

A Narrative Dynamic Assessment for School-based Practice

Lizbeth H. Finestack, Kerry Danahy Ebert, & Kirstin Kuchler

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Land Acknowledgement

- The University of Minnesota Twin Cities is located on traditional, ancestral, and contemporary lands of Indigenous people. The University resides on Dakota land ceded in the Treaties of 1837 and 1851.
- To learn more about the native lands you live on: <https://native-land.ca/>



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Presenter Disclosures

Lizbeth H. Finestack

- Financial disclosures:
 - Paid full-time employee of the University of Minnesota - Twin Cities, continuing relationship, 2009-present
 - Research on dynamic assessment funded by internal University of Minnesota grants
- Nonfinancial disclosures: None

Kerry Danahy Ebert

- Financial disclosures:
 - Paid full-time employee of the University of Minnesota - Twin Cities, continuing relationship, 2019-present
 - Research on dynamic assessment funded by a University of Minnesota College of Liberal Arts Seed Grant for Social Sciences
- Nonfinancial disclosures: None

Kirstin Kuchler

- Financial disclosures:
 - Research assistantship on dynamic assessment funded by internal University of Minnesota grants
- Nonfinancial disclosures: None

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Learner Outcomes

At the conclusion of this presentation, participants will be able to:

- Contrast dynamic assessment with a traditional static assessment;
- Describe the components of a narrative dynamic assessment procedure; and
- Summarize evidence to support narrative dynamic assessment.

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I keep hearing about dynamic assessment. It sounds like a good idea on paper. But I don't know if I could ever do it. How would I even get started?

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Outline for the day

- What is dynamic assessment?
- Why aren't more SLPs using it?
- Our project: Developing a dynamic assessment of narratives
 - What does our assessment look like?
 - What have we found so far?
- Next steps for us & next steps for you
- Questions from the audience

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Context!

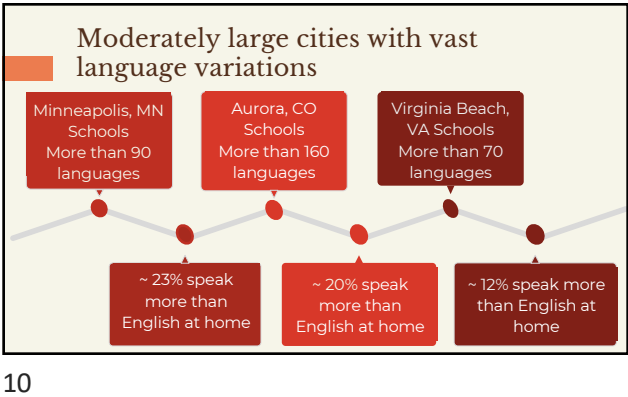
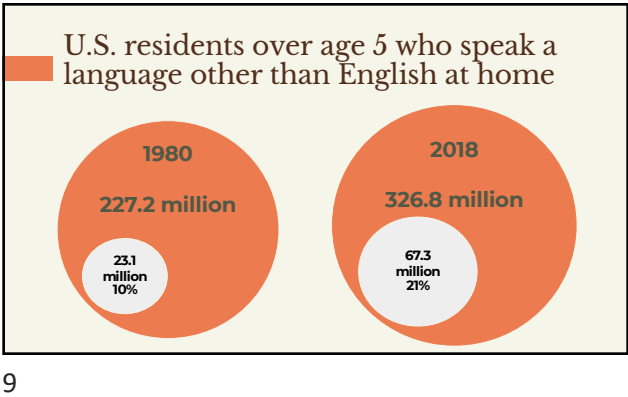


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Why?
Identify Children with Language Impairment



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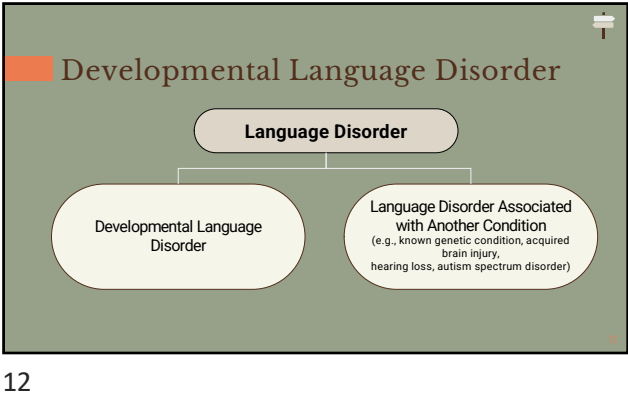


What population are we talking about?

- Anyone birth to 18
 - Though our assessment focuses on 4- to 7-year olds
- Speaking and hearing more than one language
 - Heritage language/home language
 - Language of the majority
- Choosing to not otherize by using terms such as
 - Culturally and linguistically diverse
 - Dual language learners

Multilingual Language Learners

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Terms used to refer to DLD

Research Terminology:	Clinical Terminology:	Educational Terminology:
Developmental Aphasia or Dysphasia	Language Disorder	Developmental Delay
Specific Language Impairment (SLI)	Specific Learning Disorder	Speech or Language Impairment
Primary Language Impairment (PLI)	Expressive Language Disorder	Specific Learning Disability (SLD)
Language Learning Impairment (LLI)	Expressive and Receptive Language Disorder	

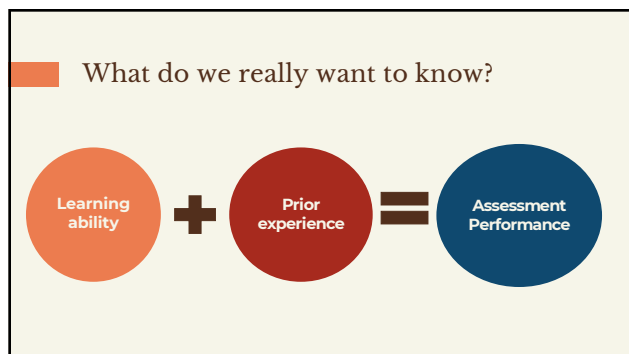
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ASHA
<https://www.asha.org/public/speech/development/the-advantages-of-being-bilingual/>

Children With Speech and Language Problems

Some children have speech or language problems. If a bilingual child does, the problems will show up in both languages. However, learning another language does not cause speech or language problems or make them worse.

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But also... Identifying Treatment Goals

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What is dynamic assessment?

Definitions, Foundations, & Subtypes

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What is Dynamic Assessment?

Testing the Limits

Graduated Prompting

Test-Teach-Retest

Gutiérrez-Clellen & Peña (2001)

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Testing the Limits



Assessor facilitates learning and interacts

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Graduated Prompting



Prompts

- increase prompting
- Or
- decrease prompting

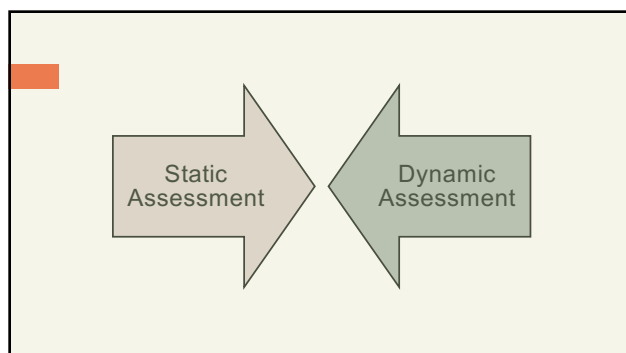
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Test-Teach-Retest



1. Give assessment
2. Choose areas of weakness to teach
3. Give assessment again

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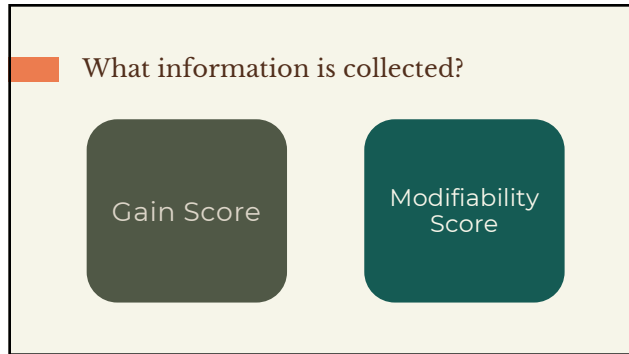


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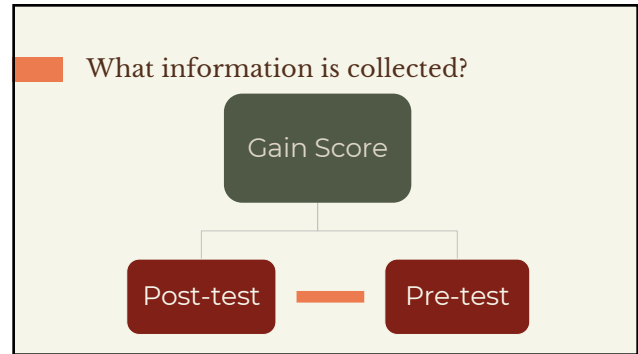
Contrasting Types of Assessments

Static (Traditional) Tests • Considers knowledge at a single point in time • Examines the <i>product</i> of learning experiences: "what has this child learned?" • Examiner prompts, examinee responds • Follow a standard format • Not designed to tell what intervention to do after diagnosis • Not normed on across diverse populations	Dynamic Assessment • Considers learning over time • Examines the <i>process</i> of learning experiences: "How does this child learn?" • Examiner and examinee <i>interact</i> • Format is adapted based on examinee's needs • Allows for flexibility in assessment giving a broader scope of information upon diagnosis • Not easily standardized for reliability/validity
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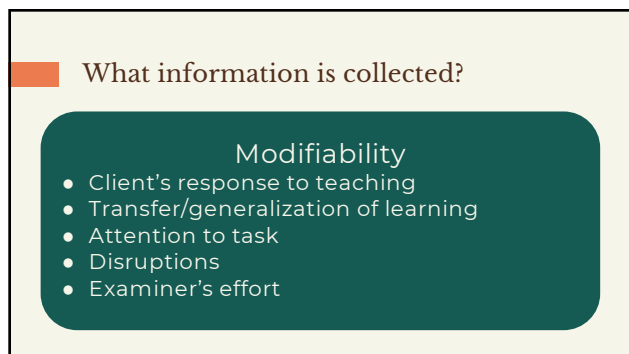
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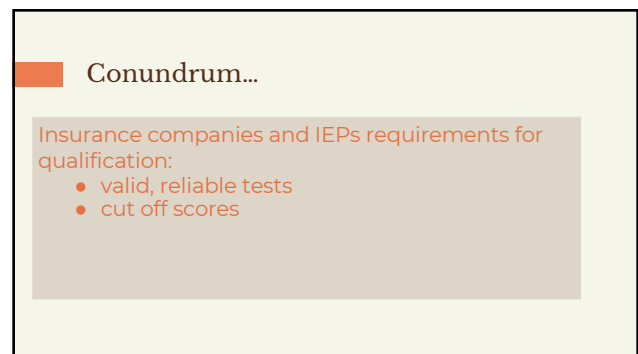
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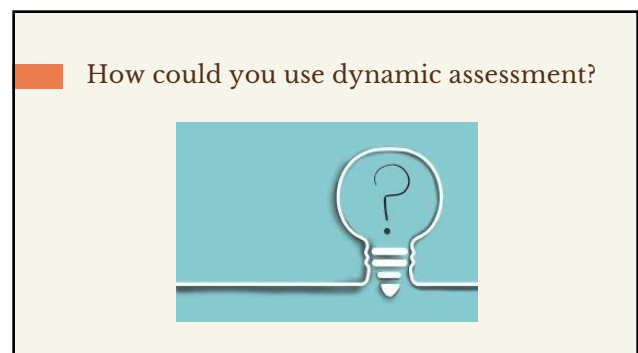
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Outline for the day

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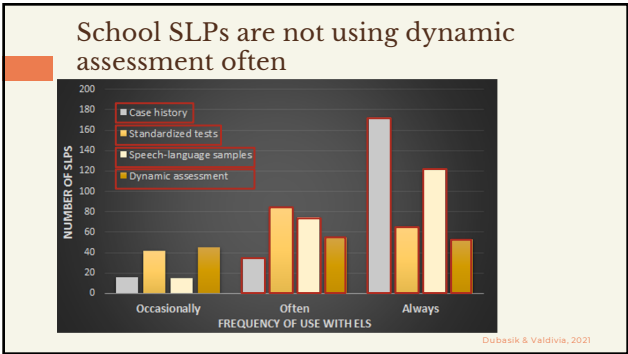
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Why don't more SLPs use DA?

Barriers to Implementation

And Solutions!

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Barrier #1: SLPs are concerned about the time needed for dynamic assessment

- Implementation
- Training

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Source	Target	Age	Language	Outcome	Sensitivity	Specificity	Total time
Roseberry & Connell (1991)	Morphemes	4;5-6;4	Span-Eng	Score	77%	92%	30-40 minutes
Pena (2000)	Words	3;8-4;10	Span-Eng	Ratings	100%	94%	NR
Kramer et al. (2009)	Narratives	Gr 3	Eng-Cree (First nation)	Scores, ratings	100%	92%	4 sessions across 7-12 days
Kapantzoglou et al. (2012)	Words	~4-5 yrs	Span-Eng	Scores, ratings	77%	80%	~2 hours over 3+ days
Pena et al. (2014)	Narratives	~5-6 yrs	Span-Eng	Scores, ratings	89%	72%	4 sessions over 7-14 days
Petersen et al. (2017)	Narratives	K – Gr 3	Span-Eng	Scores, ratings	100%	94%	2 x 25 min. sessions
Petersen et al. (2020)	Words	K – Gr 3	Span-Eng	Scores, ratings	90%	90.5%	15 minutes

Studies using DA to identify children with language disorder. Summarized from Orellana et al., 2019 & Petersen et al., 2020

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Solution #1

Minimize time required to administer dynamic assessment tools, including both number of sessions and total number of minutes

Make dynamic assessment tools “easy” to learn

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Barrier #2: SLPs are not sure how to conduct dynamic assessment

Protocols: How to implement dynamic assessment

Protocols: How to interpret dynamic assessment

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Solution #2

Create & disseminate clear, step-by-step procedures for dynamic assessment tools

Develop & disseminate interpretation guidelines, including cutpoint scores for identification

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Barrier #3: School-based language assessments should be tied to curricular targets

School-based SLP Assessment

Curricular Standards

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Solution #3

Consider curricular standards for language when creating dynamic assessments for school-age children

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Learning Target:
I can tell a story from a book with important details with teacher support.

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Barrier #4: Our evidence is focused exclusively on Spanish speakers

Spanish

Korean, Karen, French, Telugu, Mandarin, Vietnamese, Yupik, Tagalog, Polish, Mam, Amharic, Somali, Russian, Pashto, Arabic, Hindi

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Solution #4

Include children who speak languages other than Spanish in the validation of dynamic assessment tools

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Our goal is to *construct* a dynamic assessment protocol for language in early-school age multi-language learners that *incorporates solutions*.

- Single session, 30 minutes or less
- Step-by-step procedures for administration
- Addresses key curricular expectations: Grammatical language; telling a story
- Include multiple multilingual populations in our testing

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Other barriers?



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Outline for the day

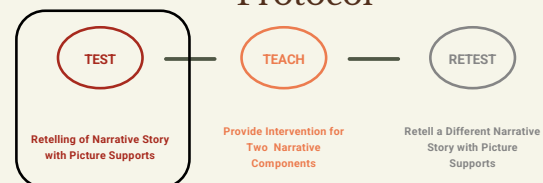
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Our Project

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Developing & Implementing a Narrative Dynamic Assessment Protocol



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Test

Establish Expectations:
Provide overview of each story component



Characters

Setting

Problem

Plan

Action

Consequence

Feelings

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Test

Review Story Pictures



MAIN: Multilingual Assessment Instrument for Narratives
<https://main.leibniz-zas.de/en/>

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Test

BABY BIRDS



MAIN: Multilingual Assessment Instrument for Narratives
<https://main.leibniz-zas.de/en/>

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Test

Child Retells Story with Pictures

Prompt A

If participant says nothing at all after 5 sec then prompt with "What's happening in this part of the story?"

Prompt B

"Tell me everything that is happening in this part of the story."

Prompt C

"Anything else?"

Prompt D

"Okay. Here's the next part of the story."

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Test

Examiner Scores Test Story (5 min)

Elements Scored:

- Characters
- Setting
- Problem/Internal State
- Plan
- Attempt

- Consequence
- End/Internal State
- Use of Internal State Terms (e.g., see, thirsty, alive, want, say)



Characters

Setting

Problem

Plan

Action

Consequence

Feelings

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Element	Example	Score
Characters Teach 1A	Circle the characters that are labeled or named. 0 no specific characters mentioned. 1 at least two characters mentioned but not introduced. 2 at least two characters introduced and mentioned. 3 three to four characters introduced and mentioned.	
Setting: reference to time and place Teach 1B	Once upon a time / One morning / In a forest / tree / nest OR Mother/parent saw that the baby birds were hungry/wanted food Baby birds were hungry/ wanted food / cried / asked for food	0 (neither time nor place) 1 (either time OR place) 2 (time AND place) # of conjunctions/ adverbial phrases (then, when, because, after): ____ # of internal states: ____
Problem and internal state Teach 2A Teach 3B		0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Plan Teach 2B	Mother wanted to feed babies / find worms / get food	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____

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Element	Example	Score
Attempt Teach 2C	Mother flew away / went away / looked for food	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Consequence Teach 2D	Mother got/ caught / brought / came back with food / a worm OR Baby birds got food / a worm	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
End and internal state Teach 2E Teach 3B	Mother was happy / satisfied OR Baby birds were/ happy/ satisfied / not hungry anymore	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Problem and internal state Teach 2A Teach 3B	Cat saw mother flying away/ saw that baby bird(s) was alone OR Cat was hungry / mouth watered Cat was nearby	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Plan Teach 2B	Cat wanted to eat / catch / kill / baby bird(s)	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Attempt Teach 2C	Cat climbed up the tree / jumped up / tried to reach / get a baby bird(s)	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____

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Element	Example	Score
Consequence Teach 2D	Cat grabbed / got / baby bird(s)	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
End and internal state Teach 2E Teach 3B	Cat was happy OR Bird(s) were scared	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Problem and internal state Teach 2A Teach 3B	Dog saw that the bird was in danger / that cat caught / got the bird(s)	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Plan Teach 2B	Dog decided / wanted to stop cat, help/ protect / save/ rescue bird(s)	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Attempt Teach 2C	Dog pulled / dragged the cat down / bit / attacked / grabbed cat Kirstin doesn't remember what she said?	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____

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Element	Example	Score
Consequence Teach 2D	Dog chased the cat away OR Cat let go of bird/ ran away OR Bird(s) was saved	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
End and internal state Teach 2E Teach 3B	Dog was relieved/ happy / proud to have saved the bird OR Cat was angry/ disappointed OR Bird(s) was relieved/ happy/ safe	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
A. Internal State Terms (IST) Tally the type and number of times a student uses internal state terms.		
C1.	Total number of IST in tokens. IST include: Perceptual state terms e.g. see, hear, feel, smell Physiological state terms e.g. thirsty, hungry, tired, sore Consciousness terms e.g. alive, awake, asleep Emotion terms e.g. sad, happy, angry, worried, disappointed Mental verbs e.g. want, think, know, forget, decide, believe, wonder, have/make a plan Linguistic verbs/ verbs of saying/ telling e.g. say, call, shout, warn, ask	Total from above: # of conjunctions/ adverbial phrases: ____ # of internal states: ____ 0 (no internal state terms used) 1 (only basic internal states identified that are clearly in the pictures) 2 (using internal state terms not explicitly in pictures)

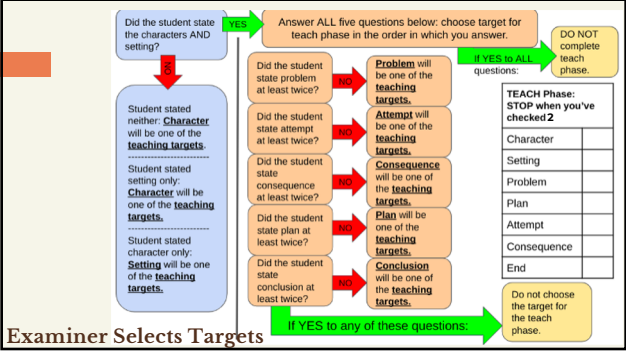
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Element	Example	Score
Setting reference to time and place	Example: 1. no specific characters mentioned. 2. at least two characters mentioned but not introduced. 3. at least two characters introduced and mentioned. 4. three to four characters introduced and mentioned. (Once upon a time / One morning / In a forest / One / Last)	0 1 2 3 (neither time nor place) (either time OR place) (time AND place) # of conjunctions/ adverbial phrases (then, when, because, where, ...) # of internal states: ____
Problem and internal state	Mother/parent saw that the baby birds were hungry/wanted food OR Baby birds were hungry/ wanted food / cried / asked for food	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Plan	Mother wanted to feed babies / find worms / get food	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Attempt	Mother flew away / went away / looked for food	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Consequence	Mother got caught / brought / came back with food / a worm OR Baby birds got food / a worm	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
End and internal state	Mother was happy / satisfied OR Baby birds were/ happy/ satisfied / not hungry anymore	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Problem and internal state	Cat saw mother flying away saw that baby bird(s) was alone OR Cat was hungry / mouth watered	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Plan	Cat wanted to eat / catch / kill / baby bird(s)	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Attempt	Cat climbed up the tree / jumped up / tried to reach / get a baby bird(s)	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Consequence	Cat grabbed / got / baby bird(s)	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____

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End and internal state	Cat was happy Bird(s) were scared	OR	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Problem and internal state	Dog saw that the bird was in danger / that cat caught / got the bird(s)	OR	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Plan	Dog decided / wanted to stop cat, help/ protect / save/ rescue bird(s)	OR	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Attempt	Dog pulled / dragged the cat down / bit / attacked / grabbed cat	OR	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
Consequence	Dog chased the cat away Cat let go of bird/ ran away Bird(s) was saved	OR	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
End and internal state	Dog was relieved/ happy / proud to have saved the bird Cat was angry/ disappointed Bird(s) was relieved/ happy/ safe	OR	0 1 # of conjunctions/ adverbial phrases: ____ # of internal states: ____
A. Internal State Terms (IST) Tally the type and number of times a student uses internal state terms.			
Total number of IST in tokens. IST include: Perceptual state terms e.g. see, hear, feel, smell Physiological state terms e.g. thirsty, hungry, tired, sore Consciousness terms e.g. alive, awake, asleep Emotion terms e.g. sad, happy, angry, worried, disappointed Mental verbs e.g. want, think, know, forget, decide, believe, wonder, have/make a plan Linguistic verbs/ verbs of saying/ telling e.g. say, call, shout, warn, ask		Total from above: # of conjunctions/ adverbial phrases: ____ # of internal states: ____	0 (no internal state terms used) 1 (only basic internal states identified that are clearly in the pictures) 2 (using internal state terms not explicitly in pictures)

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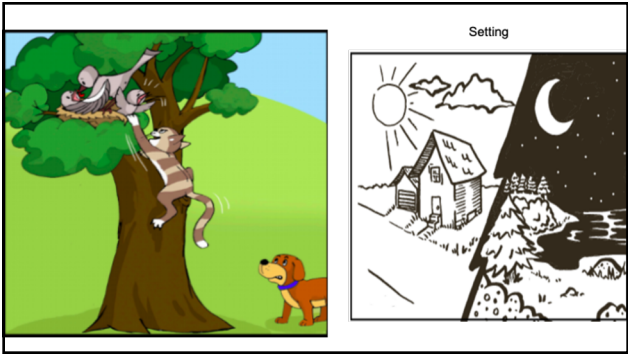


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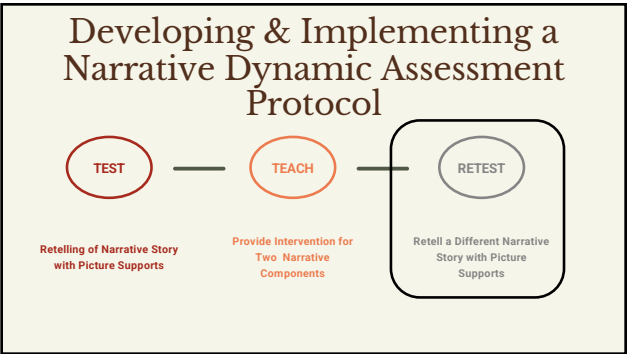
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TEACH PHASE		ND 012		Circle rating	
Modifiability Judgement		0	1	2	
1. Student had high response to prompts					
2 points = Examiner provides prompt and student responds appropriately most of the time. Little redirection required. Examiner tells student what to say.		1			
1 point = Examiner provides prompt and student responds appropriately some of the time. Some redirection required. Requires more examiner models prompts than open-ended questions for student to respond correctly.					
0 points = Examiner provides prompt and student responds appropriately infrequently. Considerable redirection required. Almost all examiner models. Student pauses for long periods of time.					
2. Student exhibited high degree of transfer					
2 points = Transfer of targets is evidenced often as student progresses within and across episodes. One or two targets are frequently transferred across episodes (from one story to the next). All story grammar elements with interchangeable plan/attempt, and the word because is produced in last step of last episode (no pictures/no icons) with no more than one Level 1 prompt.		0	1	2	
1 point = Transfer of one target is evidenced occasionally as student progresses within and across episodes. One target is occasionally transferred across episodes (from one story to the next). Many					
0 points = Transfer of targets is evidenced rarely as student progresses within and across episodes. Targets are rarely transferred across episodes (from one story to the next). Some story grammar elements (five or fewer) are produced in last step of last episode (no pictures/no icons) with one or more Level 2 prompts.					
3. Student attended to the teaching					
2 points = On task. No verbal redirects to attend. Completely understands tasks. Attentive and focused.		0	1	2	
1 point = Student is on task some of the time. Examiner is required to redirect attention some of the time. Student understands tasks some of the time. Distracted, but can be refocused.					
0 points = Student often does not understand tasks (<25% of time). Examiner required to redirect attention much of the time. Understands tasks some of the time. Distracted and difficult to refocus.					
4. Student was easy to teach					
2 points = Minimal effort required to induce change. Effort greatly decreases within and across episodes. Examiner has to start few or no principles or examples.		0	1	2	
1 point = Some effort required to induce change. Effort decreases somewhat within and across episodes. Examiner has to state some principles or examples.					
0 points = Considerable effort required to induce change. Effort decreases very little within and across episodes.					

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5. Student displayed limited frustration	0	1	2
2 points = Verbal and nonverbal behavior that indicates little or no frustration. Appears to be happy with responses. Smiles or says, "I like this," or "This is easy." Calm, little to no soothing required. Enthusiastic, engages in tasks readily. Persistent. Wants to continue despite difficulty.			
1 point = Verbal and nonverbal behavior that indicates some frustration. Uncomfortable, appears in tasks. Ambivalent. Unsure about tasks. Tentative. Appears unsure about continuing. Breaks needed to soothe.			
0 points = Verbal and nonverbal behavior that indicates considerable frustration. Student looks to examiner for help or says, "I don't know" or "I can't." Distressed. Much soothing required.			
6. Student displayed few disruptions	0	1	2
2 points = Little to no verbal and nonverbal behavior that interrupts flow of the intervention. Cooperative. Does not shift in seat.			
1 point = Some verbal and nonverbal behavior that interrupts flow of the intervention. Changes topic once or twice. Shifts in seat on occasion. Looks at something other than the stimulus items once or twice.			
0 points = Considerable verbal and nonverbal behavior that interrupts flow of intervention. Uncooperative. Refusing. Frequently changes topic. Frequently shifts in seat. Often looks at something other than the stimulus book.			
7. Examiner's overall judgement of student's potential to learn narrative language	0	1	2
2 points = Little to no verbal and nonverbal behavior that interrupts flow of the intervention. Cooperative. Does not shift in seat.			
1 point = Some verbal and nonverbal behavior that interrupts flow of the intervention. Changes topic once or twice. Shifts in seat on occasion. Looks at something other than the stimulus items once or twice.			
0 points = Considerable verbal and nonverbal behavior that interrupts flow of intervention. Uncooperative. Refusing. Frequently changes topic. Frequently shifts in seat. Looks at something other than the stimulus book often.			
Total Modifiability Rating			13

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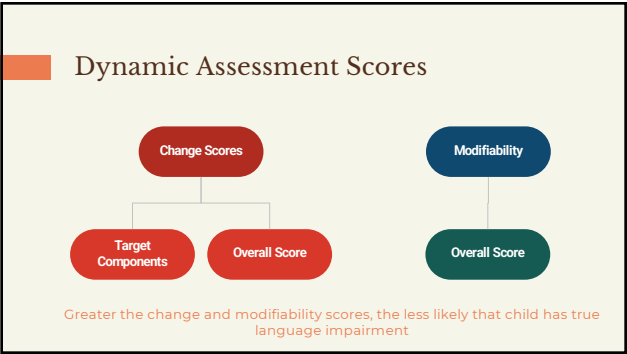
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RETEST PHASE		Score	
Story 2: Two baby goats and a fox		11	
Element	Example		
Characters	1. no specific characters mentioned 2. at least two characters mentioned but not introduced 3. at least two characters introduced and mentioned 4. three to four characters introduced and mentioned		
Setting reference to time and place	Once upon a time one day long ago in a forest in a meadow at the lake at a pond		
Problem and internal state	Baby goat was scared in danger drowning needed help OR Mother goat saw her baby goat was scared in danger drowning		
Plan	Mother goat wanted to help the baby to swim rescue the baby		
Attempt	Mother goat ran into the water in pushing		
Consequence	Mother goat pushed baby out of the water rescued saved the baby OR Baby goat was saved pulled out of the water		
End and internal state	Mother goat was happy relieved Baby goat was happy relieved		
Problem and internal state	Fox saw mother looking away saw that the baby was alone was hungry		
Plan	Fox wanted to eat catch kill the baby goat		
Attempt	Fox jumped towards/ jumped up out/ tried to reach grab the goat		
Consequence	Fox grabbed caught the baby goat		

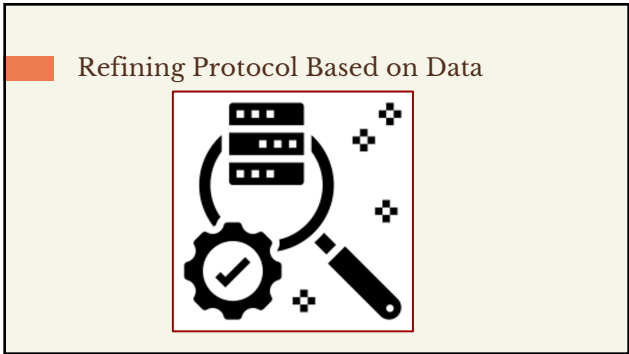
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End and internal state	Fox was happy Baby was scared	OR	# of conjunctions/ adverbial phrases: ① 1 # of internal states: _____
Problem and internal state	Bird saw that the goat was in danger/ scared Baby goat was in danger	OR	# of conjunctions/ adverbial phrases: ② 1 # of internal states: _____
Plan	Bird decided/ wanted to stop the fox, help/ save the baby goat		# of conjunctions/ adverbial phrases: ③ 1 # of internal states: _____
Attempt	Bird bit/ dragged the fox's tail/ attacked/ chased the fox		# of conjunctions/ adverbial phrases: ④ 1 # of internal states: _____
Consequence	Bird chased the fox away Fox let go of the baby goat/ ran away Baby goat was saved/ relieved	OR OR	# of conjunctions/ adverbial phrases: ⑤ 1 # of internal states: _____
End and internal state	Bird was relieved/ happy/ proud to have saved/ rescued the goat Fox was angry/ disappointed Baby goat was relieved/ happy/ safe	OR OR	# of conjunctions/ adverbial phrases: ⑥ 1 # of internal states: _____
A. Internal State Terms (IST)			
Tally the type and number of times a student uses internal state terms.			
Total number of IST in tokens. IST include: Perceptual state terms e.g. see, hear, feel, smell Physiological state terms e.g. thirsty, hungry, tired, sore Consciousness terms e.g. alive, awake, asleep Emotion terms e.g. sad, happy, angry, worried, disappointed Mental verbs e.g. want, think, know, forget, decide, believe, wonder, have/ make a plan Linguistic verbs/ verbs of saying/ telling e.g. say, call, shout, warn, ask		Total from above: # of conjunctions/ adverbial phrases: _____ # of internal states: ⑦ 1	0 (no internal state terms used) 1 (only basic internal states identified that are clearly in the pictures) 2 (using internal state terms not explicitly in pictures)

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Piloting

Have piloted protocol with 9 English-speaking children, 3 through 9 years of age

Iterative protocol modifications:

- Reduced clinician talking
- Increased opportunities for child interaction
- Provided more explicit instruction
- Reduced number of teaching targets from 3 to 2

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- Outline for the day
- What is dynamic assessment?
 - Why aren't more SLPs using it?
 - Our project: Developing a dynamic assessment of narratives
 - What does our assessment look like?
 - What have we found so far?
 - Next steps for us & next steps for you
 - Questions from the audience

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Moving forward

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Next steps for our project

Test dual language learners	Examine convergence across measures	Consider predictive validity
Do multi-language learners make gains following instruction on our narrative dynamic assessment?	How do our dynamic assessment results relate to other measures in this population? - Parent report - Static English testing - Language samples in the home language - Processing-based measures - Novel morpheme learning	Does the narrative dynamic assessment predict a child's English language growth over time? Does the narrative dynamic assessment accurately identify language disorders?

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Next steps for you

Consider ways to integrate dynamic assessment into your practice:

- Published assessments (e.g., [PEABLI](#))
- Published manuals (e.g., Hasson (2017): *The dynamic assessment of language learning*.)
- Integrate a short teaching episode into assessment
 - New word, grammatical structure, or narrative element

How does the student respond?



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All we are saying...is give dynamic assessment a try

Questions?

Kerry Ebert
kebert@umn.edu

Lizbeth Finestack
finestack@umn.edu

Kirstin Kuchler
kuchl001@umn.edu





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Are you a currently practicing SLP?
Do you work with children?
Would you like to learn more about Developmental Language Disorder?

Click the link below to view a 45 minute presentation on DLD from the US chapter of RADLD. You can also complete a pre- and post- survey as part of a research study being conducted by investigators at the University of Minnesota and earn a \$5 Amazon gift card!

https://umn.qualtrics.com/jfe/form/SV_6y2gZIXEJ3rLQ?GID=3

**Think Language
Think DLD**



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