

KASA Knowledge-Based Assessment: Receptive and Expressive Language (Developmental)

1. Describe (in 2-3 pages) some of the key developmental milestones and/or stages in the semantic, morphological, syntactic, pragmatic (conversational discourse and speech acts/language functions), narrative and literacy development of monolingual English-speaking children between the ages of 2 to 5 years. (IV.B.1)
2. Describe (in 1 page) how the English vocabulary and grammar skills of a child who is acquiring English as a second language might differ from those of a native English-speaking child of the same age. Assume the child has only been exposed to English for two years. (IV.B.2)
- 3a. Describe (in 1 page) language characteristics or difficulties commonly seen in children with Developmental Language Delay. List at least 3-5 common difficulties in each of the following aspects of language: content, form, use. (IV.C.1)
- 3b. Summarize (in 1 page) some of the common verbal and nonverbal social communication difficulties that one might see in a child diagnosed as having autism spectrum disorder (ASD). (IV.C.2)
4. Identify at least one formal, commercially available, standardized assessment that could be used for assessing morphological, syntactic or vocabulary skills of a school-age child who is a bilingual Spanish-English speaker. Discuss (in one page) how this test is designed, administered and/or scored to provide information about a child's language skills in both English and Spanish. (IV.D.1)

5. Case Study

You have been asked to evaluate the speech and language skills of a 7-year-old student who is a Standard American English speaker. The mother reports that when the child was born, she was born via C-section and only weighed 4 pounds at birth. She stated that, at this point in her development, her daughter's spoken sentences are fairly long (6 or more words, on the average) but that her sentences are not always "grammatically correct." She also indicates that she is fairly good at following directions but does not always get them correct. She is also concerned about her daughter's vocabulary skills. In addition, she feels that her daughter's conversation is not always on topic. She is not yet capable of writing full complete sentences. Her difficulties are impacting on her academic performance in the classroom. The child has received previous therapy services through district-based preschool and kindergarten/first grade language-based classroom programs in another school district. You have not yet received a copy of the child's most recent IEP or speech/language diagnostic report.

5a. List five different questions that you might ask the parent(s)/guardian(s) of this child to obtain information beyond that already stated in the case study profile. Provide a 1-2 sentence rationale for each question. (IV.D.2)

5b. List one standardized test that you might select. If the standardized test contains more than one subtest, please indicate the subtest(s) that you feel are most relevant. Provide a rationale for your response. (IV.D.3)

5c. Describe at least two different informal assessment procedures that you might use to evaluate the spoken expressive language skills of this child in the areas of morphology, syntax, semantics, pragmatics and/or narratives. The procedures that you describe should address two different areas of apparent language difficulty. (IV.D.4)

5d. Describe in detail how you would analyze the results from each of the previously described language analysis procedures. Specify the taxonomies, norms, published language sample guidelines and/or computerized language sampling analyses that you would reference. Discuss some of the patterns/outcomes you would expect to find. (IV.D.5)

5e. Write two possible goals and one objective for each goal for this child. Each goal should address a different area of apparent language difficulty. (IV.D.6)

5f. Briefly describe (in 1-2 paragraphs) one intervention approach that might be used successfully with this child and discuss how you would implement it. Include within your description the instructional teaching methods, materials, modeling/ cueing/prompting, reinforcement and corrective feedback that would be used as part of the approach. (IV.D.7)

5g. Briefly describe (in 1-2 paragraphs) evidence-based research that would support your choice of the above-mentioned intervention approach. When summarizing this study, provide an elaborated abstract that contains the following information:

- 1) Title and author of the study
- 2) Primary purpose of study
- 3) Description of subjects
- 4) Intervention methods including a brief summary of materials/cueing-prompting/feedback/reinforcement used
- 5) At least 2-3 key outcomes of study

You only need to provide a brief 2-5 sentence description of each component.

End your summary with a statement that explicitly states how some aspect of this intervention study is related to the goals and intervention approach that you describe in Question 5f. (IV.F.1)