DOs and DON’Ts
For Submitting Forms for ASHA CEUs

**DO**
- Attend the entire 60 minutes of the live session
- Complete the
  - Attendance Sheet (if more than one person is at your site)
  - ASHA Participant Form
  - Evaluation Form
- Forms are found in the reminder email sent by sherry.lokken@pearson.com
- Mail the forms postmarked no later than 2-13-2019 to Darlene Davis, Pearson
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  San Antonio TX 78259

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- Fax or email completed CE forms
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- Submit CE forms for “partial credit” [not available]
- Submit CE forms for listening to the webinar recording on PearsonClinical.com or speechandlanguage.com

Disclosures

**Financial**
Gloria Maccow is an employee of Pearson.

**Non-Financial**
There is no relevant non-financial information to disclose.

**Course Content**
- Focuses primarily on PPVT-5 and EVT-3.
- No other similar assessments will be discussed during this presentation.

Pearson Clinical Assessment is the publisher of the assessments referenced during the presentation.
**Learner Outcomes**

1. Describe the relationship between vocabulary knowledge and crystallized ability.
2. Compare input, processing, and output demands of the PPVT-5 and EVT-3.
3. Analyze case study data to identify appropriate intervention.

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**Time-Ordered Agenda**

1:00–1:15  Vocabulary Knowledge and Crystallized Ability
1:15–1:30  Input, Processing, and Output Demands of PPVT-5 and EVT-3
1:30–1:55  Case Study: Connecting Assessment Results to Intervention
1:55–2:00  Questions and Answers

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**Functional Environment**

(Age 9 years Grade 4)

- Started talking later than siblings
- Struggles to learn new information in grade-level textbooks
- Reading skills below grade level
- Achievement in math at grade level
- EVA
Comprehending Grade 4 Text

Understanding Text Structure
Making Inferences
Knowing Word Meanings
Relating Sentences and Paragraphs to Each Other


Vocabulary and Reading Comprehension

Comprehension Vocabulary

- Vocabulary size is a major correlate of comprehension.
- The relationship between comprehension and vocabulary is reciprocal.

Vocabulary Knowledge and Crystallized Ability
What is Vocabulary Knowledge?

Form of Achievement

Words and word meanings learned through interaction with the environment

Semantic Development (Selected Vocabulary Milestones)

<table>
<thead>
<tr>
<th>Age</th>
<th>Vocabulary Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9 years</td>
<td>• School introduces new words not encountered in conversation.</td>
</tr>
<tr>
<td></td>
<td>• Word definitions include synonyms and categories. Some words have multiple meanings.</td>
</tr>
<tr>
<td>9-12 years</td>
<td>• Vocabulary used in school texts is more abstract and specific than that used in conversation.</td>
</tr>
<tr>
<td></td>
<td>• Students are expected to acquire new information from written text.</td>
</tr>
<tr>
<td></td>
<td>• Students are asked to explain meanings of multiple meaning words, and they understand most common idioms.</td>
</tr>
</tbody>
</table>


Crystallized Ability (Gc) (Comprehension–Knowledge)

A person’s knowledge base (general fund of information).

A store of acquired knowledge (e.g., lexical knowledge, general information, information about culture).

A collection of processing abilities (e.g., oral production and fluency, listening ability).
Crystallized Ability of Children with SLD Reading

<table>
<thead>
<tr>
<th>WISC-V Composite/ Subtest</th>
<th>Clinical Mean</th>
<th>Control Mean</th>
<th>Difference</th>
<th>p value</th>
<th>Std. Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Comprehension Index</td>
<td>89.1</td>
<td>100.7</td>
<td>2.07</td>
<td>&lt;.01</td>
<td>.90</td>
</tr>
<tr>
<td>Similarities</td>
<td>8.2</td>
<td>10.3</td>
<td>1.91</td>
<td>&lt;.01</td>
<td>.93</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>7.7</td>
<td>10.0</td>
<td>2.33</td>
<td>&lt;.01</td>
<td>.79</td>
</tr>
<tr>
<td>Information</td>
<td>8.5</td>
<td>10.1</td>
<td>1.60</td>
<td>&lt;.01</td>
<td>.74</td>
</tr>
</tbody>
</table>

Vocabulary of Children with LD Reading and/or Writing

<table>
<thead>
<tr>
<th>Score</th>
<th>Clinical Mean</th>
<th>Control Mean</th>
<th>Difference</th>
<th>p value</th>
<th>Std. Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPVT-5</td>
<td>90.0</td>
<td>101.8</td>
<td>11.82</td>
<td>&lt;.01</td>
<td>.90</td>
</tr>
<tr>
<td>EVT-3</td>
<td>86.3</td>
<td>101.6</td>
<td>15.30</td>
<td>&lt;.01</td>
<td>1.27</td>
</tr>
</tbody>
</table>

Input, Processing, and Output Demands of PPVT-5 and EVT-3
Demands Analysis

<table>
<thead>
<tr>
<th>PPVT-5</th>
<th>EVT-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>Processing</td>
</tr>
<tr>
<td>• Auditory perception (understanding directions and understanding target word)</td>
<td>• Auditory perception (understanding directions and item instructions)</td>
</tr>
<tr>
<td>• Visual perception (pictures)</td>
<td>• Visual perception (pictures)</td>
</tr>
<tr>
<td>PPVT-5</td>
<td>EVT-3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Linking PPVT-5 and EVT-3 Results to Interventions

Eva

Age 9 years; Grade 4
Struggling with grade-level text
Eva’s Academic Achievement

<table>
<thead>
<tr>
<th>Math</th>
<th>Language Arts</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculation and Problem Solving at grade level</td>
<td>Significantly below grade level</td>
<td>• Deficits in word recognition and word decoding adversely impact reading comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Word recognition</td>
<td>• Incorrect responses for reading comprehension were for items that assessed inferential comprehension.</td>
</tr>
<tr>
<td></td>
<td>• Word decoding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oral Reading Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Spelling</td>
<td></td>
</tr>
</tbody>
</table>

Crystallized Ability

Verbal Comprehension Index = 76
Fluid Reasoning Index = 103
(WISC-V: Mean = 100; sd = 15)

Possible reasons for low verbal comprehension:
• Poorly developed word knowledge
• Difficulty retrieving acquired information from LTM
• Problems with verbal expression
• General difficulties with reasoning and problem-solving

Vocabulary: Receptive and Expressive

<table>
<thead>
<tr>
<th>Test</th>
<th>Form</th>
<th>Test Date</th>
<th>Standard Score</th>
<th>Critical Value (.95)</th>
<th>Significance of Difference (Yes/No)</th>
<th>% of Normative Population with Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPVT-5</td>
<td>A</td>
<td>09/28/18</td>
<td>101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVT-3</td>
<td>A</td>
<td>09/28/18</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Score Difference</td>
<td>21</td>
<td>7.78</td>
<td>Yes</td>
<td>&lt;=5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Why is Receptive (PPVT-5) Better Than Expressive (EVT-3)?

**Hypothesis 1**
Good at using partial knowledge of the meanings of words to rule out distractors or pick correct responses.

**Hypothesis 2**
Word finding or word retrieval difficulties.

Why is Receptive (PPVT-5) Better Than Expressive (EVT-3)?

**Hypothesis 3**
Reluctance to speak.

**Hypothesis 4**
Broad experiential background.

### Home vs. School Vocabulary

<table>
<thead>
<tr>
<th>Home/School</th>
<th>Test</th>
<th>Attempted</th>
<th>Correct</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>PPVT-5</td>
<td>9</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>EVT-3</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>School</td>
<td>PPVT-5</td>
<td>96</td>
<td>84</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>EVT-3</td>
<td>28</td>
<td>20</td>
<td>71</td>
</tr>
</tbody>
</table>
Three Tier Model of Vocabulary

<table>
<thead>
<tr>
<th>Three Tier</th>
<th>Test</th>
<th>Attempted</th>
<th>Correct</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>PPVT-5</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>EVT-3</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Tier 2</td>
<td>PPVT-5</td>
<td>64</td>
<td>57</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>EVT-3</td>
<td>20</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Tier 3</td>
<td>PPVT-5</td>
<td>39</td>
<td>34</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>EVT-3</td>
<td>8</td>
<td>4</td>
<td>50</td>
</tr>
</tbody>
</table>


Making Inferences

<table>
<thead>
<tr>
<th>Subtest/Subtest Component</th>
<th>Standard Score</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meta-Pragmatics Index</td>
<td>93</td>
<td>32</td>
</tr>
<tr>
<td>Making Inferences</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Conversation Skills</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Meta-Semantics Index</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>Multiple Meanings</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Figurative language</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

(CELF-5 Metalinguistics)

Summary

- Eva has yet to master the metalinguistic skills necessary for full communicative competence and academic success as the classroom content becomes more inferential in nature.
- In the classroom, a weakness in idiomatic language adversely impacts inferential comprehension.
- A weakness in basic reading skills adversely affects her understanding of grade-level text.
Recommendations

To improve **meta-semantic language**, provide explicit teaching using meta-semantic tasks such as resolving lexical and structural ambiguities, and recognizing non-literal language.

To improve **basic reading skills**, integrate word-level instruction with text-level instruction.

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Recommendations

To strengthen her depth of **word knowledge** and understanding of concepts, provide activities that focus on synonyms, antonyms, and related words.

- heated
- toasty
- scorching
- red-hot
- humid
- tepid
- tepid
- tepid
- tepid

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Recommendations

To facilitate **storage** of information in long-term memory,
- present the information using different sensory channels,
- create mnemonics (e.g. **My Dear Aunt Sally**), and
- connect new information to previous learning.
Recommendations

To facilitate retrieval of information, and to encourage Eva to engage in classroom discussions, use strategies to cue her recall.

This cued recall strategy can be replaced gradually with open-ended questions as Eva’s classroom participation increases.

Vocabulary Instruction and Interventions

Suggested Interventions

- Cooperative Learning/Peer Tutoring
- Robust Vocabulary Instruction
- Semantic Maps
- Prefix Instruction
- Morphemic Analysis
- Word Wizards
Top 10 Evidence-Based Vocabulary Strategies

1. FOUR WORD TYPES
2. TIER 2 WORDS
3. REPETITION
4. DENSE NEIGHBORHOODS
5. CONCEPT EXPANSION
6. WORD CATEGORIES
7. WORD CONSCIOUSNESS
8. LEVELS OF KNOWING
9. WORD MEANINGS
10. STUDENT-FRIENDLY DEFINITIONS


Review Learner Outcomes

1. Describe the relationship between vocabulary knowledge and crystallized ability.
2. Compare input, processing, and output demands of the PPVT-5 and EVT-3.
3. Analyze case study data to identify appropriate intervention.

Questions

Recorded Webinars
Questions

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pearsonclinical.com/EVT3
pearsonclinical.ca