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CELF-5 Metalinguistics: Language Competence and Classroom Success

Elisabeth H. Wiig, Ph.D. Wayne A Secord, Ph.D. May 23, 2017

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Presented today by: Wayne A Secord

The Ohio State University Columbus, Ohio May 23, 2017

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Disclosures

Presenter

Financial:

Wayne Secord is the co-author of the CELF-5 Metalinguistics and he receives a royalty from the sale of this test.

Non-Financial: There are no relevant non-financial relationships to disclose.

Course Content

This program will focus mainly on the CELF-5 Metalinguistics, and secondarily on the CELF-5 ORS. Pearson Clinical Assessment is the publisher of CELF-5 Metalinguistics and the CELF-5 ORS.

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LEARNER OBJECTIVES

After this course, participants will be able to:

- Describe how students with marginal oral language test scores might perform on the CELF-5 Test of Metalinguistics.
- 2. Describe how poor to marginal metalinguistic skills might impact students' classroom-based language and learning.
- 3. Describe how practical classroom assessment focuses on what students struggle to do, say, make and use in school.



Language Assessment Questions

- 1. Is there a language disorder?
- 1. Core Language Score
- 2. What is the nature of the disorder?

Receptive and Expressive
Listening and Speaking
Reading and Writing
Syntax, Morphology, Semantics
Language and Memory
Metalinguistic Competence

- 2. Language Composites & Index Scores
 - Modality Bases
 - Linguistic Bases
 - Memory Interfaces
- 3. What are the language strengths and weaknesses?
- 3. Profiling

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The Clinical Perspective

Question 1. Is there evidence of a language disorder?

Total Language, Receptive or Expressive (Modalities)

Question2. What is the nature of the disorder?

Language Strengths and Weaknesses (Content) Syntax, Morphology, Semantics, Language & Memory, Metalinguistics

Question 3. How does this student's performance compare with that of his/her peers?

Educational level of performance compared to age & grade

Question 4. Does the student's clinical performance profile meet criteria for eligibility for speech and language services?



The Educational Perspective

Question 1. Which aspects of communication in context are compromised?

Pragmatics – Nonverbal Communication

Question 2. Which aspects of academic performance are compromised?

Listening, Speaking, Reading, Writing, Metalinguistic

Question 3. Which curriculum objectives are compromised?

English & language arts, social studies, sciences, arithmetic, algebra, phys. education, arts

Questions 4. Which are the student's strengths, weaknesses, and learning adjustments?

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The Social Perspective

Question 1. What aspects of social communication are compromised?

Pragmatics - Perspective Taking - Nonverbal communication

Question 2. What aspects of peer relations are compromised?

Play or game activities, friendship, interactive sharing or participating in conversations or discussions

Question 3. What aspects of student-adult relationships are compromised?

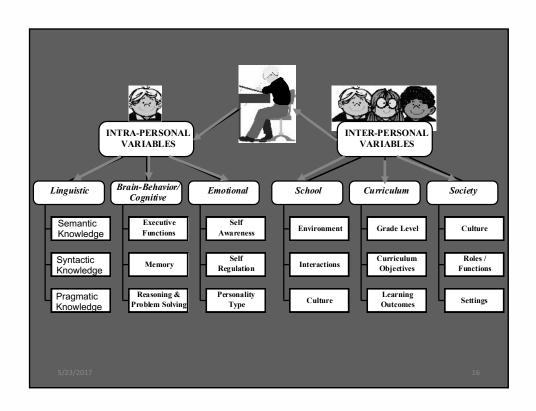
Respect, following directions for activities, behavioral management, mutual respect, trust etc.

Question 4. What areas of social communication represent strengths?



The Cognitive Perspective

Brain Behavior Cognitive Considerations Executive Functions Working Memory







What is "Metalinguistics"?

Metalinguistic Awareness is demonstrated when a student exhibits the ability to talk about, analyze, and think about language independent of the concrete meaning of each word.

An Illustration

Think of the many meanings of the word "BRIDGE."

- Internal image local bridge (concrete/based on experience)
- Extension of contexts Golden Gate bridge (based on learning)
- Extension by analogy "London Bridge is falling down" (game)
- Abstract/Figurative -- "The bridge between US and

Russia is tenuous" "Can you ever bridge the generation gap?"

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A Research Perspective

Metalinguistic skills comprise:

- *Epilinguistic capacity* -- monitoring of the actual speech production (Tunmer, Bowey, Pratt, & Herriman, 1984).
- *Metalinguistic awareness* -- ability to see words as decontextualized objects and manipulate and analyze them apart from content and production (Gombert, 1992; Shulman & Capone, 2010).

Metalinguistic awareness has its foundation in *semantic, syntactic, and pragmatic (linguistic) competence.*





Metalinguistics and Literacy

- Reading Comprehension and metalinguistic skills are strongly linked (Achugar, Schleppegrell, & Oteíza, 2007).
- Teaching Multiple Meanings (homonyms) and ambiguity detection skills to 3rd graders improves reading comprehension (Zipke, Ehri, and Cairns, 2009).
- Metalinguistic Facility is essential in the writing process for initial production (composition) and revision (editing), as writers choose words, analyze communicative intent, and assess syntax for both functions (Myhill & Jones, 2007; Myhill, 2012).
- Explicit Teaching about language and using language as a tool is important for literacy development (Achugar, Schleppegrell, & Oteiza, 2007; Enright, 2013; Fang & Schleppegrell, 2010).

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Language Disorders and the Metalinguistic Bridge

- Students with language disorders, who have received language intervention to establish the fundamentals of semantic, syntactic and pragmatic knowledge in the early grades, <u>may not have acquired adequate metalinguistic awareness</u>, including semantic (e.g., multiple meanings and word uses) and syntactic flexibility (e.g., paraphrasing, indirect uses) for oral or written communication and perform in the average or low-average range on CELF-5.
- Those students may not have crossed the bridge to metalinguistic awareness and or acquired metacognitive abilities that are separate from linguistic skills, They may not have "Paid the Toll" at the Metalinguistic Bridge.





Metalinguistics and **Academics**

- Some metalinguistic skills that will have an impact on academic performance and social interaction are:
 - The ability to make and understand inferences and make predictions
 - Understanding and using multiple meaning words
 - Understanding and using using abstract or figurative language
 - Understanding humor or sarcasm
 - Formulating spoken or written sentences that meet cultural expectations for conveying messages or expressing emotions or opinions
 - The ability to adapt the content and structure of messages to match context or cultural expectations (e.g., politeness, indirect directives)
 - Resolving incongruities between linguistic content and nonverbal expressions of meanings or intentions

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STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage One (Ages 1 ½ to 2)

- Distinguished print from non-print
- Knows how to interact with books: right side up, page turning from left to right
- Recognizes some printed symbols: e.g., TV character's name, brand names, signs

Stage Two (Ages 2 to 5 ½ or 6)

- Ascertains word boundaries in spoken sentences
- Ascertains word boundaries in printed sequences

Wallach, G. P., & Miller, L. (1988).





STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage Two Continued (Age 2 to 5 ½ or 6)

- Self-monitors own speech and makes changes to more closely approximate the adult model; phonological first, lexical and semantic speech style last
- Believes that a word is an integral part of the object to which it refers (word realism)
- Able to separate words into syllables
- Inability to consider that one word could have two different meanings

Wallach, G. P., & Miller, L. (1988).

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STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage Three (Ages 6 to 10)

- Begins to take listener perspective and use language form to match
- Understands verbal humor involving linguistic ambiguity: e.g., riddles
- Able to resolve ambiguity: lexical first-as in homophones, deep structures next-as in ambiguous phrases ("Will you join me in a bowl of soup?"), phonological or morphemic next (Q: "What do you have if you put three ducks in a box?" A: "A box of quackers.")

Wallach, G. P., & Miller, L. (1988).

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STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage Three Continued (Ages 6 to 10)

- Able to understand that words can have two meanings, one literal and the other nonconventional or idiomatic:
 e.g., adjectives used to describe personality characteristics such as hard, sweet, bitter
- Able to resequence language elements, as in pig Latin
- Able to segment syllables into phonemes
- Finds it difficult to appreciate figurative forms other than idioms

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Wallach, G. P., & Miller, L. (1988).

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STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage Four (Ages 10+)

- Able to extend language meaning into hypothetical realms, e.g., to understand figurative language such as metaphors, similes, parodies, analogies, etc.
- Able to manipulate various speech styles to fit a variety of contexts and listeners

Wallach, G. P., & Miller, L. (1988).

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METALINGUISTIC DIFFICULTIES

- 1. Planning for production of statements, questions, paragraphs, stories in speaking/writing.
- 2. Making predictions and forming hypotheses.
- 3. Problem-solving for strategic language use.
- 4. Self-monitoring to identify errors and problems.
- 5. Correcting inefficient approaches and behaviors.
- 6. Recognizing syllable, word, phrase, clause, and sentence boundaries in speech/print.
- 7. Monitoring, self-correcting, editing speech and writing.
- 8. Playing with language (riddles, jokes, rhymes).
- 9. Analyzing and talking about language.

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METALINGUISTIC NEEDS

- 1. Processing time to plan responses and/or pre-organization of expected responses.
- 2. Highlighting and explicating schema/scripts to foster planning, predicting and hypothesizing.
- 3. Strategy training to foster problem-solving & Meta language use.
- 4. Practice in self-monitoring and evaluating.
- 5. Identifying sources of breakdowns & correcting inefficiencies.
- 6. Learning of phonemic contrasts and syllable boundaries and conventions of print.
- 7. Highlighting syllables, words, phrases, clauses, and sentences.
- 8. Practice in playing with various language components (words, phrases, clauses).
- 9. Practice in analyzing- discussing oral and written language (meaning features, patterns, rules, applications





- Test Objective
- Major Skills Assessed
- Test Overview

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Test Objective

• CELF-5 Metalinguistics

Focuses on the evaluation of metalinguistic
awareness as demonstrated by being able to talk
about, analyze, and think about language
independently of the concrete meanings of words.

In other words, the student must make a momentary shift from the content or meaning to the form or linguistic expression (Edwards & Kirkpatrick, 1999).





Major Skills Assessed

Some <u>Metalinguistic Skills</u>, assessed by *CELF-5 Metalinguistics*, are known to have an impact on academic performance.

They are:

- The ability to make and understand inferences
- Using and understanding multiple meanings words
- Using figurative language and understanding humor and sarcasm
- Formulating spoken or written sentences that meet cultural expectations for conveying messages or expressing emotions or opinions

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Test Overview

- **CELF-5 Metalinguistics** is used to assess metalinguistic skills with five stand-alone tests for ages 9:00 21:11
 - Metalinguistics Profile
 - Making Inferences
 - Conversation Skills
 - Multiple Meanings
 - Figurative Language
- Provides 3 Index Scores: The Total Metalinguistic Score, and The Meta-Pragmatics and Meta-Semantics Index scores.
- Designed for students who have adequate linguistic knowledge, but lack the metalinguistic skills needed for literacy in Grades 3 and up.
- Ideal for students with subtle language disorders or students on the autism spectrum.





Cases Studies 1 & 2

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Case Study No. 1 - Kim

• Kim is a 9-year old girl with reading and writing problems and failing grades in Language Arts and Science.

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Case Studies 1 & 2



Assess Language and Communication in Context with CELF-5 ORS

CELF-5 Observational Rating Scale (ORS)

- Evaluates a student's communication, language and literacy skills and as they are observed in the naturalistic setting of the regular classroom.
- ORS provides ratings of of the frequency of occurrence of behavioral characteristics associated with listening, speaking, reading and writing.

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ELISABETH III, WHE # ELEMANS SEMEL	■ WAYNE A, SECOND	Ministrati	sintition	ecountri	Septido	debad	MARCH	aun	nitratio	200
					0	ate_	_/		1	
Student		Date of Birth	- 1	1	Apr		- 6	rade	_	
Rater: Teacher	□ Parent.		_ DStwe	dent				- 7.0		
Language or dialect spoken in my d	ussroom, home, or community									
Directions:										
Check the box beneath the	escribe communication problems that appropriate heading (Neveror Almost Nev est describes how often each behavior	er, Sometimes, Often, or		t is	I		ne si	3		1
University		This	happens	11	J	š	44	3	ž	3
Nas trouble paying attention	C .			1						
2. Has trouble following spoke	n directions.									
3. Has trouble remembering th	ings people say.									
4. Has trouble understanding v	what people are saying.									
S. Has to ask people to repeat s	what they have said.									
6. Has trouble understanding to	he meanings of words.									
7. Has trouble understanding of	www.ideas.									
At your founds reserves an one of a										
8. Has trouble looking at people	le when talking or listening.									





THE ORS ASSESSMENT APPROACH

- ORS Rating Scale Checklist
- Obtain a Performance Sample
- Select the Top-10 problems, followed by
- A Teacher (Parent) Interview and then a
- Classroom Observation, and a
- Follow-up Meeting with the Teacher

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ORS

WHAT IS A PERFORMANCE SAMPLE?

30-50 DESCRIPTIVE EXAMPLES

- From Different Activities
- From Different Observers
- From Different Contexts





ORS Performance Sample Interview Outcomes

- Weakness Patterns
- Strength & Interest Patterns
- Learning Adjustments
 - Positive
 - Negative



Important Considerations

- KEEP THINGS VERY PRACTICAL
- USE ORS (Checklist Length Only 2 Pages)
- COMPLEXITY (K.I.S.S.)
- PRIORITIZING (TOP 10)
- LINK TO INTERVIEWING
- CONNECTION TO OBSERVATION
- CELF-5 ORS is PERFECT
- A FEW THINGS DONE WELL!



A FEW THINGS DONE WELL!

- FOCUS ON FUNCTIONALITY ... in context.
- FOCUS ON THE MOST IMPORTANT THINGS
- DESIGN INTERVENTION ... with and through others!
- PUT A <u>SYSTEM</u> in place that works when you're not there!
- KNOW YOUR CLIENT well enough to help him!

AND

DATA - DATA - DATA - LOTS OF DATA!

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ORS LISTENING (Teacher Examples)



Behaviors (Kim – Age 9;7) (Freq.) • Paying Attention (O) Plays with hands, avoids eye contact • Remembering what people say (O) Doesn't know what to say right after hearing or practicing a concept • Understanding new ideas (A) Struggles to connect ideas; gets confused with new ideas, content or abstractions; Struggles to interrelate words or understand that words can

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have more than one meaning.



ORS READING (Teacher Examples)	CELF5 Cricial broadles of Language Instituterins
Behaviors (Kim – Age 9;7)	(Freq.)
• Explaining what's read Has very little to say, speaks in short comments, or won't talk, string sentences	(A)
 Identifying the main idea Has difficulty thinking of the meaning Struggles to identify word meanings 	(0)
 Remembering details Comprehension is poor Goes blank, can't remember anything 	(A)
• Following written directions Written directions confuse her Again, trouble with holding words in working memory	(O)
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CELF5 ORS WRITING (Teacher Examples) (Freq.) **Behaviors** (Kim – Age 9;7) (O) • Uses poor grammar "I ranned." Writes like she talks • Writing complete sentences (A) She often leaves out a subject or verb Gives fragments instead • Expanding on an answer (A) Writes very little Many fragments Putting words in the right order (A) "Is winter when winter is cold?", Writes short and choppy sentences (O) Usually writes no more than 3-5 words May be missing main words, nouns or verbs



1	CASE STUDY NUMBER 1 (FEMALE, 9;7)			SOC		CRIT	EXEC	STR	LRN	
No	PERFORMANCE SAMPLE	UST	SPK	COM	READWRIT	THNK	FUN	INT	ADJ	OTH
	Plays with hands, avoids eye contact						¥		8-	
2	Does not know what to say right after hearing or practicing a concept		N			4				
3	Struggles to connect ideas; confuses new content or abstractions.		V			v				
4	Struggles to interrelate words or know they have more than 1 meaning.		V			À				
5	Looking at people when talking primarily in the classroom.		4	4			4			
8	Does not respond, just sits there; takes forever to answer	4				4				
7	Appears searching to start	4				Ň				
	Difficulty explaining things;		1							
9	Seems to know more words than she uses		V			V				
10	Gets lost or confused when talking		V				V			
11	Gives only one word answers; no more than two words	_	V							
12	If you give her a choice, she can say more		4						p+	
13	Doesn't even try to say things differently.		×						8-	
14	Very quiet, sometimes doesn't talk at all.		N	4			4		8-	
15	Doesn't know first, second, last, etc.		V			V				
15	Retells things in the wrong order.		N							
17	Gets words mixed up, double negatives		- 4							
15	Trouble with tenses, e.g., "I falled in."				N					

2	CASE STUDY NUMBER 1 (FEMALE, 9;7)			SOC	2010			EXEC	2000		-
No	PERFORMANCE SAMPLE		SPK	COM	READ	WRIT	THINK	FUN	INT	ADJ	OTH
19	Has poor reading comprehension.	V			V						
20	Doesn't understand my questions.	N:			V						
21	Can't decode multisyllabic words.		Ц		4						
22	Won't try, seems afraid to make a mistake.		٧		V					n-	
23	Has little to say, speaks in short comments		V								
24	Won't talk, strings sentences		Ŋ								
25	Has difficulty thinking of the meaning.				4	V	V				
26	Struggles to identify word meanings.				V						
27	Comprehension is poor.				V						
28	Goes blank, can't remember anything.	V			V		4				
29	Written directions confuse her.				V						
30	Again, trouble with holding words in working memory.				V			V			
31	"I ranned." Writes like she talks.					V					
12	She often leaves out a subject or verb - gives fragments instead.					Y					
13	Writes very little many fragments.					4					
34	"Is winter when is winter is cold?"					V					
35	Writes no more than 3-5 words.					4					
36	May miss main content words, nouns or verbs			V1-0	2007	V	0		J.Sec.	J-sec	1,
_	TOTALS >	5	16	2	11	7	9	5	0	9	0



Case Study 1 - Kim Female (9;7)

Additional Teacher Comments

- (1) The student's passive or reticent communicative style in class gives way to a more interactive communicating child on the playground and at home; sentences are longer and more fully formed. The teacher feels her passive style is related directly to difficulties in reading.
- (2) She has a small reading vocabulary and struggles to identify words. She avoids reading activities and gains little language growth from reading and writing activities. Her struggle in reading seems to have made her more passive as she participates rarely in literacy-based activities.

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Case Study 1 - Kim Female (9;7)

Additional Teacher Comments

- (3) The teacher is concerned about the student's reading and suggests that her poor reading skills severely limit participation in class. Other students recognize what a poor reader she is, causing her to be more passive and less interactive with them. The teacher feels she is "ashamed" of her reading skills and avoids most experiences that include reading.
- (4) Because reading and writing go hand-in-hand, her writing skills reflect an overall struggle to use print to communicate meaningfully.



Case Study No. 1 - KIM Norm-Referenced Assessments

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CELF5 CELF-5 Case Study Summary

CELF-5 Index Scores

Core Language 84
Receptive Language 90
Expressive Language 75
Language Content 95
Language & Memory 80

Difficulties with language structure, especially formulation of compound and complex structures.

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CELF5 Case Study Summary

Selected Test Scores

Recalling Sentences 7
Following Directions 6
Formulated Sentences 7
Sentence Assembly 5
Pragmatics Profile 7

Observational Rating Scale (ORS)

Listening difficulties: Almost never/sometimes
Speaking difficulties: Often/almost always

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Case No. 1: 9-year old girl with reading and writing problems and falling grades.

Are deficits related to cognitive ability?

WISC-V:

Verbal Comprehension 102 (89-101)
Perceptual Reasoning 104 (98-110)
Processing Speed 84 (78-92)
Working Memory 79 (73-85)



Kim exhibits basic communication skills within normal limits on **CELF-5**. What else could be affecting performance in the classroom?

- Students with language disorders may have adequate linguistic knowledge and perform in the low-average range on CELF-5.
- They may not have crossed the bridge to metalinguistic awareness and abilities that are separate from linguistic skills.

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KIM's Language Test Scores

Total Metalinguistic Index	72	(66-78)
Meta-Pragmatics Index	82	(73-91)
Meta-Semantics Index	73	(74-88)
Metalinguistic Profile	7	
Making Inferences	9	
Conversation Skills	5	
Multiple Meanings	6	
Figurative Language	4	
CELF-5 Core Language Index	84	
Receptive Language Index	90	
Expressive Language Index	75	
Language Content Index	95	
Language & Memory Index	80	



Conclusion of Case Study

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- (1) To develop knowledge and expressive use of compound and complex sentences for speaking, written language expression, and editing and revising (i.e., syntactic flexibility)
- (2) To develop conversation and narrative writing skills, as they apply to the descriptive, expository, and emerging argumentative genres (i.e., narrative structure).
- (3) To develop awareness of multiple meanings and ambiguities in spoken and written sentences and text.
- (4) To develop knowledge of idiomatic and figurative language use in spoken and written expression and awareness of humor and sarcasm.



Case Study No. 2 - Jack

Jack is a 13-year old boy with poor study habits, and trouble with social communication, written language, and critical thinking skills. He has difficulty completing school assignments and turning his work in on time. But he loves his computer!

Do You know a boy like Jack?

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Case Study 2 - Jack

Male (13 yrs. 8 mo.)

CELF-5 Subtests:	Standard Score	Subtest Va	riation
Recalling Sentences	4	- 3	(-)
Formulated Sentences	7	0	
Semantic Relationships	10	+3	(+)
Understanding Paragraphs	7	0	
Word Classes	7	0	
Sentence Assembly	7	0	
Following Directions	7	0	
Supplementary			
Reading Comprehension	7	0	
Structured Writing	6	0	
Pragmatics Profile	6	- 1	
Mean of Subtest Standard	Scores: 68/10 = 6.8	or 7	

continued

Case Study 2 Male (13 yrs. 8 mo.)

CELF-5 Composite/Index	90%) Level o	f Confidence
Core Language Score	80 <u>+</u> 5	(75-85)
Receptive Language Index	88 <u>+</u> 5 *	(93-83)
Expressive Language Index	76 <u>+</u> 5	(81-71)
Language Content Index	82 <u>+</u> 5	(87-77)
Language & Memory Index	76 <u>+</u> 5	(81-71)

^{*} Critical Value Discrepancy (Level of Significance) = .05

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Case Study 2 Male (13 yrs. 8 mo.)

CELF-5 Metalinguistics	Standard Score	Variation	
Making Inferences (MI)	5	- 1	
Conversations Skills (CS)	3	- 3 (-)	
Multiple Meanings (MM)	7	+ 1	
Figurative Language (FL)	6	+ 1	
Metalinguistic Profile (MP)	7	+ 1	
Mean of the Tests 28/5 = 5.6 One Intrapersonal Weakness (o. o		





Case Study 2 Male (13 yrs. 8 mo.)

CELF-5 Metalinguistics

Standard (90%)
Score SEM

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<u>Composite Scores</u> <u>Score</u> <u>SEM</u>

Total Metalinguistics Index (TMI) 73 ± 7 (66-80)

Meta-Pragmatics Index (MPI) 68 ± 10 (58-78) Meta-Semantics Index (MSI) 81 ± 7 ** (74-88)

^{**} Difference of 13 Points is Significant at the .15 level of competence



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Case Study 2 Male (13 yrs. 8 mo.)

WISC-V Index Scores	(<u>90%)</u> Lev	el of Confidence
Verbal Comprehension	93 <u>+</u> 6	87-99
Perceptual Reasoning	108 <u>+</u> 6	102-114
Working Memory	90 <u>+</u> 6	84-96
Processing Speed	101 <u>+</u> 8	93-109



Case Study	/ No. 2	2 - Male	(13;8)
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CASE STUDY NUMBER 1 (MALE, 13:8)	100		SOC				EXEC		LRN	
PERFORMANCE ASSESSMENT CLASSIFICATION)	UST	SPK	COM	READ	WRIT	THNK	FUN	INT	ADJ	OTH
PERFORMANCE SAMPLE DESCRIPTIONS		-		200						
His writing contains a number of tense and pronoun errors										
Short repetitive written sentences make little sense.										
Writing is hard to read because it is so small and deformed letters										
Very few links between written sentences, no conjunctions.										
He doesn't seem to build up-break down sentences well in writing.										
His communication with teachers is negative and abrupt.										
He seems so concrete. Talks about simple things. Poor at relating.						-				
Can't get subtle meanings when he reads.										
Doesn't remember character names or relationships.										
Goes off topic all the time when he talks.										
Rarely volunteers to talk										
Siggpy note-taker, writes in a disorganized way.										
Rarely completes assignments; doesn't remember his work.										
He can't distinguish important from unimportant information.										
Doesn't pay attention or care what others say or think.										
He is stubborn; won't change his approach to things.		-					-			
He doesn't have good study skills.						-				
Gets lost; doesn't follow directions most of the time.						-				
He doesn't know where the study questions are.										
He doesn't finish what he starts.										
He gets lost and turns off during lectures.						1 2				
He doesn't recognize his errors in writing.										
TOTALS >										

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Case Study No. 2 – Male (13;8)

CASE STUDY NUMBER 1 (MALE, 13:8)	1000	0.00	SOC	1000	4	CRIT	EXEC	STR	LRN	
PERFORMANCE ASSESSMENT CLASSIFICATION)	LIST	SPK.	COM	READ	WRIT	THNK	FUN	INT	ADJ	ОТН
PERFORMANCE SAMPLE DESCRIPTIONS										
He is hard to have a conversation with; students avoid him.										
He doesn't edit or revise his written work.										
t (his written work) is usually disorganized and sloppy.					-					
He acts odd; talks about computers but little else; some sports.										
When he comes up with good ideas, the others won't listen.										
It takes him too long to make sense; struggles to get the point out.										
He rarely socializes with other kids.										
Has trouble remembering things; always has an excuse										
He doesn't talk a lot in my class:										
He seems passive, uninterested and avoids any classroom work.			1							
know he's bright look at his work on the computer.			1							
He doesn't try hard enough on his language skills.										
He plays baseball and talks some of the time about sports.										
Pays attention when he's on the computer especially drawing.					-					
Word processes, and finds cartoons on the internet.										
He's late most of the time.										
Likes the computer but not much else.										
Brings computer games to school.										
The art teacher thinks he's creative; draws pictures of planes & car	3.									
Will work on the computer but avoids reading.										
TOTALS >										

continued

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Case Study 2 Male (13 yrs. 8 mo.)										
CASE STUDY NUMBER 2 (MALE, 13:8)										
PERFORMANCE ASSESSMENT CLASSIFICATION) PERFORMANCE SAMPLE	UST	SPK	SOC	READ	WRIT	CRIT	FUN		-	отн
His writing contains a number of tense and pronoun errors	-				v	-	-	-	-	-
Short repetitive written sentences make little sense					V					
Writing is hard to read because it is so small and deformed letters					V					v
Very few links between written sentences no conjunctions.	_				V	W				
He doesn't seem to build up and break down sentences well in writing.					V					
His communication with teachers is negative and abrupt.			V							
He seems so concrete. Talks about simple things. Poor at relating.		×	V			N				
Can't get subtle meanings when he reads.				V		v				
Doesn't remember character names or relationships.				N		N	V			
Goes off topic all the time when he talks.			v							
Rarely volunteers to talk			V						V.	
Sloppy notetaker, writes in a disorganized way.					V		¥			
Rarely completes assignments; doesn't remember his work.							V			
He can't distinguish important from unimportant information.				N		N				
Doesn't pay attention or care what others say or think.			v							
He is stubborn; won't change his approach to things.			×							
He doesn't have good study skills.							V			
Gets lost; doesn't follow directions most of the time.	V						4			
He doesn't know where the study questions are.				V			V			
He doesn't finish what he starts.							V			
He gets lost and turns off during lectures.	N						V			
He doesn't recognize his errors in writing.					V		V			

Case Study 2 Male (13 yrs. 8 mo.)										
PERFORMANCE ASSESSMENT CLASSIFICATION)			SOC			CRIT	EXEC	STR	LRN	
PERFORMANCE SAMPLE	LIST	SPK	COM	READ	WRIT	THNK	FUN	SNT	ADJ	GEH
He is hard to have a conversation with; students avoid him.		V	V	1 - 1 1						
He doesn't edit or revise his written work.					V					
t (his written work) is usually disorganized and sloppy.					V		N			
He acts odd; talks about computers but little else; some sports.			N					N	N	
When he comes up with good ideas, the others won't listen.								N		
t takes him too long to make sense; struggles to get the point out.		V	N							
He rarely socializes with other kids.			V							
Has trouble remembering things; always has an excuse.							N			
He doesn't talk a lot in my class.			. V						V	
He seems passive, uninterested and avoids any classroom work.			V						1	
know he's bright look at his work on the computer.						N			V	
He doesn't try hard enough on his language skills.							- 1		V	
He plays baseball and talks some of the time about sports.								N.		
Pays attention when he's on the computer especially drawing.								N		
Word processes and finds cartoons on the internet.								N		
He's late most of the time.							N			
Likes the computer but not much else.								v		
Brings computer games to school.								v		
The art teacher thinks he's creative; draws pictures of planes and cars.								V		
Will work on the computer but avoids reading.								¥	Ą	
TOTALS	2	3	12	4	9	6	13	9	7	1



CASE STUDY 2 (N	Male, 1.3	:8)
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PERFORMANCE ASSESSMENT	\neg		SOC			CRIT	EXEC	STR	LRN	
CASE STUDY (MALE, 13;8)	LIST	SPK	COMM	READ	WRIT	THNK	FUN	INT	ADJ	ОТН
1 2 2										
LISTENING										
Gets lost; doesn't follow directions most of the time.	- 4						4			
He gets lost and turns off during lectures.	- 4						4			
LISTENING (TOTALS)	2									
SPEAKING										
He seems so concrete. Talks about simple things. Poor at relating		V	√			- 1/				
He is hard to have a conversation with; students avoid him.		4	√.							
It takes him too long to make sense; struggles to get the point out.		V	√							
SPEAKING (TOTALS)		3								
SOCIAL COMMUNICATION										
His communication with teachers is negative and abrupt.			√.							
He seems so concrete. Talks about simple things. Poor at relating		√.	- 1			- 4				
Goes off topic all the time when he talks.			√							
Rarely volunteers to talk			√						-4	
Doesn't pay attention or care what others say or think.			√							
He is stubborn; won't change his approach to things.			- 4							
He is hard to have a conversation with; students avoid him.		-√	- 1							
He acts odd; talks about computers but little else; some sports.			√					4	4	
It takes him too long to make sense; struggles to get the point out.		4	4							
He rarely socializes with other kids.			√							
He doesn't talk a lot in my class.			4						4	
He seems passive, uninterested and avoids any classroom work.			- 1						4	
SOCIAL COMMUNICATION (TOTALS)			12							
READING										
Can't get subtle meanings when he reads.				4		4				
Doesn't remember character names or relationships.				4		4	4			
He can't distinguish important from unimportant information.				4		- V				
He doesn't know where the study questions are.				4			4			
READING (TOTALS)				4						

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CASE STUDY 2 (Male,13;8)

			SOC			CRIT	EXEC	STR	LRN	
WRITING	LIST	SPK	COMM	READ	WRIT	THNK	FUN	INT	ADJ	OTH
His writing contains a number of tense and pronoun errors					-V					
Short repetitive written sentences make little sense					-V					4
Writing is hard to read because it is so small and deformed letters					- V					
Very few links between written sentences no conjunctions.	-				4	- 4				
He doesn't seem to build up and break down sentences well in writing.					V		V			
Sloppy notetaker; writes in a disorganized way.					- 4		4			$\overline{}$
He doesn't recognize his errors in writing.		-			-V		4	\Box		
He doesn't edit or revise his written work.					- V					
It (his written work) is usually disorganized and sloppy.	-	-			-V		4			-
WRITING (TOTALS)					9					
CRITICAL THINKING										
Very few links between written sentences no conjunctions.						- 4				
He seems so concrete. Talks about simple things. Poor at relating						- 4				
Can't get subtle meanings when he reads.						- 1				
Doesn't remember character names or relationships.						- 4				
He can't distinguish important from unimportant information.						- 4				
know he's bright look at his work on the computer.						- 4				
CRITICAL THINKING (TOTALS)						6				
EXECUTIVE FUNCTIONS	+	\vdash		-				Н		\vdash
Doesn't remember character names or relationships.	-	-		4		- 4	4	-		-
Sloppy notetaker; writes in a disorganized way.	-	-		- v	J	- 1	7	\vdash		-
	-	-		-	v			\vdash		-
Rarely completes assignments; doesn't remember his work.	-	-		-			٧.	\vdash		-
He doesn't have good study skills.	+	-		-		-	V	\vdash		-
Gets lost; doesn't follow directions most of the time.	- 4	-		-			4	\vdash	_	-
He doesn't know where the study questions are. He doesn't finish what he starts.	-	-	_	V .	_	-	_	\vdash	_	-
	+	-		-			V	\vdash		-
He gets lost and turns off during lectures.	- 4	-		-	-		√.	\vdash		-
He doesn't recognize his errors in writing.	-	-		-	V		4	\vdash		-
t (his written work) is usually disorganized and sloppy.	_	_		_	V		V	\vdash		_
Has trouble remembering things; always has an excuse.	-	_		_			- 1	\vdash		_
He doesn't try hard enough on his language skills.	-	\vdash		\vdash			4	\vdash	4	\vdash
He's late most of the time.							- 1			
EXECUTIVE FUNCTIONS (TOTALS)							13			



CASE STUDY 2 (Ma	ale,13;	8)
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			SOC			CRIT	EXEC	STR	LRN	
STRENGTHS AND INTERESTS	LIST	SPK	COMM	READ	WRIT	THNK	FUN	INT	ADJ	ОТН
He acts odd; talks about computers but little else; some sports.			4					4	4	
When he comes up with good ideas, the others won't listen.								4		
He plays baseball and talks some of the time about sports.								4		
Pays attention when he's on the computer especially drawing.								4		
Word processes and finds cartoons on the internet.								4		
Likes the computer but not much else.								4		
Brings computer games to school.								4		
The art teacher thinks he's creative; draws pictures of planes and cars.								4		
Will work on the computer but avoids reading.								4	4	
STRENGTHS AND INTERESTS (TOTALS)								9		
LEARNING ADJUSTMENTS	\vdash	-						\vdash		\vdash
Rarely volunteers to talk.			-V						4	
He acts odd; talks about computers but little else; some sports.			-V					4	4	
He seems passive, uninterested and avoids any classroom work.			v.						4	
I know he's bright look at his work on the computer.						-4			4	
He doesn't try hard enough on his language skills.		-					4		4	-
The art teacher thinks he's creative; draws pictures of planes and cars.								4	4	
Will work on the computer but avoids reading.								4	4	
LEARNING ADJUSTMENTS (TOTALS)									7	
OTHER	\vdash	-						\vdash		\vdash
Writing is hard to read because it is so small and deformed letters					V					4
OTHER (TOTALS)										1
PATTERN SUMMARY										
SUMMARY										
Study Skills (Planning & Organization), Mild Language Comprehension	-	-		-		_	-	-	-	-
Social Communication, Skills, Interaction, Attitude	-	-		-			-	-	_	-
Literacy (Writing Process, Editing), Reading, Organization & Planning	-	-	_	-		_	-	-		-
Critical Thinking (Metalinguistic and Metacognitive Skills)	_	-		-			-	\vdash	-	-
Motivation and Responsibility, Sense of Competence, Self Concept	_	-		_			_			-
Organization, Planning, Reasoning	_	-		_			_	\vdash		-
Knowledge of Computers, Sports Knowledge	_	-		-			-	-		-
Good Visual, Good Art & Design, Word Processes	_	-		_			-			_
GOOD VISUAL, GOOD ART & Design, Word Processes		_						\Box	$\overline{}$	_

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CASE NUMBER 2 Patterns

Performance Patterns:

Study Skills - Planning & Organization

Completing Assignments Turning Work in on Time

Literacy

Reading and Writing Processes?

Social Communication Skills

Won't Talk or Communicate in Class

Motivation & Responsibility

Critical Thinking (Meta Skills)

Sense of Competence (Believing in Himself)

- * What Does This Student Really Need?
- * What Services Will he Get If We Use a Traditional LENS?



C	ASE NUMBER 2 (MALE, 13;8) Performance Pattern Summary
(I) Pattern No Rar	, , ,
	 Completing Assignments Turning work in on time Remembering things Disorganized and sloppy work Finishing assignments Sloppy note taker Utilizes study questions or guides
(II) Pattern No Rar ———————————————————————————————————	1. Repetitive sentences make little sense 2. Few links between written sentences 3. Building up and breaking down sentences 4. Revising written work

(III) Pattern No. 3 Rank	Social Communication Skills	Rank
	 Negative communication affect Poor at relating to others Rarely volunteers to talk Passive communicator Pays little attention to what others say Rarely socializes or communicates with Won't talk or communicate in class 	
(IV) Pattern No. 4 Rank —— —— —— —— —— —— —— —— ——	Motivation and Responsibility 1. Passive, avoids school work 2. Always has an excuse 3. Doesn't turn work in on time 4. Fails to finish assignments 5. Doesn't remember his work 6. Turns off during lectures 7. Difficulty attending to work 8. Avoids reading and writing activities	Rank



Rank	Metalinguistic (Critical Thinking)	Rank
rain	1. Simple language forms, sentences	
	2. Struggles to understand subtle meanir	ngs
	3. Uses concrete language, talks about s	•
	4. Difficulty with abstract (figurative) lang	uage
	5. Written sentences lack complex forms	and structures
	6. Poor performance on metalinguistic te	st tasks
Rank ————————————————————————————————————	 Sense of Competence Little success with academic activities Avoidance behaviors Passive communicator with low social History of unsuccessful communication Negative attitude wears on teachers Perceived negatively by peers Needs successful communicative inter 	n experiences
COMMENTS:	3 , , ,	

REVISED LIST Performance Patterns

Following
Input from
Middle School
Teachers



Performa	CASE NUMBER 1 (MALE, 13;8) nce Patterns for RTI or Pre- <u>IEP Development</u>
Study Skills (Plai	nning and Organization)
1.	Completes - Finishes Assignments
2.	Turns work in on time
3.	Remembers things
4.	Is organized and produces work that is neat in appearance
5.	Takes organized and useful notes
6.	Utilizes study questions or guides
Social Communic	cation Skills
1.	Adopts a positive communication affect
2.	Relates more effectively with peers and teachers
	- Responds more openly to others
	- Pays attention to what others say
3.	Volunteers information in class
4.	Responds effectively when called upon in class

Patterns for RTI or Pre-IEP Continues (Male, 13;8) Literacy (Writing/Reading Process) ____1. Writes clearer sentences that make more sense 2. Establishes more meaningful links between written sentences ____3. Recognizes errors in writing ___ 4. Revises written work ____4. Writes in a more organized manner ___ 5. Uses more appropriate grammar and syntax **Metalinguistic Ability - Critical Thinking Skills** 1. Develops a broader understanding of word meanings in context 2. Understands language with figurative and multiple meanings. **RELATED AREAS Motivation and Responsibility** ____1. Adopts a more positive attitude toward school work Accepts responsibility for completing assignments and turning work on time. Takes pride in submitting work that is neat and organized in appearance. Sense of Competence (Self Concept) ____1. Experiences success with academic activities 2, Gains greater confidence on school related tasks3. Gains peer confidence and respect 5/23/2017



CASE NUMBER 2 (MALE, 13;8)

PRESENT LEVELS OF PERFORMANCE

Jack is an eighth grade student at Washington Hunt Middle School. Standardized assessment indicates the following: (1) receptive and expressive language performance in the marginal educational range, and (2) metalinguistic skills that fall in the low to very low educational range. Classroom-based assessment suggests four performance patterns and two related areas that limit academic success, reduce his participation in school, and affect his sense of competence as a learner.

These patterns, in order of concern are: (1) Planning and Organizational Skills that negatively impact study habits, (2) Social Communication and Social Skills which limit classroom participation and negatively affect Jack's relationship with teachers and peers, (3) Written Language Skills (the writing process itself) as well as editorial skills, and (4) Metalinguistic skills which limit critical thinking and analysis in several subject areas.

Jack's sense of competence as a learner, willingness to participate actively in school, and motivation to improve pose major barriers for all teachers. These four areas require targeted instruction and supports, but Jack has considerable potential given his artistic strengths, knowledge of computers and interests in sports. These strengths and interests exist in the presence of average to above average intelligence.

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TOP-10 Classroom Assessment Skills:

- (10) What the Student Struggles to DO, SAY, MAKE and USE
- (9) Focus on Different Procedures, Contexts, and Skills
- (8) Use Rating Scales, Checklists, Observation & Interviewing
- (7) K.I.S.S. Begin Focusing on the Top-10
- (6) Get a Rich Performance Sample
- (5) Weakness Patterns, Strengths, Interests, Learning Adjustments
- (4) Shared Responsibility, Clarification, Problem Solving, Listening
- (3) Listening, Problem Solving, Clarification, Shared Responsibility
- (2) Establish an Academic End-Point, andNo. 1 is:



FOCUS ON A FEW THINGS And Do Them Really Well!

Paying the Toll at the Bridge

Classroom Performance

Team-Based Practices

5/23/2017

Questions?

5/23/2017

