SLD Webinar 5: Oral Expression and Listening Comprehension

Idaho SESTA
Special Education Support & Technical Assistance

March 2017

Objectives

Increase your understanding in:

- Making considerations for students with language based difficulties during an evaluation for a specific learning disability.

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Oral Expression and Listening Comprehension

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Poll

What is your experience in completing an eligibility determination under Specific Learning Disability in Oral Expression or Listening Comprehension?

– None

– I have completed this eligibility determination before

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SLD Guidance Tool

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Oral Expression

• The ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures.

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Oral Expression

- This relates to the student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts and/or problem-solve verbally.

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Oral Expression

- Students experiencing oral expression difficulties might exhibit the following challenges:
  - Learning vocabulary
  - Formulating complete, semantically and grammatically correct sentences (spoken or written)
  - Explaining word associations such as antonyms/synonyms
  - Retelling, making inferences and predictions

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Listening Comprehension

- Refers to the understanding of the implications and explicit meanings of words and sentences of spoken language.

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Listening Comprehension

- This relates to the student's abilities to follow directions, comprehend questions including listening and comprehending in order to learn. It also relates to the student's ability in making connections with previous learning.

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Listening Comprehension

- Students experiencing listening comprehension difficulties might exhibit the following challenges:
  - Following directions
  - Understanding oral narratives and text
  - Answering questions about the content of information given
  - Critical thinking leading to logical answers
  - Word associations such as antonyms/synonyms, categorizing, and classifying
  - Note-taking or dictation

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Roles and Responsibility

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Poll

- Does your school's SLP participate in the problem-solving process when needed?
  - Yes
  - No

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Problem Solving Team

- Membership could include:
  - General education teachers
  - Administrator
  - Counselor
  - Instructional Specialist
  - Others as determined appropriate by the LEA

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Problem Solving Team

- If language concerns arise, the team should consider consulting their school's SLP

- SLP might provide guidance in implementation of language-based interventions as well as tools for monitoring progress

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Questions to Consider

- Do the interventions target the identified language concerns and if not, how does the team plan to address those intervention needs during the evaluation?

- How are the language concerns impacting the student's classroom performance?

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Intervention Examples

- Comprehensive systematic reading curriculum which includes:
  - Phonemic awareness
  - Phonics
  - Fluency
 - Vocabulary
  - Comprehension

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Intervention Examples

- Direct instruction related to:
  - Narrative language
  - Sequential story retell
  - Direct teaching of listening strategies
  - Visualization techniques
  - Rubrics
  - Word order
  - Generating questions
  - Word sorts
  - Following directions
  - Verbal exchanges

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Progress Monitoring

- Language sample
- Narrative language measures
- Mean length of utterance
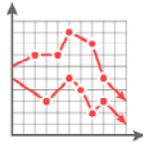
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Progress Monitoring

- Track the number of correct productions/responses:
  - Recalling details
  - Answering questions
  - Following directions
  - Identifying word function or category
  - Verbal exchanges
  - Identifying synonyms or antonyms
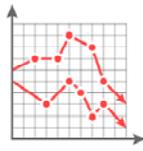
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Evaluation Team

- When considering a SLD in an academic area, if language is a concern, the team should rule out Oral Expression and Listening Comprehension as part of the student's evaluation

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Evaluation Team

- When considering oral expression and listening comprehension, a SLP is a required member of the team.

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Questions to Consider

- Was a SLP part of the evaluation team?

- Were standardized assessments administered in the areas of concern (oral expression and listening comprehension)?

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Academic Assessment Tools

Listening Comprehension	Oral Expression
• Clinical Evaluation of Language Fundamentals - Fifth Edition (CELF-5)	• Clinical Evaluation of Language Fundamentals - Fifth Edition (CELF-5)
• The Listening Comprehension Test – 2nd Edition (LCT-2)	• Wechsler Individual Achievement Test-Third Edition (WIAT-III)
• Wechsler Individual Achievement Test-Third Edition (WIAT-III)	• OWLS—Listening Comprehension Scale (LCS) & Oral Expression Scale (OES)
• OWLS—Listening Comprehension Scale (LCS) & Oral Expression Scale (OES)	• Woodcock Johnson IV (WJ-IV) – Oral Language

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Questions to Consider

- Did the psychological processing weaknesses align/support a language based learning disability?

- Is the team able to ferret out a language vs. academic based learning disability?

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Preponderance of Evidence

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Support Document

Use of Preponderance of Evidence in Determining Specific Learning Disability (SLD) Eligibility

Guidance Document

The Idaho State Department of Education establishes criteria for eligibility determination but recognizes sometimes limitations exist in using these criteria for decision making. Some eligibility categories require the consideration of eligibility criteria that are based upon standard scores related to data thresholds, such as an IQ of 70 considering standard error of measure, the determination of 1.5 standard deviations, and so forth. The Idaho State Department of Education cautions that the implementation of these criteria must always be guided by the preponderance of evidence. The criteria offered are not intended to be isolated from the complete picture of the student's functioning or intended to become rigid gatekeepers in the evaluation process. They are simply one piece of information that must be considered within the context of the entire body of evidence collected by the evaluation team. The data results provided by assessments must be contextualized within the student's complete history and interpreted by the professionals administering the assessments in order to attend to contextual issues such as the age of the child, the validity of the assessment itself, issues that occur during the administration of the assessment, etc. In the case of SLD eligibility, given a hypothesis for why the learning problem exists, the team should look for convergent evidence of performance on cognitive or measures of aptitude that correspond with areas of academic weakness described above.

Eligibility determinations under the category of SLD require the Evaluation Team to examine and document the preponderance of evidence in the eligibility process.

① **Purpose of Determining Eligibility by Using Preponderance of Evidence:**

Preponderance of Evidence

- Evidence, which consists of accurate data that establishes it is more likely true than not that the student has a learning disability based on the accurate data and evidence gather by the Evaluation team.

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Preponderance of Evidence

Teams might consider the following questions:

- What is known about the student's oral expression and listening comprehension during instruction, intervention and problem-solving?

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Preponderance of Evidence

- What language-based interventions have been tried to date?
  - Were they implemented with fidelity?
  - Did the student attend intervention regularly?
  - Was the frequency, duration, and intensity sufficient to meet the needs of the student?

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Preponderance of Evidence

- What has and has not worked to increase oral expression and listening comprehension in the general education classroom?

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Preponderance of Evidence

- What in the student's profile leads the team to suspect a SLD in oral expression or listening comprehension and the need for special education and related services?

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Poll

- What is your comfort level in using the preponderance of evidence as part of the eligibility determination for students suspected of having a learning disability?
  - I am extremely comfortable and could explain it to a colleague
  - I understand the process but could use more guidance.
  - I am lost!

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Next Steps

- If you are taking this course for credit:
  - Complete the quiz with a passing grade (70% or better) prior to the next webinar

- Attend Webinar 6 on 4-20-17 at 4:00 MT/ 3:00 PT

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