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Clinical Evaluation of Language Fundamentals 5

included students identified as having a language disorder, students with autism spectrum disorder, and students with reading and learning disabilities. No data is provided regarding how students from the normative sample were selected, or how many students participated in the study examining inter-item consistency. Reliability measures for the test scores for students from the normative sample ranged from .75-.98. Reliability for the composite and index scores for the normative sample ranged between .95-.96. Many reliability coefficients for the individual tests fell below the accepted standard according to Salvia, Ysseldyke, & Bolt (2010, as cited in Betz, Eickhoff, & Sullivan, 2013). While reliability coefficients for the composite and index scores are acceptable, insufficient data regarding how these values were obtained means inter-item consistency cannot be considered sufficient.

Inter-tem consistency for clinical groups was determined using a sample of 166 students aged 5:0-21:11 years previously diagnosed with LD. No mention is made regarding how these students were diagnosed or how they were recruited. Because their diagnostic status is unknown, the information provided by the reliability study cannot be generalized to other students diagnosed with an LD. A sample of 66 students with a learning disability in reading and or writing (LDR) and 69 students with ASD were also used to assess inter-item consistency. Information regarding age ranges, how diagnostic status was determined and how these students were recruited was not provided. Correlation coefficients for index and composite scores were not calculated due to insufficient sample sizes (Technical Manual, pg. 40). For the LD group reliability, coefficients ranged between .81-.97. For the LDR group reliability coefficients ranged between .86-.99, and for the ASD group coefficients ranged between .91-.99. The majority of correlation coefficients are acceptable according to the standards in the field. However, due to unclear diagnostic statuses and small sample sizes, inter-item reliability for the clinical groups is not sufficient.

STANDARD ERROR OF MEASUREMENT

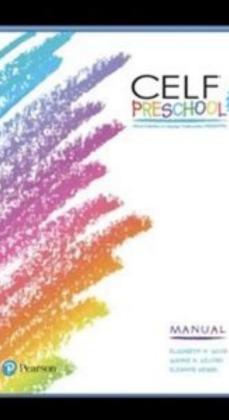
According to Betz, Eickhoff, and Sullivan (2013, p.135), the Standard Error of Measurement (SEM) and the related Confidence Intervals (CI), "indicate the degree of confidence that the child's 'true' score on a test is represented by the actual score the child received." SEM provides an estimate of the amount of error in a student's observed test scores. It is inversely related to the reliability of a test, which means that the smaller the SEM, the greater the reliability and confidence in the precision of the observed test score. Confidence intervals are the range of standard scores within which one can have confidence that the child's true score lies. The CELF-5 provides confidence intervals at 68%, 90%, and 95%. For example if a child receives a scaled score of 6 on the Following Directions test, to be 95% confident that the test results captured the child's true score, the confidence range would be scaled scores of 4 to 8 or from 2 Standard Deviations below the mean to within one standard deviation below the mean. Another way of describing this is: Based on the administration of the Following





Overview of CELF Preschool-3: Development, Administration, and Scoring

Patricia Ybarra Gloria Maccow Nancy Castilleja May 22, 2020



SUBTEST	AREA ASSESSED	RECO AGES 5-8	RD FORM AGES 9-21	REVISED OR NEW SUBTEST
Concepts & Following Directions	Syntax/Metalinguistics	Core	Core: 9-12	Revised
Word Structure	Morphology	Core	Core	Revised
Recalling Sentences	Syntax/Metalinguistics	Core	Core	Revised
Formulated Sentences	Syntax/Semantics	Core	Core: 9-12	Revised
Word Classes-Receptive	Semantic Classes	х	х	Revised
Word Classes-Expressive	Semantic Classes	x	х	Revised
Word Classes-Total	Semantic Classes	х	Core	Revised
Sentence Structure	Semantics/Syntax	x		Revised
Expressive Vocabulary	Semantics	х	9 yrs only	New
Word Definitions	Semantics	x	13-21	New
Understanding Spoken Paragraphs	Semantics/Syntax		х	Revised
Sentence Assembly	Semantics/Metalinguistics		13-21	Revised
Semantic Relationships	Semantics Sentence		13-21	Revised
Number Repetition (1&2)	Working Memory	x	x	New
Familiar Sequences (1&2)	Working Memory/Semantics	х	х	New
Rapid Automatic Naming	Semantics/Memory	x	x	Revised
Word Associations	Memory/Semantics	х	х	Revised
Phonological Awareness	Phonology/PreLiteracy	x	х	New
Pragmatics Profile	Pragmatics	х	х	New
Observational Rating Scales	Classroom Performance/ Social Interaction	x	x	New

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2012/11-0123) [PubMed] [Google Scholar] McLeod, S. Important to note is that these sensitivity and specificity levels were higher in comparison to previous works using adapted scoring not based on adult models from the same linguistic community (e.g., .64-.81 sensitivity and .64-.77 specificity; Hendricks & Adlof, 2017; Oetting et al., 2019). This "two-source approach" classified 20 JC-English bilinguals as language disordered (i.e., 11.4%), offering an estimate that approximates the expected prevalence rate of DLD in bilingual children (i.e., 7%-10%; Kohnert, 2010; Naveb et al., 2021). Data were also extracted from the Jamaican Creole Language Project database (cf. [Google Scholar] Ullman, M. Language-impaired 4-year-olds. Assessing the narrative abilities of Spanish-speaking preschool children: A Spanish adaptation of the Narrative Assessment Protocol. [Google Scholar] Bishop, D. The following RQs were addressed: Study IWhat are the patterns of response of JC-English-speaking adults for morphosyntax (i.e., Word Structure) and lexical items (i.e., Expressive Vocabulary)?How do the patterns of responses of JC-English-speaking preschoolers for Word Structure and Expressive Vocabulary subtests compare to those of JC-English-speaking adults?Study IIHow does the performance of JC-English-speaking preschoolers' expressive language in English on a standardized measure of morphosyntax and vocabulary compare with the standardization sample? Does adapted scoring that considers known linguistic features of JC change the standardized test scores for JC-English-speaking preschoolers? Study approval was obtained from the institutional review board of the University of Cincinnati. Are the goals and objectives of Jamaica's Bilingual Education Project being met? As a consequence, consideration of the multiple sources of information (e.g., Restrepo's [1998] recommendation to use parent + teacher or SLP report) to contextualize assessment results remains a requisite component to inform decision making using adapted approaches. Children who had a "yes" response from two sources for both languages were classified as language disordered to inform analysis procedures. L. N. The cultural appropriateness and diagnostic usefulness of standardized language assessments for Indigenous Australian children. , & Satterlund, K. With these data, we offer a critical contribution to the body of literature to improve SLPs' cultural competence and responsivity for working with the JC-English DLL child and to make tools available to guide practice (i.e., adapted scoring procedures). (2013). By way of our content analysis, we identified potential instances of content bias for JC-English speakers who typically come from Jamaica and not from other countries. This observation is in line with previous research that suggests adapted scoring may not fully account for other factors, such as SES, that can impact children's performance (cf. Characteristics of adult and child participants are further described in the following sections. Adult Participants are further described in the following sections. through a community meeting. The one-sample t test allows for statistical comparison when the mean and standard deviation of a normative population are known and used for comparison to a collected sample in which the mean and standard deviation are known and used for comparison to a collected sample in which the mean and standard deviation are known and used for comparison to a collected sample in which the mean and standard deviation are known and used for comparison to a collected sample in which the mean and standard deviation are known and used for comparison to a collected sample in which the mean and standard deviation are known and used for comparison to a collected sample in which the mean and standard deviation are known and used for comparison to a collected sample in which the mean and standard deviation are known and used for comparison to a collected sample in which the mean and standard deviation are known (Altman, 1991). This analysis provided confirmatory evidence of potential corresponding linguistic variation in children's communication across communicative contexts. Reliability Internater agreement for coded themes in adult and child samples was established using a kappa coefficient to account for chance agreement for coded themes in adult and child samples was established using a kappa coefficient to account for chance agreement between independent raters. Language, Speech, and Hearing Services in Schools, 49(2), 213-217. Language, Speech, and Hearing Services in Schools, 50(3), 434-451. Language, Speech, and Hearing Services in Schools, 25(1), 15-24. We conclude with findings that illustrate other potential influences on DLLs' performance on standardized assessments. Pro-Ed. [Google Scholar] Finestack, L. While a more comprehensive battery of assessment would have been more ideal, these data were collected as part of a larger study, the Jamaican Creole Language Project, that included a time-intensive protocol. Tutorial: Speech assessment for multilingual children who do not speak the same language(s) as the speech-language pathologist. , Sosa, A. - of 7 results Sort by Recommended Product name (A-Z) Product name (Z-A) Price (Low to high) Price (Low to high) Price (High to low) It is well established that young children's Speech [IEPMCS], 2012). Without the application of the information from the adult models, these forms would have been scored as incorrect. Pearson., Gail, D., Perez-Leroux, A. Coding of adult responses revealed the following: (a) JC-influenced lexical variation coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n = 75/660) and (b) use of functional description coded at 11.4% (n Gosse, C. As such, the informant answered the question, "Are you concerned about this child's talking?"—responding "yes/no/a little" (cf. Furthermore, though adults and children yielded similar linguistic patterns, the higher percentage of use in children's patterns, specifically regarding morphological structure, likely reflects developmental changes of importance to be considered in the assessment context. Lastly, we conducted one-way analyses of variance (ANOVAs) for each subtest to statistically compare JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison of JC-English DLLs' original and adapted CELF Preschool-2 scaled scores. RQ 3: Comparison the original subtest scaled scores (i.e., those using the standard English
scoring procedure) from our sample of JC-English DLLs to the CELF Preschool-2 normative sample means. Children who scored within the mild deficit and language disordered range on this subtest displayed the following characteristics: More were from dual-income (n = 42, 64.6%) than single-income (n = 22, 33.8%) homes, more were female (n = 39, 60%) than male (n = 26, 40%), and relatively few scored within the above average to very superior range on the PTONI (n = 15, 23.1%). RQ 4: Adapted Scoring of the CELF Preschool-2 Considering JC Linguistic Features We addressed RQ 4 using multiple statistical approaches. Washington & H. See Table 3 for JC-English DLLs' performance compared to the CELF Preschool-2 normative sample across scoring procedures. Discussion The growing presence of DLLs on SLPs' caseloads necessitates a corresponding change in assessment practices, which have been historically benchmarked by studies based on native and monolingual speakers of the ambient language (Guiberson, 2020; Guiberson & Ferris, 2013; Skahan et al., 2007). First, we conducted one-sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that considered JC with the CELF Preschool-2 normative sample t tests to compare adapted scaled scores that classifies linguistic patterns as being errored relative to a monolingual standard (cf., Rice, M. The University of North Carolina. (2019) found that English-speaking SLPs' transcription accuracy of child speech samples in Vietnamese improved when adult models were used as a point of comparison. Analyzing students' writing in a Jamaican Creolespeaking context: An ecological and systemic functional approach. [PMC free article] [PubMed] [Google Scholar] Morgan, G. These shifts in diagnostic classification describe an important clinical construct referred to as "clinically meaningful change" (Bain & Dollaghan, 1991). SIG 14 Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations, 17(2), 37-56. Children with DLD often exhibit relative strengths in vocabulary skills (i.e., a compensatory strategy) in comparison to weaker grammatical skills (Ullman, 2016; Ullman et al., 2020; Yarian et al., 2021); thus, measures of morphosyntax may be more sensitive in capturing the indicators DLD.All findings discussed thus far describe linguistic considerations to explain JC-English DLLs' language use in the English context., McAllister, L. [PMC free article] [PubMed] [Google Scholar] Leonard, L., & McGhee, R. Productions in these language samples were coded using the themes identified in the adult CELF Preschool-2 responses to establish if these themes were also present in children's spontaneous language in English. Inappropriate identification can result from both under- and overdiagnosis of language pathologists. The 95% CI for the difference in means ranged from -0.35 to 0.58 (4-year-olds) and from -1.08 to 0.22 (5-year-olds), suggesting that these findings did not occur by chance. Accordingly, we focused on JC-English-speaking bilinguals' performance in the English assessment context. Kappa statistics revealed "almost perfect agreement" between independent raters for JC-influenced morphological structure, $\kappa = .93$, 95% CI [.62, .81], p < .001; "substantial agreement" for use of functional description, $\kappa = .81$, 95% CI [.64, .99], p < .006.RQ 1: Patterns of Linguistic Features in JC-English Adults A content analysis was conducted to identify linguistic features used by JC-English bilinguals that may influence responses to items on the CELF Preschool-2., Hillemeier, M. Specific language impairment in African American English and Southern White English: Measures of tense and agreement with dialect-informed probes and strategic scoring. P., Castilla-Earls, A. These findings document that adults and children may have distinct experiences in the Jamaican context that do not align with concepts tested in standardized English assessments developed in the United States., Watson, M. (2019) identified that misdiagnosis often occurs due to cultural and linguistic bias that is not explained by income alone. A number of themes were established: (a) JC-influenced morphological structure (e.g., sleep for sleeps; Word Structure), (b) JC-influenced lexical variations (e.g., drop for fell, gleaner for newspaper; Word Structure), and (c) use of functional description (e.g., to see from afar for binoculars; Expressive Vocabulary). Performance of low-income dual language learners attending English-only schools on the Clinical Evaluation of Language abilities using receptive, expressive, or core language scores (Wiig et al., 2006). Systematic replication of the effects of a supplementary, technology-assisted, storybook intervention for preschool children within linguistically diverse schools. Karla N. As such, future research should consider Jamaican children's performance in both spoken languages to inform linguistic patterns in each language (Gross et al., 2014; Wright Karem et al., 2019). [Google Scholar] León, M. , McDonald, M. Importantly, the CELF Preschool-2 recommends modified scoring when used with linguistically diverse children; however, specific patterns of performance are not currently available in the user manual to inform the scoring of JC-English speakers' language productions. [Google Scholar] Khansir, A. fell [irregular past tense], horse vs. Adapted raw scores were calculated adhering to basal and ceiling rules. The kappa coefficient is form the scoring of JC-English speakers' language productions. useful to document agreement of categorical data and uses the following kappa coefficient scale: less than chance agreement (.01-.20), fair agreement (.01-.20), fair agreement (.01-.20), fair agreement (.21-.40), moderate agreement (.21-.40), moderate agreement (.21-.40), moderate agreement (.21-.40), fair agreement (.21-.40), fair agreement (.21-.40), moderate agreement (.21-.40), fair agreement (.21-.40 analysis provided the advantage of having a deeper understanding of the linguistic profile of the JC-English DLL child and to also inform adapted scoring procedures. , & Chen, Z. 101-105). (2004). Washington et al., 2019, 2017) involves adult and preschooler speakers of JC and English who are from Kingston and surrounding areas in Jamaica. The Early Child Commission, Government of Jamaica, and each participating early learning center provided permission., Lugo, D. There was homogeneity of variances (p = .78)., Buac, M. Glascoe, 2000). Mezha fi Omoch ada Piipl kyan Andastan di Pikni: Jamiekan [Intelligibility in Context Scale: Jamaican Creole] (K., & Potter, S. Basic content analysis (2nd ed.). This strategy was used to encourage productions that would most closely align with the English targets of the assessment. horses [plural])., Guerrero, G. Our results indicated a statistically significant difference between JC-English DLLs' scores based on the standard English scoring procedure compared to the CELF Preschool-2 normative sample. Factors that enhance English-speaking speech-language pathologists' transcription of Cantonese-speaking children's consonants. Parent-Child Comparative Analysis. M., & Rosa, M. In this study, two expressive language subtests were administered to adults and children to identify linguistic patterns of responses for morphosyntactic (i.e., Word Structure) and lexical items (i.e., Expressive Vocabulary). Language assessment with children who speak nonmainstream dialects: Examining the effects of scoring modifications in norm-referenced assessment. Items from the Word Structure subtest were scored: "1" for a correct target response/structure and "0" for an incorrect response. (Eds.), Neurobiology of language (pp. For original scoring, kappa statistics revealed "almost perfect agreement" between independent raters for Word Structure, $\kappa = .85$, 95% CI [.75, .95], p < .001, and Expressive Vocabulary, $\kappa = .93$, 95% CI [.86, 1.0], p < .001. Using qualitative analysis, we 50 boys, 55 girls) and 5;0-5;11 (n = 71; 31 boys, 40 girls). Information about children's development and language use was obtained via questionnaires. By also examining spontaneous productions, described as a gold standard in
language assessment, we applied a contextually driven approach to provide detailed information about children's language capabilities (Ebert & Scott, 2014). [PubMed] [Google Scholar] Weber, R. Diagnostic Evaluation of Articulation and Phonology, U.S. Edition (DEAP). Consequently, preschoolers' use of linguistic features in this context offered confirmatory evidence of the validity of the linguistic features produced in the more prompted, standardized assessment context. Expressive Vocabulary adapted subtest scaled scores for 4-year-old (M = 10.9, SD = 2.4) and 5-year-old (M = 10.9, SD = 2.3) participants were comparable to the CELF Preschool-2 normative sample of 4-year-old (M = 10.8, SD = 2.3) participants were comparable to the CELF Preschool-2 normative sample of these forms (M = 10.8, SD = 2.3) and 5-year-old (M = 10.8, SD = 2.3) participants were comparable to the CELF Preschool-2 normative sample of these forms (M = 10.8, SD = 2.3) participants were comparable to the CELF Preschool-2 normative sample of the second state of th must be applied in assessment and when identifying appropriate treatment targets for JC-English DLLs, similar to that of other language pairings (Paradis et al., 2011) or nonmainstream English varieties (Lee & Oetting, 2014) so that SLPs can appropriately detail patterns of language difference and disorder. Utility of Adult Models to Inform the English Assessment Context Study II involved the analyses of child responses using adult models provided in Study I. [Google Scholar] Washington, K. Issues in assessing the language abilities of African American children. Levene's test of homogeneity of variances was violated (p = .17); thus Welch's ANOVA was used to protect against Type I error. International Journal of Speech-Language Pathology, 12(4), 362-374. Figure 2 provides an illustration of diagnostic classification as informed by children's performance based on CELF Preschool-2 manual projections, original scoring, and adapted scoring across classification categories. [PubMed] [Google Scholar] Hemsley, G. Findings and exemplars. Subtest ThemeCELF Preschool-2 responses to subtests and exemplars. Subtest ThemeCELF Preschool-2 responses to subtest and exemplates to subt to climb (climbed) Falls; fallen; falled (fell) Fast (faster) Fly; flying (flies) He is (they are) Her (hers) Him standing (he is standing) Horse; two horse (horses) Xing; king crown (king's) Sleep; sleeping (sleeps) 2: JC-influenced lexical variations37 (4.7%)319 (7.6%)Burst the bubble (blew)Dropped (fell)Is climbing; will climb (will slide) Musician; entertainer (singer) Pon the chair (on the chair) 3: Use of functional description0 (0%)0 (0%)None noted2: JC-influenced lexical variations75 (11.4%)434 (12.3%)Almanac (calendar) Animal doctor (veterinarian) Book; gleaner; news (newspaper) Camera; eye scope spy glass (telescope) Congregation; crowd (audience) Foot; foot bottom; footstep (footprint) Logo; sticker (stamp) Medal (trophy) Stem (branch) Throwing out the milk (pouring milk) 3: Use of functional description10 (1.5%)101 (2.9%) Something to spy with (binoculars) Tells the month of the year (calendar) Test your weight (scale) Use to spy (telescope) Expressive Vocabulary Across all adult responses (n = 660) to the CELF Preschool-2 Expressive Vocabulary subtest, 85 responses were identified as JC-influenced and coded according to the linguistic features of the responses were identified as JC-influenced and coded according to the linguistic features of the response. distribution of adapted scores approximated the normal curve, K-S(176) = .068, p = .05. Variability across repeated productions in bilingual children speaking Jamaican Creole and English. We make this observation to offer the explanation that, using adapted scoring, our sample of JC-English DLLs also had a greater proportion classified as high average compared to projections, which could have been impacted by the larger representation of higher familial education levels in our sample. Speech-language pathologists' clinical decision making for children with specific language impairment. Patterns in diversity: Lexical learning in Samoan-English bilingual children. Centre for Community Child Health. Parents' evaluation of developmental status: Authorized Australian version. G. For the language disordered category, we also illustrate classification as informed by the "two-source approach," which was used to address concerns related to underdiagnosis of language disordered category. based on adapted scoring alone. Children's diagnostic classification categories on the Clinical Evaluation of Language Fundamentals Preschool-2) Word Structure subtest. Performance on measures of children's nonverbal intelligibility in English (i.e., ICS) and JC (i.e., ICS-JC) is reported to describe the study sample and provide applicable contextual details. Stated differently, we found that JC linguistic features used by adults and children in the English context consisted of morphological, lexical, and descriptive variations (see Table 2). , & Stevens, L. V. Results revealed a statistically significant change in children's subtest scores using adapted scores and the CELF Preschool-2 normative sample for 4-year-olds, t(103) = 0.49, p = .625, d = 0.1, and 5-year-olds, t(69) = -1.91, p = .06, d = 0.2 (Cohen, 1988). (2005). One-sample t tests indicated significant differences between JC-English DLLs' subtest scaled scores and the CELF Preschool-2 normative sample for 4-year-olds, t(103) = -10.18, p < .001, d = 0.9, and 5-year-olds, t(69) = -8.89, p < .001, d = 1.1 (Cohen, 1988). In this study, adapted scoring that made use of adult models evidenced high classification accuracy (i.e., greater than 90%) for both Word Structure: .94; Expressive Vocabulary: .92) levels (Plante & Vance, 1994). Child participants were recruited from three public schools recommended by the Early Childhood Commission as containing speakers of JC and English. According to the CELF Preschool-2 manual, the majority of children (i.e., 68.3%) should score within 1 SD above or below the mean (i.e., 68.3%) should score within 2 SD above or below the mean ((i.e., 15.9%) should score greater than 1 SD below the mean (i.e., subtest scaled scores 0-6, classification of language disordered; Wiig et al., 2006, p. Qualitative analysis of linguistic features. Intelligibility in Context Scale: Sensitivity and specificity in the Jamaican Context. For child participants, parental consent and child assent were obtained, and parents completed a questionnaire describing children's communication and development. , Gregory, K. To answer RQ 3, children's CELF Preschool-2 subtest original scaled scores, obtained using the standard English scoring procedure, were statistically compared with the CELF Preschool-2 normative sample using one-sample t tests. Early language interventions for young dual language interventions for young dual language interventions for speakers should be considered, such as community models (Canagarajah, 2006; J. (1992) used the Parent-Child Comparative Analysis to compare a child's response in order to consider home language influences. [PubMed] [Google Scholar] Plante, E. American Journal of Speech-Language Pathology, 26(3), 691-708. Khansir & Pakdel, 2019), we used qualitative methodology to facilitate the interpretation of linguistic themes based on a nondeficit approach (i.e., language use as informed by adult speakers of the language community). Morgan et al., 2016; Oetting et al., 2019), 35-54). Comparison of Spanish morphology in monolingua and Spanish-English bilingual children with and without language impairment., Young Kong, N. Our findings are also consistent with research documenting the inherent cultural and linguistic bias associated with standardized assessments (Barragan et al., 2018; Pearce & Williams, 2013)., Heilmann, J. In the current study, we addressed this concern by conducting the first investigation documenting the appropriateness of standardized assessments for JC-English DLLs, by way of adult models from the same linguistic community, to inform assessment procedures. Twenty percent of samples (n = 70) from each subtest were analyzed. monolingual
English speakers with DLD commonly omit grammatical morphemes, such as present progressive "-ing" or plural "-s" exceeding beyond typical developmental expectations. Journal of Speech, Language, and Hearing Research, 62(9), 3443-3461., & Westby, C. Restrepo, 1998) to inform classification accuracy. American Journal of Speech-Language Pathology, 16(3), 246-259. This study also demonstrated how local sampling of adult responses to standardized stimuli in a specific geographical region (i.e., Kingston, Jamaica) can facilitate cross-linguistic interpretation. , Martinez-Nieto, L. These participants had a mean PTONI score of 104.2 (SD = 16.36, range: 65-147). 2017 American Community Survey single-year estimates. , Fritz, K. , McLeod, S. Folia Phoniatrica et Logopaedica, 72(2), 92-107. Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4). Parents reported that preschoolers used English "very well" (n = 46, 26.1%), "somewhat well" (n = 98, 55.7%), and "not very well" (n = 21, 11.9%), and 11 (6.3%) did not respond. 'The English we speaking': Morphological and syntactic variation in educated Jamaican speech. Performances of low-income, African American preschool and kindergarten children on the Peabody Picture Vocabulary Test-Revised. [Google Scholar] Cohen, J. T. Furthermore, in the descriptive categories used to explain derived scores, the percentage of children identified in the high average range also increased for both subtests when the adapted scoring procedures were applied. , & Lof, G. The Elementary School Journal, 116(4), 574–599. [PubMed] [Google Scholar] Selin, C. , Scheffner Hammer, C. This is in line with previous research documenting a change in the distribution of bilingual and bidialectal children's scores that more closely approximated to expectations of the normative curve when using adapted scoring (cf. Original subtest scaled scores were significantly different from adapted subtest scaled scores, Welch's F(1, 346.29) = 179.24, p < .001, w2 = 0.38, indicating that the mean of original subtest scaled scores (M = 7.1, SD = 2.8) was significantly lower than the mean of adapted subtest scaled scores (M = 11.7, SD = 3.1), with a large effect size (Kirk, 1996). Expressive Vocabulary Subtest A one-way ANOVA was employed to account for differences in original subtest scaled scores using the standard English scoring procedure and adapted scores using the adapted scores using the adapted scores using the adapted scores that their perception of "very well" included "near perfect production" of the language, without code mixing. Bilingual service delivery [Practice portal]. Previous research has focused on other factors that their perception of "very well" included "near perfect production" of the language, without code mixing. influence bilingual children's performance on standardized measures, such as SES (cf. Communication Disorders Quarterly, 42(2), 111-121. Morgan et al., 2016; Paradis et al., 2017). For example, for Word Structure, if a preschooler produced a + root verb (e.g., "a sliip") for the present progressive structure (i.e., English target of "is sleeping"), it was rescored as a correct production due to the JC morphosyntactic influence (i.e., the present tense continuative aspect) on the English production. [Google Scholar] Wright Karem, R. Our study demonstrates that, by using adapted scoring informed by adult models, diagnostic accuracy improves in classifying JC-English DLLs' language abilities. Language, Speech, and Hearing Services in Schools, 22(4), 264-270. Study findings highlighted the importance of using strategic scoring approaches unique to linguistically diverse children. Another method that has received relatively and the need for additional strategic scoring approaches unique to linguistically diverse children. Another method that has received relatively diverse children. little attention in the literature and could address concerns of underidentification when using adapted scoring procedures is the use of adult models to inform scoring of DLLs on standardized assessments (Canagarajah, 2006; Paradis, 2016). International Journal of Language & Communication Disorders, 46(6), 613-627. Language, Speech, and Hearing Services in Schools, 45(4), 337-350. In McLeod S., & Craig, H. AGS. Practical statistics for medical research. Hendricks and Adlof (2017) investigated how modified scoring procedures that considered known features of African American English (AAE) affected the diagnostic accuracy of the CELF-4 (Semel et al., 2003). [Google Scholar] Oetting, J., Verdon, S. Consistent with adults, JC-influenced morphological structure was not a coded linguistic feature in this subtest (see Table 2). Participants in the Jamaican Creole Language Project were recruited from Kingston, Jamaica. [PMC free article] [PubMed] [Google Scholar] Paradis, J. Using the standard English scoring procedure, JC English DLLs were classified as being language disordered at significantly higher rates compared to that expected for the standardized English sample (cf., Moore, B. For children, 20% of the CELF Preschool-2 coded productions (n = 394) were analyzed. [PubMed] [Google Scholar] Oetting, J. Language Assessment Quarterly, 3(3), 229-242. Ultimately, application of this gold-standard approach to identify true positive and true negative classification revealed a more accurate representation of the percentage of preschoolers categorized as being language disordered (i.e., 11.4% vs. , Harel, D. (2019). SIL International, 1-10. The aim of this study was to investigate the appropriateness of accurate representation of the percentage of preschoolers categorized as being language disordered (i.e., 11.4% vs. , Harel, D. (2019). standardized assessment of expressive grammar (i.e., morphosyntax) and vocabulary in a sample of JC-English-speaking preschoolers. Including these data provided further confirmatory evidence of the linguistic patterns identified in adult models. , Crowe, K. Craig et al., 2004; Gross et al., 2014). Similar to the approach used for the Word Structure subtest, concerns related to underdiagnosis using adapted scoring were addressed using the aforementioned gold-standard approach (cf. Primary Test of Nonverbal Intelligence. B. R. (n.d.). [Google Scholar] Skahan, S. (Eds.), Multilingual aspects of speech sound disorders in children (pp. This meant that Jamaican children in the United States were not included in our sample., Secord, W. Journal of ELT Research, 4(1), 35-43. Contrastive analysis hypothesis and second language learning. Use of functional description was not a coded linguistic feature in this subtest. Study II then used a quantitative approach to compare differences in preschoolers' subtest scaled scores between the standard English scoring protocol and the adapted JC scor DLLs' performance between the original English protocol and the Spanish-adapted protocol, they found that inclusion of language abilities. The majority of children showed age-appropriate speech intelligibility (cf. Translation to practice: Typical bidialectal speech acquisition in Jamaica. Language, Speech, and Hearing Services in Schools, 50(2), 179-195. We interpret this pattern of linguistic consistency to mean that the patterns of morphosyntactic and lexical use in children are a representation of the JC language structure rather than being developmental in nature. Washington et al., 2019, 2017) concerning children's performance on measures of nonverbal intelligence (Primary Test of Nonverbal Intelligence [PTONI]; Ehrler & McGhee, 2008), oral motor skills (Diagnostic Evaluation of Articulation and Phonology [DEAP] Oral Motor Screening; Dodd et al., 2009), and intelligibility in English (Intelligibility in Context Scale [ICS]; McLeod et al., 2012a) and JC (ICS-JC; McLeod et al., 2012b) to further describe this study's sample. This study primarily included children who were simultaneous JC-English DLLs attending preschools in Kingston, Jamaica. The Individuals with Disabilities Education Act (IDEA), Part B: Key statutory and regulatory provisions. , Holm, A. Elsevier. (1990). (1986). SLPs need specific knowledge of diverse linguistic profiles to appropriately classify language patterns to avoid misdiagnosis and guide appropriate treatment decisions (cf. The application of mixed methods (i.e., qualitative approaches) in this study also highlights the importance of multifaceted analysis to foster a deeper understanding of the linguistic profiles of DLL children. The 95% CI for the difference in means ranged from 0.67 to 1.84 (4-year-olds) and from 0.71 to 2.25 (5-year-olds), suggesting that these differences did not occur by chance. Early Childhood Research Quarterly, 25(2), 218-234. Washington et al., 2019). , & Paradis, J. Annual Review of Psychology, 71, 389-417. Statistical power analysis for the behavioral sciences (2nd ed.). Washington et al. Multilingual children with speech sounder disorders: Position paper. Using the CELF Preschool-2 manual scoring guidelines, children's performance was classified as high average (n = 57, 32.4%), and language (n = 57, 32.4\%), and language (n = 57, 32.4\%) disordered (n = 8, 4.6%). (1991). Linguistics and Education, 43, 13-24. Washington & Craig, 1992). Children who scored within the average and high average and than female (n = 55, 49.5%), and slightly less than half scored within the above average to very superior range on the PTONI (n = 46, 41.4%). , Moyle, M. All assessments were conducted in an authentic school environment for adults and children. CELF Preschool-2 Administration The Word Structure and Expressive Vocabulary subtests were administered to adults and children following instructions from the CELF Preschool-2 manual. Data describing a subset of 176 preschoolers were extracted from the following inclusion criteria: (a) simultaneous DLL of JC-English, based on parent and teacher report obtained via questionnaires (b) aged 4;0-5;11
(years;months); (c) passed a binaural hearing screening at 25 dB for 1, 2, and 4 kHz (using a MAICO MA 1 audiometer and headphones fitted with Peltor cups); (d) able to use spoken language; and (e) complete subtest data for the CELF Preschool-2. [Google Scholar] Barragan, B. (1996). Dual language learners: Research informing policy. Language, Speech, and Hearing Services in Schools, 49(2), 292-305. Our content analysis revealed that, in the English DLLs' productions in both standardized and naturalistic settings., Harrison, L. Kappa statistics revealed "almost perfect agreement" between independent raters for all themes: (a) JC-influenced morphological structure, $\kappa = .92, 95\%$ confidence interval (CI) [.87, .97], p < .001; and (c) use of functional description, $\kappa = .86, 95\%$ CI [.64, .99], p < .006. Language, Speech, and Hearing Services in Schools, 23(1), 34-42. Item scores within each subtest were summed to form a raw score for each subtest. To answer RQ 4, children's performance on the CELF Preschool-2 subtests was rescored using the adapted JC scoring procedure informed by adult models. , & Devonish, D. The 24 items of this subtest evaluate morphological knowledge by requiring the participant to use inflections, derivations, comparisons, possessive forms, and pronouns to refer to people/objects., & Auza, A. [Google Scholar] Washington, J. [Google Scholar] Dragoo, K. PsychCorp. This is because a linguistic feature that marks a disorder in one language may be a natural part of another language. H. (2014) used conceptual scoring of children's responses on the Peabody Picture Vocabulario en Imágenes Peabody; Dunn et al., 1986) where the child was given another opportunity to respond in the nontarget language for incorrect responses. [PubMed] [Google Scholar] Washington, J. This observation is in line with previous research indicating a skewed distribution of scores when using traditional standardized assessments with linguistically diverse children (i.e., 53.5%-84% of children were classified as language disordered; Barragan et al., 2018; Pearce & Williams, 2013; J. (2012a). Test de Vocabulario en Imágenes Peabody (TVIP). Multilingual Matters. Kappa statistics revealed "almost perfect agreement" between independent raters for all themes: (a) JC-influenced lexical variation, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; (b) JC-influenced morphological structure, $\kappa = .83$, 95% CI [.77, .89], p < .001; [.78, .99], p < .001. Basal and ceiling rules consistent with the user manual were applied. SIG 1 Perspectives on Language Learning and Education, 21(4), 173–181. [PMC free article] [PubMed] [Google Scholar] Bedore, L. Washington et al., 2019, 2017), the appropriateness of commonly used assessment tools has not been described for this population. That said, future research examining patterns of Jamaican children (in Jamaica and in migrant countries) and bilingual typologies (i.e., timing of dual language learning) may yield further insights into additional linguistic patterns for JC speakers. The majority of children (n = 173, 98.3%) met the age based criterion according to the DEAP Oral Motor Screening. 1)., & Secord, W. This study responds to the need for innovative research practices to understand the complexity of DLLs and inform clinical practice (Guiberson, 2020). The Intelligibility in Context Scale. Language samples were transcribed, consistent with the protocols in K. International Journal of Speech-Language Pathology, 22(6), 648-659. Let's see what we can do with these things," following the child's lead, asking open-ended questions, commenting). [Google Scholar] International Expert Panel on Multilingual Children's Speech. Importantly, lexical variation and the use of functional description were identified as two separate linguistic themes as documented linguistic patterns evidenced in Jamaican culture were established from adult responses, child responses to the CELF Preschool-2 subtests were coded for each of the three linguistic themes noted above to answer RQ 2. A randomly selected subset of samples (i.e., n = 35, 20%) was analyzed for the purposes of this article to offer confirmatory evidence about children's morphosyntactic and lexical language. (2017) suggested that adults from the same linguistic community may provide appropriate guidance in determining if responses are consistent with child models. Washington et al., 2019) and then confirmed by the second author, a bilingual JC-English speaker., & Chen, S. The 95% CI for the differences did not occur by chance. (2006b). For example, suggesting that difference in means ranged from -2.69 to -1.81 (4-year-olds), and from -3.34 to -2.11 (5-year-olds), suggesting that differences did not occur by chance. (2006b). For example, suggesting that differences did not occur by chance. the production "dem are sleeping" was coded as containing JC-influenced morphological structure due to the use of the JC subject pronoun "dem" for "they" in the English context. Preschoolers' classroom teachers also reported little to no concerns regarding most children's communication (n = 160, 90.9%), while concerns were reported for 14 (8%) preschoolers, with no teacher response for two (1.1%) preschoolers. ASHA (n.d.) states, "Given the complexities involved in bilingualism and the significant variability that exists among the linguistic skills of multilingual individuals, clinicians must be prepared to address the unique to Study II will be further described below.CELF Preschool-2 Original Scoring Procedure Scoring of children's responses on the CELF Preschool-2 standard English scoring procedure specified in the test manual (Wiig et al., 2006). Participants included in this study were aged 4;2-5;11 (M = 4;11) and included 82 boys and 94 girls from varied socioeconomic backgrounds, as indexed by maternal education levels and household income (see Table 1). [PubMed] [Google Scholar] Deuber, D. Journal of Speech, Language may not contain these same linguistic features. We made use of adult models from the same linguistic community as the JC-English DLLs to analyze linguistic features using qualitative methods., & Edmundson, A. For this study, a subset (n = 35, 20%) of children's language samples were analyzed to provide confirmatory evidence of the linguistic patterns identified in adult responses. 953-968). Harcourt Assessment. 2012/12-0009) [PubMed] [Google Scholar] Masso, S., Vannest, J. D. Informed consent was obtained, and data were collected for 211 children. As such, we took the approach of conducting two separate studies examining JC-English bilinguals' performance in the English context, each with its own set of research questions (RQs), to meet our research purpose., & Elie, M. Languages compared to defined expectations by age, experience, or developmental level that impact all languages used by the child (Paradis et al., 2011). Assessment 360°: A panoramic framework for assessing English language learners. Adults were not parents of children participating in this study, reported no history of speech-language impairment: Exploring grammatical markers in Spanish-speaking bilingual children. 256-289). Language differences in a child's presentation of the community language (e.g., English) typical of multilingual language development. [PubMed] [Google Scholar] Ehrler, D. Although this construct is often used to describe treatment outcomes, it was considered in our results to characterize the substantial shifts in categorically qualifying preschoolers' language disorder when considering performance for Word Structure (i.e., morphosyntax; 37.5%) in comparison to Expressive Vocabulary (i.e., lexical items; 11.3%). K. [Google Scholar] Devonish, H., Castilleja, N. For the purposes of this study, in administration, basal rules were not so that all subtest items would be administered and responses to all items would be collected. All participants' responses to the Word Structure and Expressive Vocabulary subtests were video- and audio-recorded. Child Language Project (K. For understudied
populations, such as JC-English-speaking children, this concern is heightened as little is known about their linguistic profiles (K. Exploration of local sampling with other language pairings and nonmainstream linguistic varieties may continue to document applicable comprehensive assessment approaches and considerations for linguistically diverse populations. Clinical Implications and considerations for linguistic varieties may continue to document applicable comprehensive assessment approaches and considerations. models from the same linguistic community to inform adapted scoring procedures in contexts where assessment tools are not normed on the target population. Informed consent was obtained, and data were collected from 33 JC-English-speaking adults aged 24-51 years who were from the same linguistic community as the children and completed the CELF Preschool-2., & Crowe, K. For example, at the beginning of assessment, examiners said, "Remember I want you to talk to me in English" (cf. Second, the data from Study I were used to develop an adapted scoring procedure that considered JC linguistic features that inform the distinction between difference and disorder in JC-English-speaking DLLs' expressive language (Study II). [Google Scholar] Trudgill, P. First, we identified patterns of linguistic features in JC-English-speaking DLLs' responses (Study I). S. Norms may vary according to the communicative context; thus, local models obtained in specific contexts could support identifying varying linguistic patterns across speakers., Washington, J., & Janacsek, K. This assessment is routinely used by SLPs for the identification, diagnosis, and follow-up evaluation of language deficits in preschool-age children (Finestack & Satterlund, 2018). The 95% CI for the difference in means ranged from -3.79 to -2.78 (4-year-olds) and from -3.97 to -2.51 (5-year-olds), suggesting that these differences did not occur by chance. Thirty-five (20%) children's language samples were also analyzed to provide confirmatory evidence of the linguistic themes established via content analysis of adult responses. [PMC free article] [PubMed] [Google Scholar] Morren, R. [PubMed] [Google Scholar] Blom, E. Identifying language disorder in bilingual children aged 2.5 years requires screening in both languages. Journal of Speech and Hearing Disorders, 52(2), 156-173. (1998). For Expressive Vocabulary, the response "gleaner" would be considered correct for the target "newspaper," considering lexical differences of JC. Language, Speech, and Hearing Services in Schools, 48(3), 168-182. This statistical significance of the performance rates (informed by mean score differences) suggested that using standard English scoring procedures places JC-English DLLs at risk of overdiagnosis of DLD. (2016). , & Jin, L. Dual language development and disorders: A handbook on bilingualism and second language learning (2nd ed.). All adults completed the subtests on the same day, while most children completed both subtests on the same day. The Word Structure subtest requires the participant to provide a one- or two-word response to complete a sentence using a particular syntactic frame as part of a cloze procedure (i.e., prompt: "This boy is standing" [photograph of boy standing], "This boy is " [photograph of boy sitting]). & Harris J. Children's morphosyntactic and vocabulary skills can also predict future literacy achievement and academic success (Greenwood et al., 2016). Viera, A. However, barriers remain that can negatively impact the accurate diagnosis of DLD in DLLs, such as the lack of appropriate assessment tools and specific knowledge regarding dual language profiles (Lewis et al., 2010; K., Raisor-Becker, L., & Semel, E. We speculate that this may be due to lexical changes in language occurring more slowly than syntactic changes over time, resulting in more differences being present between IC and English morphosyntactic rules (Deuber, 2009; Trudgill, 2011; K. Adapted scoring for this subtest vielded a classification accuracy rate of 92.1%, with an adequate level (.88) of sensitivity (i.e., a true positive) and a high level (.92) of specificity (i.e., a true negative; Plante & Vance, 1994). [Google Scholar] Morgan, P. In Kahmi A., Pollack K. Adults and children participated in a number of assessments in English and/or JC, depending on the task requirements of the Jamaican Creole Language Project (K. (2018). Acta Paediatrica, 110(1), 265-272. [Google Scholar] Canagarajah, S. We then used classification accuracy statistics to inform the diagnostic accuracy of adapted scoring procedures. Elicitors used only the target language (i.e., English) as a strategy to encourage use of the target language during assessment (Paradis et al., 2011). , Atwater, J. [Google Scholar] Gross, M. Application of a one-sample Kolmogorov-Smirnov test of normality with Lilliefors correction suggested that the distribution of adapted scores did not approximate the normal curve, K-S(176) = .152, p < .001, and was positively skewed (i.e., due to the distribution of children's adapted scores among the diagnostic categories). [Working paper]. This is because the absence of bound morphemes and differences in tense marking in JC influences language use in the English context for adults and children (e.g., sleep vs., Crosbie, S. A total of 176 JC-English-speaking DLLs and 33 adult JC-English speakers were included across two studies. Evaluation of speech and language assessment approaches with bilingual children. [PubMed] [Google Scholar] McLeod, S. Speech sound disorders in a community study of preschool children., Garcia, E. Language disorder occurs if there are significant discrepancies in language skills across all of a child's language skills across all of a appropriately measure the complexities of dual language use has grown, there is currently a lack of comprehensive assessment tools and strategies to accurately diagnose DLD in DLLs. The Individuals with Disabilities Education Act (IDEA, 2006, Part B) mandates that assessments must be based on a student's language or culture and must provide the most accurate information regarding a child's developmental, academic, and functional knowledge., Cronin, A. [PMC free article] [PubMed] [Google Scholar] Lewis, N., Basinger, M. Administration in English only is described, since this assessment context was needed to answer our RQs and to document potential misdiagnosis in the English context. Clinical Evaluation of Language Fundamentals Preschool-Second Edition. American Journal of Speech-Language Pathology, 28(3), 945-963. [Google Scholar] Ebert, K. Across these 35 English language samples (n = 2,417 total productions), 382 JC-influenced productions), 382 JC-influ samples. Though emerging evidence has suggested the utility of adapted standardized assessment, concerns persist regarding how to best adapt procedures to capture the complexity and variability of multilingual speakers, while also avoiding underidentification (Gross et al., 2014; Hendricks & Adlof, 2017; Oetting et al., 2019). [Google Scholar] Kohnert, K. Practical significance: A concept whose time has come. [Google Scholar] Wiig, E., Balameh, E., De Lisser, T., & Dodd, B. Identifiers of predominantly Spanish-speaking children with language impairment. [PubMed] [Google Scholar] Nero, S., & Pham, B. For example, examining patterns of predominantly Spanish-speaking children with language impairment. [PubMed] [Google Scholar] Nero, S., & Pham, B. For example, examining patterns of predominantly Spanish-speaking children with language impairment. [PubMed] [Google Scholar] Nero, S., & Pham, B. For example, examining patterns of predominantly Spanish-speaking children with language impairment. [PubMed] [Google Scholar] Nero, S., we have the second DLLs in the United States will be of importance as it is known that other contextual factors (e.g., schooling experience) shape dual language development. In summary, our data show promising evidence for using adult models as an effective means to enhance cultural competence and responsivity among monolingual English-speaking SLPs serving clients who are culturally and linguistically diverse. Author Contributions Rachel Wright Karem: Conceptualization (Equal), Pormal analysis (Lead), Writing - original draft (Lead), Writing - review & editing (Lead). Coding of child responses revealed the following: (a) JC-influenced lexical variation coded at 12.3% (n = 434/3,520) and (b) use of functional description coded at 2.9% (n = 101/3,520). Perspectives of the ASHA Special Interest Groups, 5(6), 1813-1819. [Google Scholar] American Speech-Language-Hearing Association. Barragan et al., 2018; Hendricks & Adlof, 2017; Pearce & Williams, 2013; J. [PubMed] [Google Scholar] Glascoe, F. Exploring predictors of expressive grammar across different assessment tasks in preschool-age children. The information gathered above sets the stage for using adapted scoring procedures informed by adult models. The analysis and results described in Study I provided the foundation to inform scoring procedures developed in Study II. (2020). (2009). An examination of cultural-linguistic influences on PPVT-4 performance in African American and Hispanic preschoolers from low-income communities. Educational and Psychological Measurement, 56, 746-759. Research Institute for Professional Practice, Learning and Education, Charles Sturt University. Coding of child responses revealed the following: (a) JC-influenced morphological structure coded at 26.4% (n = 1,115/4,224) and (b) JC-influenced lexical variation coded at 7.6% (n = 319/4,224). Specific language impairment across languages. Use of adapted scoring provides a feasible and ecologically valid approach, supported by expert best practice recommendations (McLeod et al., 2017), to understand and assess the expressive language profiles of DLLs at risk for misdiagnosis. As such, this study is responsive to the critical need
for innovative ideas and research practices to inform SLPs' clinical practice for DLLs (cf. The English-speaking SLP encouraged spontaneous productions by making a statement such as, "Look what we see here. Figure 1 provides an illustration of diagnostic classification as informed by children's performance based on CELF Preschool-2 manual projections, original scoring, and adapted scoring across classification categories. [Google Scholar] Justice, L. The use of adult models to interpret performance is an underutilized resource, yet it has promising implications for informing future research and practice to document the unique variability in dual language use. Researchers are recognizing promise in adapting standardized assessments and the need to identify DLLs' specific linguistic patterns in English assessment contexts, where misdiagnosis is most often likely to occur (McLeod et al., 2017)., Thompson, C., & Kaushanskaya, M. In our study, children were from a variety of socioeconomic backgrounds (as indexed by maternal education), and no distinct patterns of performance were identified unique to children of low SES; however, it is possible that higher SES and nonverbal IQ could have positively impacted preschoolers who scored within the average range using the standard English DLLs' mean scores using adapted scoring were also comparable to the CELF Preschool-2 normative sample, with higher mean scores for Word Structure (see Table 3). [Google Scholar] Castilla-Earls, A. By comparing child responses to adult models in Study I, we were able to identify productions on the CELF Preschool-2 that were not reflective of developmental errors but rather were indicative of typical forms of cross-linguistic influence in the English context. Current practice of child grammar intervention: A survey of speech-language pathologists. , Kelly, B. , Berry, J. , & McAllister, T. , Padilla, E. Word Structure adapted subtest scaled scores for 4-year-old (M = 11.9, SD = 3.04) and 5-year-old (M = 11.9, SD = 3. old (M = 11.6, SD = 3.3) participants were higher than the CELF Preschool-2 normative sample of 4-year-olds (M = 10.6, SD = 3.2) and 5-year-olds (M = 10.1, SD = 2.8). (2006a). Understanding interobserver agreement: The kappa statistic. We used multiple statistical approaches to address this RQ. Study I used a qualitative approach to formulate the foundational information needed to characterize adult linguistic patterns and compare them to child responses. Washington et al., 2019, 2017) cohort assessed during 2013-2018. Adapted score for interpretation (Wiig et al., 2006). Reliability Interrater reliability for scoring of the CELF Preschool-2 subtests was established using a kappa coefficient (Viera & Garret, 2005) to account for chance agreement between independent raters. These findings also increase the cautionary tale that JC-English DLLs are at risk of being overdiagnosed with DLD in standardized assessments using standard English scoring procedures. For the language disordered category, we also illustrate classification as informed by the "two-source approach," which was used to address concerns related to underdiagnosis of language disorder based on adapted scoring alone. Children's diagnostic classification categories on the Clinical Evaluation of Language Fundamentals Preschool-Second Edition (CELF Preschool-2) Expressive Vocabulary subtest. [PMC free article] [PubMed] [Google Scholar] Individuals with Disabilities Education Act, 20 U.S.C § 1412. Children were prompted to provide a language-specific stimuli (e.g., castle, princesses). , & Harry, O. The Expressive Vocabulary subtest requires the participant to name pictured stimuli in response to a verbal prompt. Though these recommendations exist, to our knowledge, this study is the first to empirically document this approach of UC-English DLLs Study II sought to determine differences between children's performance using original and adapted scoring procedures for JC-English DLLs. Importantly, we found that being a simultaneous bilingual (i.e., a DLL proficient in both JC and English) did not prevent these children's performance using original and adapted scoring procedures for JC-English DLLs.

remained (basal), but a new ceiling was established based on our adapted scoring procedures. Using the parent model to interpret assessment results in the English context provided pivotal information on the child's true language abilities, thus avoiding misdiagnosis. Charles Sturt University. Bain, B. [Google Scholar] Restrepo, M. ASHA (n.d.) established guidelines to assist SLPs in the assessment of DLLs and to ensure that assessments not only are nondiscriminatory but also include a comprehensive assessment battery. , Cook, M. More broadly, by investigating an understudied language pairing, we expand our theoretical understanding of bilingualism and model an approach applicable to an array of diverse linguistic communities that extend beyond the more traditionally studied bilingual paradigm (e.g., Spanish-English). & Goldstein B. [Google Scholar] Dunn, L. For example, we established a secondary ceiling due to the number of consecutive errors (i.e., consistent with the scoring manual, but took into account items that were previously considered to be errors but were now considered to be accurate) or the ceiling equaled the last item on the subtest. Conversely, overlapping patterns indicative of DLD could be incorrectly deemed as an English-learning pattern (i.e., difference), resulting in underdiagnosis (P. In this study, we informed the interpretation of standardized assessment results based on the responses of adult models from the same linguistic community to the same test items. , Walenski, M. Dunn, L. We also acknowledge that the appropriateness of standardized assessment battery. Applied Psycholinguistics, 36(4), 953-976., & Wright Karem, R. [Google Scholar] Craig, H. In line with the structure of traditional standardized assessments, this study focused on dialect-informed language probes rather than language sampling to control for structures elicited. Importantly, however, unlike other linguistically diverse populations, JC-English speakers in the United States (and in other migrant countries) come from Jamaica and not from other countries, offering some ecological validity to recruiting children from Jamaica to inform performance practices for working with this linguistic populace in the U.S. context. Children who scored within the mild deficit and language disordered range on this subtest displayed the following characteristics: More were from dual-income (n = 29, 30.2%) than male (n = 20, 20.8%). CELF Preschool-2 Expressive Vocabulary Subtest Expressive Vocabulary subtest scaled scores for 4-year-old (M = 7.9, SD = 2.6) and 5-year-olds (M = 10.8, SD = 2.6) and 5-year-olds (M = 10.6, M = 10.6, to identify true positive and true negative classification revealed a more accurate representation of the percentage of preschoolers categorized as being language disordered (i.e., 11.4% vs., Lagerberg, D. Barragan et al., 2018; Gross et al., 2014); however, recent work by Finneran et al. [Google Scholar] Ullman, M. Findings and exemplars of children's responses are also presented in Table 2. An example pattern resulting in potential misdiagnosis of JC-English DLLs might be use of the JC-influenced sentence "Im [him] a sleep" rather than the English sentence "Im [him] a sleep" rather than the English sentence "He is sleeping." The JC structure could be described as having errors in the subject "he" and omission of "is" and "-ing." However, the JC-influenced sentence could be more accurately described as having cross-linguistic influence because, in JC, "Im" is the correct nominative case pronoun and "a" serves as a present tense (continuative aspect) marker (cf. The 20 items of this subtest evaluate expressive vocabulary via referential naming and labeling of people, objects and actions (Wiig et al., 2006). For children, each subtest took approximately 7-10 min to complete., & Dunn, L. Application of a one-sample Kolmogorov-Smirnov test of normality with Lilliefors correction suggested that the distribution of original scores did not approximate the normal curve, K-S(176) = .097, p < .001, and was negatively skewed (i.e., due to the distribution of children's original scores among the diagnostic categories). International Journal of Bilingual Education and Bilingual Education and Bilingualism, 11(1), 1-29. The neurocognition of developmental disorders of language. Importantly, the vast majority of test items (Word Structure: 22/24, 91.7%; Expressive Vocabulary: 16/20, 80%) received adapted scoring, documenting that the consideration of cross-linguistic influence is as appropriate for preschool populations as it is for school-age children (Hendricks & Adlof, 2017). American Journal of Speech-Language Pathology, 26(3), 750–761. , & Morren, D. In this study, three different scoring procedures were examined: (a) unmodified, that is, counting only mainstream overt forms; (b) modified, that is, counting mainstream and nonmainstream overt and zero forms; and (c) strategically modified, that is, counting mainstream and nonmainstream overt forms and excluding responses that did not obligate the targeted tense and agreement structure. (1988). (2014). Transcription of Vietnamese adults' and children's consonants by English-speaking speech-language pathologists. Table 1 also provides a summary of child participant characteristics. CELF Preschool-2 (Wiig et al., 2006) is a valid and reliable, norm-referenced, standardized language assessment of receptive and expressive language designed specifically for monolingual English-speaking preschoolers aged 3;0-6;11. Bilingualism: Language and Cognition, 16(3), 578-596. Adult participants provided written consent and completed a background questionnaire. American Journal of Speech-Language Pathology, 29(3), 1113-1115. , León, M. The "two-source approach" is illustrated for the language disorders category: adapted scoring sensitivity (i.e., true positive) = .88; adapted scoring specificity (i.e., true negative) = .92. Comparison of CELF Preschool-2 Original and Adapted scores using the standard English scoring procedure and adapted scores using the adapted scores using terms adapted scores using the adapted scores using terms adapted scores u standardized assessment to identify children with DLD for the past 30 years, few studies have examined its appropriateness of standardized assessments with understudied language pairings such as Jamaican Creole (JC)-English-speaking children, the third largest Caribbean-born immigrant group in the United States (U.S. Census Bureau, 2018). [Google Scholar] Wiig, E. Clinical Evaluation of Language Fundamentals-Fourth Edition, Australian Standardised Edition (CELF-4 Australian). We first compared the adapted scores (i.e., using the adapted scores) from our sample of JC-English DLLs to the CELF Preschool-2 normative sample means (see Table 3). Scoring of these subtests was informed by the responses to test items of adult models from the same linguistic community., & Terry, N. Washington et al., 2019, 2017), play-based language samples were collected for all children in English. Jamaican Creole and Jamaican English: Phonology. This finding is in line with the aforementioned research documenting an increased percentage of bilingual and bidialectal children being classified as language disordered when using traditional standardized scoring (cf. Clinically, adult models could be included as part of a comprehensive assessment battery (e.g., dynamic assessment [Lewis et al., 2010] and contrastive phonological analysis [Telford Rose et al., 2020]), to address a long-standing and unmet need to reduce cultural and linguistic bias associated with assessment informed only by monolingual Child's unique language profile; thus, patterns of language disordered based on a consensus of concerns of (a) parents and (b) teachers or SLPs (Restrepo, 1998). , Pence, K. (2012). (2019). Adult Responses To answer RQ 1, adult responses to the CELF Preschool-2 subtests were analyzed using content analysis, a qualitative method that utilizes systematic analysis to reveal the presence of themes, providing interpretation of meaning from the text (Neundorf, 2002; Weber, 1990). [PMC free article] [PubMed] [Google Scholar] Semel, E. One-sample t tests indicated significant differences between JC-English DLLs' adapted subtest scaled scores and the CELF Preschool-2 normative sample for 4-year-olds, t(103) = 4.24, p < .001, d = 0.4, and 5-year-olds, t(69) = 3.83, p < .001, d = 0.4, and 5-year-olds, t(103) = 4.24, p < .001, d = 0.4, and 5-year-olds, t(103) = 4.24, p < .001, d = 0.4, and 5-year-olds, t(69) = 3.83, p < .001, d = 0.5 (Cohen, 1988). (1997). [PubMed] [Google Scholar] Hendricks, A. American Journal of Speech-Language Pathology, 25(2), 183-199. , Sarkadi, A. 69). Adapted CELF Preschool-2 Scoring Procedure An adapted scoring procedure for the Word Structure and Expressive Vocabulary subtests of the CELF Preschool-2 was developed. These current targets Misdiagnosis often occurs because language difference in bilinguals may overlap with indicators for language disorder in monolingual English speakers (Castilla-Earls et al., 2016; Paradis et al., 2011). Adult participants were from varied socioeconomic backgrounds, as evidenced through education levels and current employment (see Table 1), with the majority (n = 30, 90.9%) being employed at the time of the study. [PMC free article] [PubMed] [Google Scholar] Guiberson, M. The early and accurate determination of children's language abilities is an important part of their general education programming and is critical to identifying children who need special education services (Bedore & Peña 2008; IEPMCS, 2012). [PubMed] [Google Scholar] Guiberson, M. Devonish, Trans.) . Standards of practice indicate that measuring these language domains using standardized assessment may serve as pivotal components to a comprehensive assessment may serve as pivotal components to a comprehensive assessment battery (i.e., also including parent interview, language sampling, dynamic assessment; ASHA, n.d.; Lewis et al., 2010). [Google Scholar] Dodd, B. 116)., & McLeod, S. Validation of the Intelligibility in Context Scale for Jamaican Creole-speaking preschoolers., & McCormack, J. Language, Speech, and Hearing Services in Schools, 23(4), 329-333. Washington: Conceptualization (Lead), Data curation (Equal), Formal analysis (Supporting), Funding acquisition (Lead), Investigation (Equal), Methodology (Equal), Project administration (Lead), Resources (Lead), Visualization (Equal), Writing - original draft (Supporting), Writing - review & editing (Supporting), Uriting - review & editing (Supporting), Writing - review & editing Comparison of Patterns of Linguistic Features for JC-English DLLs and Adults Coding of children's responses by way of the established linguistic features as adults in both standardized and naturalistic assessment contexts. Word Structure Across all children's responses (n = 4,224) on the CELF Preschool-2 Word Structure subtest, 1,434 responses were identified and coded for the adult-informed linguistic themes. , Wiig, E. Current methods of evaluating the language abilities of multilingual preschoolers: A scoping review using the International Classification of Functioning Disability and Health-Children and Youth Version. Who receives speech/language services by 5 years of age in the United States?, & Pakdel, F. (Ed.), Varieties of English, Vol 2: The Americas and the Caribbean (pp. , & Oetting, J. Consistent with previous works (cf. Washington et al., 2019). These differences are of clinical relevance for both assessment and treatment., Earle, F., Bingham, G. The apparent diagnostic accuracy associated with using adult models suggests a feasible approach to addressing concerns about the potential underidentification of disorder when using modified/adapted scoring procedures. responses to CELF Preschool-2 items regarding linguistic features of language difference and DLD (Blom & Paradis, 2015) and to establish DLLs' oral language proficiency to guide academic placement (Castro et al., 2013; Greenwood et al., 2016). We discuss applicable qualitative and quantitative approaches useful in characterizing adult and ethnic groups in special education due to misdiagnosis (Dragoo, 2017). [Google Scholar] Gorman, B. Journal of Communication Disorders, 43(6), 456-473. Identifying patterns of language difference could guide the adaptation of standardized assessments to reduce cultural and linguistic bias.] and induce cultural and linguistic bias.] language disorders in English-dominant communities (K. If a correct response was given in the nontarget language, the item was rescored as correct, obtaining the conceptual score., obtaining the conceptual score., regular past tense, and irregular past tense verbs as well as plural nouns are reported as the most common grammatical forms targeted by SLPs in early educational settings (Finestack & Satterlund, 2018). (2008). (2017). [PubMed] [Google Scholar] Finneran, D. [Google Scholar] Kirk, R. The presence of themes and the frequency of the themes' occurrence varied between the two subtests, which could be impacted by the nature of the subtests' target language domain. Word Structure Across all adult responses (n = 792) to the CELF Preschool-2 Word Structure subtest, 157 responses were identified as JC-influenced and were then thematically coded according to the linguistic features of the responses is not only a recommendation of the centre of the responses. IEPMCS but is also in line with long-standing practice guidelines emphasizing the need for converging evidence and multiple methods of assessment due to the linguistic variability of DLL populations (ASHA, n.d.; McLeod et al., 2017). For young children who speak two languages, dual language learners (DLLs), the diagnosis of developmental language disorders (DLD) can be particularly challenging (American Speech-Language-Hearing Association [ASHA], n.d.; Paradis et al., 2011). Sources of individual differences in the acquisition of tense inflection by English second language learners with and without specific language impairment. Children's responses were examined across all subtest items to conduct rescoring procedures. Table 1 provides a summary of adult characteristics. Child (n = 176) and adult (n = 33) participants' characteristics. Child (n = 176) and adult (n = 33) participants' characteristics. Child (n = 176) and adult (n = 33) participants' characteristics. Child (n = 176) and adult (n = 33) participants' characteristics. Child (n = 176) and adult (n = 176) and a Male827489Highest education level, n (%)Maternal educationOwn education University53 (30.1)47 (30.1)6 (30)12 (36.4) College38 (21.6)35 (22.4)3 (15)6 (18.1) Trade school 2 (1.2)2 (1.3)0 (0) - Household income, r (%) Employed 168 (95.5)149 using flyers and through parent-teacher meetings. J. Morren & Morren, 2007; K. Guiberson, 2020, for a discussion). Linguistic Patterns of JC-English speakers. W. While recent evidence has described the speech and language profiles of JC-English-speaking children (Abu El Adas et al., 2020; K. [Google Scholar] Terrell, S. The researchers found that modified scoring yielded higher scores for AAE speakers; however, false negatives (i.e., resulting in underidentification) using this approach did also occur. More recently, Oetting et al. The development of English as a second language with and without specific language impairment: Clinical implications. For adapted scoring, kappa statistics also revealed "almost perfect agreement" between independent raters for Word Structure, $\kappa = .92, 95\%$ CI [.84, 1.0], p < .001, and Expressive Vocabulary, $\kappa = .85, 95\%$ CI [.75, .95], p < .001. All data were analyzed using SPSS Version 25. Family Medicine, 37(5), 360-363. Specifically, content bias is often involved in standardized assessment with the assumption that children have undergone similar life experiences that shape conceptual knowledge (De Lamo White & Jin, 2011). a child's language profile is reflective of a language difference or a language disorder. Wiig et al., 2006; see Figures 1 and 2). Oetting of concerns from two sources" (i.e., parent and teacher or SLP; Restrepo, 1998). Other studies have documented differences in performance on standardized measures relating to children's bilingual typologies, an important consideration for future researchers found that all scoring approaches revealed differences between typically developing dialectal speakers with DLD; however, strategically modified scoring yielded the highest levels of sensitivity and specificity., Farkas, G., & Goldstein, H., & Ozanne, A. E., Girolamo, T. Lockart and McLeod (2013) investigated non-Cantonese-speaking clinicians' transcription of typical and atypical Cantonese speech samples, finding improved accuracy following training with adult models. A Kolmogorov-Smirnov test of normality with Lilliefors correction was also used to examine the distribution of adapted scores for each subtest. Brookes. Parents reported that preschoolers used JC "very well" (n = 65, 36.9%), and "not very well" (n = 65, 36.9%), and "somewhat well" (n = 65, 36.9\%), and "somewhat well" (n = 65, 36.9\%), and "somewhat well" (n = 65, 36.9\%), and "somewhat well" (n = 65, 36 Washington & Craig, 1992). Children who scored within the average and high average range on this subtest displayed the following characteristics: More were from dual-income (n = 55, 68.8%) than single-income (n = 21, 26.3%) homes, an equivalent number were from dual-income (n = 40, 50%), and half scored within the above average to very superior range on the PTONI (n = 40, 50%). , & Dollaghan, C. One-sample t tests indicated significant differences between JC-English DLLs' subtest scaled scores and the CELF Preschool-2 normative sample for 4-year-olds, t(103) = -12.94, p < .001, d = 1.3, and 5-year-olds, t(69) = -8.68, p < .001, d = 1.1 (Cohen, 1988). [Google Scholar] Greenwood, C. The mean scores for JC-English DLLs improved from 7.1 (SD = 2.8) to 11.7 (SD = 2.4) to 10.6 (SD = 2.4) t 9.1%), average (n = 97, 55.1%), mild deficit (n = 23, 13.1%), and language disordered (n = 40, 22.7%). The growth in this population increases the possibility that SLPs will have JC-English speakers on their caseload, necessitating an understanding of how this linguistically diverse populace might perform on popularly used assessments. Gross et al., 2014) and may also be impacted by the features of the language pairing (cf. Speech-language pathologists' assessment practices for children with suspected speech sound disorders: Results of a national survey. [Google Scholar] Lockart, R., & International Expert Panel on Multilingual Children's Speech. Performance of elementary-grade African American students on the Gray Oral Reading Tests. Lastly, one-way ANOVAs were used to determine if statistically significant differences were present between JC-English DLLs' Adapted Scores to CELF Preschool-2 Normative Data CELF Preschool-2 Word Structure Subtest On this subtest, 22 out of 24 (91.7%) test items received adapted scoring (see Supplemental Material S1). Mouton de Gruyter. [PubMed] [Google Scholar] Washington, K. Most preschoolers' parents (n = 141, 80.1%) reported little to no concerns about their child's talking, while 31 (17.6%) parents reported concerns and four (2.3%) parents did not respond. Masso et al. This change is needed to reduce potential misdiagnosis of disorder in children who do not share the same linguistic and cultural profile of the SLP and to improve adapted scoring procedures that may also result in underidentification (Hendricks & Adlof, 2017; Oetting et al., 2019). These language domains are of critical importance to distinguish DLD from typical development in DLLs (Blom & Paradis, 2015; Paradis et al., 2013; Greenwood et al., 2016)., Kelley, E. Hemsley et al., 2010). International Journal of Speech-Language Pathology, 15(4), 429-440. (2019) examined three different scoring measures for dialectal speakers (i.e., AAE and Southern White English) informed by knowledge of dialectal language patterns (e.g., zero marking of regular past tense). In Schneider E. Another influential factor could be the sensitivity of the language domains measured in documenting diagnostic indicators of DLD. Using the CELF Preschool-2 manual scoring guidelines, children's performance was classified as high average (n = 79, 44.8%), average (n = 80, 45.5%), mild deficit (n = 4, 2.3%), and language disordered (n = 13, 7.4%). A Kolmogorov-Smirnov test of normality with Lilliefors correction was used to examine the distribution of original scores for each subtest. A complete list of alternate responses for this subtest and percentage of use can be found in Supplemental Material S1.Expressive Vocabulary Across all children's responses (n = 3,520) on the CELF Preschool-2 Expressive Vocabulary subtest, 535 responses were identified and coded for the adult-informed linguistic themes. [Google Scholar] Telford Rose, S. These themes were established by three native English speakers who received specific training concerning the linguistic features of JC (cf. Language sample stimuli in the English context included a castle, Mike the Knight set, Disney princesses, and toy food objects. As previously described, the Jamaican Creole Language Project (K. Therefore, typical patterns of cross-linguistic influence (i.e., interactions between each of the child's languages) and/or code mixing may be incorrectly identified as indicators of DLD rather than language difference, resulting in overdiagnosis. Journal of Speech, Language, and Hearing Research, 41(6), 1398-1411. As such, morphosyntactic patterns that overlap with indicators of DLD could largely influence overdiagnosis rates for JC-English DLLs in the English context. Although JC and English have many structural (e.g., subject-verb-object sequences) and lexical (i.e., JC comprises approximately 90% English vocabulary) similarities consistent with the historical relationship between the languages (Deuber, 2009; Devonish & Harry, 2008; Trudgill, 2011), differences in JC morphosyntactic rules and lexical varieties impacted JC-English speakers' productions in the English context (cf. Application of a one-sample Kolmogorov-Smirnov test of normality with Lilliefors correction suggested that the distribution of original scores did not approximate the normal curve, K-S(176) = .071, p = .03, and was negatively skewed (i.e. due to the distribution of children's original scores among the diagnostic categories). Washington et al., 2019). Though research has sought to identify evidence-based strategies to appropriately assess the linguistic variability of DLLs' language profiles (Bedore & Peña, 2008; Lewis et al., 2010), limitations regarding commonly used and heavily relied upon standardized assessments remain (Finestack & Satterlund, 2018; Pearce & Williams, 2013). Clinical Linguistics & Phonetics, 35(2), 171-154. Journal of Pidgin and Creole Languages, 24(1), 1-52. The "two-source approach" is illustrated for the language disorders category: adapted scoring sensitivity (i.e., true positive) = .85; adapted scoring specificity (i.e., true negative) = .94.CELF Preschool-2 Expressive Vocabulary Subtest On this subtest, 16 out of 20 (80%) test items received adapted scoring (see Supplemental Material S2). , Spencer, C. American Journal of Speech-Language Pathology, 22(3), 523-539. To better understand the appropriateness of commonly used assessment tools for understudied DLL populations, we seek to investigate the Word Structure and Expressive Vocabulary subtests of the CELF Preschool-2 for IC-English-speaking preschool-2 for JC-English-speaking treatment, with an overwhelming percentage of goals (approximately 80.5%) targeting verb tense use (Selin et al., 2019). Table 3 provides descriptive statistics for our sample and the CELF Preschool-2 normative sample and the CELF Preschool sample scaled scores on CELF Preschool-2 Word Structure and Expressive Vocabulary subtests. SubtestAge groupNormative sampleJC-English adapted scoring M (SD) M (SD $(3.1)^{**}$ Expressive Vocabulary4-year-olds 10.8 (2.8)8.6 (2.3)* 10.9 (2.4)5-year-olds 10.6 (3.3)7.9 (2.6)* 10.1 (2.3)All children 10.9 (2.4)* CELF Preschool-2 Word Structure original subtest scaled scores for 4-year-old (M = 7.3, SD = 2.6) and 5-year-old (M = 6.9, SD = 3.1) participants were more than 1 SI below the mean of the CELF Preschool-2 normative sample of 4-year-olds (M = 10.6, SD = 3.2) and 5-year-olds (M = 10.1, SD = 2.8). In Hickok G., Fiestas, C. As such, these subtests were deemed as critical components within this standardized measure to characterize adults' and children's morphosyntactic and lexical linguistic patterns. Language Sample Stimuli As part of the Jamaican Creole Language Project (K. This approach employed foundational tenets of linguistic contrast analysis. Changing communicative needs, revised assessment objectives: Testing English as an international tenets of 93.8% with an adequate of 93.8% with a additional additionadditionadditionadditionadditionadditionadditionadditionadditio level (.85) of sensitivity (i.e., a true positive) and a high level (.94) of specificity (i.e., a true negative; Plante & Vance, 1994). Of importance to our studyare (a) that the number of children classified as language disordered substantially decreased (i.e., by 37.5% for Word Structure and by 11.3% for Expressive Vocabulary) on both subtests when adapted scoring procedures were applied (see Figures 1 and 2) and (b) that children who were classified as language disordered using the adapted scoring approach exhibited similar linguistic profiles to those of monolingual speakers with DLD (Leonard, 2014), suggestive of greater sensitivity (i.e., a true positive: those children suspected of having DLD are actually diagnosed with DLD) in diagnostic classification critical to guiding clinical decision making (McLeod et al., 2013). For the purposes of our study, we focused on preschoolers aged 4:0-5:11, as this age holds special sensitivity for informing the early and accurate identification of DLD in academic and clinical settings (Bishop & Edmundson, 1987; Paradis et al., 2011). This approach was applied to ensure all necessary data needed to address original and adapted scoring methodological approaches (see Study II) were available. Consistent with the Jamaican Creole Language Project (K. (2016) developed a Spanish adapted scoring methodological approaches (see Study II) were available. (Justice et al., 2010) to include language-specific features of Spanish. Using the CELF Preschool-2 manual scoring guidelines, children's performance was classified as follows: high average (n = 8, 4.5%), average (n = 72, 40.9%), mild deficit (n = 10, 5.7%), and language disordered (n = 86, 48.9%). Hua, Z., & Adlof, S. Classification accuracy statistics were then used to inform the diagnostic accuracy of adapted scoring procedures. American Journal of Speech-Language Pathology, 22(3), 503-522. The consideration of the language pairing and contextual factors that inform this finding in this study will be expanded upon in the Discussion section. To address potential concerns related to underdiagnosis of disorder using adapted scoring (cf. Bilingual preschoolers' spontaneous productions: Considering Jamaican Creole and English. , & Peña, E. , & Rodriguez, B. Percentage use of the linguistic themes reflected in Supplemental Materials S1 and S2 further document this risk of misdiagnosis (e.g., 73% of children's responses exhibited zero marking of the plural). (2002). Gross et al. [PubMed] [Google Scholar] U.S. Census Bureau. Coding of adult responses revealed the following: (a) JC-influenced lexical variation coded at 4.7% (n = 37/792). Language, Speech, and Hearing Services in Schools, 35(2), 141-154. Raw scores were converted to subtest scaled scores to compare performance to the standardized sample., Harris, O. [PubMed] [Google Scholar] Paradis, J. Selection of preschool language tests., Payne, K. (2021). Importantly, unmodified scoring led to overidentification. A. Washington et al., 2019, 2017), all children completed a 15-min, play-based language sample in English that was video- and audio-recorded. Coding of child language sample productions revealed the following: (a) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced language sample in English that was video- and audio-recorded. Coding of child language sample productions revealed the following: (a) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced language sample productions revealed the following: (a) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced morphological structure coded at 13.1% (n = 316/2,417), (b) JC-influenced description coded at 0.4% (n = 10/2,417). Study II involves the same child participants, materials, and procedures as described in Study I., Washington, K. sleeps [third-person singular], climb vs. [Google Scholar] Peabody Picture Vocabulary Test-Third Edition: Manual., Restrepo, M. However, only assessments and procedures relevant to this study are described in detail in this article. Washington et al., 2019, 2017), the English CELF Preschool-2 administration was provided by an English-speaking SLP unknown to the adult and child participants. Clinical Evaluation of Language Fundamentals-Fourth Edition, Spanish (CELF-4 Spanish). Specifically, our findings augment knowledge regarding JC linguistic patterns (see Supplemental Materials S1 and S2) that not only support SLPs' understanding of the clinical profile for this population to avoid misdiagnosis but also impact the entire service delivery continuum in considering. Items from the Expressive Vocabulary subtest were scored: "2" for target response or appropriate substitute, "1" for a response related to the target response of "Ar [her] is" rather than the English target "She is" could be incorrectly characterized as a language difference, when in fact it could be described as errored or disordered., Kokotek, L. Washington, 2012), making the application of adult models an ecologically valid approach that supports accurate diagnoses. Zero marking of past tense in child African American English. [Google Scholar] Nayeb, L. Clinical Linguistics & Phonetics, 34(3), 242-255. Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. Terrell et al., 2011; K. Relationships between narrative language samples and normreferenced test scores in language assessments of school-age children. Our findings document the utility and ecological validity of adult models from the same linguistic community to inform the interpretation of language assessment results for children. Pathology, 27(4), 1329-1351. 2004/015) [PubMed] [Google Scholar] De Lamo White, C. This procedure was informed by the responses that deviated from the English target were compared with parent responses to determine if the production was cross-linguistically appropriate or an error. (2000). Lastly, 100% of coded productions (n = 382) in children's language samples were analyzed. Conceptual scoring of receptive and sequential bilingual children. These themes and corresponding examples were confirmed by Professor Hubert Devonish, the former Chair of the Jamaican Language Unit (i.e., a language planning agency with expertise in JC linguistic structure and language practices), to ensure accuracy in the rescoring procedures. Chapman & Hall. Washington et al., 2019, 2017). Introduction to the forum: Innovations in clinical practice for dual language learners, Part 2. We applied a standard approach to our inclusion criteria that is used when developing standardized assessments. , Jenkins, A. As such, our approach modeled standardized assessments of children. Early Childhood Research Quarterly, 36, 307-317. For adults, each subtest took approximately 5-7 min to complete. & Small S. (2011). A scalable tool for assessing children's language abilities within a narrative context: The NAP (Narrative Assessment Protocol). Abu El Adas, S. Thus, our sample included children's language abilities. Further to this point was that we did not report on children's performance in both languages spoken but instead focused our investigation on assessment in English, where misdiagnosis is likely to occur and which represents the language spoken by most U.S. SLPs. It is also acknowledged that both best practice recommendations and the CELF Preschool-2 manual emphasize the need for converging evidence using multiple measures in the diagnosis of language disorder., Rivière, A. To provide the most appropriate comparison, we used data reported in the CELF Preschool-2 manual that identified children's subtest performance by age (Wiig et al., 2006, p., Carta, J. León et al., 2021) with a mean total score of 4.7 on the ICS for English (n = 132, 75%) and a mean total score of 4.6 on the ICS-JC (McLeod et al., 2012b) for JC (n = 110 out of 139 available scores due to ICS-JC availability, 79.1%). To complement the more prompted level of data obtained using the CELF Preschool-2, we also examined children's spontaneous samples for morphosyntactic and lexical variations. , Bowles, R. See Supplemental Material S2 for a complete list of alternate responses and percentage of use for this subtest. Language Samples in English (n = 35) that were analyzed to provide confirmatory evidence of the linguistic themes. Therefore, we strategically selected the two subtests involving the language domains of morphosyntax and vocabulary as these areas inform the profile of DLD for DLLs (Blom & Paradis, 2015), are the most commonly measured in clinical practice (Selin et al., 2019) and research (Wright Karem et al., 2019), and are highly targeted in treatment (Finestack & Satterlund, 2018). Our results align with previous studies that also showed overdiagnosis of disorder in linguistically diverse populations using standardized measures in school-age children (e.g., Barragan et al., 2018; Gross et al., 2014; Pearce & Williams, 2013). , & Vance, R. , & Garret, J. (1992). , Genesee, F. Bilingual children with primary language impairment: Issues, evidence and implications for clinical actions. Erlbaum., Leon, M. (2007). However, additional sampling of the variability in JC-English language use and to expand upon assessment methods to distinguish between language difference and DLD. For example, in assessing Expressive Vocabulary, 54.5% (n = 18) adults produced a JC linguistic item such as spying glass, reflecting JC-influenced lexical variation, for the target item "telescope." Children also produced similar JC linguistic items (n = 49, 27.8%; e.g., camera, eye scope) for this target (see Supplemental Material S2)., Arensberg, K. [Google Scholar] McLeod, S. [PMC free article] [PubMed] [Google Scholar] Lee, R. Sociolinguistic typology: Social determinants of linguistic complexity. Though differences between original and adapted scores document cross-linguistic features as a primary influence on children's performance on language measures (Gross et al., 2014; Pearce & Williams, 2013). Limitations and Future Directions As with any research, this study was not without limitations. (Eds.), Communication development and disorders in African American children: Research, assessment, and intervention (pp. [PubMed] [Google Scholar] Yarian, M. (2012b). Original subtest scaled scores were significantly different from adapted subtest scaled scores (M = 8.3, SD = 2.4), with a large effect size (Kirk, 1996). The notion of clinically lower than the mean of adapted subtest scaled scores (M = 10.6, SD = 2.4), with a large effect size (Kirk, 1996). The notion of clinically significant change. [Google Scholar] Semel, E. Language difference occurs if there are rule-governed differences typical of dual language development. (2006). De Lamo White & Jin, 2011; Selin et al., 2011; Selin for cross-linguistic differences (Paradis et al., 2011), a strategy that is commonly used in research studies (Wright Karem et al., 2019). , & Williams, C. These studies documents the immense number of varieties of English both within communities and across the globe, suggesting a multilayering of local norms to inform assessment is needed for interpretation in English contexts. Language, Speech, and Hearing Services in Schools, 50(2), 283-307. Speech therapy licensure in Jamaica was obtained from the Council of Professions Allied to Medicine. Adult and child participants in this study were drawn from the Jamaican Creole Language Project (cf., Holmes, P.

Nov 25, 2013 · The CELF-P2 had a sensitivity of .85 and specificity of .82 on the core language score indicating fair diagnostic accuracy. However, since it only compares children in the range for which the PLS-5 is intended (0-7;11) it should not be used as a comparison measure. Multi-investigator groups: Extramural research units of the South African Medical Research Council: Precision and Genomic Medicine. Molecular Mycobateriology Multi-investigator groups: Extramural research units of the South African Medical Research Council: Precision and Genomic Medicine. Molecular Mycobateriology Research in the IDM is led by over 34 independent principal investigators in the basic, clinical and public health sciences, and has a strong translational focus. Grant and contract funding is sourced from the US National Institutes of Health, the Bill & Melinda Gates Foundation, The Wellcome Trust, EDCTP, the South African Medical Research Council, the National Research ... Feb 17, 2014 · Download: CELF5 Test Review-LEADERS PDF. The Clinical Evaluation of Language and communication skills in a variety of contexts, determine the presence of a language disorder, describe the nature of the language disorder, and plan for intervention or treatment. Purpose

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