of a language disability?
- Is there a mismatch between the student's background or environment and the school's expectations?

What additional details need to be included in my process and my written evaluation report?

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Formal Tests → objective measures that are scientifically based

- Parents must be notified and involved, and *understand the scope of the evaluation*
- Use more than one assessment procedure and test in all areas of suspected disability
- Tests must be non-discriminatory, not culturally or racially biased
- The evaluation must determine if the student has a disability as well as the nature of the specially designed instruction and related services required to meet the student's needs

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Considerations When Using Standardized Assessment Measures

- Provide quantitative data such as percentile ranks and standard scores
- Pitfalls for students with disabilities, or those who are EL and Low SES students:
 - Norm sample participants may not have the same characteristics as the student you are assessing
 - Many Standardized tests are still developed from a Western, literate, middle class framework

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Standardized Tests assume...

- Students will
 - Cooperate
 - Be comfortable with an unfamiliar adult and willing to talk with that person
 - Be proficient in verbal display of knowledge
 - Understand and successfully perform artificial, sometimes unfamiliar tasks (such as fill in the blanks)

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Our Students may not recognize:

- Common American fruits and vegetables
- New technology terms
- Football vs. soccer
- Seasons and holidays
- Snow and weather terms (same with our typical CA kids!)
- Idioms and expressions

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Modifying a Standardized Test

- Give instructions in the first language and in English
- Rephrase confusing instructions
- Give additional examples and demonstrations
- Provide extra time for the student to answer
- Repeat items when necessary
- Omit biased items the student will probably miss
- Test beyond the ceiling
- Repeat missed items later

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Modifying a Standardized Test

- If the student gives a “wrong” answer, you may ask the student to explain it and record the explanation – **score it as correct if it would be correct in the student’s culture**
- Complete the assessment in several sessions
- Count answers in either language as correct
- **Most important** – document the modifications in your written report and include a validity cautionary statement if reporting the scores

(Goldstein, 2000; Wilson, Wilson, & Coleman, 2000; Wyatt, 2002)

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Informal Measures of Language
 Provide the Best Information

- A portfolio of the students work and communication samples
- Parent Interview or checklist
- Teacher Interview and Review of Academic Portfolio
- Observation in Multiple Settings
- Dynamic Assessment!
- Language Sample in all languages used by the student

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As You Assess, Keep in Mind How Informal
 Measures Will Be Documented

- Interventions, data driven progress (or lack of progress)
- Experiences and observations that may influence academic delays
- How standardized tests were modified
- Summarize the strategies and outcomes of dynamic assessment
- For ELs, identify when and how the student responded in each language

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Keep Notes as Your Go...

- Document everything that was attempted *and* completed in areas of concern
- Explain why you selected particular tests or informal measures
- Clarify why certain modifications were made and/or why a test was abandoned
- Include brief explanation in other areas to address how you confirmed that this is not an area of concern

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Comprehensive and Valid Assessments

- Use a triangulation of data to determine recommendations:
 1. Standardized tests (with or with modifications, as appropriate for each student)
 2. Dynamic and Informal assessment procedures
 3. A description of functional communication and academic impact

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Considering all of these factors will help you to

- Write valid assessment reports (*even without standardized assessments!*)
- Avoid identifying students as having a disability and needing special education if they really don't
- Honor student's linguistic and cultural identities...and
Help students meet the challenge of becoming successful, proficient learners

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Make a Case For Your Ultimate Conclusion

- Add ***well-chosen*** examples of what the child was and was not able to do
- Include quotes that the student used during testing, observations, narratives and/or language sampling
- Don't include areas of weakness if there is no concern in a particular skill area
- Ask yourself, "Do your formal assessment results align with information gathered informally?"
 - ▷ If not, how does your written narrative explain the differences and assure the right recommendation?
- ***Your reader should come to the same conclusion as you do!***

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Most Important!

***Your Report Should Tell the Story
and Create an Image of the Child
for the Reader***

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Important (but sometimes overlooked) Suggestions

- Know your timelines and plan accordingly
- Include pre-referral interventions to reduce over-identification (i.e. SST, language enrichment) and document them!
- Be able to explain your evaluation (and services) to those without knowledge of our discipline
- Clear documentation (i.e. no jargon, meaningful, comprehensive)
- Communicate clearly how services will look
- Build rapport with educational team and families**

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Always! Check Yourself and Each Report Carefully

- Are you giving the right test(s)?
 - Know your test and what it is actually assessing
 - Select the test that is right for this child (areas of concern, how the child understands and uses language, parent and teacher concerns, etc.)
- Have you scored accurately and are your SS and percentile ranks correct?
- Or will you use descriptions of skills and challenges rather than test scores?
- Is the child's name and gender correct throughout the report?

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Always Keep In Mind

- Communication
- Documentation
- Emphasis on the Child and his/her unique needs

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Assuring a Valid Speech
Language Assessment Report

Incorporating Dynamic Assessment
and Informal Measures

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How to Select Appropriate Assessment Procedures
– Be a detective!

- Review test manuals for norm population – is this student part of the norm sample?
- If not, use dynamic assessment and other alternative assessment procedures when standardized tests are determined to be invalid or inappropriate

<https://studylib.net/doc/7302728/an-update-on-larry-p.-cshe-california-speech-language...>

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If Student is an English Learner

- Always administer English language testing first!
- Assess in primary (first) language if English assessment indicates below average scores
- Include a statement identifying primary language and/or student/family input about student's use of primary language
- If no assessment in primary language is completed, a statement must be included in the language section of your report indicating the reason
- Use dynamic assessment – can the student learn and retain what you've taught?

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If Assessing in Both (or All) Languages

- Identify the interpreter or indicate whether a bilingual SLP was included in the assessment
- Administer language test in primary language if available, and include a statement of caution if norms may not be valid for this student or if modifications were used in administration
- Be cautious about interpreting results – many bilingual tests (especially older ones) used monolingual speakers in norm samples

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Factors to Consider in Interpreting Assessment Results

- Most assessment reports and/or IEP documents require that the assessor indicate whether other factors may influence the student's assessment results, such as
 - ▷ English Learner
 - ▷ Significant Absences or multiple moves to different schools
 - ▷ Limited Educational Opportunities (must describe)
 - ▷ Standardized test modification
- Be sure to document all factors and take them into consideration when analyzing results and making recommendations.
- ***If it isn't documented, it didn't happen!***

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Example Statement for Alternative Means of Assessment

- Due to <student's> (e.g. English Language Proficiency, learning disability, limited attention span, need for sensory breaks, etc.),
 - ▷ Standardized test scores were not utilized. Alternative assessment included...
 - ▷ Standardized tests were used to gather information on strengths and weaknesses. Scores will not be reported since the student does not match the norm sample

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Descriptions of Observations

- Behavior Observations
 - ▷ Individualize comments for each student
- Speech/Language Observations in Educational Setting
 - ▷ Can be in classroom, lunch time, on playground or during other activity in which you can observe natural communication
- A Vital component of dynamic and informal assessment

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Observations in Routine Settings Provide a Balance to Pull-out Behavior Observations

- Include at least one observation in addition to behavior during testing
 - choose a setting that will provide the best detail for this child
- Document date, time and setting of observations
- Objective description of communication and interaction
- Avoid explanations that judge child's behavior – just tell what you see
 - ▷ "Went under the table" rather than "appeared to be scared"
 - ▷ "Looked out the window" rather than "did not attend to task"

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More on Clinical and School Observations

- Ideally completed during oral language lesson or when lots of interaction is happening spontaneously
- Describe the environment and how it impacts student's ability to communicate
- Refer to clarity of speech and response to cues
- Mention attention to teacher, class routine and instructions
 - ▷ Does the student watch and imitate peers?
- Comment on length and appropriateness of statements, questions and responses to adults and peers

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Let's Practice Observing!

- https://www.youtube.com/watch?v=PZY-hB2C_lw
- Pick one child and document what you see
- Focus on communication, interactions, behaviors and academic participation
- Can you describe what you observe objectively?

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Report on Teacher/Parent/Student Input

- More valuable evidence for informal assessment purposes
- Information and discrepancies attained through interview from relevant stakeholders will bolster the story you are developing for this student
- If attempts were made to attain information were unsuccessful, document attempts in the report and indicate that parent and teacher input will be gathered at the IEP meeting

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When Articulation is Assessed

- A combination of formal and informal assessment
- Dynamic Assessment
 - ▷ An excellent strategy to determine stimulability, achievable goals and potential for success
- Always include a good speech sample for crucial additional evidence of needs (or lack of need!)
- Compare results to articulation test – are errors consistent?
- Need to analyze and determine whether differences are due to dialectical transfer patterns or an underlying speech disorder
- Build your case!

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Voice/Resonance and Fluency

- If Voice or Fluency are areas of concern
 - ▷ Is the student able to learn techniques/strategies attempted through dynamic assessment?
 - ▷ Summary and description of impact on communication in educational setting are essential
 - ▷ Include variances in different settings
 - ▷ For ELs who are dysfluent, include details about fluency similarities and differences in both languages

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Summary of Dynamic Assessment

- Describe your methodology and the student's response
- Reflect on the questions we reviewed in practice
 - ▷ Does she learn the new information slower than peers?
 - ▷ Where is the breakdown in learning?
 - ▷ Does he require different instructional strategies than those that have been effective with similar peers?
 - ▷ Or did dynamic assessment indicate the ability to learn language skills with appropriate support?

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Describe Dynamic Assessment Procedures

"Dynamic Assessment was used to provide evidence to distinguish between a speech-language impairment and speech-language differences. Dynamic Assessment is a systematic assessment of a student's ability to improve speech-language performance as a result of **mediated learning experience** [e.g. How does student respond to teaching of a concept? Does student apply target skill from one item or task to the next? Does student apply learned strategies soon after learning them? How much support does a student need? What is the nature of the support required?]. This evidence-based assessment process yields data-based recommendations for use in classrooms and intervention plans."

Adapted from Pomona USD Assessment Report Template, 2018

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Language – Formal Test Results

Make Your Case for Recommendations and Tell Your Student's Unique Story!

- Standardized test description, scores and results
- Summary description of strengths and weaknesses using parent-friendly language
- Provide examples of some test responses that represent strengths and/or weaknesses

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Language Sample

- 50 Utterances (and explain why not if applicable)
- Refer to all areas of language with greater emphasis on skills that support the story of this child
- Include examples
- Describe in laymen's terms
- Discuss elements that are most relevant and achievable for this student

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Summary of Assessment Results

- Your report should lead to a logical conclusion
- Continue the child's story - tie your findings to classroom performance
- Include a brief narrative that provides a reader-friendly analysis of the assessment results, combining formal and informal information
- Briefly describe communication strengths/weaknesses and educational impact

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Recommendations Must be Based on the need for Special Education!

- Services and Supports
 - ▷ Based on students' needs to assure access to the curriculum and school environment
 - ▷ If many students in a general education class or grade seem to need similar support, then they don't need special education
 - ▷ *Related Services are not a form of "intervention" for underperforming students*

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Supporting Educators and Families

Understanding Their Role and Needs:
How We Can Contribute

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Parents, Teachers and School Site Administrators

- It's up to us to help them understand the difference between a student with typical underlying language learning ability who needs more time, context and experience with the general education curriculum and the student who is truly language disabled (qualifies for special education).

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Teacher's Role in Language

- The teacher is the pillar of the student's language expansion program
 - ▷ Language use occurs all day formally and informally
 - ▷ Functional communication skills are best developed in a natural setting



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SLPs Support Literacy and Academic Growth

- Recognizing the Language-Literacy connection in goal development and daily session activities
- The Common Core and other state curriculum mandates were developed with shared responsibility in mind – across educational professionals
- The more we understand about what teachers are doing, the better we can support students in their classrooms (with and/or without direct services)

Roles and Responsibilities of Speech-Language Pathologists with Respect to Literacy in Children and Adolescents in California, CSHA Language and Literacy Task Force, 2016

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For Example, Common Core Standards

College and Career Readiness Anchor Standards for
Speaking and Listening

- Grades K-5 and Grades 6 - 12
 - ▷ Comprehension and Collaboration
 - ▷ Presentation of Knowledge and Ideas

Students must have ample opportunities to take part in rich, structured conversations – as part of a whole class, small groups and with a partner

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Comprehension and Collaboration – Grades K - 2

- Kindergarteners
 - ▷ "Ask and answer questions to seek help, get information or clarify.."
- First Graders
 - ▷ "Ask and answer questions about what a speaker says to gather additional information or clarify.."
- Second Graders
 - ▷ "Ask and answer questions to clarify comprehension...or deepen understanding..."

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Comprehension and Collaboration – Grades 6 - 8

- 6th Graders
 - ▷ Delineate a speaker's argument and specific claims, distinguishing claims of reason and those without evidence of reason
- 7th Graders
 - ▷ Delineate a speaker's argument and claims, evaluating the soundness of reason
- 8th Graders
 - ▷ Delineate speaker's argument and claims, evaluating reason, relevancy and sufficiency of evidence

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ASHA's Recommendations for Support

- Promote High Expectations in the Classroom
 - Instructional supports for learning– based Universal Design for Learning (UDL) to foster student engagement by presenting information in multiple ways and allowing for diverse responses
 - Accommodations to maximize ability to hear, comprehend, retain and express information

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CSHA's Literacy Task Force (December 2016)

- Participate on pre-referral child study teams
- Collaborate to identify risk factors, monitor progress and share strategies
- Provide professional development on language-to-literacy connections
- Encourage emergent literacy skills through joint-book reading and activities
- Technology to support learning

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What are the most beneficial strategies that you have used and found to be effective?

How do you get buy-in?

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Become Part of the Solution!

- Although your role may be indirect, remain an active participant in the process – Be an educational leader!
- Help team understand your role
- Focus on mutual problem solving
- Develop goals and MTSS (Multi-Tiered Systems of Support) together
 - ▷ Who is best to provide support?
 - ▷ What activities will help the student use skills consistently?
 - ▷ What times of day and which subjects work best?

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Helping Parents to Support the Learning Process

- It's all in the presentation – offering ideas and choices rather than mandates or more “work” for them to do
- Understand your families’ perspective to bring them into the learning/teaching community
- Help them with activities at home that don’t require strong academic or English skills

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Strategies to Share with Parents of Younger Children

- Include the child in daily routines and chores and talk about what, how and why
- Use the TV to their advantage! Watch with them, talk about what they like, and ask what will happen next
- Play imagination games such as “house” or “school” and switch roles – let the child be the grown-up
- Have child give directions to draw or build something – and follow directions exactly!
- “Read” a story by talking about the pictures
- Give full attention to your child, listen and encourage conversations; model active listening

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I love the First Five Commercials!

"Talk to your children; Read to your children; Listen to your children; Sing with your children; Make up silly rhymes and word games with your children"

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Strategies for Parents of Elementary Students

- Play word games
- Encourage conversation about family activities
- Ask about before, during and after a story or event
- Draw your child's attention to print in everyday settings such as traffic signs, store logos, and food containers.
- Introduce new vocabulary words during holidays and special activities such as outings to the zoo, the park, and so on.

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Strategies for Parents of Tweens and Adolescents

- Technology can be a good resource for shared reading opportunities
- Keep high-interest reading material in the home and help children select what is available
- Help families of students with identified learning disabilities to understand skills needed as a foundation for various academic, vocational and life goals
- Offer families ways to provide additional opportunities to apply and generalize skills learning in treatment

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Resources for Families

- [Storytime: How to Share Books with your Child \(video\)](#)
- [Family Guide: Give a Big Boost to a Child You Love/Guía para la familia: Impulse a los niños que ama](#) (Reading Rockets)
- <https://bilinguistics.com/communication-disorder-resources-parents/>

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What Would You Do? Does This Child Need Service?

Student with Autism, placed in self-contained classroom, doing well in class, making steady progress in academics, participates successfully in educational program, follows classroom routines, communication at school is not a primary area of concern following dynamic assessment

- How would you communicate your recommendation to the family?
- What kinds of supports might you suggest and implement?

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Putting It All Together

- You can use Dynamic Assessment for many children – beyond those who are English Learners!
- There are many ways to gather informal data to support the standardized tests, so that you have a comprehensive and well-rounded picture of each child
- Share with teachers and families so that they understand and support how you will help their child access their educational goals

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Questions and Comments...

*Thank
you*

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