

WAYS OF ASSESSING STUDENTS' LANGUAGE SKILLS

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Abstract: The aim of the study was to validate an instrument and propose standards to measure the language skills of school adolescents. 2270 adolescents (1134 males and 1136 females) in the region of Maule (Chile) were studied. The age range is between 10 to 18 years. The validated instrument has three categories (verbal, paralinguistic and non-verbal) and a total of 26 items. The instrument showed to be valid after the exploratory analysis and Cornbrash α (0.86 to 0.88) showed highly reliable values. The LMS method to develop percentiles, let p10, p50 and p90 calculated by age and sex. The instrument measures developed language skills valid and reliable also adopted allow diagnose and adolescents by age and sex. These results suggest the use and application of the instrument as an everyday tool in social, cultural and educational contexts

Key words: Diagnose and adolescents by age and sex, instrument has three categories (verbal, paralinguistic and non-verbal)

He revised assessment of basic language and learning skills (ABLRS-R) is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities. It provides a comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills that most typically developing children acquire prior to entering kindergarten. Expressive language skills are assessed based upon the behavioral analysis of language as presented by Dr. B.F. Skinner in his book, Verbal Behavior (1957). The task items within each skill area are arranged from simpler to more complex tasks. This practical tool facilitates the identification of skills needed by the child to effectively communicate and learn from everyday experiences. The information obtained from this assessment allows parents and professionals to pinpoint obstacles that have been preventing a child from acquiring new skills and to develop a comprehensive language-based curriculum.

The WebABLRS is an electronic version of the assessment. It allows parents, teachers, speech pathologists, behavior analysts, and others who design, coordinate, or supervise language or skill-acquisition programs to expedite the development of IEPs, progress reports, and to easily share information about a child. The WebABLRS provides videos of many skills that are measured by the ABLRS-R and can be used to demonstrate those specific skills.

Over the past four years, parents, relatives and friends of typically developing children have been participating in an ongoing research project by entering data into the WebABLRS. The data are collected by parents or professionals who both know the children and have received training in the administration of the ABLRS-R. The data are updated at three-month intervals (i.e., 6 months, 9 months, 12 months) in order to track the specific changes in skills over the course of the children's development. These preliminary data have been collected in a systematic manner to provide information about when each skill measured by the ABLRS-R is usually acquired by typically developing children.

The preliminary data from this research project are from 81 children (42 females & 39 males) ranging in age from 6 months to 60 months. Children are from a variety of geographical locations (both nationally and internationally) and of differing ethnic, socio-economic and educational backgrounds. The average percent of the total possible scores along with the range from the highest to the lowest scores for the sample at each 3-month age intervals are presented. The data clearly indicate that typically developing children demonstrate most of the basic language and learning skills measured by the ABLRS-R by the time they are 4 to 5 years of age.

While the ABLLS-R is most commonly used on children with developmental disabilities and delays (including autism), it can be used for anyone who may be lacking in basic communication or life skills.

It assesses the strengths and weaknesses of an individual in each of the 25 skill sets. Each skill set is broken down into multiple skills, ordered by typical development or complexity. So, a skill of F1 (Requests by indicating) is a simpler skill than F12 (Requesting Help). *Usually*, lower level skills are needed before proceeding to teach higher skills. However, many individuals display splinter skills that are above their practical level.

The ABLLS-R is conducted via observation of the child's behavior in each skill area. The instructor will provide a stimulus to the child (verbal, hand-over-hand, non-verbal, etc.), and, depending on what the child does (the behavior), determines their skill-level. Some skills are difficult or time-consuming to test; instructors frequently accept anecdotal evidence from parents and other instructors as to a child's ability at a given skill-level.

Reference

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