





Emerging Language Assessment



Communication Development

- In a young child, shared attention provides a platform for modeling and linking the linguistic environment with the child's environment. In other words, it is the cornerstone for the learning of associations between words and their referents (symbols) (Bakeman & Adamson, 1984).



Communication Development

- The development of communication in children influenced by the development of 1) joint attention and 2) symbol use
- Joint attention occurs when the focus of the child and the communication partner are directed to the same object of phenomenon. Both communication partners are aware of the fact that this attention is shared.



Joint Attention

- Joint attention involves the development of four components (Wetherby, Prizant, & Schuler, 2000):
 - Orienting and attending to a communicative partner
 - Coordinating attention between people and objects
 - Sharing affect or emotional states with people
- Being able to draw others' attention to objects or events for the purpose of sharing



Symbol Development

- The capacity to symbolize or make one thing stand for and represent something else
- Involves continuity from preverbal communication to the intentional use of language to communicate
- Involves a complex interplay of emerging abilities in social-affective, communicative, cognitive and language domains (Bates, 1979)



Communicative Acts

- Form
 - Was the act a gesture, vocalization, or verbalization?
 - Giving object
 - Touching hand
 - Moving hand
 - Nodding
 - Hitting, pinching, biting adult
 - Throwing dropping object
 - Verbalization



Communicative Acts

- Did the act serve a communicative function?
 - Behavior regulation
 - Request object/action
 - Protest object/action
 - Social Interaction
 - Direct another to begin or continue a social interaction
 - Seek attention or comfort
 - Gain attention to self
 - Show off
 - Permission
 - Joint attention
 - Direct attention to an entity or event
 - Seek information, explanation, clarification of entity, event or previous utterance



Communicative Acts

- Was the act directed toward another person?
 - Touching adult
 - Moving object to reach toward or away from adult reference
 - Looking at an adult while making gesture or verbalization



Reporting Results

- Identify function categories
 - Jasmine's communicative acts were primarily used for behavioral regulation. She displayed both request and protest functions. No social interaction or joint attention communicative functions were observed.
- Within each function categories
 - Request functions took the form of grabbing and leading to wanted objects (14%) , tantrums (18%), and whining (68%).



Play

- Language on all levels is influenced by play
 - Sound practice
 - Intonations
 - Rhyming
 - Word play
 - Fantasy
 - Speech acts
 - Discourse



Importance of play in communication

- Positive relationship exists between
 - Sociodramatic play and amount of language
 - Sociodramatic play and sentence length
 - Sociodramatic play and vocabulary
 - Play and metalinguistic awareness
 - Play and pragmatic abilities



Play Assessment

- Very little information on psychometric qualities of play assessment (Ross, 2002)
 - Studies that are available show that play scores correlated strongly with other measures of behavior, communication and cognitive skills
 - Fewell's Play Assessment Scale (Finn & Fewell, 1994)
 - Linder's Transdisciplinary Play-Based Assessment (Myers et. al., 1996; Kelly-Vance, et al., 1999)
 - Rubin's 13 item play assessment (Farmer-Sougan, & Kaszuba, 1999)
 - Play in Early Childhood Evaluation System (PIECES) promising for standardized play assessment (Kelly-Vance & Ryalls, 2005)



Play Assessment

- Categories of Play (Linder, 1996)
 - Exploratory or Sensorimotor (Done for the enjoyment of the physical sensation it creates)
 - Relational play (Plays with objects for purposes for which they were intended)
 - Constructive play (Constructing or creating with goal in mind)
 - Dramatic/symbolic (Pretending do something or be someone)
 - With objects
 - With pretend objects
 - Using other inanimate objects (doll feeds dog)
 - Look for multiple schemas and lining of schemas
 - Games with rules
 - Rough and Tumble



Play Assessment

– Play Interest (Quill, 2000)

- Exploratory
- Physical
- Manipulative
- Constructive
- Sociodramatic
- Social games
- Art
- Literacy
- Games
- Music



Development of play

- Presymbolic
 - < 18 months
 - Uses object as intended
 - No pretend
- Autosymbolic
 - 18-24 months
 - Pretending directly involved with child's body
 - Pretends to eat or drink; closes eyes to pretend to sleep



Development of play

- Single scheme symbolic games
 - 24-36 months
 - Beyond own actions to other agents or objects of actions
 - Feeds doll, pretends to sweep floor
- Combined symbolic games
 - 24-36 months
 - Single scheme (Same scheme across people)
 - Multischeme (Several schemes in sequence)



Development of play

- Hierarchical pretend
 - 24-36 months
 - Plans play before hand
 - Single act
 - Multischeme symbolic acts

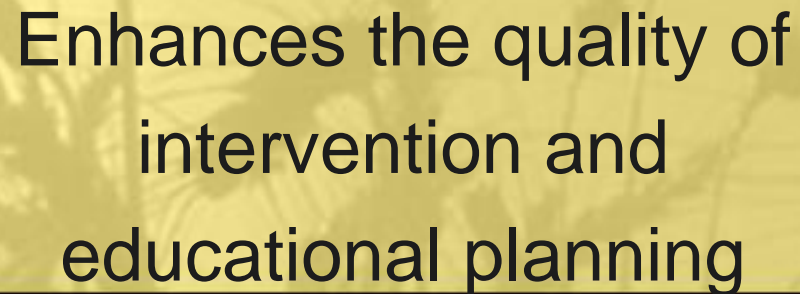


Gesture Development

*(Adapted from Capone & McGregor, 2004;
Bates & Dick, 2002)*

Gesture	Development Age
Showing off (Playing with an object looking toward observer with extended arm)	Infancy
Reaching; moving body up and down	Infancy
Culturally derived gestural routines (Waving good-bye)	8-10 months
Deictic gestures (Showing, giving, pointing)	8-10 months
Ritualized request (Reaching with open-close grasping motion; placing an adult's hand on an object; pulling a hand to obtain something)	9 to 13 months
Recognitory gesture (Play gesture with an object that depicts its function)	12 months
Representational gesture (A gesture in which the form symbolizes the referent and does not change with context)	16 months
Conventional Gestures such as head nodding	19 to 20 months
Cross-modal (Gesture + Gesture; point to plate and then mouth)	18 to 22 months
Cross-modal (Gesture + Speech; point to plate and then say "eat")	18 to 22 months
Representational gestures decrease/Deictic gestures increase	2 to 4 years of age
Beat gestures (Gestures that provide emphasis but do not add semantic information)	2 to 4 years of age
Iconic gestures on demand- Body part as object (BPO) (Hand to ear to represent phone)	2 to 5 years of age
Iconic gestures on demand-Imaginary object (IO) (Hand loosely gripped to ear as if holding a phone)	3 to 5 years of age

Person-Centered Plans



Enhances the quality of
intervention and
educational planning



Personal Futures Planning

- Developed by Mount & Zwernik (1988)
- Provides a positive approach for planning for people of various ages who have disabilities
- Emphasizes developing personal relationships, positive roles in community life, increasing control in their own lives, developing the skills to achieve these goals.



Personal Futures Planning (cont.)

- Focuses on gifts, talents, skills, and opportunities rather than on deficits
- Traditional assessment alone typically focuses on:
 - Person's deficits
 - Establishes goals in existing service system
 - Relies primarily on professionals for decision making and judgement



Personal Futures Planning (cont.)

- Conversely, personal futures planning:
 - Describes capacities and opportunities in people and environments
 - Seeks ideals
 - Involves people who interact on a daily basis with the person
 - Encourages new courses of action
 - Prompts people to act and accept commitments to be involved in improving the quality of life of a person with a disability



Making Action Planning System (MAPS)

- Developed by Forest & Lusthaus, 1987
- Focuses on developing IEPs for school-age individuals with moderate to severe disabilities
- All individuals gather in one setting to discuss life and needs of individual
- Includes chronological aged peers on the planning team



Making Action Planning System (MAPS)

- **Seven Questions**
 - **What is individual's history?**
 - **What is your dream for the individual?**
 - **What is your nightmare?**
 - **Who is the individual?**
 - **What are the individual's strengths, gifts, and abilities**
 - **What are the individual's needs?**
 - **What would the individual's ideal day at school look like and what must be done to make it happen?**



Choosing Options and Accommodations for Children (COACH)

- Developed by Giangreco, Cloninger & Iverson, 1993
- COACH allows for the development of goals that are considered to be cross-environmental
- Converts valued family outcomes into IEP goals and objectives




COACH (Cont.)

- Six assumptions
 - Pursuing valued life outcomes is an important aspect of education
 - The family is the cornerstone of relevant and longitudinal planning
 - Collaborative teamwork is essential to quality education
 - Coordinated planning is dependent on shared discipline-free goals
 - Using problem-solving methods improves the effectiveness of the educational plan
 - Special education is a service not a place.



Planning Alternative Tomorrows with Hope

PATH



PATH(Pearpoint & Forest 1993)

- **What is PATH?**

- PATH is a way for diverse people, who share a common need, to align:
 - their vision, purposes & goals
 - their understanding of their situation and its possibilities for hopeful action
 - their actions for change, mutual support, personal and team development and learning.



Guidelines

- There are three basic guidelines:
 - a) Path is TEAM facilitated! Do not do it alone.
 - b) Path has a graphic record! The graphic is not just an add on. It is an essential component of Path. The images and color switch on parts of our brains that we don't use regularly, and thus help us to think differently and more creatively. Without a graphic record, it is not a Path. A PATH embodies color and creativity.
 - c) Path asks ALL the questions-in order! A Path is not a Path if the facilitators skip over essential components or juggle the order of the PATH process.



8 Step Process

- Step 1- The North Star/The Dream
 - What ideals do you most want to realize?
 - What values do you want to guide you?
 - What gives direction to your life?
 - What drives you?
 - What do your dreams for the future look like?



8 Step Process

- Step 2- The Goal (Speak in present tense as if you were here one year from today-events should be positive and possible)
 - What positive events have occurred in my life?
 - What did it feel like, look like, to get here?
- Step 3- NOW
 - What is my life like now?
 - What feelings do I have now?
 - What do things/people/events look like?



8 Step Process

- Step 4- Who do we enroll?
 - Who do you need to enroll to achieve your GOAL?
 - What groups will I need to enroll for support/help?
 - Who will share and make a commitment to help me/us?
 - What are our resources to call upon?



8 Step Process

- Step 5- Strengths
 - What do we need to do as a team or individual to reach the goal?
 - What strengths do I/we have to contribute toward reaching the goal?
- Step 6- 3 months from now
 - What has happened up until now?
 - What steps have been implemented this past 3 months?
 - Are we making progress toward the goal?



8 Step Process

- Step 7- 1 month from now
 - Who will do it?
 - When will they do it?
 - Where will they do it?
- Step 8- The first step
 - What action can be taken immediately?



PATH

- Pearpoint, J. & Forest, M.(1993). *PATH: A workbook for planning alternative tomorrows with hope*. Toronto, Canada: Inclusion Press.