

DOCUMENT RESUME

ED 100 105

EC 070 975

TITLE Programming for the Language Disabled Child: Booklet
1: Identification Procedures.

INSTITUTION Texas Education Agency, Austin.

NOTE 21p.; For related information see EC 070 976-992

EDRS PRICE MF-\$0.75 HC-\$1.50 PLUS POSTAGE

DESCRIPTORS Check Lists; Exceptional Child Education;
*Identification; *Language Handicapped; Learning
Disabilities; *Screening Tests

IDENTIFIERS *Project CHILD

ABSTRACT

The booklet contains procedures from Project CHILD for identifying learning disabled (LD) children with language difficulties. Project CHILD is a research effort to validate identification, intervention, and teacher education programs for use with language handicapped children. The booklet gives descriptions of the two recommended screening tests (LD/Screen-Syllabication) and (LD/Screen-Pupil Behavior), instructions for computation of scores and use of an associated grid to determine degree of handicap by relating scores on both tests. Noted are limitations of the test such as the need for each school district to construct its own set of norms. Included are two forms of the LD/Screen-Syllabication test and the checklist LD/Screen-Pupil Behavior checklist. (DB)

Programming for the

Language

BEST COPY AVAILABLE

Disabled
Child
Booklet I



Booklet I

IDENTIFICATION PROCEDURES

Project CHILD
Texas Education Agency
Austin, Texas

LC070975

TABLE OF CONTENTS

INTRODUCTION 2

PURPOSE 3

RECOMMENDED TESTS 3

COMPUTATION MODELS 4

GRID EXPLANATIONS 5

LIMITATIONS 5

LD/SCREEN-SYLLABICATION13

LD/SCREEN-PUPIL BEHAVIOR16

—

INTRODUCTION

This booklet is aimed at describing a simple effective means of identifying children with language difficulties. The counselor or special educator who is faced with this task often finds the recommended methods not applicable to the situation. The method described below was developed as a part of the research effort of Project CHILD, a Texas Education Agency research project.

The efficiency of discrimination in a group test, as a whole, is far below the optimum level, while those methods utilizing individual tests give the requisite efficiency but are impractical because of costs, duration of time, and personnel limitations. This study sought to find a set of measures that would predict with a high degree of accuracy the classification of students as either language disabled or non-language disabled, but which would avoid the problems of costs, time, and personnel.

PURPOSE

To describe two screening tests that are both practical and effective to use in identifying the language disabled child.

RECOMMENDED TESTS

A. LD/Screen-Syllabication

- 1. No time limit (average student takes 3-6 minutes)**
- 2. Teacher administered**
- 3. Teacher scored**
- 4. Teacher Identified (lower 15% of population by using enclosed Mean and Standard Deviation Form)**

B. LD/Screen-Pupil Behavior

1. No time limit
2. Teacher rates each child individually (average time for rating each child is 5-7 minutes)
3. Teacher scored
4. Teacher identified (lower 15% of population by using enclosed Mean and Standard Deviation Form)

CAUTION: DO NO MORE THAN SEVEN SCREENINGS AT ONE SITTING. AFTER A CERTAIN NUMBER, TEACHER TENDS TO LUMP ALL CHILDREN INTO AVERAGE CATEGORY.

COMPUTATION MODELS

Models for Computing Mean & Standard Deviation (Figures 1, 2, 3, and 4 show 100 subjects for ease of computation)

A. Computation of LD/Screen-Syllabication

1. Add correct scores of LD/Screen-Syllabication
2. Compute Mean for LD/Screen-Syllabication (See Figure 1)
3. Compute Standard Deviation LD/Screen-Syllabication (See Figure 2)
4. Subtract Standard Deviation from Mean to obtain 1 Standard Deviation below Mean
5. All scores falling below 1 Standard Deviation are identified on X axis of grid.

B. Computation of LD/Screen-Pupil Behavior

1. Compute Mean for LD/Screen-Pupil Behavior (See Figure 3.)
2. Compute Standard Deviation for LD/Screen-Pupil Behavior (See Figure 4.)
3. Subtract Standard Deviation from Mean to obtain 1 Standard Deviation below Mean.
4. All scores falling below 1 Standard Deviation are identified on Y axis of grid.

GRID EXPLANATIONS

(See Figure 5.)

1. Scores from LD/Screen-Pupil Behavior are on Y axis.
2. Scores from LD/Screen-Syllabication are on X axis.
3. Scores that fall in (1) category represent students who score one standard deviation below the mean on both LD/Screen-Syllabication and LD/Screen-Pupil Behavior. These children who are considered the most severe in the language disabled area constitute between 6% and 7% of the school population for grades three and four and 3% of the school population for grade 5.

LIMITATIONS

- A. Tests have only been validated for third, fourth, and fifth grade children.
- B. Each school district must construct its own set of norms.
- C. District size or composition (ethnic groups) of district could cause significant differences.

- D. Administrators should be aware that this system is not 100% effective but is to be viewed as a gross screening to identify children needing further attention.**

FIGURE #1

**LD/SCREEN SYLLABICATION
(MEAN)**

	<u>Names</u>	<u>Form "A"</u>		<u>Form "B"</u>		<u>Scores</u>
Step 1.	1. Joe	12	+	13	=	25
	2. Jack	12	+	12	=	24
	3. Betty	15	+	12	=	27
	100. Bill	8	+	11	=	19
		Sum of Scores				2187

Step 2. $2187 \div 100 = 21.87$ Mean

FIGURE #2

**LD/SCREEN SYLLABICATION
(STANDARD DEVIATION)**

	<u>Names</u>	<u>Scores</u>
Step 1.	1. Joe	25
	2. Jack	24
	3. Betty	27
	100. Bill	19
		2187

Step 2. Square each score then add again

<u>Scores</u>
25^2
24^2
27^2
19^2
49,611

FIGURE #2 - Continued

LD/Screen-Syllabic

Step 3. Square the total of Step 1 and divide by 100

$$\begin{array}{r} 2187^2 \\ 100 \end{array} = \frac{4,782,696}{100} = 48,829$$

Step 4. Subtract Step 3 from Step 2

$$\begin{array}{r} 49,811 \quad (\text{Step 2}) \\ -48,829 \quad (\text{Step 3}) \\ \hline 782 \end{array}$$

Step 5. Divide Step 4 by 99 or (N-1)

$$782 \div 99 = 18$$

Step 6. Find square root of Step 5

$$\sqrt{18} = 4.24 \text{ STANDARD DEVIATION}$$

Step 7. Subtract Standard Deviation from Mean

$$\begin{array}{r} 21.87 \\ -4.24 \\ \hline 17.63 \end{array} \text{ One standard deviation below mean}$$

FIGURE #3

LD/SCREEN-PUPIL BEHAVIOR (MEAN)

Step 1.	<u>Names</u>	<u>Scores</u>
	1. Joe	58
	2. Jack	49
	3. Betty	53
	100. Bill	<u>47</u>
	Sum of Scores	<u>5257</u>
Step 2.	5257 ÷ 100 = 52.57 MEAN	

**FIGURE #4
LD/SCREEN-PUPIL BEHAVIOR
(STANDARD DEVIATION)**

Step 1.	<u>Names</u>	<u>Scores</u>
	1. Joe	58
	2. Jack	49
	3. Betty	53
	100. Bill	47
		<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 5257

Step 2.	Square each score then add again	<u>Scores</u>
		28 ²
		49 ²
		53 ²
		47 ²
		<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> 285,072

Step 3. Square the total of Step 1 and divide by 100

$$\frac{5257^2}{100} = \frac{27,636,049}{100} = 276,360$$

Step 4. Subtract Step 3 from Step 2

285,072	(Step 2)	
276,360	(Step 3)	
<hr style="width: 100%;"/>		
8,712		

Step 5. Divide Step 4 by 99 or (N-1)

$$99 \overline{) 8,712} = 88$$

Step 6. Find square root of Step 5

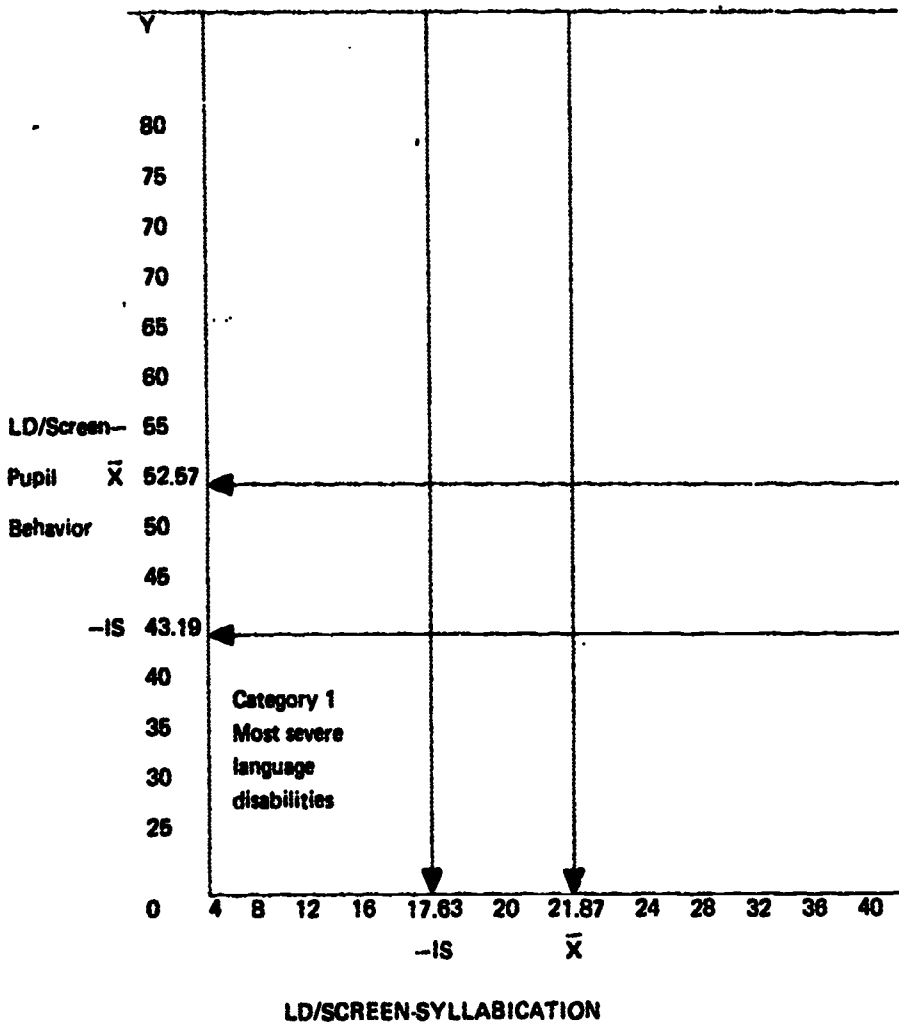
$$\sqrt{88} = 9.38 \text{ STANDARD DEVIATION}$$

Step 7. Subtract Standard Deviation from Mean

52.57	
<hr style="width: 100%;"/>	
-9.38	
<hr style="width: 100%;"/>	
43.19	One standard deviation below mean

FIGURE #5

GRID FOR IDENTIFICATION OF LANGUAGE DISABLED CHILDREN



$-1S$ = One standard deviation below mean
 \bar{X} = Mean

Note: In this example, any child who scores 43 or below on the LD/Screen-Pupil Behavior and who scores 17 or below on the LD/Screen-Syllabication will fall into the most severe language disability category.

LD/SCREEN-SYLLABICATION

Teacher Instructions

Form A

- 1. Pass Out Form A**
- 2. Have the student record Name, Date and Teacher's Name in the appropriate spaces.**
- 3. Read directions orally**
- 4. Do examples A, B, and C on the chalk board with children**
- 5. No time limit**
- 6. Collect test sheets**

LD/SCREEN-SYLLABICATION

Form A

NAME _____ **TEACHER'S NAME** _____

DATE _____

I. Directions:

Look at each word. Count the number of parts (syllables) that you hear in that word.

Blacken the circle in front of the number you counted.

EXAMPLE:

A. UNTIL	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
B. BAT	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
C. COMPANY	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
<hr/>			
1. BALL	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
2. BICYCLE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
3. TOWER	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
4. COURSE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
5. LEMONADE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
6. ELEVEN	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
7. ANGRY	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
8. LONG	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
9. DANGER	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
10. BANANA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
11. EIGHT	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
12. ANOTHER	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
13. FENCE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
14. HAPPY	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
15. FINGER	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
16. TERRIBLE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
17. ABLE	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
18. SWEET	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
19. YESTERDAY	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
20. LESSON	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

LD/SCREEN-SYLLABICATION

Teacher Instructions

Form B

- 1. Pass out Form B**
- 2. Have the student record Name, Date and Teacher's Name in appropriate spaces.**
- 3. Read directions orally.**
- 4. Do examples A and B on the chalk board with children.**
- 5. No time limit.**
- 6. Collect test sheets.**

LD/SCREEN-SYLLABICATION

Form B

NAME _____ **TEACHER'S NAME** _____

DATE _____

Directions:

Look at the first word in each row. Then find the word that is correctly separated into parts (syllables) and blacken the circle in front of it.

EXAMPLE:

A. TODAY	<input type="radio"/> Tod-ay	<input type="radio"/> To-day	<input type="radio"/> To-da-y
B. DISCOVER	<input type="radio"/> Di-sco-ver	<input type="radio"/> Disc-over	<input type="radio"/> Dis-cover
1. BIRTHDAY	<input type="radio"/> Birth-day	<input type="radio"/> Bir-thd-ay	<input type="radio"/> Bi-rth-day
2. PICNIC	<input type="radio"/> Pic-ni-c	<input type="radio"/> Pic-nic	<input type="radio"/> Pic-nic
3. PENNY	<input type="radio"/> Penn-y	<input type="radio"/> Pon-ny	<input type="radio"/> P-enn-y
4. WOMAN	<input type="radio"/> Wo-man	<input type="radio"/> Wom-an	<input type="radio"/> W-om-an
5. PENCIL	<input type="radio"/> Penc-il	<input type="radio"/> Pen-ci-l	<input type="radio"/> Pen-cil
6. EMPTY	<input type="radio"/> Em-pt-y	<input type="radio"/> Emp-ty	<input type="radio"/> E-mp-ty
7. TOGETHER	<input type="radio"/> To-geth-er	<input type="radio"/> Tog-eth-er	<input type="radio"/> T-og-ether
8. MAGIC	<input type="radio"/> Ma-gic	<input type="radio"/> M-ag-ic	<input type="radio"/> Mag-ic
9. ANIMAL	<input type="radio"/> An-i-mal	<input type="radio"/> Ani-ma-l	<input type="radio"/> A-nim-al
10. BEAUTIFUL	<input type="radio"/> Beaut-i-ful	<input type="radio"/> Beau-ti-ful	<input type="radio"/> Bea-uti-ful
11. ELEPHANT	<input type="radio"/> Ele-pha-nt	<input type="radio"/> El-eph-ant	<input type="radio"/> El-e-phant
12. FARTHER	<input type="radio"/> Far-ther	<input type="radio"/> F-ar-ther	<input type="radio"/> Fa-rth-er
13. TOMORROW	<input type="radio"/> Tom-o-rr-ow	<input type="radio"/> Tom-orr-ow	<input type="radio"/> To-mor-row
14. REMEMBER	<input type="radio"/> Rem-ember	<input type="radio"/> Re-mem-ber	<input type="radio"/> R-emem-ber
15. TELEPHONE	<input type="radio"/> Te-le-phone	<input type="radio"/> T-elep-hone	<input type="radio"/> Tel-e-phone
16. WONDERFUL	<input type="radio"/> Wo-nde-rful	<input type="radio"/> Won-der-ful	<input type="radio"/> Wond-erful
17. PRINCESS	<input type="radio"/> Prin-cess	<input type="radio"/> P-ri-ncess	<input type="radio"/> Pr-in-cess
18. SECRET	<input type="radio"/> Se-c-ret	<input type="radio"/> Se-cret	<input type="radio"/> S-ecr-et
19. ADVENTURE	<input type="radio"/> Adv-ent-ure	<input type="radio"/> Ad-ven-ture	<input type="radio"/> Adve-nture
20. DELICIOUS	<input type="radio"/> Dell-icious	<input type="radio"/> Dell-cious	<input type="radio"/> De-il-cious

PROJECT CHILD

LD/SCREEN-PUPIL BEHAVIOR

TO THE TEACHER:

The purpose of the LD/Screen-Pupil Behavior is to identify children who have deficits in learning.

Adequate opportunity for observation of the student should be a prerequisite for using the checklist. Care and consideration should be given to each item as it relates to the child being evaluated.

A rating of 1, 2, or 3 should be given on each item by circling the appropriate number. Upon completion of the checklist, the circled numbers should be added and the total should be recorded where rating score is indicated.

PROJECT CHILD

LD/SCREEN-PUPIL BEHAVIOR

Name _____ Date _____

School _____ Rating Score _____

Rating

GENERAL INTELLIGENCE APPEARS TO BE

- Below average1
- Average2
- Above average3

SPEECH IS CHARACTERIZED BY ARTICULATION PROBLEMS, UNUSUAL TONAL QUALITY, CLUTTERING, OR VOLUME CHANGES

- Frequently1
- Occasionally2
- Rarely3

ACTUAL SCHOOL ACHIEVEMENT IN COMPARISON WITH ABILITY TO LEARN APPEARS TO BE

- Significantly below expectations1
- Average for abilities2
- Superior to what might be expected for one of his abilities3

ABILITY IN ARITHMETIC MAY BEST BE DESCRIBED AS

- Below average for age and/or grade placement1
- Average for age and/or grade placement2
- Above average for age and/or grade placement3

HAS DIFFICULTY REMEMBERING AND FOLLOWING INSTRUCTIONS GIVEN VERBALLY

- Frequently1
- Occasionally2
- Rarely3

HANDWRITING MAY BEST BE DESCRIBED AS

- Below average for age and/or grade placement1
- Average for age and/or grade placement2
- Above average for age and/or grade placement3

ABILITY TO DEVELOP A CONCEPT OF TIME – INCLUDING TELLING TIME AND THE AWARENESS OF THE PASSAGE OF TIME

- Significantly inadequate1
- Adequate2
- Superior3

MOTOR COORDINATION CAN BEST BE DESCRIBED AS

- Clumsy, awkward1
- Average for age2
- Superior for age3

WORD RECOGNITION IN READING MAY BEST BE DESCRIBED AS

- Below average for age and/or grade placement1
- Average for age and/or grade placement2
- Above average for age and/or grade placement3

HAS DIFFICULTY RECALLING WORDS AND EXPRESSING IDEAS VERBALLY

- Frequently1
- Occasionally2
- Rarely3

SPELLING SKILLS MAY BEST BE DESCRIBED AS

- Below average for age and/or grade placement1
- Average for age and/or grade placement2
- Above average for age and/or grade placement3

EXHIBIT'S VERY LIMITED ATTENTION SPAN BEING UNABLE TO ATTEND TO A TASK FOR A REASONABLE LENGTH OF TIME

- Frequently1
- Occasionally2
- Rarely3

TENDS TO BE WITHDRAWN, AVOIDING PEOPLE, NEW SITUATIONS, CONFLICT, OR DIFFICULT TASKS

- Frequently1
- Occasionally2
- Rarely3

REVERSES LETTERS, WORDS, OR NUMBERS IN ARITHMETIC, READING, WRITING, AND/OR SPELLING, SUCH AS d FOR b, n FOR u, was FOR saw, 14 FOR 41

- Frequently1
- Occasionally2
- Rarely3

APPEARS TO BE HYPERACTIVE, i.e. GETTING OUT OF HIS SEAT, TALKING TO OTHER CHILDREN, SHARPENING PENCIL, GOING TO RESTROOM, SHUFFLING FEET, TAPPING HIS PENCIL EXCESSIVELY

- Frequently1
- Occasionally2
- Rarely3

APPEARS TO BE UNABLE TO KEEP HIS ATTENTION ON THE MAJOR ISSUE WHILE IGNORING BACKGROUND NOISES AND ACTIVITES

- Frequently1
- Occasionally2
- Rarely3

FAILS TO REMEMBER SEQUENCES SUCH AS THE ORDER OF LETTERS IN WORDS, NUMBERS IN SEQUENCE, EVENTS IN SEQUENCE, ETC.

- Frequently1
- Occasionally2
- Rarely3

**BEHAVIOR IS CHARACTERIZED BY SUDDEN UNEX-
PLAINABLE SHIFTS IN EMOTIONAL STATE BEING
CHARACTERIZED BY SUDDEN TEMPER TANTRUMS,
EMOTIONAL OUTBURSTS, ETC.**

- Frequently1
- Occasionally2
- Rarely3

**SOC:AL ADJUSTMENT AND MATURATION MAY BE
BEST DESCRIBED AS**

- Immature for chronological age1
- Average for chronological age2
- Above average for chronological age3

READING COMPREHENSION IS

- Below average for chronological age and/or grade
placement1
- Average for chronological age and/or grade placement ...2
- Above average for chronological age and/or grade
placement3

**FAILS TO VOLUNTEER FOR AND ACCEPT RESPONSI-
BILITIES**

- Frequently1
- Occasionally2
- Rarely3

CONFUSES LETTERS WHICH LOOK ALIKE

- Frequently1
- Occasionally2
- Rarely3

**ASSUMES UNUSUAL POSTURES WHEN READING OR
WRITING, SUCH AS BLINKING OR RUBBING EYES,
TILTING HEAD TO ONE SIDE, HOLDING MATERIAL
TOO CLOSE, OR ASSUMING UNUSUAL FACIAL EX-
PRESSIONS**

- Frequently1
- Occasionally2
- Rarely3

LOSES HIS PLACE ON THE PAGE

- Frequently1
- Occasionally2
- Rarely3

APPEARS TO BE EXCESSIVELY IRRITABLE AND AGGRESSIVE, SULKING, PICKING FIGHTS, RESISTING AUTHORITY FIGURES

- Frequently1
- Occasionally2
- Rarely3

COMPLAINS OF PHYSICAL PROBLEMS SUCH AS HEAD-ACHES, STOMACHACHES, ETC. ESPECIALLY DURING CLASSROOM ACTIVITIES WHICH HE FINDS MOST CHALLENGING

- Frequently1
- Occasionally2
- Rarely3

TOTAL SCORE