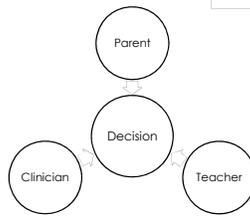## Conclusions

- Converging evidence

- Megan's observations
  - Including DA
  - Interpreter – expressive language difficulty in Vietnamese
  - Results support expressive language disorder

(Diagram: Parent, Clinician, Teacher → Decision)

MLE Components Mediation of:	Purpose
Intention to Teach	The clinician clearly states the goal of the session.
Meaning	The clinician indicates that purpose of the skill to be practiced in the session.
Transcendence	The clinician helps the child relate the skill and session activity to his/her daily life.
Planning	The adult then helps the child develop a plan for an activity and carry it out with adult support.
Transfer	The clinician provided positive feedback about the child's performance. Both the adult and child review the experience by talking about what the child did, what strategies the child used, and how the child demonstrated learning the skills, and again, why the skill is important.

In the future, Megan plans to continue incorporating DA into her assessment practices and will consider additional protocols and modifiability measures to expand her practice.

Sample Starters

Intention to teach
- Today we are going to learn/practice...

Meaning
- How does this help us?
- This is important because...

Transcendence
- What happens at home/school if...?
- You often do this at home/school when you...

Planning
- We're going to...
- What do we need?
- Then what do we need to do?
- Do you remember what we are learning today?

Transfer
- You worked very hard to...
- You remembered to...
- It's important to remember to...
- Tell me what you did/what strategies you used?
- How are you going to remember to...?
- This is important because...

Video observation and plan

How can we measure child responsiveness and modifiability?

Photo: Creative Commons

Modifiability

▶ Evaluators rated children's responsiveness and modifiability using the Learning Strategies Checklist (LSC) and Modifiability Scale (MS; Peña, 1993, accessible to ASHA members in Ukrainetz, 2000, and Gutierrez & Peña, 2001).

Think-Pair-Share

Develop DA plan

Learning Strategies Checklist
(Peña, 1993)
0 = None of the time, 1 = Some of the time, 2 = Most of the time)

1. **Attention/discrimination**
   - Initiates focus with minimum cues
   - Maintains focus with minimum cues
   - Responds to relevant cues, ignores irrelevant
2. **Planning**
   - Talks about overall goal
   - Talks about plan

3. **Self regulation/awareness**
   - Waits for instructions
   - Seeks help when difficult
   - Corrects self
   - Rewards self
4. **Application**
   - Applies behaviors within tasks
   - Applies behaviors between tasks
5. **Motivation**
   - Persists even when frustrated
   - Shows enthusiasm for task

Summary

▶ Children who respond well to MLE are not likely to have true language learning disorders, while those who demonstrate difficulty learning and low modifiability are.

▶ Therefore, results from DA can
  ▶ Support the need for Tier 2 or 3 instruction
  ▶ Help justify referral to special education for comprehensive evaluation
  ▶ Support diagnosis of language disorder
  ▶ Support intervention planning

Modifiability Scale
(Peña, 1993)

	Extreme	High-Mod	Moderate	Slight
1. Child Responsivity	3	2	1	0
• How responsive was the child to the interventions?				
2. Examiner Effort	3	2	1	0
• How intense an effort was required to induce change?				

	High	Medium	Low
3. Transfer	2	1	0
• Was there any indication of transfer (carryover) of learning?			

Summary

▶ Several language targets, teaching procedures and measurement tools have been successfully utilized to support assessment practices.

▶ Many studies have indicated evidence of higher classification accuracy than many published assessments

▶ SLPs can select appropriate areas based on referral concerns and demonstrated areas of difficulty.

▶ Task complexity may potentially exceed ELL's English proficiency (Peña et al., 2014); select appropriate targets.

Thank you

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