



Decisions, Decisions: Is It a Speech–Language Impairment or Specific Learning Disability in Listening Comprehension/Oral Expression? Or Both?

Presented by WPS Assessment Consultants:
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*We are assessment consultants with Western Psychological Services.
We are salaried employees and have no additional relevant financial
interests or conflicts of interest related to this presentation.*

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Learning Objectives

- Understand the importance of language and its interconnectedness to academic success
- Identify a student's strengths and weaknesses in the constructs of oral expression and listening comprehension using a variety of different formal assessment measures
- Recognize redundancy in assessment measures of different evaluation personnel
- Choose the most appropriate eligibility category based on data collection
- Contrast different MTSS/progress monitoring tools for students with language weaknesses
- Summarize interventions and accommodations for students with either SLI or SLD in LC/OE

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Understanding Language

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Characteristics of Language-Impaired Children

- Inattention to stream of speech [JSLHR-10-17-2017](#)
- Poor identification and discrimination of grammatical morphemes
[Grammatical Morphemes in Order of Acquisition](#)
- Poor inductive ability for generalizing the use of linguistic structures
[The Role of Linguistic Labels in Inductive Generalization](#)
- Segmentation problems at word, phrase, and clause levels
- Difficulty understanding semantic role in complex syntax
- Delay in establishing automation of frequently used segments of language (phrases and clauses)
- Lack of critical feedback of own output

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Characteristics of Language-Impaired Children *(cont.)*



- Lexical storage problems
- Poor understanding of meaning associated with linguistic structures
- Poor understanding of knowledge of linguistic and environmental cues
- Problems in retrieval and searching memory for words and meaning
- Poor metalinguistic skills: lack of ability to communicate about things and ideas
- Poor ability to revise language by integrating new features
- Limited input frequency of adult language in the home or other environments

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Language Processes



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Listening:

- Listening Comprehension (LC)
- Receiving Oral Language
- Receptive
- Input
- Comprehend
- Knowledge

Speaking:

- Oral Expression (OE)
- Expressing Oral Language
- Expressive
- Output
- Generate
- Performance

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“Language involves **knowing** the linguistic structures we use to communicate as well as having the ability to **perform** language using these structures.”

Linguistic structures are characterized by grouping them according to the similarity of the function and purpose of the items included within each group.

- Lexical/Semantic
- Syntactic
- Supralinguistic
- Pragmatic
 - Pragmatic rules vary with nonlinguistic events
 - Pragmatic rules are not specific to language
 - Pragmatic rules govern messages, whereas syntactic rules govern structure
 - Grammatical and pragmatic rules develop independently from each other

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Lexical/Semantic

- Lexical morphemes
 - Nouns
 - Verbs
 - Adjectives
 - Adverbs
- Idioms

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Idioms

The most common English idioms

Idiom	Meaning	Usage
Pull someone's leg	To joke with someone	as part of a sentence
Pull yourself together	Calm down	by itself
So far so good	Things are going well so far	by itself
Speak of the devil	The person we were just talking about showed up!	by itself

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Syntactic

- Grammatical morphemes
 - Function words
 - Prepositions
 - Pronouns
 - Conjunctions
 - Determiners
 - Quantifiers
 - Auxiliaries
- Inflections
 - Verb
 - Tense
 - Number
 - Noun
 - Number (noun/verb agreement)
 - Possessive
 - Comparative

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Syntactic *(practice exercise)*

He could have sailed the kite above the trees but the string caught in a branch.

- | | |
|----------------|------------|
| ▪ He – pronoun | ▪ trees – |
| ▪ could – | ▪ but – |
| ▪ have – | ▪ the – |
| ▪ sailed – | ▪ string – |
| ▪ the – | ▪ caught – |
| ▪ kite – | ▪ in – |
| ▪ above – | ▪ a – |
| ▪ the – | ▪ branch – |

Syntactic *(practice exercise)*

He could have sailed the kite above the trees but the string caught in a branch.

- | | |
|--|---|
| ▪ He – pronoun | ▪ trees – noun (plural) |
| ▪ could – auxiliary | ▪ but – conjunction |
| ▪ have – auxiliary | ▪ the – article |
| ▪ sailed – past tense
verb (inflection) | ▪ string – noun |
| ▪ the – article | ▪ caught – irregular past
tense verb |
| ▪ kite – noun | ▪ in – preposition |
| ▪ above – preposition | ▪ a – article |
| ▪ the – article | ▪ branch – noun |



Syntactic *(practice exercise)*

He could have sailed the kite above the trees but the string caught in a branch.

Sail kite tree string catch branch.

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Syntactic *(cont.)*

- Sentence structure
 - Noun phrase
 - Preposition phrase
 - Simple sentence
 - Simple sentence with phrase
- Compound sentence
 - Embedded with phrase/clause
- Transformation
 - Interrogatives
 - Negation
 - Active/passive

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Supralinguistic

- Ambiguous
 - Double meaning
 - Humor
- Inference
- Nonliteral
 - Figurative
 - Indirect request
- Derivation of meaning
- Verbal reasoning

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Pragmatic

- Following directions
- Social routines
- Answering questions
- Explaining
- Comparing
- Describing
- Being aware of appropriateness

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Language and Literacy

Speech/Language Areas:

- Semantics/Vocabulary
- Syntax
- Morphology
- Pragmatics
- Grammar
- Phonology/Articulation
- Metalinguistics
- Fluency
- Voice

Literacy Areas:

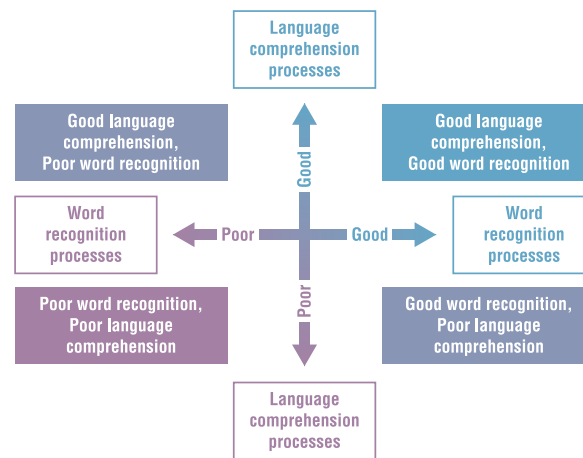
- Semantics
- Syntax
- Morphology
- Pragmatics
- Orthographic
- Graphophonemic
- Graphemic
- Text Type, Genre, and Structure

Kucer, S. B. (2005). Dimensions of literacy: A conceptual base for teaching reading and writing in school settings. Mahwah, NJ: Lawrence Erlbaum Associates.

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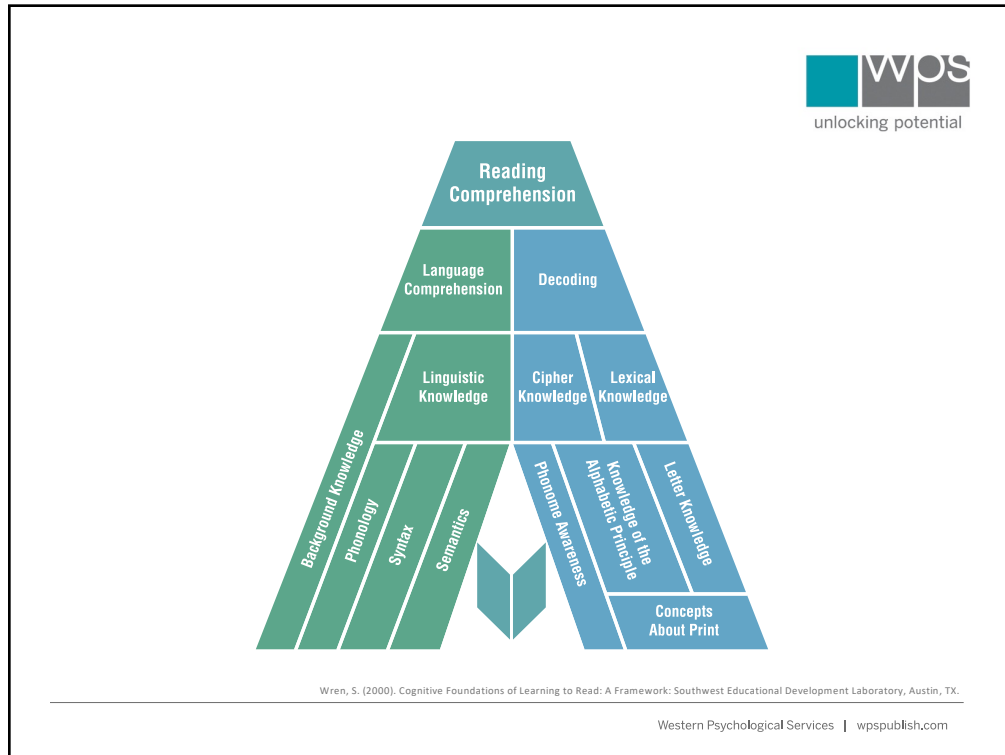
The Simple View of Reading



Rose, J. (2006). Independent review of the teaching of early reading: Final report. Department for Education and Skills.

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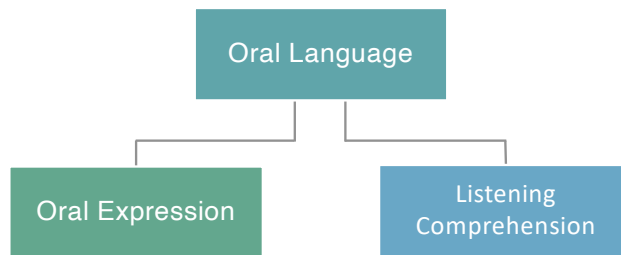


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What Is It?



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Oral Expression

- The use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules
 - Ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures
- Ability to express ideas, explain thinking, retell stories, categorize, compare and contrast concepts or ideas, make references, and problem solve verbally

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Why Oral Expression Matters

- Essential to learning and academic success.
- May result in literacy problems
- May not perform at grade level
 - Struggle with reading
 - Difficulty understanding and expressing language
 - May misunderstand social cues

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Manifestation of Oral Expression in the Classroom

- Difficulty with the grammatical processes of inflection; marking categories like person, tense, and case (e.g., the “s” in *jumps* marks the third-person singular in the present tense); and derivation, the formation of new words from existing words (e.g., *acceptable* from *accept*)
- Difficulty learning and using vocabulary, both academic and conversational
- Difficulty formulating complete, semantically and grammatically correct sentences, either spoken or written
- Difficulty explaining word associations and antonyms/synonyms
- Difficulty with retelling stories, making inferences, and making predictions

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Listening Comprehension

- Understanding of the implications and explicit meanings of words and sentences of spoken language
- Children with problems processing and interpreting spoken sentences can frequently experience difficulties in mastering syntactic structures both receptively and expressively
- Although some children appear to perceive and interpret the words used in spoken sentences, they may not be able to grasp the interrelationship among the words in the sentences
- This includes following directions, comprehending questions, and listening and comprehending in order to learn (e.g., auditory attention, auditory memory, and auditory perception)

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Listening Comprehension *(cont.)*

- Listening comprehension also includes the ability to make connections to previous learning
- It involves being attentive to what is said, the ability to comprehend the message, the speed of processing the message, and concentrating on the message
- Often coexists with difficulties in reading comprehension and in the auditory processing of oral information

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Why Listening Comprehension Matters

- Essential to learning and academic success
- May result in literacy problems
- May not perform at grade level
 - Struggle with reading
 - Difficulty understanding language
 - May misunderstand social cues

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Manifestation of Listening Comprehension in the Classroom

- Difficulty with following directions for seatwork and projects
- Difficulty remembering homework assignments
- Difficulty with understanding oral narratives and text
- Difficulty answering questions about the content of the information given
- Difficulty with critical thinking to arrive at logical answers
- Difficulty with word associations, antonyms/synonyms, categorizing, and classifying
- Difficulty with note-taking or dictation

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Assessment of Oral Expression

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Oral and Written Language Scales Second Edition (OWLS-II) - Oral Expression

- **Ages:** 3–21 years
- **Format:** Four stand-alone individually administered performance tests; (OE) items presented verbally and pictorially; responses given verbally
- **Administration Time:** 10 to 30 minutes per each of four scales
- **Scores:**
 - Standard scores (scales and composites), confidence intervals (both age- and grade-based)
 - Percentile ranks
 - Score comparisons (differences between scales)
- **Item Analysis:** Worksheets are included for qualitative analysis by category of linguistic structure and comparisons of categories across scales

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OWLS-II: Administration and Scoring

- Record all of the responses on the record form
 - Most common correct or incorrect responses are printed for examiner to check off (also on the easel)
 - If the response is not on the record form, record it in the blank space
- Preferred/acceptable responses—all recorded one point
- Alternative responses for African American dialects
- Chapter 3 has item-by-item scoring rules

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OWLS-II: Descriptive Ranges

Exceptional	>130
Above Average	116–130
Average	85–115
Below Average	70–84
Deficient	<70

Standard Scores: $M = 100$; $SD = 15$

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OWLS-II: Discriminative Validity - Clinical

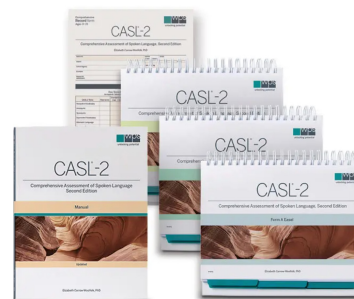
- Clinical validation sample of 241 individuals
- Demonstrated OWLS-II can differentiate individuals with diagnoses of:
 - Expressive and/or receptive language disorder
 - Reading disorder
 - Clinic-referred with diagnoses, including learning disability, emotional disorder, autism, intellectual disability, health impairments, physical disability, and developmental delay

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Comprehensive Assessment of Spoken Language, Second Edition (CASL-2)

- **Ages:** 3–21 years
- **Format:** 14 stand-alone individually administered performance tests
- **Administration Time:** 5 to 10 minutes per test; 45 minutes to 1 hour (General Language Ability Index)
- **Scores:** 14 individual test scores and up to six summary index scores
- **Item Analysis:** Worksheets are included for qualitative analysis by category of linguistic structure and comparisons of categories across scales



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CASL-2: Oral Expression

Test	Linguistic Structure Category	Oral Language Skill Measured
Expressive Vocabulary	Lexical/Semantic	Word knowledge, retrieval, and oral expression in a linguistic context.
Sentence Expression	Lexical/Semantic	Oral expression of words, phrases, and sentences using a variety of morphosyntactic rules.
Grammatical Morphemes	Syntactic	Metalinguistic knowledge and oral expression of the form and meaning of grammatical morphemes.
Inference	Supralinguistic	Use of previously acquired word knowledge to derive meaning from inferences in spoken language.
Pragmatic Language	Pragmatic	Knowledge of pragmatic language rules and their appropriate application.

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CASL-2: Administration and Scoring

- Record all of the responses on the record form
 - Most common correct or incorrect responses are printed for examiner to check off (also on the easel)
 - If the response is not on the record form, record it in the blank space
- Preferred/acceptable responses—all scored the same
- Alternative responses for African American dialects

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CASL-2: Discriminative Validity - Clinical

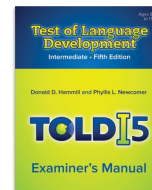
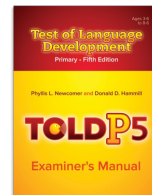
- Clinical validation sample of 271 individuals
- Demonstrated CASL-2 can differentiate individuals with diagnoses of:
 - Expressive and/or receptive language disorder
 - Hearing impairment
 - ASD
 - Intellectual disability
 - Social (pragmatic) communication disorder
 - Learning disability
 - Developmental delay

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Test of Language Development, Fifth Edition (TOLD-P:5 and TOLD-I:5)

- **Ages:** 4–8:11 (TOLD-P:5), 8–17:11 (TOLD-I:5)
- **Format:** Individual; assesses spoken language
- **Administration Time:** 30 to 60 minutes
- **Scores:** The TOLD-I:5 yields four types of normative scores: Age equivalents, percentile ranks, subtest scaled scores, and composite indexes
 - **Composite Performance**
 - Listening
 - Speaking
 - Organizing
 - **Composite Performance** (*cont.*)
 - Grammar
 - Semantics
 - Overall spoken language



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TOLD-5: Oral Expression

Test	Composite	Oral Language Skill Measured
Oral Vocabulary	Speaking	Measures a student's ability to define orally common English words that are spoken by the examiner. No picture cues are used.
Morphological Completion	Speaking	Assesses a student's ability to recognize, understand, and use common English morphological forms. It places particular emphasis on their knowledge of affixes.
Sentence Completion	Speaking	The student must form one compound or complex sentence from two or more simple sentences said by the examiner.
Multiple Meanings	Speaking	The examiner says a single word that has two or more meanings, and the student responds by saying as many meanings for the word as they can think of.

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TOLD-P:5 and TOLD-I:5 - Descriptive Terms

Gifted or Very Advanced	>129	17–20
Superior	120–129	15–16
Above Average	110–119	13–14
Average	90–109	8–12
Below Average	80–89	6–7
Borderline Impaired or Delayed	70–79	4–5
Impaired or Delayed	<70	1–3

Standard Scores: $M = 100$; $SD = 15$

Scaled Scores: $M = 10$; $SD = 3$

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TOLD-5: Administration and Scoring

- Entry points and basal and ceiling rules are incorporated into many of the subtest formats
- All six subtests are administered to every student
- Scoring is simple: Circle 1 for correct and 0 for incorrect

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Assessment of Listening Comprehension

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OWLS-II: Listening Comprehension

- **Ages:** 3–21 years
- **Format:** Four stand-alone individually administered performance tests; items are presented verbally and pictorially; responses are given primarily by pointing to multiple choice items
- **Administration Time:** 10 to 30 minutes per each of four scales
- **Scores:**
 - Standard scores (scales and composites), confidence intervals (both age- and grade-based)
 - Percentile ranks
 - Score comparisons (differences between scales)
- **Item Analysis:** Worksheets are included for qualitative analysis by category of linguistic structure and comparisons of categories across scales


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OWLS-II: Administration and Scoring

- Examiner presents stimulus verbally; examinee looks at four colored pictures numbered 1–4
- Examinee selects the picture that best depicts the meaning of the verbal stimulus by pointing or saying the number
- Administer example items first and then go to age-appropriate start item
- Circle score on record form based on response
- Read the item only once

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Oral Passage Understanding Scale (OPUS)

- **Ages:** 5–21 years
- **Format:** Assesses listening comprehension; examiner reads a passage aloud one time and then asks related questions; examinee responds orally
- **Administration Time:** 10 to 20 minutes per Item Set
- **Scores:** Age- and grade-based standard scores, confidence intervals, percentiles, descriptive ranges



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OPUS: Administration

Examiner selects an Item Set based on the examinee's age and ability. Each set consists of five passages and 40–44 items.

Item Set	Ages	Passages	Record Form start page
A	5–6	1–5	3
B	7–8	4–8	4
C	9–10	7–11	6
D	11–13	9–13	8
E	14–16	11–15	9
F	17–21	13–17	10

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OPUS: Interpretation

- Passage Analysis
 - Passage type
 - Word count
 - Sentence count
 - Mean words per sentence
 - Complexity index
- Item Analysis
 - Lexical/Semantic
 - Syntax
 - Inference (supralinguistic)
 - Memory
 - Passage synthesis

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Table 3.2. Characteristics Contributing to OPUS Passage Difficulty

Passage number	Passage name	Passage type	Word count	Sentence count	Mean words per sentence	Complexity Index
1	The Yellow Flower	Fictional narrative (simple)	25	4	6.2	1.00
2	Allison and Jennifer	Fictional narrative (simple)	49	5	9.8	1.80
3	Elly the Elephant	Fictional narrative (simple)	74	5	14.8	1.43
4	Mitchell and His Crayons	Fictional narrative (simple)	87	8	10.8	2.29
5	Big Leafy Leaf	Fictional narrative (fable)	62	4	15.5	2.00
6	Metamorphosis	Nonfiction	84	6	14.0	2.00
7	The Wind and the Sun	Fictional narrative (fable)	168	8	21.0	2.09
8	The Snowflake and the Leaf	Fictional narrative (personification)	140	9	15.5	1.80
9	John Smith	Nonfiction	167	7	23.8	2.18
10	A Little Princess	Fictional narrative (simple)	142	5	28.4	2.67
11	Technology	Persuasive essay	147	8	18.3	2.20
12	The Watch	Fictional narrative (personification)	117	5	23.4	3.00
13	Deserts and People	Persuasive essay	121	5	24.2	2.00
14	The Wind in the Willows	Fictional narrative (personification)	99	3	33.0	3.25
15	South Africa	Nonfiction	74	3	24.6	1.67
16	The Call of the Wild	Fictional narrative (personification)	104	3	34.6	2.57
17	Vonnegut	Nonfiction	125	5	25.0	1.50

Note. The Complexity Index formula is given as [(number of independent clauses + number of dependent clauses)/number of independent clauses], where dependent clauses include subordinate and nonfinite clauses. Formula taken from the Edmonton Narrative Norms Instrument: <https://www.ualberta.ca/rehabilitation/departments/communication-sciences-and-disorders/resources-for-clinicians-and-researchers/edmonton-narrative-norms-instrument/pictures-analyses-and-comprehension/syntactic-complexity>

Reprinted from Carrow-Woolfolk, E., & Klein, A. (2017). *Oral Passage Understanding Scale (OPUS) [Manual]* (p. 20). Torrance, CA: Western Psychological Services.

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OPUS: Discriminative Validity - Clinical

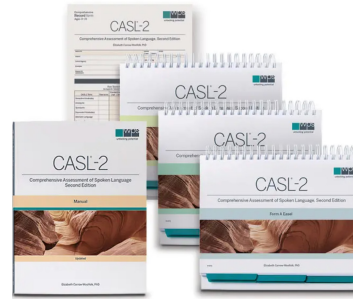
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CASL-2: Listening Comprehension

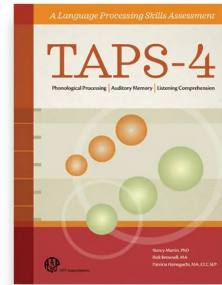
Test	Linguistic Structure Category	Listening Comprehension Skill Measured
Receptive Vocabulary	Lexical/Semantic	Auditory comprehension of words that refer to basic perceptual and conceptual relations.
Synonyms	Lexical/Semantic	Knowledge of the meaning of spoken words in a linguistically decontextualized environment.
Sentence Completion	Syntactic	Auditory comprehension of syntax in spoken sentences that have similar structures and words.
Meaning from Context	Supralinguistic	Ability to deduce the meaning of words from their oral linguistic context.

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TAPS-4: A Language Processing Skills Assessment

- **Ages:** 5–21 years
- **Format:** Individual; provides information about language processing and comprehension skills
- **Administration Time:** 60 to 90 minutes
- **Scores:** Phonological Processing Index, Auditory Memory Index, **Listening Comprehension Index**, Overall Score



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TAPS-4: Listening Comprehension

Test	Index	Test format
Processing Oral Directions	Listening Comprehension	The individual hears a short scenario that contains a direction and then is asked what the person in the scenario is supposed to do.
Auditory Comprehension	Listening Comprehension	The individual hears a short passage and is then asked questions about the passage. This subtest contains items that test a variety of “wh” and “how” questions, along with items that include inferential and figurative language.
Auditory Figure–Ground (Supplemental)	Listening Comprehension	This subtest has a similar structure to Processing Oral Directions, but the scenarios are presented against competing background noise.

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TAPS-4: Administration and Scoring

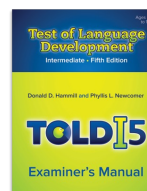
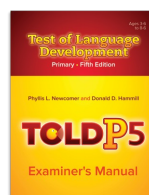
- There are no age-based starting points or basal rules
 - All individuals start at Item 1
- There are ceiling rules for most subtests, which are written on the protocol
- Scoring varies per subtest, but overall is simple
 - Circle 0, 1, 2

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- **Format:** Individual; assesses spoken language
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 - **Composite Performance**
 - Listening
 - Speaking
 - Organizing
- **Composite Performance** (*cont.*)
 - Grammar
 - Semantics
 - Overall spoken language



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TOLD-5: Listening Comprehension

Test	Composite	Listening Comprehension Skill Measured
Picture Vocabulary	Listening	Measures listening vocabulary (receptive).
Syntactic Understanding	Listening	Measures the ability to comprehend the meaning of sentences.
Morphological Comprehension	Listening	The student must distinguish between sentences that have correct grammar and those that do not.

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Using Multiple Tests: Kami

- Kami is 15 years, 5 months and is in 9th grade
- Reevaluation for expressive and/or receptive language disorder
- Current testing:
 - FSIQ = 93
 - OWLS-II LC = 79, OE = 81
 - OPUS = 82

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Using Multiple Tests: Kami

- Summary Outcomes:
 - Passage and item analysis help determine intervention:
 - More difficulty with figurative language and unfamiliar content
 - Difficulty with inference; semantics
 - Relative strength in memory for specific details and names/places (in middle 50% of standardization sample)
- Conclusion:

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Redundancy in Testing

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It's the Same Thing!

Common Cognitive/Academic Tests	Common Language Tests
Picture Vocabulary	Picture Vocabulary
Vocabulary	Oral Vocabulary
Receptive Vocabulary	Receptive Vocabulary
Sentence Repetition(or Memory)	Sentence Imitation
Word Discrimination	Word Discrimination
Sound Awareness	Phonemic Analysis
Similarities	Relational Vocabulary
Expressive Vocabulary	Expressive Vocabulary

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CHC Theory Gc-Language Development (LD)

Standardized Assessment	Task
CASL-2	Idiomatic Language
	Inference
TOLD-I:5	Sentence Combining
	Word Ordering (Gsm:MW)

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CHC Theory Gc-Listening Ability (LS)

Standardized Assessment	Task
CASL-2	Sentence Comprehension
TOLD-P:5	Syntactic Understanding
TAPS-4	Auditory Comprehension Processing Oral Directions
CAS-2	Verbal–Spatial Relations

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CHC Theory Gc-Grammatical Sensitivity (MY)

Standardized Assessment	Task
CASL-2	Grammaticality Judgment
	Grammatical Morphemes
TOLD-P:5	Morphological Completion
TOLD-I:5	Morphological Completion

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CHC Theory Gc-Communication Ability (CM)

Standardized Assessment	Task
CASL-2	Sentence Expression
OWLS-II	Oral Expression

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CHC Theory Gc-Lexical Knowledge (VL)

CASL-2	E/ROWPVT	TOLD-P:5/TOLD-I:5	KABC-II NU
Antonyms	Expressive Vocab.	Oral Vocab.	Expressive Vocab.
Double Meaning	Receptive Vocab.	Picture Vocab.	Riddles
Expressive Vocabulary (LD)		Relational Vocab.	
Meaning from Context		(Multiple Meanings)	
Nonliteral Language (KO)			
Pragmatic Language (LD)			
Receptive Vocabulary (LD)			
Synonyms			

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CHC Theory Gsm-Memory Span (MS)

TOLD-P:5	KABC-II NU	TAPS-4	CTOPP-2	CAS-2
Sentence Imitation	Number Recall	Number Memory Forward	Memory for Digits	Sentence Questions
	Word Order (MW)	Word Memory	Nonword Repetition	Word Series
	Hand Movements	Sentence Memory		Visual Digit Span
				Sentence Repetition

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CHC Theory Ga-Phonetic Coding (PC)

TOLD-P:5	KTEA-3	TAPS-4	CTOPP-2
Word Articulation	Phonological Processing	Phonological Blending	Elision
Phonemic Analysis		Phonological Deletion	Blending Words
		Word Discrimination	Blending Nonwords
		Syllabic Blending	Sound Matching
			Phoneme Isolation
			Segmenting Nonwords

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Listening Comprehension

Standardized Assessment	Composite
TOLD-P:5	Listening
TOLD-I:5	Listening
OPUS	Standard Score
OWLS-II	Listening Comprehension
TAPS-4	Listening Comprehension Index
CASL-2	Receptive Language Index
RESCA-E	Receptive Language Core

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Oral Expression

Standardized Assessment	Composite
OWLS-II	Oral Expression
CASL-2	Expressive Language Index
RESCA-E	Expressive Language Core

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Oral Expression and Listening Comprehension



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Determining Eligibility

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Specific Learning Disability (SLD)

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§ 300.8 (c) (10) Specific Learning Disabilities

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect **ability to listen**, think, **speak**, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia

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Ohio SLD Criteria

- “Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
 - (i) Do not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in paragraph (B)(10)(d)(x) of rule 3301-51-01 of the Administrative Code;
 - (ii) Permit the use of a process based on the child’s response to scientific, research-based intervention; and
 - (iii) Permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability as defined in paragraph (B)(10)(d)(x) of rule 3301-51-01 of the Administrative Code.

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Ohio SLD Criteria (cont.)

- (i) The child does not achieve adequately for the child’s age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child’s age or state-approved grade-level standards: (a) Oral expression; (b) Listening comprehension; (c) Written expression; (d) Basic reading skill; (e) Reading fluency skills; (f) Reading comprehension; (g) Mathematics calculation; or (h) Mathematics problem-solving

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Ohio SLD Criteria *(cont.)*

- (ii) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in paragraph (H)(3)(i) of this rule when using a process based on the child's response to scientific, research-based intervention; or
- (iii) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with paragraphs (E) and (F) of this rule;

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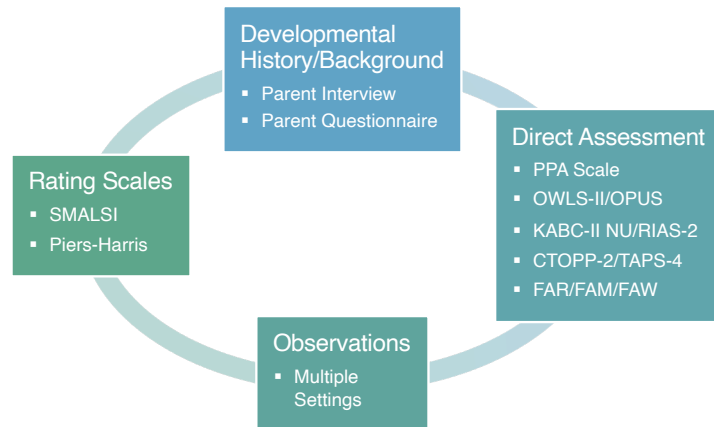
§ 300.310 Observation

- (a) The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty
- (b) The group described in §300.306(a)(1), in determining whether a child has a specific learning disability, must decide to -
 - (1) Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
 - (2) Have at least one member of the group described in §300.306(a)(1) conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with §300.300(a), is obtained

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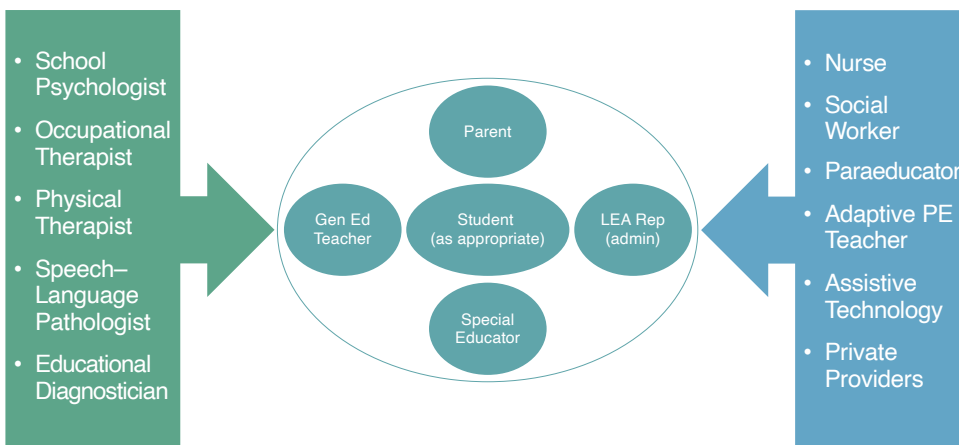
SLD Evaluation Process



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Collaboration Among Professionals



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Speech–Language Impairment (SLI)

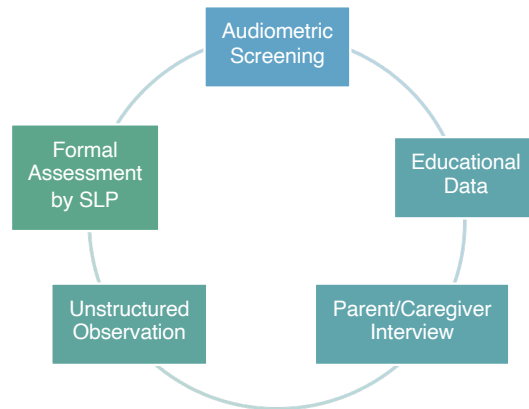
101

§ 300.8 (c) (11) Speech or Language Impairment

Speech or language impairment is **defined in IDEA** as “a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.”

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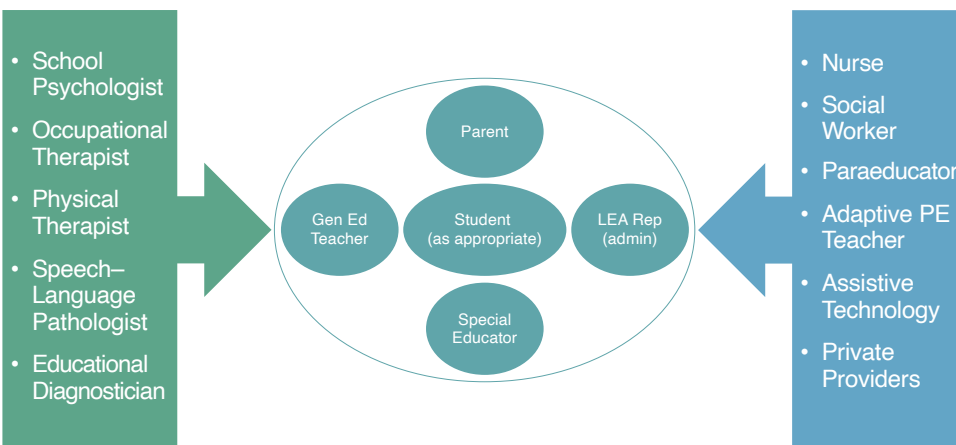
Speech or Language Impairment



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Collaboration Among Professionals



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Which Is It?

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Things to Consider

- What is the intervention history to improve oral expression or listening comprehension? What are the results of progress monitoring data?
- Which areas of academic performance are most impacted by language difficulties?
- What is the intervention history to improve any academic skill deficits? What are the results of the progress monitoring data?

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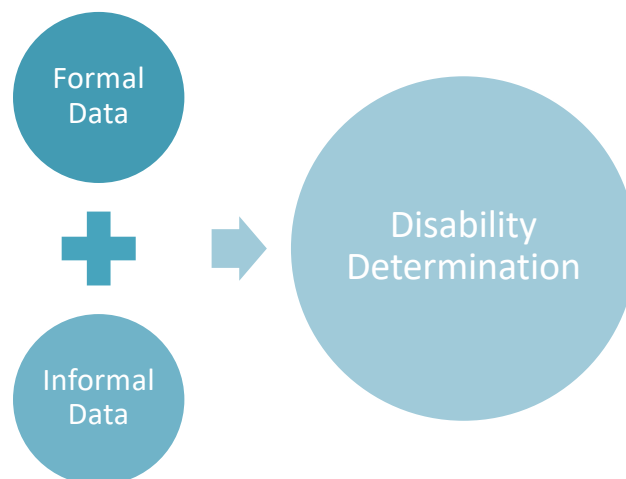


Things to Consider *(cont.)*

- What diagnostic speech–language or academic assessments were conducted, and what were the results?
- What are the severity and nature of needs?
- Is the concern about access or the need for alternative instruction?
- Is intensive specialized instruction in one or more specific academic skill area needed?

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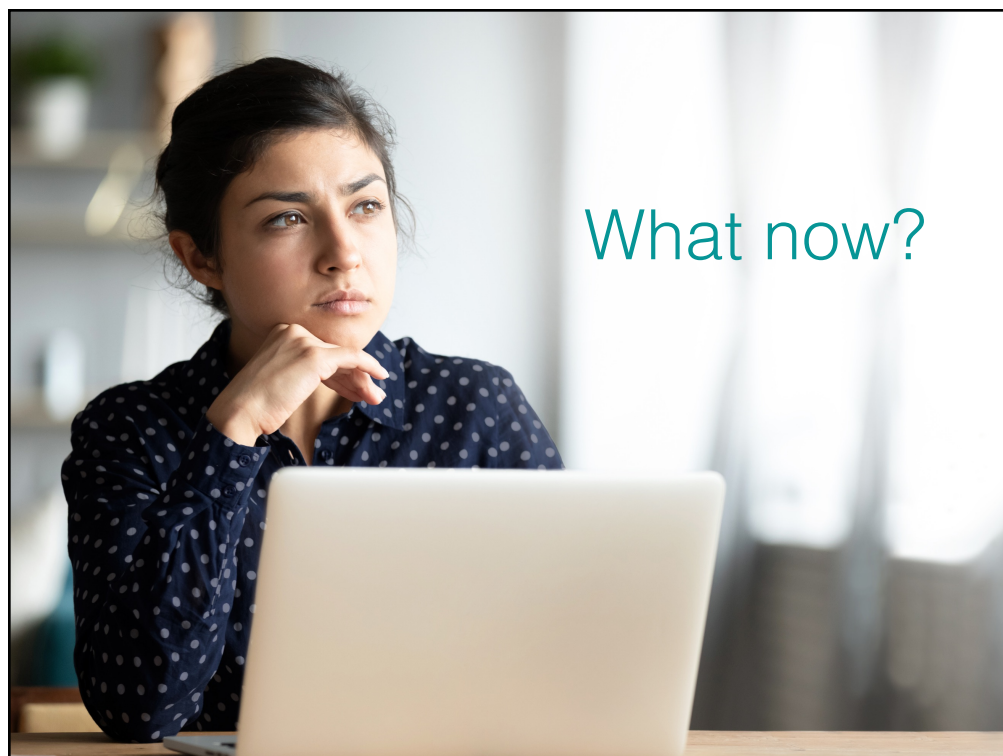
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The Answer Is...

- Ultimately...
 - Which disability category is the strongest match with the student's greatest areas of need?
- Final determination of disability is made by the IEP Team and is based on all available data.

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Basic Principles of Normal Language Emergence to Use in Test Interpretation and Intervention

- There is normal variation within and between aspects of general language development and acquisition.
- There is normal variation in the development and sequence of linguistic forms.
- It is normal to display errors during development.
- There is variation in the manner or style in which students label and name things to use language functionally.
- Developmental stages are characterized by rehearsals and approximations.
- Linguistic structures do not usually emerge in their full-blown form. Initially, they are present in a percentage of their contexts.

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Basic Principles of Normal Language Emergence to Use in Test Interpretation and Intervention (cont.)

- During the period of emergence to mastery, there is an increase of correct usage in a wide range of linguistic and environmental contexts.
- From beginnings of use in restricted situations, the structure use expands to other contexts, stabilizes, and is then integrated into general language use.
- When new language structures are learned, there may be overapplication in inappropriate situations.
- Rate of change is a critical aspect of development, and such rate should be within normal limits.
- There is relative difficulty with concepts that words represent. For example, time concepts (today) appear earlier than timelessness (never, always), and color discrimination appears to be easier than spatial concepts (left, right).

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Teaching Strategies - Oral Expression

- Directly teach the student that words can have more than one meaning.
- Teach multiple meanings (e.g., prompt can mean on time or a cue) and provide practice in using them.
- Work with teachers to provide structured opportunities for students to participate in social interactions, such as giving them a “helping” role or having them “talk through” an activity involving a successfully learned skill. Provide opportunities to reinforce oral expression skills.
- Working on beginning, middle, and end to organize narratives as well as in the retelling of stories fosters oral expression development.

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Interventions - Oral Expression

- Make predictions.
- State opinions.
- State main idea or themes from stories and texts.
- Tell or retell stories with clear narrative structure.
- Summarize, describe, compare/contrast, categorize, and make inferences.
- Verbally problem solve: State the problem, generate a list of possible solutions, and state the best solution to the problem.
- Use correct syntax.
- Ask and answer questions.

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Interventions - Oral Expression *(cont.)*

- Conversational skills: Verbal exchanges, stay on topic, or initiate/maintain/end a conversation.
- Allow ample opportunities to practice without penalty (e.g., brainstorming, conferencing, sharing).
- Provide questions/topics in advance to allow time for preparation.
- Provide safe opportunities for students to develop skills. For example, do not grade presentations; consider them an exercise in skill development.
- Increase the “wait time” for expecting a response. For instance, count silently to 10.

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Teaching Strategies - Listening Comprehension

- Provide ample examples of a new concept or skill and relate the new information to what is already known.
- When introducing new concepts or information, use simple sentence structures and familiar vocabulary as much as possible so that the student can focus attention on the new content.
- Draw the student’s attention to new concepts, words, or constructs by placing stress on them when speaking.
- As much as is feasible, teach new concepts and vocabulary within thematic units so that new learning is interrelated conceptually. The thematic unit provides a consistent framework and familiar context to introduce new concepts and vocabulary.

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Teaching Strategies - Listening Comprehension (cont.)

- Have the student repeat what you've said, summarize what she's read, or explain to you how she will complete a task. This builds the foundation of comprehension.
- Teach strategies that include rehearsing mentally, focusing on keywords and using mnemonics.
- Have the student internalize directions by repeating them to herself.
- Teach the student to monitor her understanding of instructions so that she recognizes when she needs to ask for clarification.
- Teach the student to comprehend the sequence of instructions, the terms used to denote sequence, and a strategy to remember more than two steps. Provide practice in following instructions containing temporal terms, such as *before*, *after*, and *at the same time*.

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Teaching Moments

Directly teach the concepts of antonyms and synonyms and provide many activities for practice in finding antonyms and synonyms for given words. Ascertain the student's comprehension of "same" and "different" before doing so.

- Introduce new vocabulary by expanding and clarifying the student's statements. For example, if the student says, "The house is old and ugly," the teacher might say, "Yes, that house looks dilapidated."
- Directly teach the student that words can have more than one meaning. Teach multiple meanings (e.g., prompt can mean on time or a cue) and provide practice in using them.

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Accommodations

- Provide extra time for oral response
- Use [pictures, written sentences or phrases] to accompany activities in oral sentence comprehension
- Caution when using round-robin reading, listening to an oral presentation, or listening to a story tape

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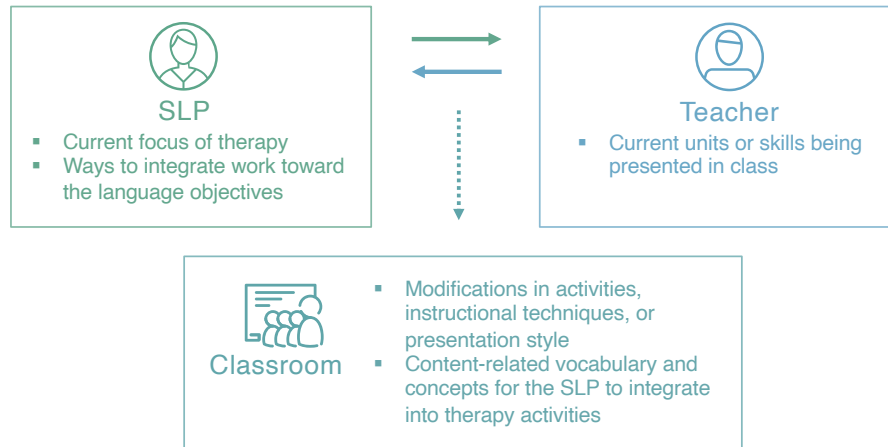
Resources

- https://drive.google.com/drive/folders/1ffr_Y_gVDxLHr6jACNIB6oGFY_eKTvTFk?usp=sharing

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SLP Role in Interventions - Collaborative Approach for Teaching Language and Academic Skills



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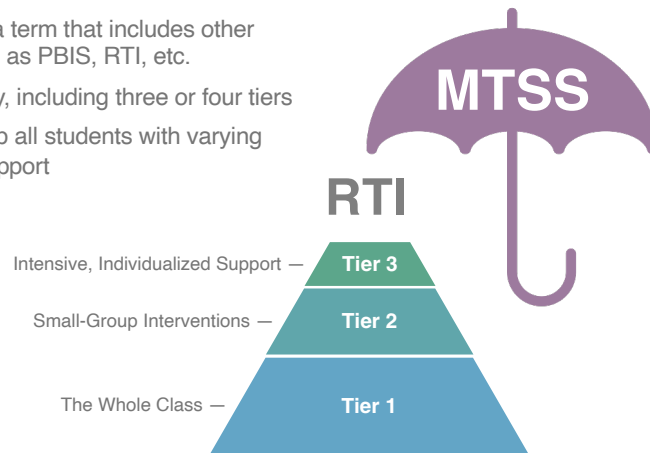


MTSS/RTI/Progress Monitoring

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Multi-Tiered Systems of Support (MTSS)

- An umbrella term that includes other terms, such as PBIS, RTI, etc.
- Models vary, including three or four tiers
- Aims to help all students with varying levels of support



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Multi-Tiered Systems of Support (MTSS) (cont.)



Intensive, Individualized Support

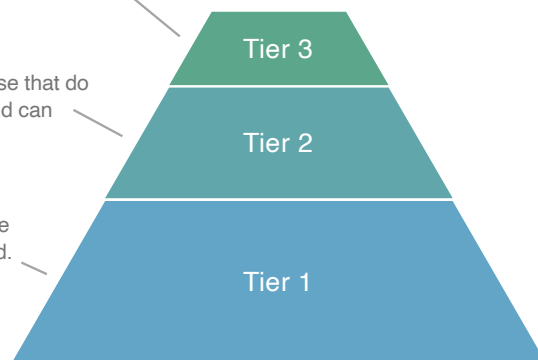
Tiers 3 and 4 include additional professionals to help with more in-depth assessment, intervention, and progress monitoring.

Small-Group Interventions

Tier 2 is usually more focused on those that do not respond to Tier 1 interventions and can include specialists for support.

The Whole Class

Tier 1 is a universal approach to make sure all students have what they need.



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Tier 1 Services

- Provide information for parents and teachers regarding speech and language development.
- Plan and develop lessons on effective language and communication skills within the context of the classroom curriculum.
- Provide professional development on language-to-literacy connections (e.g., phonological awareness, vocabulary, language structures, verbal reasoning).
- Collect data during classroom observations on students' speech and language skills or language demands during instruction/delivery of the curriculum.
- Design and facilitate homework programs to target speech–language skills.
- Highlight language development connections in the curriculum.

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Tier 2 Services

Indirect Services:

- Assist in selection of evidence-based practices for literacy interventions.
- Identify, use, and disseminate evidence-based practices for math, reading, listening, speaking, and writing.
- Serve on the campus intervention team.
- Observe Tier 2 students to identify when their struggles are linked to speaking, listening, reading, or writing and to assist in collecting additional data to drive decision-making.
- Communicate Tier 2 progress to teacher/parent.

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Tier 2 Services *(cont.)*

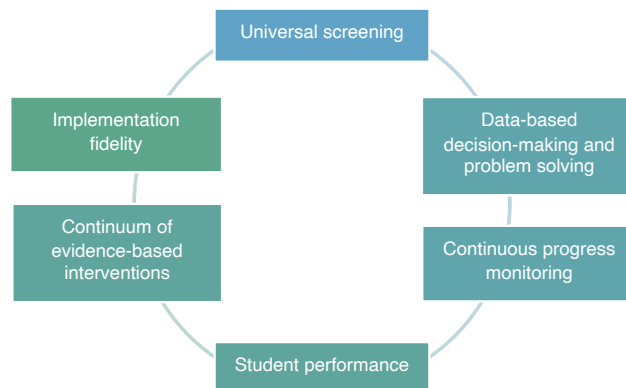
Direct Services:

- Provide small-group articulation intervention.
- Provide small-group language intervention.
- Monitor student progress on target skills.

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Response to Intervention (RTI)



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MTSS & RTI

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Progress Monitoring

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Formal Progress Monitoring

- The Edmonton Narrative Norms Instrument. Schneider, P., Dubé, R. V., & Hayward, D. (2005).
Free: <http://www.rehabresearch.ualberta.ca/enni/>
- Tracking Narrative Language Progress (TNL-Pr). Gillam & Gillam (2010).
Free: <https://www.4gaslps.com/files/TypableTNLP.pdf>
- Mindwing's *Data Collection & Progress Monitoring Process*. Moreau, M. R.
<http://www.mindwingconcepts.com/data-collection-and-progress-monitoring>

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Informal Progress Monitoring

Oral Expression:

- Correct identification of picture cards of specific targeted vocabulary being taught
- Giving directions or retelling a story

Listening Comprehension:

- Measure the student's ability to state critical story elements after listening to a story
- Measure the student's ability to follow complex directions

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Key Takeaways

- Once you are in special education, you are in.
- Students identified as having a Specific Learning Disability (SLD) in LC/OE should receive a language evaluation.
- SLP should have some involvement in SLD LC/OE cases.

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Questions?



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