



# FORT HAYS STATE UNIVERSITY

## The Effectiveness of Dynamic Assessment in Identifying Children with Typical Language Development

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### INTRODUCTION

- Dynamic Assessment
  - Pre-test, intervention, post-test
  - Students should apply what they learn during intervention to the post-test
- Effectiveness of Static Assessment
  - Standardized testing correctly classified children 4-6, but not over 6 years (Gutierrez-Ciellen, Restrepo, & Simón-Cerejido, 2006)
- Static Versus Dynamic Assessment
  - The children classified as possibly language delayed (PLD) were less responsive to mediation (Peña and Iglesias, 1992)
  - Children in the mediated learning experience (MLE) were classified more accurately (Peña, Iglesias, and Lidz, 2001)
- Purpose
  - Evaluate the effectiveness of dynamic assessment in classifying children with typical language development

### METHODOLOGY

- Participants
  - 2 typically developing children
  - Between 8 and 11 yrs old
  - Both Male
- Standardized Testing
  - Expressive Vocabulary section of the Montgomery Assessment of Vocabulary Acquisition (MAVA)
- Dynamic Assessment
  - Based on study by Larsen and Nippold (2007)
    - PowerPoint of 10 stimulus words
    - Pre-test, intervention, post-test
    - Prompting Hierarchy
      - Prompt 1: Tell me what \_\_\_\_\_ means
      - Prompt 2: How did you know that
      - Prompt 3: Does the word \_\_\_\_\_ have any smaller parts? What are these parts?
      - Prompt 4: The smaller parts in this word are \_\_\_\_\_. Now can you tell me what the word means?
      - Prompt 5: Listen to this sentence and then tell me what \_\_\_\_\_ means: (example sentence)
      - Prompt 6: Which of these choices gives the meaning of the word \_\_\_\_\_?

### METHODOLOGY CONTINUED

- Intervention Sessions
  - Two 30 min. sessions
  - Before and after each session assessed the 10 derivational morphemes targeted

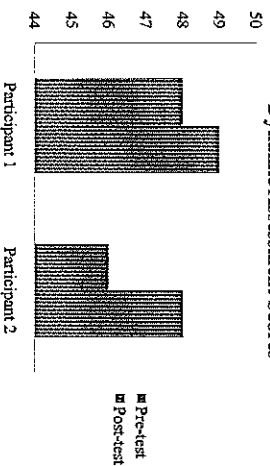
Session 1 Targets	Session 2 Targets
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### RESULTS

#### Standardized Assessment Scores

MAVA	Participant 1	Participant 2
	128	120

#### Dynamic Assessment Scores



- MAVA results classify both participants in the high range
- Dynamic assessment classification based on the results of Larsen and Nippold's (2007) study
- Both participants' scores classified them in the high range

### DISCUSSION

- Both Participants showed improvement from pre-test to post-test
- Results supported by past research
  - The study conducted by Peña and Iglesias (1992) produced similar results.
  - Peña and Quinn (1997) discovered that children performed better on tasks they were familiar with
  - The current study's results support this conclusion
- Strengths
  - Use of PowerPoint during intervention increased consistency from session to session
  - Supported by the fidelity checklist
- Limitations
  - Participant 1 had previous experiences in school with derivational morphemes
  - Both participants exhibited vocabulary skills that were well above the mean for their age

### FUTURE RESEARCH

- Children with language impairments
- More diverse population
- Larger population

### REFERENCES

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Forward thinking. World ready.