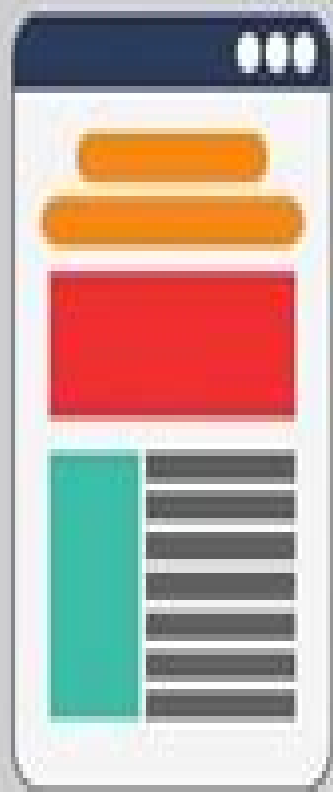


Spanish Preschool Language Scale – PLS-5 Evaluation Report Template



Pls 5 Spanish Bilingual Speech Report

Yijin Wang



Pls 5 Spanish Bilingual Speech Report:

Cases on Communication Disorders in Culturally Diverse Populations Scott, Diane M., 2020-01-03 Communication disorders are impairments in the ability to receive send process and comprehend hearing language and or speech While the number of culturally diverse populations is growing in the United States speech language pathologists and audiologists lack information on serving these culturally diverse populations appropriately and effectively Cases on Communication Disorders in Culturally Diverse Populations is an essential research publication that provides culturally competent hearing language and speech services and cases across age groups communication disorders and culturally diverse populations These case studies offer a practical and detailed means for assisting professionals in providing culturally appropriate speech language and hearing services Highlighting various topics such as counseling language learning and genetics this book is indispensable for speech language pathologists audiologists counselors administrators academicians researchers practitioners and students

Working with Interpreters and Translators Henriette W. Langdon, Terry Irvine Saenz, 2015-10-15 Working with Interpreters and Translators A Guide for Speech Language Pathologists and Audiologists offers state of the art procedures to conduct interviews assessments and conferences with students with limited English language proficiency and their families As no research base is available in the field of communicative disorders on this specific topic the information presented in this guide is supported by a critical review of the literature on best practices in interpreting for international conferences and legal and medical fields Furthermore the authors experience working with language interpreters and training professionals as well as graduate students in communicative disorders makes this a very valuable resource for professionals interpreters translators as well as undergraduate and graduate students Federal and state laws specify that if necessary English language learners ELL need to be assessed in their native language when referred for possible special education The number of ELL students attending public schools across the nation has increased in the past few decades There are not enough speech language pathologists SLPs or audiologists who are proficient in the various languages spoken by ELL students even in Spanish the most common language spoken by ELL students in the United States The next best solution is to conduct assessments in collaboration with a trained interpreter translator Key features include Information and references for the most common languages spoken by ELL students Discussion of culturally based variables that need to be considered in the process of interviewing and working with linguistically and culturally diverse populations Description of the roles and responsibilities for individuals who will be collaborating as interpreters and translators with SLPs and audiologists in various contexts such as interviews assessments and various meetings such as IEPs and IFSPs as well as suggestions on training individuals in this collaborative process Review of best practices in speech language and audiological assessments both with and without materials in the given language Disclaimer Please note that ancillary content such documents audio and video may not be included as published in the original print version of this book

Working with Interpreters and Translators A Guide for Speech Language Pathologists and Audiologists is a must have reference for anyone working with ELL students Although the process was developed with the pediatric population in mind much of this information can be applied to older culturally and linguistically diverse populations in need of speech language and or hearing services It will also be useful to professionals working with language interpreters in allied health professions in other countries

Language Disorders from Infancy Through Adolescence - E-Book Rhea Paul, Courtenay Norbury, 2012-01-14 Language Disorders from Infancy Through Adolescence 4th Edition is the go to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment This core resource spans the entire developmental period through adolescence and uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties that make up child language disorders and information on how language pathologists approach the assessment and intervention processes This new edition also features significant updates in research trends instruction best practices and social skills assessment Comprehensive text covers the entire developmental period through adolescence Clinical application focus featuring case studies clinical vignettes and suggested projects helps you apply concepts to professional practice Straightforward conversational writing style makes this book easy to read and understand More than 230 tables and boxes summarize important information such as dialogue examples sample assessment plans assessment and intervention principles activities and sample transcripts UNIQUE Practice exercises with sample transcripts allow you to apply different methods of analysis UNIQUE Helpful study guides at the end of each chapter help you review and apply what you have learned Versatile text is perfect for a variety of language disorder courses and serves as a great reference tool for professional practitioners Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders Communication development milestones are printed on the inside front cover for quick access Chapter objectives summarize what you can expect to learn in each chapter Updated content features the latest research theories trends and techniques in the field Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech language pathologist on school literacy teams and in response to intervention New reference sources Student Professional Resources on Evolve include an image bank video clips and references linked to PubMed

Unusual Productions in Phonology Mehmet Yavas, 2014-10-17 The universalist view that acquisition of phonology is guided by universal principles has been the dominant position for decades More recently an alternative view has brought into focus the relationship between developmental markedness and language specific input frequencies With entirely original chapters on non ambient like productions by typically and atypically developing children and second language learners Unusual Productions in Phonology delves deeply into these competing explanations to show that patterns observed do not uniquely lend themselves to one or the other explanations Rather they point towards the need for both universal markedness and

statistical input considerations in any attempted explanation. Containing contributions from leading researchers from around the world, this impressive collection is a must-have resource for any researcher, practitioner, or advanced student specializing in phonology, cognitive psychology, applied linguistics, and communication disorders. Research Methods for Understanding Child Second Language Development Yuko Goto Butler, Becky H. Huang, 2022-09-15. Butler and Huang's book is one of the first to focus on second language L2 development research methods and techniques specifically targeted at children of primary and pre-primary years. The last decade has seen a growing number of L2 studies of children aged 4-12, a demographic with special developmental characteristics that confound research methods designed for studying adults. Written by experts from a variety of disciplines, this book covers major research methods and techniques in existing L2 development research, including observations, surveys, interviews, introspective methods, speech production methods, receptive methods, eye tracking, and brain imaging, as well as research methods specifically designed for L2 children with special educational needs. The book also discusses various age-related considerations and challenges if they are employed to young L2 learners. This will be essential reading for SLA, child development, and TESOL researchers and students in these courses; it will benefit particularly from pedagogical material such as further readings and discussion questions. *Fundamentals of AAC* Nerissa Hall, Jenifer Juengling-Sudkamp, Michelle L. Gutmann, Ellen R. Cohn, 2022-03-11. *Fundamentals of AAC: A Case-Based Approach to Enhancing Communication* is a course-friendly textbook designed to walk readers through the theoretical and clinical underpinnings of assessment, intervention, and consultation for individuals with complex communication needs across the lifespan. Augmentative and alternative communication (AAC) encompasses a variety of communication methods and is used by those with a wide range of speech and language impairments. With a consistent framework and descriptive case studies, as well as input from various stakeholders, readers can gain a comprehensive understanding of the needs of persons who use AAC and how to provide them with ethically and culturally considerate support. Unlike other texts on this topic, this book empowers the reader to visualize AAC in action. Each chapter offers evidence-based information about the topic along with a case study. The case studies, combined with short essays from various stakeholders, illustrate the variety of ways in which AAC can enhance an individual's connection with their communication partners and community and the role of the speech-language pathologist as integral to this process. Intended to easily translate into a 6-, 8-, or 13-week semester course, this textbook is divided into seven distinct sections. Section I provides an overview of AAC: no-tech, mid-tech, and high-tech AAC systems, as well as mobile technology and advancing technology. Section II discusses cultural and linguistic responsiveness and how this underlies AAC systems and services. Section III reviews AAC assessment, intervention, and implementation for toddlers, preschoolers, and school-aged individuals, along with goal writing and data collection. Section IV covers assessment, intervention, and implementation for young adults and adults needing AAC. Section V offers the reader detailed information and rich examples of the application of AAC for persons with developmental disabilities. Section VI provides the theoretical

foundation and exemplar case studies of AAC for persons with acquired disabilities Section VII details consultation and training for various stakeholders as well as tele AAC services Key Features Overviews with key terms set the stage for each section 36 case studies with questions and visuals to clearly depict each case Boxes with practical tips and expert advice

Resources in Education ,1981 *Language and Literacy Development* Linda I. Rosa-Lugo,Florin M. Mihai,Joyce W. Nutta,2020-04-03 *Language and Literacy Development English Learners with Communication Disorders from Theory to Application* Second Edition brings you the most useful up to date information on best practices for English learners ELs with communication disorders from a variety of backgrounds how to conduct assessment intervention and progress monitoring The first edition of this text gave a comprehensive overview of the theory and practice of serving ELs with communication disorders and the second edition is expanded to show the nuts and bolts of how to meet ELs needs and how professionals can support their success at school This text emphasizes collaboration between speech language pathology SLP and English for speakers of other languages ESOL professionals More importantly it shows how to apply the knowledge and implement the mechanics and practicalities of assessment intervention and progress monitoring New to the Second Edition Updated EL and EL with communication disorders demographics and legislation An innovative assessment intervention monitoring AIM framework geared toward language proficiency development and academic content expansion of ELs with communication disorders Research based and proficiency level appropriate pedagogical interventions and recommendations for implementing effective assessments that support English learners with communication disorders in their language and content growth Updated information on commonly used assessments used by speech language pathologists to identify determine disability Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book *Resources in Education* ,1982 *Childhood Language Disorders in Context* Nickola Nelson,1993 Here is a comprehensive introduction to language disorders in children one whose two fold developmental contextual perspective acknowledges that children s language learning systems include not only their skills knowledge and biological abilities but also their language background family settings and the context in which they are attempting to learn language The text s primary focus is on perspectives from normal development and the bulk of the coverage is devoted to examination of expectations for early infant through toddler middle preschool through early elementary and later middle elementary through adolescent stages of learning language These developmentally geared divisions are then used to guide discussions of language assessment and intervention for children who are not learning language normally yet who have characteristics in common with their peers who are **The New York Times Magazine** ,1967 **Linguistics and Language Behavior Abstracts** ,2003 *Religion Index One* ,1992 **Bilingual Spanish-English Speaking 4-year-old-children** Brooke Leann Powers,2010 Many bilingual Spanish English preschool aged children are impacted by speech sound disorders and research has shown that bilingual speech sound systems develop

differently than monolinguals Research has also shown that for monolingual English and Spanish speakers parent reports can be a valid tool for identification and single word assessments can effectively diagnose speech disorder yet little if any normative data or information about the validity of parent reports as an identification tool exists for bilingual Spanish English speakers The purpose of the present study was to create bilingual speech normative data for English single word assessment scores for percent consonants correct PCC percent vowels correct PVC and the index of phonetic complexity IPC It also sought to determine correlations of speech scores and parent reports which was done as an extension of Stertzbach's 2005 study with monolingual Spanish speakers Fifty six bilingual Spanish English 4 year olds were administered a single word assessment in English and normative data was generated from the PCC PVC and IPC scores That normative data was correlated with Likert values from the parent surveys to establish the validity of the report as an identification tool and finally the disordered scores as determined by the normative data were explored in relation to previous suspicion or diagnosis of disorder The normative data showed 89% of speech scores falling within the typical range for both PCC and PVC and 93% for IPC Pearson coefficients were computed by regression analysis and parent reports were deemed a valid tool for identification based on statistically significant correlations at the .05 level for 6 of 10 questions Previous suspicions of disorder based on parent report or examiner questionnaire were 87.5% and 91% accurate respectively while current diagnosis based on the presence of an existing Individualized Family Service Plan IFSP was 93% accurate The results were consistent with previous research showing the prevalence of speech disorder as well as the validity of the parent report

Language Development and Disorders in Spanish-speaking Children Alejandra Auza Benavides, Richard G. Schwartz, 2017-06-13 Prominent researchers from the US Mexico Chile Colombia and Spain contribute experimental reports on language development of children who are acquiring Spanish The chapters cover a wide range of dimensions in acquisition comprehension and production monolingualism and bilingualism typical development children who are at risk and children with language disorders phonology semantics and morphosyntax These studies will inform linguistic theory development in clinical linguistics as well as offer insights on how language works in relation to cognitive functions that are associated with when children understand or use language The unique data from child language offer perspectives that cannot be drawn from adult language The first part is dedicated to the acquisition of Spanish as a first or second language by typically developing children the second part offers studies on children who are at risk of language delays and the third part focuses on children with specific language impairment disorders and syndromes

Classification Accuracy of a Self-report Proficiency Assessment for Spanish-English Bilingual Speakers Laura Catarina Herrera, 2019

Examining Language Patterns and Growth of "at Risk" Bilingual Children Taylor Morgan Koebert, 2014 The goal of this report was to explore ways to differentiate the performance of early school aged Spanish English bilingual children in U S public schools who appear at risk for language impairment versus those who have true risk We compared the patterns of performance reported for children

with typical development and language impairment reported in the literature to those for children with risk described by Bedore et al 2013 and Perez et al in preparation Children with risk seem quite different than their peers with true language problems on formal measures such as the Bilingual English Spanish Assessment BESA However these children presented fewer errors or weaknesses in spontaneous speech than did their peers with true language impairment Language variability and errors are expected in the language of young bilingual children so it is of utmost importance that language professionals closely assess each of the child s languages with formal and functional measures prior to making a diagnosis of language impairment

Assessment and Intervention Resource for Hispanic Children Hortense García Ramirez Kayser,1998 Assessment and Intervention Resource for Hispanic Children is an illuminating resource guide that presents important theory and research as it applies to the clinical process with clients who are communicatively impaired and bilingual Written by a leading bilingual clinician this insightful clinical manual provides pertinent up to date information on bilingual populations Normative data are presented in clear tabular format and numerous references and resources are included for bilingual and monolingual clinicians clients and parents

Inventory to Assess Language Knowledge (Itlak) Elizabeth D. Pena,Vera F. Gutierrez-Clellen,Aquiles Iglesias,Brian A. Goldstein,Lisa Bedore,2018-05-30 Sold in a package of 20 these ITALK forms are part of the Bilingual English Spanish Assessment BESA a language assessment for use with children ages 4 through 6 years who have varying degrees of bilingualism Completed by the examiner as a parent and teacher interview the 10 minute ITALK addresses relative use of a child s two languages and five areas of speech and language development vocabulary grammar sentence production comprehension and phonology in both Spanish and English Parents and teachers identify the child s perceived level of performance in each language and the ITALK provides a helpful summary of parent and teacher concerns that can be used to guide target areas of assessment Results of the ITALK can be used to interpret diagnostic results from BESA or other speech and language tests ABOUT BESA A valid and reliable assessment that specifically responds to the needs of young Spanish English bilingual children BESA was developed to identify phonological and or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children s speech and language strengths and needs monitor children s progress in both languages and use the information to make decisions about intervention Through a combination of subtests for students and surveys for teachers and parents BESA reveals the big picture of a young bilingual child s language development Learn more about BESA here

Bilingual English-Spanish Assessment (BESA) Elizabeth D. Peña,2018-05 When a young bilingual child experiences language difficulties it can be hard to tell if those challenges are due to a disorder or just limited exposure to the English language That s a critical distinction because while limited language exposure will fix itself over time a language impairment is a clinical issue that will cause the child difficulties in school without timely and effective intervention Now there s a valid reliable assessment that specifically responds to the needs of

young Spanish English bilingual children For use with children ages 4 through 6 years who have varying degrees of bilingualism the Bilingual English Spanish Assessment BESA was developed to identify phonological and or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children s speech and language strengths and needs monitor children s progress in both languages and use the information to make decisions about intervention How BESA Works Through a combination of subtests for students and surveys for teachers and parents BESA reveals the big picture of a young bilingual child s language development Comprehensive assessment with BESA includes 3 subtests in both English and Spanish These three standardized norm referenced subtests address the key domains of morphosyntax semantics and phonology The subtests are administered with children one on one in a quiet well lit well ventilated room free of distractions 2 questionnaires The SLP gathers more information by interviewing both parents and teachers Bilingual Input Output Survey BIOS determines Spanish and English use at home and school and pinpoints which language s need testing Inventory to Assess Language Knowledge ITALK identifies the parent s and teacher s perception of the child s performance in each language and highlights areas of possible concern Pragmatic activity This 5 to 10 minute warmup activity in which children are asked to help wrap a present with the examiner is used to establish rapport with the child and give clinicians an idea of how collaborative and interactive the child will be during the rest of the assessment BESA Benefits Valid and reliable There are very few assessment tools for bilingual children and even fewer that are valid and reliable BESA answers the call for a bilingual assessment backed up with solid evidence of validity and reliability Culturally and linguistically appropriate BESA subtests are different for each language the Spanish subtest isn t just a translation of the English one Dialects were taken into consideration the norming sample included 17 Spanish dialects and 7 regional dialects for English and items were developed for each language based on the markers structure and culture of that language Uncovers the full picture of a child s language development Not only does BESA identify language impairments it also helps you gauge progress in both languages and document a child s dominant language across different domains of speech and language This critical information will help you plan interventions and educational programming for bilingual children Flexible and convenient You can use each BESA component independently or combine them as part of an assessment battery Choose which component you want to give you re not required to administer both the English and Spanish subtests BESA can also be given over multiple sessions so you can easily fit it into your schedule What s in the kit 1 BESA Test Manual 1 BESA Stimulus Book 20 BESA Protocol English Forms 20 BESA Protocol Spanish

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