

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

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| Knowledge or Skill Area | | Competencies/Questions | Course(s) Where Competency is Acquired |
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| No. | Description | | |
| IV.B. | Knowledge of basic human communication and swallowing processes, including the appropriate <u>biological</u> , <u>neurological</u> , <u>acoustic</u> , <u>psychological</u> , <u>developmental</u> , <u>linguistic</u> and <u>cultural</u> bases. | <p>1. Competency: Will demonstrate knowledge of the development of all aspects of language-form, content, and use (spoken and written)-across the lifespan (developmental and linguistic)</p> <p>Question: 1. Describe (in 2-3 pages) the semantic, syntactic/morphologic, and pragmatic development of a preschool child. (IV.B.1)</p> <p>2. Competency: Will demonstrate knowledge of dialectical and cultural differences in the development of receptive and expressive language (spoken and written) across the lifespan (developmental, linguistic, and cultural)</p> <p>Question: 2. Describe (in 1 page) how the English language skills of a native Spanish-speaking second grader who is acquiring English as a second language might differ from those of a native English-speaking child of the same age. Assume the Spanish-speaking child has only been exposed to English for two years. (IV.B.2)</p> | 307, 564, 577, 404 |
| IV.C. | Knowledge of communication and swallowing disorders and differences, including the appropriate <u>etiologies</u> , <u>characteristics</u> , <u>anatomical/physiological</u> , <u>acoustic</u> , <u>psychological</u> , <u>developmental</u> , <u>linguistic</u> and <u>cultural</u> correlates. | <p>1. Competency: Will demonstrate knowledge of the clinical characteristics of receptive and expressive developmental language disorders (spoken and written) (characteristics, developmental, and linguistic)</p> <p>Question: 3a. Describe (in 1 page) the expressive language difficulties that might be displayed by a child with Specific Language Impairment. (IV.C1)</p> <p>Question: 3b. Describe (in 1 page) the receptive and expressive communication difficulties that might be displayed by a birth to three-year-old child diagnosed as having autism spectrum disorder (ASD) (IV. C.2)</p> | 242, 307, 352, 564, 577 |
| IV.D. | Current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders including consideration of <u>anatomical/physiological</u> , <u>psychological</u> , <u>developmental</u> , and <u>linguistic</u> and <u>cultural</u> correlates. | <p>1. Competency: Will demonstrate knowledge of procedures for selecting, administering, and scoring formal and informal receptive and/or expressive language assessment measures, including formal and informal assessments of speaking, listening, reading and writing and language samples, to identify and characterize developmental disorders, taking developmental, linguistic and/or cultural differences into account (developmental, cultural, linguistic)</p> <p>Question: 4. Describe at least three test administration and/or scoring modifications that could be implemented with an English Language Learner to differentiate between English grammar productions that are the result of normal first language influences from those</p> | 307, 352, 404, 476, 564, 577 |

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| | | <p>possibly associated with an underlying language disorder (IV.D.1)</p> <p>Question: 5a. Describe (in 1-2 paragraphs) the types of questions that you might ask this parent to obtain information beyond that already stated above from your parent interview along with a rationale for each question (IV.D.2)</p> <p>Question: 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)</p> <p>Question: 5c. Describe informal assessment procedures that you might use to assess the oral and written (if applicable) language skills of this child (IV.D.4).</p> <p>2. Competency: Will demonstrate knowledge and ability to interpret results from formal and informal receptive and/or expressive developmental language assessment measures, taking developmental, linguistic and/or cultural differences into account (developmental, linguistic)</p> <p>Question: 5d. Describe the types of language analysis procedures that you would use to analyze and interpret the results from your informal analyses of oral and written language (e.g., semantic category analysis, type-token ratio, c-unit, MLU, pragmatic analysis) and the types of patterns you would expect to find. (IV.D.5)</p> <p>3. Competency: Will demonstrate ability to formulate appropriate goals, objectives and methods for individuals with receptive and/or expressive developmental language disorders based on assessment results (developmental, linguistic)</p> <p>Question: 5e. Write two goals and one objective for each goal for this child. (IV.D.6).</p> <p>4. Competency: Will demonstrate knowledge of the various intervention approaches appropriate for managing receptive and/or expressive developmental language disorders, taking developmental, linguistic and/or cultural differences into account</p> <p>Question: 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 possible methods, materials, modeling, reinforcement and corrective feedback that would be used as part of the approach. (IV.D.7.)</p> | |
| IV.F. | <p>Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.</p> | <p>2. Competency: Will demonstrate ability to interpret clinical evidence-based research outcomes in the selection of appropriate intervention approaches for individuals with receptive and/or expressive developmental language disorders (developmental, linguistic)</p> <p>Question: 5g. Briefly describe (in 1-2 paragraphs) evidence-based research that would support your choice of the above-mentioned intervention approach. (IV.F.1)</p> | <p>242, 307, 352, 404, 476, 500, 564, 577</p> |