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ABSTRACT

The Children's Language Institute Preschool Placement Test (CLIPPT) identifies children, aged 2.6 to 4 years, with mild to moderate language/learning deficits, to determine which children would benefit from a language intervention preschool program. The test is presented in three sections: (1) the Informational Manual which provides theoretical and statistical information on standardization, administration, scoring, and materials necessary to administer the test, and lists guidelines for successfully testing the young child and for keeping young children on task; (2) the Procedural Manual which is to be used with the Test Record Form during administration; and (3) the Test Record Form which is used to document single item responses, along with worksheets for score analysis and interpretation. The CLIPPT evaluates language processing and production in the areas of pronouns, prepositions, color recognition, adjectives, personal data, semantics and expressive language, following directions, body parts vocabulary, morphology, story narration, pragmatics, numeration, irregular verbs, and two-step directions. Phase I provides a quick instrument to identify preschoolers with language impairment, regardless of degree. Phase II is administered to students who fail Phase I and is used to more clearly delineate those who are "at risk" for developing debilitating language/learning problems from those with more severe language impairments. (JDD)

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CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST

(CLIPPT)

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The development of two nonstandardized screen-instruments used to identify a target population was accomplished by two consultants to the project. Frank Wilson, Ph.D., developed a behavioral check list to eliminate children with moderate to severe behavioral problems from the project. Anne Milkowski, O.T.R., developed a motor screening instrument to identify children with moderate to severe motor problems. These instruments were not standardized as part of this project and are not reported with this test. They are discussed in Chapter Three of "A Classroom-Home Language Intervention Program for

Preschool Children 'At Risk' for Language/Learning Disabilities" (Quin, Bergman, Gianni and Zellan, 1986).

Mark Frost, a graphic artist, donated his time and skills to produce the picture test plates for the CLIPPT. His artistic talent produced realistic drawings to achieve the best test responses possible on those particular items.

The standardization of the CLIPPT could not have been completed without the work of Donna Bisbee, Speech-Language Pathologist. She was employed to locate and test the vast number of children used for the standardization. Her consistent efforts and organizational skills aided in the gathering of data used in this test.

When all information was gathered, Peter Hainsworth, Ph.D., was employed for statistical analysis. The results of his work are the basis for the reporting of the validity, reliability and normative tables in the Informational Manual of this test.

The initial research and development of the test items was done by Holly Ferris and William Sibley. Test philosophy and adaptations of test items were gathered from a variety of sources included in the Test Item Bibliography. Subsequent revisions of test items and restructuring of the test were accomplished by Judith Berman and Paul Quin.

The staff, administration and Board of Directors of the Children's Language Institute have provided knowledge for the development of this test, as well as support for the continued activities required to complete the standardization process. Their expertise in language remediation and grant management has greatly augmented this product.

Paul E. Quin, Program Coordinator

## PREFACE

This test was developed to identify children with mild to moderate language/learning deficits. It is called a placement test because children so identified would benefit from a language intervention preschool classroom described in "A Classroom-Home Language Intervention Program for Preschool Children 'At Risk' for Language/Learning Disabilities" (Quin, Bergman, Gianni and Zellan, 1986). It was used in its nonstandardized form as part of a test battery prior to admission to the program described in that text.

Given the breadth of language areas addressed by the test items, the authors felt that the test was more comprehensive than most screening tests. It is not, however, a truly diagnostic test, as the behaviors sampled provide a cursory estimate of the child's abilities in the language areas described.

The purpose of developing this test was to identify children with mild language handicaps who

were previously not identified or served at a preschool age. It may also be used to identify preschool children with more severe language handicaps, as described in the Informational Manual.

The test is presented in three sections for ease of use by the examiner:

1. The Informational Manual provides theoretical and statistical discussion.
2. The Procedural Manual should be used with the Test Record Form during administration, giving the examiner directions for specific test items.
3. The Test Record Form to document single item responses, Analysis Score Sheets for each phase of the test, and interpretation information for ease of use by the examiner.

It is the hope of the authors that use of this test in widespread screening activities in public schools will aid in the identification of preschool children "at risk" for future language/learning difficulties in the elementary grades. Once identified, it is hoped that these children will receive appropriate services to substantially reduce or

eliminate the need for special services in the elementary grades. The authors recommend a program such as the one described by Quin, Bergman, Gianni, and Zellan (1986) for children so identified.

Paul E. Quin, Program Coordinator

CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST (CLIPPT)

INFORMATIONAL MANUAL

PHASES I + II

INTRODUCTIONObjective

The primary purpose of this test is to identify children between the ages of 2½ and 4 years of age who are "at risk" for developing debilitating language/learning problems in their elementary school years. The population identified as "at risk" by this test exhibit a deviant or disordered pattern of language skills, rather than a delayed language development. Some language skills are six to twelve months below chronological age, while others may be at or above age level. Many may be at or approximating -1 standard deviation on some testing, but not be significantly below that reference. Clinically, they would be termed "mildly" or "mildly to moderately language impaired" and may pass a typical preschool screening.

During the development of the test, it became apparent that Phase I of the test could provide a

quick instrument to identify those preschoolers with language impairment, regardless of degree. Phase II can be used to more clearly delineate those who are "at risk" from those with more severe language impairments.

Definitions

Wiig and Semel's (1980) definitions of oral language, language production and language processing are appropriate to the identification purposes of this test.

Oral language is any spoken language. . . Language processing refers to the act of listening to and interpreting spoken language. Language production refers to the act of formulating and using spoken language . . . A child can have a problem processing (understanding) oral language and/or producing it (speaking) (p. 3).

An operational definition of language learning (Kemp, 1983) on which the specific sections of this placement test are based includes five linguistic

patterns of organization: phonology, morphology, syntax, semantics and pragmatics. A child is considered to be normally acquiring language if he/she is uniformly acquiring age-appropriate skills across the five patterns of linguistic organization. A child is considered language delayed if his/her language skills are uniformly below chronological age expectations. A child is language disordered or language deviant if his/her

development indicates significant differences in acquisition within a pattern of linguistic organization or an asynchronism of acquisition among the patterns, or both, and if development of at least one of the patterns of linguistic organization is at or near chronological age level. . . (Kemp, 1983, p. 186).

#### Impact of Oral Language Deficits

Wiig and Semel (1980) point out the "widespread impact" of oral language deficits on a child:

They may affect other language abilities including reading, a particularly critical skill. Reading depends upon oral language and knowledge of the native language (p. 3).

. . .The difficulties may also be reflected in academic retardation in subject areas such

as reading, spelling, writing, mathematics and other academic areas that require adequate language abilities (p. 11).

The language and communication deficits associated with learning disabilities are often subtle. They are, therefore, too frequently overlooked in the education of the youngster. Some observers suggest that the language deficits commonly associated with learning disabilities may be predicted on the basis of the youngster's rate of acquisition of the linguistic rules for word and sentence formation. The warning signs are very frequently overlooked or underrated, however. It is often not until after the learning disabled child has failed to acquire basic skills in reading, spelling and writing that the question of whether he may have deficits in understanding and using spoken language arises (p. 12).

. . .He may not acquire some of the pre-academic skills necessary for first grade work. This may leave the child at an early disadvantage and open to academic and social failures and frustrations. Again, these problems may influence interpersonal relationships negatively during the school years (p. 18).

This test will help identify those children described above. It is hoped that appropriate services can then be provided before the child enters the elementary school years.

STANDARDIZATION OF THE CLIPPT

During 1985-86, test scores for the CLIPPT were collected on 288 children between the ages of two years five months and four years five months. These children were located in day care centers, clinics and preschools in Western Massachusetts, or by parents who brought their children to a central site to be tested.

Test-Retest and Inter-Rater Reliability

data was collected on 18 and 22 children respectively. Scores for the Sequenced Inventory of Communication Development-Revised (SICD-R, Hedrick, et.al., 1984) were obtained for validity purposes. This information was provided to the consultant statistician, Dr. Peter Hainsworth, for analysis. The following information is a summary of Dr. Hainsworth's analysis.

Test-Retest and Inter-Rater Reliability

The Pearson product Moment correlation figures

in Table 1 indicate that the CLIPPT has extremely high reliability. Two examiners obtain the same results on scoring the child. Test and retest two-four weeks apart indicate good stability of scores.

TABLE 1  
Test-Retest and Inter-Rater Reliability

CLIPPT PHASE	N	INTER-RATER r	N	TEST RETEST r
Phase I	18	r = .90	22	r = .99
Phase II	18	r = .96	22	r = .99
Phase I + II	18	r = .95	22	r = .995

Concurrent Test Validity

The SICD-R (Hedrick, 1984) was administered at the time of the first administration of the CLIPPT. Predicted age score for Mean Length of Utterance (MLU) (Miller, 1981, p. 26) was determined from language sampling obtained during testing. The SICD-R yields an age in months for Receptive Communication and for Expressive Communication. Table 2 indicates the relationship for the 22 children tested. These children included eight "normal

language" (language scores within six months of chronological age-C.A.), seven "at risk" children (language scores six-twelve months depressed in at least one language area), and seven children with more severe language problems (language scores more than twelve months depressed).

TABLE 2: CONCURRENT VALIDITY MEASURES

Criteria	Phase I	Phase II	Phases I+II
SICD-R			
Receptive Age	r = .88	r = .78	r = .86
SICD-R			
Expressive Age	r = .84	r = .87	r = .89
SICD-R Receptive + Expressive Age	r = .89	r = .87	r = .92
MLU Predicted Age	r = .62	r = .71	r = .69

The CLIPPT correlates fairly well with the SICD-R as seen on the above table. While the correlation is lower for the MLU Predicted Age, it must be noted that this measure addresses one limited behavior, Mean Length of Utterance, while the CLIPPT measures a broad spectrum of language behaviors. In view of this comparison, the MLU Predicted Age correlation is good.

### Norm Table Development

Based on the 288 children tested with the CLIPPT, a norm table was developed for Phase I, Phase II, and a combined score from Phases I + II. The number of children in the sample and the scores representing the 10th percentile and the 35th percentile in the distribution are reported. This percentile range was determined based on the following rationale. Many school systems and clinicians, as well as most writing in special education, support the notion that the lowest 10th percentile of the population is in need of special services, as they present significant deviations from the "norm." The upper percentile of 35% was used as it approaches -1 standard deviation from the mean of the population. Those scoring above -1 S.D. would be considered within normal limits by many.

Although the ranges are reported in this summary, the examiner is reminded to follow the scoring instructions on the Analysis Sheets of the Test

Record Form. Phase I is a pass/fail test, so the 35th percentile is used as the comparison score.

Phase II and the combined Phases I + II are reported in the designated ranges.

TABLE 3: NORM TABLES FOR EIGHT AGE GROUPS ON THE CLIPPT

Age of Child	Phase I			Phase II		
	N	10%	35%	N	10%	35%
2-5 to 2-7	14	5	7	14	11	19
2-8 to 2-10	18	6	10	18	13	23
2-11 to 3-1	19	7	12	19	15	28
3-2 to 3-4	49	8	14	49	19	30
3-5 to 3-7	49	9	16	49	23	30.5
3-8 to 3-10	59	10	18	59	25.5	31.5
3-11 to 4-1	65	11	19	65	27.5	31.5
4-2 to 4-5	15	12	20	15	28	32

Age of Child	Phase I + II		
	N	10%	35%
2-5 to 2-7	14	15	26
2-8 to 2-10	18	19	33
2-11 to 3-1	19	22	40
3-2 to 3-4	49	27	44
3-5 to 3-7	49	32	46.5
3-8 to 3-10	59	35.5	49.5
3-11 to 4-1	65	38.5	50.5
4-2 to 4-5	15	40	52

Relationship of CLIPPT scores to Socio-economic Status, Sex, Community, Race and Age

Mean scores for Phase I, Phase II, and Phases I + II were computed for the following variables and are reported in Table 4.

Socio-economic Status:

- 1 = Parent education of less than high school
- 2 = Parent finished high school
- 3 = Parent completed one-three years college
- 4 = Parent is college graduate

Sex:

M = Males  
F = Females

Community:

C = City of more than 50,000  
S = Suburb of 2,500 to 49,999  
R = Rural or less than 2,500

Race:

W = White  
O = Other

Age:

Eight three-month age groups

TABLE 4: Relationships of CLIPPT Scores to Sample Variables

Criteria	Phase I		Phase II		Phase I + II	
	N	Mean	N	Mean	N	Mean
SES						
1	13	15.00	13	30.22	13	48.04
2	50	14.34	50	26.95	50	41.29
3	94	17.23	94	29.75	94	46.97
4	131	20.01	131	32.40	131	52.41
SEX						
Males	138	17.83	138	30.22	138	48.04
Females	150	18.95	150	30.30	150	48.26
COMMUNITY						
City	90	17.91	90	30.46	90	48.36
Suburb	165	18.18	165	30.24	165	48.42
Rural	33	17.85	33	29.88	33	46.27

Criteria	Phase I		Phase II		Phase I+II	
	N	Mean	N	Mean	N	Mean
RACE						
White	255	18.43	255	30.81	255	49.24
Other	33	13.76	33	26.03	33	34.73
AGE						
2-5 to 2-7	14	9.20	14	22.04	14	31.25
2-8 to 2-10	18	12.78	18	24.94	18	37.72
2-11 to 3-1	19	15.68	19	28.42	19	44.11
3-2 to 3-4	49	16.47	49	30.19	49	46.66
3-5 to 3-7	49	18.71	49	31.21	49	49.94
3-8 to 3-10	59	19.32	59	30.61	59	49.92
3-11 to 4-1	65	20.31	65	32.47	65	52.77
4-2 to 4-5	15	20.80	15	32.87	15	53.67

These variables were chosen for comparison based on those reported in the Kaufman Assessment Battery for Children (Kaufman and Kaufman, 1983). It may be seen that the usual relationships reported in the literature prevail in the CLIPPT. Higher socio-economic children do better than lower, females than males (although the difference is not as great as expected), suburb than city or rural dwellers (although it is remarkably close) and white than other groups. The eight age groups show an increasing mean score as expected.

ADMINISTRATION AND SCORING

This test is designed to be administered by a speech-language pathologist. The majority of the test is language oriented, knowledge of phonetic transcription is required, and expertise in the field is warranted in order for the responses to be correctly scored and interpreted.

The test covers five linguistic patterns of organization (Phonology, Semantics, Morphology, Syntax and Pragmatics), as well as General Knowledge. While the standardization procedure did not provide norms for each area, a cursory examination of the Analysis Score Sheets will provide some guidance for determining areas of weakness.

Phase I should be given to all children whose language is to be tested. It consists of the most challenging items and is designed to separate the children with NORMALLY developing language from those that may be language IMPAIRED. Since the

CLIPPT is designed to identify those children with mild language impairment without other interfering factors contributing to this impairment, those children failing Phase I should be given a hearing screening, a motor screening, and a behavioral/emotional screening to rule those areas as contributing to the language impairment.

Phase II should be given to all who do not pass Phase I. If Phase I raw scores are questionable based on clinical judgment, administer Phase II. This section is designed to separate those children with severe language delay or deviance from those "at risk." The "at risk" group is that showing subtle language deviance who may be identified for future language/learning problems if remediation is not provided. Children who fail Phase II should be referred for further evaluation to determine the need for clinical and/or educational intervention.

If a child's raw scores are borderline, the

examiner may total the raw scores of Phase I and Phase II and determine the child's category on the appropriate table on the Record Form. The combined table is provided for use only with borderline scores. In most instances, the score ranges for Phase I and Phase II will suffice.

Each phase of this test takes approximately 10-15 minutes to administer. Proper use of this instrument will allow large groups of children to be tested to determine if they have language problems (Phase I) and to determine the extent of their language difficulties (Phase II).

This instrument is not a comprehensive diagnostic tool. It will suggest to the speech-language pathologist who uses it the areas in need of further testing. The development of a language intervention plan, including educational and therapeutic objectives to be implemented, should be based on a comprehensive assessment. This should include

a carefully analyzed language sample derived both from 1:1 interaction with the examiner and/or parent and from peer group interaction in a play setting.

#### Scoring

Follow the procedures from the CLIPPT Procedural Manual for examiner stimuli and anticipated responses. Mark + for correct response in the space provided on the Test Record Form. Mark 0 for incorrect response and NR for no response. Tape record the child's story narration, speech motor and vocabulary items as indicated in the Procedural Manual. Transcribe the tape immediately after the child leaves the testing room, if possible. Otherwise, clearly identify the child by name on each taped segment, especially when testing large numbers of children at one site.

All items should be attempted with all ages, unless otherwise indicated, since there is no basal

or ceiling. On completion of the particular Phase, transfer the responses to the appropriate Analysis Score Sheet (following each Phase on the Test Record Form). Compare the child's raw score with those shown for the appropriate age group. Select the appropriate category and circle it on the sheet of the Test Record Form.

When in doubt about the correctness of a child's response, consult the Procedural Manual. If the child's total raw score on Phase I is borderline, administer Phase II. If the score on Phase II is borderline, combine both raw scores and consult the table for Phases I + II.

#### Order of Test Items

Follow the order of test items exactly. They have been arranged in each Phase so that tasks requiring only processing and/or motor responses are first, on the assumption that these will be less threatening to the child. The items requiring

oral language responses are given in the second half of each Phase, after the child has become accustomed to the test situation and is more at ease.

#### Materials

In addition to the Informational Manual, the Procedural Manual, and the Test Record Form (which may be duplicated), the following Picture Plates are provided:

- Plate 1 - Bicycle and airplane
- Plate 2 - Boys at beach
- Plate 3 - Children in activities
  - Boy running
  - Girl reading
  - Boy swimming
- Plate 4 - Birthday party
- Plate 5 - Pig
- Plate 6 - Cup
- Plate 7 - Monkey
- Plate 8 - Comb
- Plate 9 - Bathtub
- Plate 10 - Doll
- Plate 11 - Bed
- Plate 12 - Fork
- Plate 13 - Knife
- Plate 14 - Rabbit
- Plate 15 - Leaf
- Plate 16 - Soap

Materials that the examiner must gather include:

- A large tray on which objects can be conveniently arrayed for quick selection by examiner
- Four each: Teacups, saucers, spoons
- Teapot
- Boy doll, Girl doll (as realistic as possible)
- Box of 8 primary crayons, 4 of which must include 1 red, 1 green, 1 blue, 1 yellow
- Square container with lid
- Toy car
- Four each: Plates, cups, napkins
- Child's book
- Basket of small crackers
- Small pitcher of fruit juice
- Small cups and extra napkins
- Small wastebasket
- Small white paper plate, two white plastic spoons
- 8" x 11" sheets of paper, primary pencil
- Tape Recorder

#### SUCCESSFULLY TESTING THE YOUNG CHILD

In order for the test results to reflect as accurate a representation as possible of the child's competence, the child must be at ease with the examiner. When testing large numbers of children at a preschool site, the examiner should spend at least thirty minutes in the classroom with the entire group. The testing location should be as distraction free as possible, but should also be in a familiar and non-threatening location. Some children may feel more comfortable if a class aide accompanies them to the test site with the examiner and may later consent to have the aide leave, once they are engrossed in the test activities.

If testing an individual child brought by a parent, the examiner should interact informally with the child for at least ten minutes in a preschool environment. DO NOT use the same toys and materials that are part of the test. Then the

parent should be invited to accompany the child to the testing site and be seated some distance in back of the child, so that eye contact will not occur. If the parent interjects remarks, the examiner should politely ask him/her to make a note of any comments and to mention them after the testing is completed. A child should not be urged to separate from a parent. Older children may do so willingly and naturally. The test is not invalidated by a parent who remains quietly in the background. On the contrary, the results may be more valid, since the child will not be anxious.

Individual children may be motivated by stars or stickers. Brief breaks between groups of items will not invalidate the test.

Remember that very young children may have no previous experience being in a 1:1 situation involving toys in which they are not in control or playing spontaneously. The examiner must be comfortable

with clearly being in control of all the materials, procedures and events that occur during testing. He/she can do this in a calm and natural way, maintaining the child's involvement with each succeeding task. A simple explanation such as, "This is what we do in school," or "I'm the teacher," or "Now we work. Afterwards, we can play." should suffice.

#### SPECIFIC SUGGESTIONS TO KEEP YOUNG CHILDREN ON TASK

1) Work at an empty, low table placed against a blank wall with only the necessary items for a particular test item in your hands. If you are right-handed, sit to the immediate right of the child with the Test Record Form to the right, the large tray of test items on the floor to your right, and test items in your left hand. Reverse this if you are left-handed. YOUR CONTROL WILL BE MUCH BETTER THAN IF YOU ARE SITTING ACROSS A TABLE, NOT IN PHYSICAL CONTACT WITH THE CHILD. Tables and chairs should be child-sized.

2) Praise the child for "good looking" or "good listening" frequently, whether or not he/she is right. The child should be verbally rewarded for his/her interest and involvement, not for correctness of responses.

3) If the child gestures or says, "I don't know," gently probe (see specific item instructions for probes). Say, "Take a guess" or "Tell me" if child gestures. Pause, then try the item again.

4) Speak slowly and make your intonational patterns as "dramatic" and "exciting" as possible.

5) When giving directions, keep your hands on the test items, removing them only when you are finished speaking. This way, the child will not begin to manipulate them before you are finished with the stimulus.

CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST (CLIPPT)

PROCEDURAL MANUAL

PHASES I + II

Pronouns: Processing

Materials: Four of each: teacups, saucers, spoons.  
Boy doll. Girl doll.

Procedure: Say, "We are going to have a tea party. We need lots of things. We need some teacups (Put items on table as you name them but do not pass them out.), saucers and spoons." (Show dolls and sit them on table.) Say, "This boy and this girl want to come too."

1. (Place spoons within C's reach.)  
E says, "YOU need a spoon."
2. E says, "THEY need spoons."  
  
E or C passes out cups and saucers.  
Observations:
3. E says, "THEIR tea is finished. Pour THEM some more."

Scoring:

+ if C takes spoon for self only.

+ if C gives spoons to dolls.

C's symbolic behavior should be noted on test form:  
pretending to drink? pouring tea?

+ if C pours tea for dolls only.

Prepositions and Color Recognition: Processing

Materials: Square container with lid. Primary crayons: red, blue, yellow and green.

Procedure: Put box directly in front of C.  
Put all four crayons in front of box.

4. Say, "Put the GREEN crayon BEHIND the box."
5. Say, "Put the YELLOW crayon NEXT TO the box."

Scoring:

+ C puts BEHIND box (preposition) and GREEN (color).

+ C puts NEXT TO box (preposition) and YELLOW (color).

Adjectives, Basic Concepts: Processing

Materials: Picture Plate 1: bike and airplane.  
Two white plastic spoons, small white paper plate.

Procedure:

6. E shows Picture Plate 1.  
E says, "Which one is faster?"
7. E puts one spoon and paper plate on table. Hold up other spoon and say, "See this. You find one that's the SAME as this."

Scoring:

+ if C points to picture of airplane.

+ if C points to spoon on table.

Personal Data: Processing and ProductionProcedure:

8. Say, "How many brothers and sisters do you have?"

Scoring:

+ if C's answer corresponds to information supplied on questionnaire by parents or teacher.

+ if C gives separate number for each sex, i.e. "I have one sister and one brother."

Semantics and Expressive Language: Processing and ProductionProcedure:

9. Say, "Tell me, what are mittens for?"

Scoring:

+  
"Wear them on hands."  
"For your hands."  
"Keep hands warm."  
"Hands."

Probe

Shows hands (E: "Tell me")  
"To keep warm" (E: "What do you keep warm?")  
"Wear them" (E: "You wear them on what?")

0

Does not respond to probe  
Gestures  
"Winter"

Vocabulary: Naming Body Parts: ProductionProcedure: E shows on own body.Scoring:

10. Say, "What is this called (CHIN)?"

+ if C says, "CHIN."

11. Say, "What is this called (KNEE)?"

+ if C says, "KNEE." Probe: If C says leg, E says, "This is my leg (E shows whole leg). "What part of my leg is this (E points to knee)?"

12. Say, "What is this called (ARM)?"

+ if C says, "ARM." Probe: If C says sleeve, E rubs whole arm and says, "What's under?"

Morphology: ProductionMaterials: Teacup, crayon, plate.  
Picture Plate 3: boy running, girl reading, boy swimming  
Toy carProcedure:Copula IS

13. E puts cup and crayon on table as they are named. Shows plate for C to name. E says, "That is a cup. That is a crayon. That. . ."

Scoring:

+ if C says, "IS a plate." (Must use IS)

Present Progressive

14. E holds up Picture Plate 3 and points appropriately while saying, "He is running. She is reading. He. . ."

+ if C says, "IS swimmING." (Must use IS and ING)

Future

15. E drives toy car precariously close to edge of table. E says, "Oh-oh. He'd better watch out. How come?" or "Why?"

+ if C includes in response, "WILL fall" or "GONNA fall."

Morphology: Production (continued)Procedure:

16. Third Person Singular  
E shows Picture Plate 3 and points appropriately while saying, "Every day he runs. Every day she reads. Every day he. . ."

Scoring:

+ if C says, "SwimS" (Must use final S. Note on test form if you have observed that C omits final S habitually, but do not credit score.)

Syntax, Story Narration: Production

Materials: Picture Plate 4: Birthday Party  
Tape Recorder

Procedure: E says, "I am going to tell you a story. Wait until I'm done and you tell it back to me."

E says, while covering picture B:  
a. Jimmy is five years old today.  
b. Mother lights the candles on his birthday cake.

E says, while covering picture A:  
c. Jimmy got a new bike.  
d. But it was too big for him.  
e. Mother said, "I have to take it back to the store."

Tape record C retelling story. Score all items in this section after transcribing C's narration on the test form in the space provided.

17. Story Retelling Checklist  
Correct Sequencing

Scoring:

+ if not more than one fact is left out of a correct narrative sequence. (Jimmy-five years old-Mom-lights candles-cake-bike-too big-back to store)

Syntax, Story Narration: Production (continued)Procedure:

18. Declarative sentences

19. Correct tense

Story WH Questions

Tape record C's answers and transcribe on test form in space provided.

20. E says, "WHY did Jimmy have a party?"

21. "WHO lit the candles?"

22. "WHAT present did Jimmy get?"

Scoring:

+ if subject and verb components are present in half or more of C's utterances. Utterances do not have to be grammatically correct.

+ if C consistently uses either present, present progressive or past tense in two consecutive sentences.

+ "birthday" "his birthday" "He's five years old."

+ "Mom, mother, mommy" O "lady, someone, that one"  
Probe: C points to mother. E: "WHO is that?"

+ "bike, bicycle"

Following Directions: ProcessingMaterials: Cup, crayon, bookProcedure: E says, "I have something for you to do. Do it just like I tell you."

23. E says, "Put the cup on the chair, give me the book and stand up."

Scoring:+ if C performs all three actions in any order.Pragmatics, Numeration, Irregular Verbs, Two-Step Directions: Processing and ProductionMaterials: Basket of small crackers. Small covered pitcher of juice filled one-eighth full (small amount) so C can pour from it. Small paper cups out of reach of C. Small waste basket where C can see it.

Pragmatics, Numeration, Irregular Verbs, Two-Step Directions: Processing and Production (continued)

Procedure: E says, "You've been so good, you can have a snack."

Scoring:

24. E holds out basket of crackers. E says, "You can take TWO crackers."

+ if C takes TWO.  
0 if C takes ONE or a HANDFUL. (E should not permit C to eat a handful, but should give C two after scoring this response.)

25. E says, "Here's the pitcher. You can have juice." E offers the pitcher, but keeps the cups out of reach of C.

+ if C asks for a cup or indicates need for one.  
"I need a cup." "How?" "No cup."  
"I need that" (points).  
0 if C tries to drink from pitcher (Do not allow) or sits passively.  
After scoring, E should give C a cup if he/she didn't ask for one.

26. Regulates action

+ if C does one of the following:  
- asks for more  
- asks for teacher to pour  
- asks permission to pour  
- asks for help pouring

27. After C finishes snack, E says, "What happened to your crackers?"

+ if C says, "ATE," "I ATE them."  
0 if C says, "EAT," "I EAT them," "All gone."  
Probe: C says, "In my tummy." E says, "How did they get there?"

28. E says, "What happened to your juice?"

+ "DRANK it."  
0 "Drink it up," "All gone."  
Probe: "In my tummy." (See previous item.)

29. E says, "Please give me the pitcher and put your cup in the waste basket."

+ if C complies with both parts in any order.

END OF PHASE I: E should give the child a break in which he/she can play with non-test toys. During this break, quickly score PHASE I in order to decide whether or not administration of PHASE II is warranted.

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Pronouns, WH Questions: Processing

---

Materials: Four of each: plates, cups, napkins.  
Boy doll. Girl doll.

Procedure: E says, "We are going to have a picnic.  
We need lots of things. We need some  
cups (put items on table as they are  
named, but do not pass them out), plates,  
and napkins." (Show dolls and sit them on  
table.) "This boy and this girl want to  
come too."

E passes out plates and napkins to self,  
C and dolls.

E says, "Let's see. I need a cup."  
(E takes cup.) "You need a cup." (E gives  
cup to C.)

1. E says, "HE wants a cup."
2. E says, "SHE wants a cup."
3. E says, "Where is HIS plate?"
4. E says, "Where is HER plate?"
5. E says, "What are we EATING on our make-believe picnic?"
6. E says, "What are we DRINKING?"

Scoring:

- + if C gives cup to boy doll.  
If C doesn't respond, CUE by saying, "You do it."
- + if C gives cup to girl doll.
- + if C points to boy doll's plate.
- + if C points to girl doll's plate.
- + if C names any food items.
- + if C names any beverage.

---

Prepositions and Color Recognition: Processing

---

Materials: Square container with lid on loosely. Primary  
crayons: red, blue, yellow, green.

Prepositions and Color Recognition: Processing (continued)

Procedure: Put all four crayons on table in front of the container.

7. Say, "Put the RED crayon IN the box."

E returns crayon to table and puts lid back on container.

8. Say, "Put the BLUE crayon ON the box."

Scoring: (NOTE: Score for preposition AND color.)

- + if C puts crayon IN box, removing lid to do so.  
+ if C selects RED crayon.

- + if C puts crayon ON box, with lid on.  
+ if C selects BLUE crayon.

Vocabulary-Body Parts: Processing and Production

Procedure:

9. E says, "Show me your ARM."

10. E says, "Show me your KNEE."

11. E says, "Show me your CHIN."

Scoring:

- + if C holds up arm or touches arm.

- + if C touches knee.

- + if C touches chin.

Vocabulary and Articulation: Production

Materials: Single item articulation Picture Plates 5-16.

Procedure: E presents pictures one at a time and says, "What is this?"

Scoring:

Each vocabulary item is scored  $\frac{1}{2}$  point if C correctly names picture.

Responses should be transcribed on Test Record Form and scored for articulation as indicated on that form.

12. Picture Plate 5

- + pig, piggy

13. Picture Plate 6

- + cup, coffee cup, teacup, mug

Vocabulary and Articulation: Production (continued)Procedure:

14. Picture Plate 7

15. Picture Plate 8

16. Picture Plate 9

17. Picture Plate 10

18. Picture Plate 11

19. Picture Plate 12

20. Picture Plate 13

21. Picture Plate 14

22. Picture Plate 15

23. Picture Plate 16

Scoring:

+ monkey

+ comb, comb your hair

+ tub, bathtub

+ doll 0 girl (Probe: "This is a toy. We play with  
a . . .")

+ bed

+ fork

+ knife

+ rabbit, bunny rabbit

+ leaf

+ soap, Ivory soap

Personal Data: Processing and ProductionProcedure:

24. E says, "How old are you?"

25. E says, "Are you a boy or a girl?"

Scoring:

+ if C gives age. Probe: C holds up fingers.

E says, "How many fingers is that?"

0 if age incorrect or no response to probe.

+ if C names correct gender.

Speech Motor Skills: ProductionProcedure:E says, "Say cup," "Say pick," "Say pick  
a cup."E says, "Say pock," "Say kit," "Say book,"  
"Say pocketbook."Scoring:This is a brief screen for both dysarthria and verbal  
apraxia. These items are simple tests for articula-  
tory "breakdown" with increasing utterance complexity.  
These may indicate apraxia when responses are analyzed

Speech Motor Skills: Production (continued)

Procedure: E says, "Say peek," "Say cub," "Say boo," "Say peekaboo."

PHONETICALLY transcribe responses in spaces provided on test record form. Note if child does NOT use normal intonational patterns.

26. E reviews transcriptions after completion of Phase II administration and scores item #26.

Scoring:

in parts a-d. Diagnosis CANNOT be made on the basis of these items, but further assessment may be indicated. Possible developmental dysarthrias or apraxias may significantly reduce expressive language output and should be noted.

Check any or all of parts a-d on test record form. If none are checked, score +. If any are checked, score 0.

Semantics: Processing and Production

Procedure: E says:

27. "Who do you go to when you're sick?"

28. "What do you do when you're sleepy?"

29. "What are books for?"

Scoring:

+ doctor, nurse, Dr. Smith (etc.).  
0 hospital, Aunt Jane's, sitter's house, I take medicine.

+ go to sleep, sleep, go to bed, take a nap, suck my thumb (or other idiosyncratic, but accurate responses).

0 sleepy, wake up.

+ read, read them, Dad or Mom reads them, look at pictures, tells stories

0 I have books at home, Bugs Bunny books, etc.

Morphology: Processing and Production

Materials: Two cups

Procedure: Noun plurals

30. E puts two cups on table. E says, "Here is one cup." (Holds up one cup.)  
"There are two. . ."

Scoring:

+ if C says, "cupS" (MUST USE PLURAL S).

Syntax: Processing and Production

Materials: Picture Plate 1: Bike and Airplane  
Picture Plate 2: Boys at Beach

Procedure:

31. E elicits YES based on C's gender.  
E says, "Are you a (boy, girl)?"
32. E shows picture of bike (cover airplane on Plate 1). E says, "This is an airplane, isn't it?"
33. E shows boys at beach (Plate 2). E says, "Show me: The boy is NOT swimming."
34. E shows picture of bike and airplane (Plate 1). E says, "Which one is NOT a bike?"

Scoring:

- + if C answers "YES."
- + if C says "NO."
- + if C points to boy digging in sand.
- + if C points to airplane.

Pragmatics-Requests: Production

Materials: 8" x 11" paper, thick primary pencil on table out of C's reach.

Procedure:

- E puts paper on table.  
35. E says, "You can draw a person/boy/girl."

Scoring:

- + "I need a pencil," "no pencil," "How?", "I need that" (points to pencil).  
0 sits passively or pretends to draw with finger.

General Knowledge: Production

Materials: Five primary crayons.

Procedure:

- E puts out five crayons.  
36. E says, "Let's count to five."

Scoring:

- + if C counts to five with no errors and no prompts.  
E may guide C's finger from crayon to crayon to make the task concrete. This item is not testing 1:1 correspondence, but rather automatic serial counting.

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General Knowledge: Production (continued)

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Procedure:

37. E puts three crayons in open hand. E says, "How many crayons do I have?"

Scoring:

+ if C says "three" or accurately counts the crayons.

---

Following Directions: Processing

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Materials: Eight crayons: five in crayon box, three on table from item #37.

Procedure:

38. E says, "We're ready to clean up." E says, "Please put these crayons in this box and give the box to me." E puts the crayons and box on table.

Scoring:

+ if C follows direction as given.

39. E says, "All done. You can stand up and push in your chair."

+ if C follows direction as given.

END OF PHASE II

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CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST (CLIPPT)

TEST RECORD FORM

Child's Name: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Test Date:            YR.        MO.        DAY  
                          \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_

Date of Birth:        \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_

Chronological Age:    \_\_\_\_\_        \_\_\_\_\_        \_\_\_\_\_

Primary Language: \_\_\_\_\_

Examiner: \_\_\_\_\_

RESULTS

Raw Score: \_\_\_\_\_

Circle appropriate category below

<u>Phase I</u>	<u>Phase II</u>	<u>Phase I + II</u>
Pass	Pass	Pass
Fail*	At Risk	At Risk
Unable to test	Fail**	Fail**

\*If Phase I is failed, administer Phase II.

\*\*If Phase II or combined scores of Phase I + Phase II are failed, administer complete language evaluation.

CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST (CLIPPT)

TEST RECORD FORM

Child's Name: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Test Date:                    YR.                    MO.                    DAY  
                                  \_\_\_\_\_                    \_\_\_\_\_                    \_\_\_\_\_

Date of Birth:                    \_\_\_\_\_                    \_\_\_\_\_                    \_\_\_\_\_

Chronological Age:                    \_\_\_\_\_                    \_\_\_\_\_                    \_\_\_\_\_

Primary Language: \_\_\_\_\_

Examiner: \_\_\_\_\_

RESULTS

Raw Score: \_\_\_\_\_

Circle appropriate category below

<u>Phase I</u>	<u>Phase II</u>	<u>Phase I + II</u>
Pass	Pass	Pass
Fail*	At Risk	At Risk
Unable to test	Fail**	Fail**

\*If Phase I is failed, administer Phase II.

\*\*If Phase II or combined scores of Phase I + Phase II are failed, administer complete language evaluation.

PRONOUNS: PROCESSING

Materials: 4 each: teacups, saucers, spoons  
Teapot, boy doll, girl doll

E: "We are going to have a tea party. We need lots of things. We need some teacups (puts items on table as they are named but does not pass them out), saucers, and spoons and a teapot." (Shows dolls and sits them on the table.) "This boy and this girl want to come too."

E places spoons within C's reach.

1. E: "YOU need a spoon." \_\_\_\_\_

2. E: "THEY need spoons." \_\_\_\_\_

E takes own spoon and passes out cups and saucers.

(E or C gives other cups to dolls. Observe C's symbolic behavior pretending to drink, pouring tea, etc.)

3. E: "THEIR tea is finished. Pour THEM some more." \_\_\_\_\_

Comment on symbolic play during tea party and/or note any spontaneous utterances: \_\_\_\_\_

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PREPOSITIONS AND COLOR RECOGNITION: PROCESSING

Materials: 4-sided container with loose lid. Red, blue, yellow and green crayons.

	Prep	Color
4. "Put the GREEN crayon BEHIND the box."	_____	_____
5. "Put the YELLOW crayon NEXT TO the box."	_____	_____

SCORE PREPOSITIONS AS 4 + 5

SCORE COLORS AS ITEMS 30 + 31 on score sheet

ADJECTIVES, BASIC CONCEPTS: PROCESSING

Materials: Plate 1 (of bike and airplane), 8 crayons, two 4" x 6" cards, two white plastic spoons, small white paper plate.

E shows pictures.

6. "Which one is FASTER?" \_\_\_\_\_

E puts one spoon and plate on the table. E holds up other spoon and says, "See this."

7. "You find one that's the same." \_\_\_\_\_

PERSONAL DATA: PROCESSING AND PRODUCTION

8. "How many brothers and sisters do you have?" \_\_\_\_\_  
Response: \_\_\_\_\_

SEMANTICS: PROCESSING AND REDUCTION

9. "Tell me, what are mittens for?" \_\_\_\_\_  
C's response: \_\_\_\_\_

(See manual for scoring key and probe instructions.)

VOCABULARY: NAMING BODY PARTS: PRODUCTION

E points to parts on own body and says:

10. "What is this part called?" (CHIN) \_\_\_\_\_

11. "What is this part called?" (KNEE) \_\_\_\_\_

12. "What is this part called?" (ARM) \_\_\_\_\_

Probe: If C says, "sleeve," rub whole arm and say, "What's under?"

MORPHOLOGY: PRODUCTION

Materials: See list before each item.

Copula IS

E puts cup and crayon on table as they are named. Shows plate for C to name. E says, "That is a cup. That is a crayon. That. . ."

13. (C - IS a plate.) \_\_\_\_\_

Present Progressive

E shows Plate 3 of boy running, girl reading, boy swimming, pointing appropriately and saying, "He is swimming. She is reading. He. . ."

14. (C - IS running.) \_\_\_\_\_

Future

E drives toy car precariously close to table edge.

E says, "Oh-oh, he'd better watch out. How come?" or "Why?" (DON'T use WILL as part of probe).

15. (C - WILL fall or GONNA fall.) \_\_\_\_\_

Third person singular

E shows Plate 3 of boy running, girl reading, boy swimming and pointing appropriately, saying, "Every day he runs. Every day she reads. Every day he. . ."

16. (C - swimS.) \_\_\_\_\_

SYNTAX, STORY NARRATION: PRODUCTION

Materials: Story Plate 4 of birthday party and bike as gift. Tape recorder.

E: "I am going to tell you a story. Wait until I'm done and you tell it back to me." E presents story pictures one at a time and then leaves both on the table after reading the five sentence story below. TAPE RECORD C retelling the story. Score items 17-19 after transcribing and consulting the test manual.

- E: a) Jimmy is five years old today.  
 b) Mother lights the candles on his birthday cake.  
 c) Jimmy got a new bike.  
 d) But it was too big for him.  
 e) Mother said, "I have to take it back to the store."

Transcribe C's story narration: \_\_\_\_\_

Story retelling checklist

17. Correct sequencing (see manual) \_\_\_\_\_  
 18. Declarative sentences \_\_\_\_\_  
 19. Correct tense \_\_\_\_\_

Story WH Questions

20. "WHY did Jimmy have a party?" \_\_\_\_\_  
 C response: \_\_\_\_\_  
 21. "WHO lit the candles?" \_\_\_\_\_  
 C response: \_\_\_\_\_  
 22. "WHAT present did Jimmy get?" \_\_\_\_\_  
 C response: \_\_\_\_\_

FOLLOWING DIRECTIONS: PROCESSING

Materials: Cup, crayon, book.

E says, "I have some things for you to do. Do them just like I tell you."

23. "Put the cup on the chair, give me the book, and stand up." \_\_\_\_\_

PRAGMATICS, NUMERATION, IRREGULAR VERBS, TWO-STEP  
DIRECTIONS: PROCESSING AND PRODUCTION

Materials: Basket of small crackers, small covered pitcher of juice filled one-quarter full, so child can pour from it, small paper cups out of reach, small waste basket or bag where child can see it.

E says, "You've been so good, you can have a snack."  
E holds out basket of crackers.

24. "You can have TWO crackers." \_\_\_\_\_  
If child takes a handful, do not permit  
him/her to eat them, but give him/her two,  
after scoring response.

E says, "Here's the pitcher. You can pour juice."  
Offer pitcher but keep cups out of reach.

25. C ASKS FOR CUP. \_\_\_\_\_

26. Other requests that regulate action \_\_\_\_\_  
Asks for more \_\_\_\_\_  
Asks teacher to pour \_\_\_\_\_  
Asks for help pouring \_\_\_\_\_  
(after child finishes snack)  
Asks for more crackers \_\_\_\_\_

E says, "What happened to your crackers?" (See manual  
for probe instructions.)

27. C ATE. \_\_\_\_\_

E says, "What happened to your juice?"

28. C DRANK. \_\_\_\_\_

TWO-STEP DIRECTION: PROCESSING

E says, "Please give me the pitcher and put your cup  
in the waste basket (bag)."

29. C follows both parts of direction. \_\_\_\_\_

END OF PHASE I

CLIPPT ANALYSIS SCORE SHEET: PHASE I

PRONOUNS (3)

1. \_\_\_ you
2. \_\_\_ they
3. \_\_\_ their

PREPOSITIONS (2)

4. \_\_\_ behind
5. \_\_\_ next to

ADJECTIVES, CONCEPTS (2)

6. \_\_\_ faster
7. \_\_\_ same

PERSONAL DATA (1)

8. \_\_\_ siblings

SEMANTICS (1)

9. \_\_\_ wear/cold

VOCABULARY, BODY PARTS (3)

10. \_\_\_ chin
11. \_\_\_ knee
12. \_\_\_ arm

MORPHOLOGY (4)

13. \_\_\_ is
14. \_\_\_ is verbing
15. \_\_\_ future
16. \_\_\_ 3rd person singular

SYNTAX, STORY NARRATION (6)

17. \_\_\_ sequencing
18. \_\_\_ declarative sentence
19. \_\_\_ tense
20. \_\_\_ WHY
21. \_\_\_ WHO
22. \_\_\_ WHAT

FOLLOWING DIRECTIONS (1)

23. \_\_\_ three step

PRAGMATICS, NUMERATION,  
ETC. (6)

24. \_\_\_ two
25. \_\_\_ requests item
26. \_\_\_ regulates action
27. \_\_\_ ate
28. \_\_\_ drank
29. \_\_\_ two step direction

COLORS (2) from items 4 + 5

30. \_\_\_ green
31. \_\_\_ yellow

PHASE I RAW SCORES

TOTAL + (raw score) \_\_\_\_\_  
 TOTAL 0 \_\_\_\_\_  
 TOTAL NR \_\_\_\_\_

PHASE I TABLE

Locate age and raw score category. If child failed Phase I, administer Phase II.

C.A.	RAW SCORES	
	Yr./Mo.	Fail
2/5 - 2/7	0-7	8+
2/8 - 2/10	0-10	11+
2/11 - 3/1	0-12	13+
3/2 - 3/4	0-14	15+
3/5 - 3/7	0-16	17+
3/8 - 3/10	0-18	19+
3/11 - 4/1	0-19	20+
4/2 - 4/5	0-20	21+

Circle category on Page 1 of Test Record Form.

PRONOUNS, WH QUESTIONS: PROCESSING AND PRODUCTION

Materials: 4 plates and 4 cups. Boy and girl dolls.

E says, "We are going to have a picnic. We need lots of things. We need some cups (puts items on table as they are named but does not pass them out), and plates. (Shows dolls and puts them on the table.) This boy and this girl want to come too." E passes out plates to self, child and dolls and puts cups on the table stacked together.

1. E says, "HE wants a cup." \_\_\_\_\_
2. E says, "SHE wants a cup." \_\_\_\_\_

E says, "and I need a cup (E takes cup). You need a cup (gives cup to child)."

3. E says, "WHERE is HIS plate?" \_\_\_\_\_
4. E says, "WHERE is HER plate?" \_\_\_\_\_
5. E says, "WHAT are we EATING on our make-believe picnic?" C response: \_\_\_\_\_
6. E says, "WHAT are we DRINKING?"  
C response: \_\_\_\_\_

PREPOSITIONS AND COLOR RECOGNITION: PROCESSING

Materials: 4-sided container with lid on loosely. Red, blue, green and yellow crayons.

- |                                     | <u>Prep</u> | <u>Color</u> |
|-------------------------------------|-------------|--------------|
| 7. "Put the RED crayon IN the box." | _____       | _____        |
| 8. "Put the BLUE crayon ON the box" | _____       | _____        |

SCORE PREPOSITIONS AS ITEMS 7 + 8.  
SCORE COLORS AS ITEMS 40 + 41 on score sheet.

VOCABULARY: BODY PARTS: PROCESSING AND PRODUCTION

9. "Show me your ARM." \_\_\_\_\_
10. "Show me your KNEE." \_\_\_\_\_
11. "Show me your CHIN." \_\_\_\_\_

VOCABULARY AND ARTICULATION: PRODUCTION

Materials: Single item pictures (Plates 5-16).

E presents pictures and points to each picture and asks, "What is this?" If C does not name or incorrectly names item, mark "J" for vocabulary and name the item for C to imitate. Transcribe phoneme errors on record form below.

VOCABULARY (+, 0, NR)		TRANSCRIPTION (circle errors)
12. _____	pig	_____
13. _____	cup	_____
14. _____	monkey	_____
15. _____	comb	_____
16. _____	tub	_____
17. _____	doll	_____
18. _____	bed	_____
19. _____	fork	_____
20. _____	knife	_____
21. _____	rabbit	_____
22. _____	leaf	_____
23. _____	soap	_____

VOCABULARY AND ARTICULATION: PRODUCTION (continued)

TOTAL NUMBER OF  
ARTICULATION ERRORS: \_\_\_\_\_

3 or fewer errors = 2 points  
4 to 6 errors = 1 point  
more than 7 errors = 0 points

ARTICULATION SCORE = \_\_\_\_\_  
(Item 42 on score sheet)

PERSONAL DATA: PROCESSING AND PRODUCTION

24. "How old are you?" (See manual.) \_\_\_\_\_

25. "Are you a boy or a girl?" \_\_\_\_\_

SPEECH MOTOR SKILLS: PRODUCTION

E says, "I want you to say some words after me. Say..."  
(Phonetically transcribe below word.):

"cup" "pick" "pick a cup" \_\_\_\_\_

"pock" "kit" "book" "pocketbook" \_\_\_\_\_

"peek" "cub" "boo" "peek a boo" \_\_\_\_\_

CHECK THOSE THAT APPLY TO ABOVE PERFORMANCE:

- a) phoneme substitutions are inconsistent \_\_\_\_\_
- b) phoneme errors occur in 3 syllable words which were not made in 1 syllable words or articulation testing \_\_\_\_\_
- c) phoneme errors are characterized by CVC reversals (cop for pock) \_\_\_\_\_
- d) phoneme errors are perseverations of initial sound (pop for pock) \_\_\_\_\_

IF ANY OF THE ITEMS a) THROUGH d) ARE CHECKED, SCORE THIS ITEM "0".

26. SPEECH MOTOR SKILLS APPEAR NORMAL FOR AGE \_\_\_\_\_

SEMANTICS: PROCESSING AND PRODUCTION

E records response in space provided.

27. "Who do you go to when you're sick?" \_\_\_\_\_  
C response: \_\_\_\_\_

28. "What do you do when you're sleepy?" \_\_\_\_\_  
C response: \_\_\_\_\_

29. "What are books for?" \_\_\_\_\_  
C response: \_\_\_\_\_

MORPHOLOGY: PROCESSING AND PRODUCTION

Materials: 2 cups.

E puts two cups on table and says, "Here is one cup," and holds up one cup. E holds up two cups and says. . .

30. "Here are two. . ." (C - cups) \_\_\_\_\_

SYNTAX: PROCESSING AND PRODUCTION

Yes/No Questions

E - elicit YES based on child's gender.

31. "Are you a boy/girl?" (YES) \_\_\_\_\_

Material: Plate 1 of bike.

32. "This is an airplane, isn't it?" (NO) \_\_\_\_\_

SYNTAX: PROCESSING AND PRODUCTION (continued)Negatives:

Materials: Plate 2 of boy swimming and boy digging.  
Plate 1 of bike and airplane.

E shows picture of boys at beach.

33. "Show me: The boy is NOT swimming." \_\_\_\_\_

E shows pictures of bike and airplane.

34. "Which one is NOT a bike?" \_\_\_\_\_

PRAGMATICS-REQUESTS: PRODUCTION

Materials: 8" x 10" paper, "primary" (thick) pencil or  
crayon on table out of child's reach.

E gives child paper. E says, "You can draw a person."

35. Child requests pencil or crayon (see  
manual) \_\_\_\_\_

GENERAL KNOWLEDGE: PRODUCTION

Materials: 5 crayons, drawing paper

E says, "Before you draw a picture, let's count these."  
E puts out five crayons. (See manual.)

36. Child counts to five. \_\_\_\_\_

E puts three crayons in his/her open hand.

37. "How many crayons do I have?" (3) \_\_\_\_\_

E should take all crayons out of box. Allow child to  
draw for 2-3 minutes.

FOLLOWING DIRECTIONS: PROCESSING

Materials: Crayons, box

E says, "We're ready to clean up."

38. "Please put these crayons in this box and  
give the box to me." \_\_\_\_\_

39. "All done. You can stand up and push in  
your chair." \_\_\_\_\_

END OF PHASE II

CLIPPT ANALYSIS SCORE SHEET: PHASE II

PRONOUNS (6)

- 1. \_\_\_ he
- 2. \_\_\_ she
- 3. \_\_\_ his
- 4. \_\_\_ her
- 5. \_\_\_ food
- 6. \_\_\_ beverage

PREPOSITIONS (2)

- 7. \_\_\_ in
- 8. \_\_\_ on

VOCABULARY-BODY PARTS(3)

- 9. \_\_\_ arm
- 10. \_\_\_ knee
- 11. \_\_\_ chin

VOCABULARY (½ pt. each)

- 12. \_\_\_ pig (Total = 6)
- 13. \_\_\_ cup
- 14. \_\_\_ monkey
- 15. \_\_\_ comb
- 16. \_\_\_ tub
- 17. \_\_\_ doll
- 18. \_\_\_ bed
- 19. \_\_\_ fork
- 20. \_\_\_ knife
- 21. \_\_\_ rabbit
- 22. \_\_\_ leaf
- 23. \_\_\_ soap

TOTAL VOCABULARY SCORE \_\_\_\_\_

PERSONAL DATA (2)

- 24. \_\_\_ age
- 25. \_\_\_ sex

SPEECH MOTOR SKILLS (1)

- 26. \_\_\_ (See manual and test form)

SEMANTICS (3)

- 27. \_\_\_ doctor
- 28. \_\_\_ go to sleep
- 29. \_\_\_ to read/reading

MORPHOLOGY (1)

- 30. \_\_\_ noun plural S

SYNTAX (4)

- 31. \_\_\_ yes
- 32. \_\_\_ no
- 33. \_\_\_ not + verb
- 34. \_\_\_ not + noun

PRAGMATICS (1)

- 35. \_\_\_ requests

GENERAL KNOWLEDGE (2)

- 36. \_\_\_ counts to five
- 37. \_\_\_ gives three

FOLLOWING DIRECTIONS (2)

- 38. \_\_\_ two step
- 39. \_\_\_ two step

COLORS (2)

- 40. \_\_\_ red
- 41. \_\_\_ blue

ARTICULATION (total score 2)

- 42. \_\_\_ (0, 1, or 2: See test form and manual)

PHASE II RAW SCORES

TOTAL + (raw score) \_\_\_\_\_  
 TOTAL 0 \_\_\_\_\_  
 TOTAL NR \_\_\_\_\_

INTERPRETATION (See manual)

Locate age and raw score category on appropriate table below.

Phase II Table

C.A. Yr./Mo.	RAW SCORES		
	Fail	At Risk	Pass
2/5 - 2/7	0-10.5	11 - 19	19.5+
2/8 - 2/10	0-12.5	13 - 23	23.5+
2/11- 3/1	0-14.5	15 - 28	28.5+
3/2 - 3/4	0-18.5	19 - 30	30.5+
3/5 - 3/7	0-22.5	23 - 30.5	31+
3/8 - 3/10	0-25	25.5- 31.5	32+
3/11- 4/1	0-27	27.5- 31.5	32+
4/2 - 4/5	0-27.5	28 - 32	32.5+

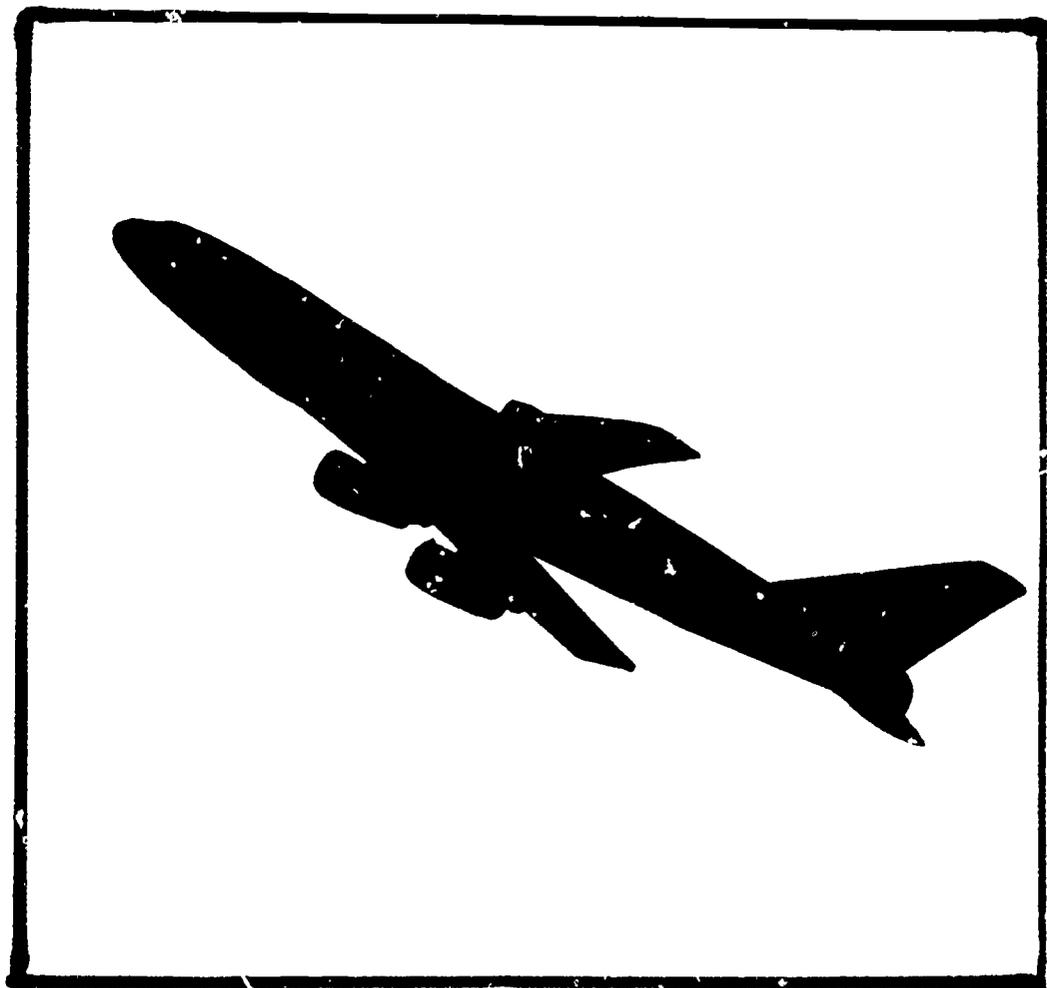
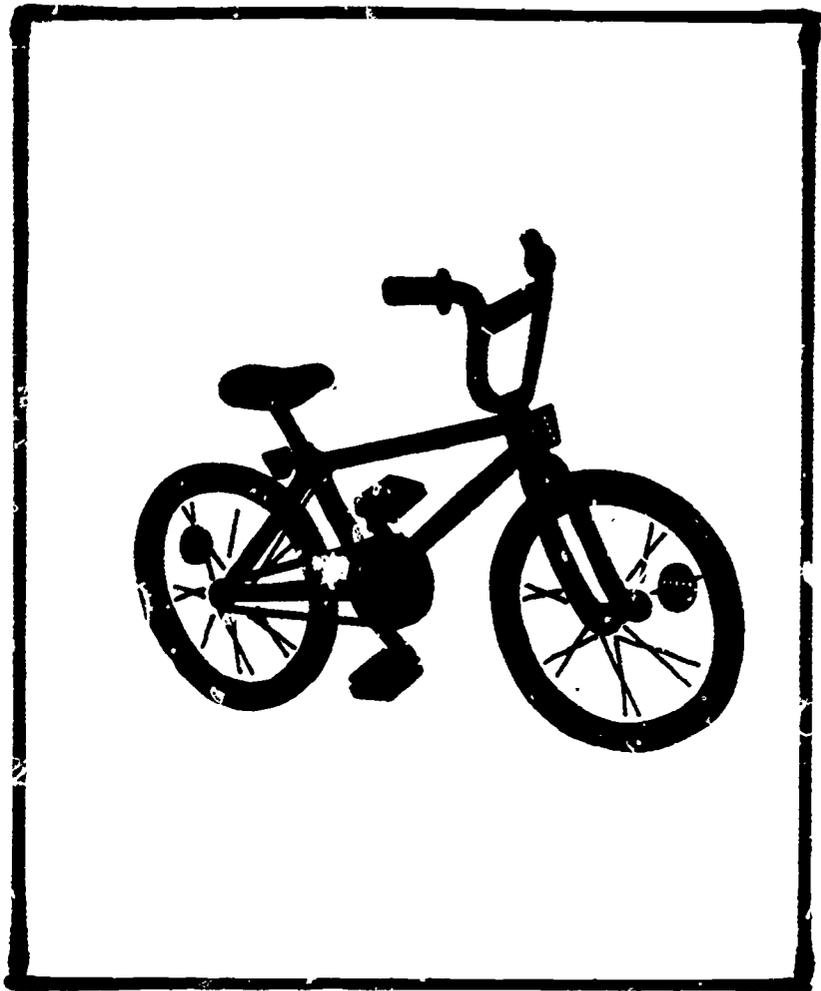
Phase I Raw Score \_\_\_\_\_  
 Phase II Raw Score \_\_\_\_\_  
 Total Raw Score \_\_\_\_\_

Phase I + II Table

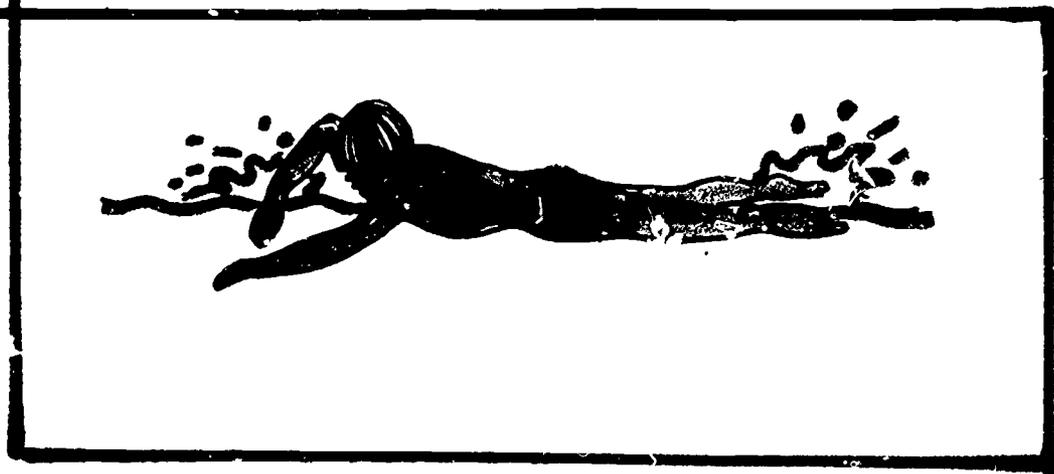
C.A. Yr./Mo.	RAW SCORES		
	Fail	At Risk	Pass
2/5 - 2/7	0-14.5	15 - 26	26.5+
2/8 - 2/10	0-18.5	19 - 33	33.5+
2/11- 3/1	0-21.5	22 - 40	40.5+
3/2 - 3/4	0-26.5	27 - 44	44.5+
3/5 - 3/7	0-31.5	32 - 46.5	47+
3/8 - 3/10	0-35	35.5-49.5	50+
3/11- 4/1	0-38	38.5-50.5	51+
4/2 - 4/5	0-39.5	40 - 52	52.5+

Circle category on Page 1 of Test Record Form.

TEST PICTURE PLATES



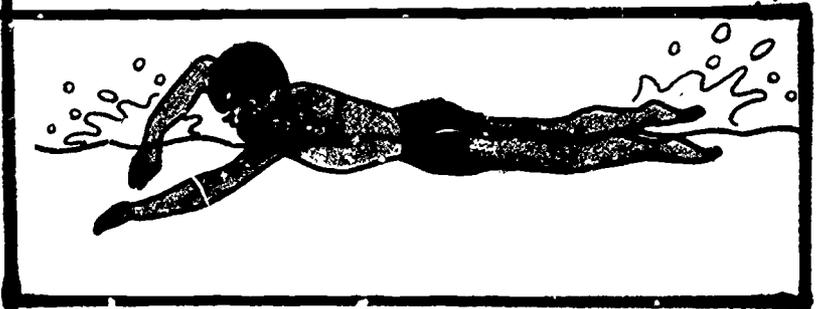
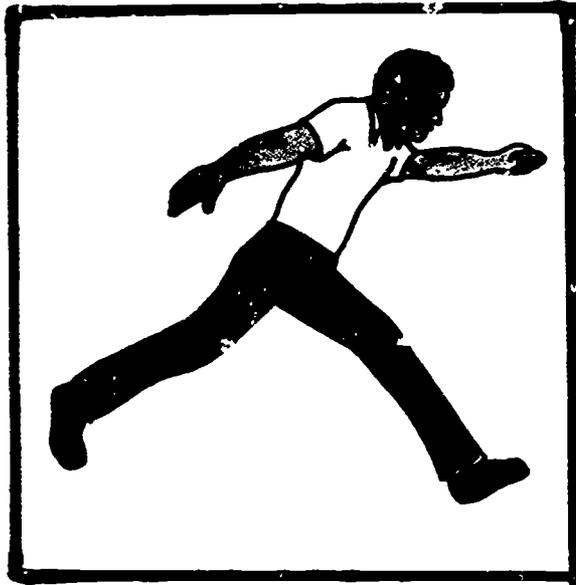
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26

2

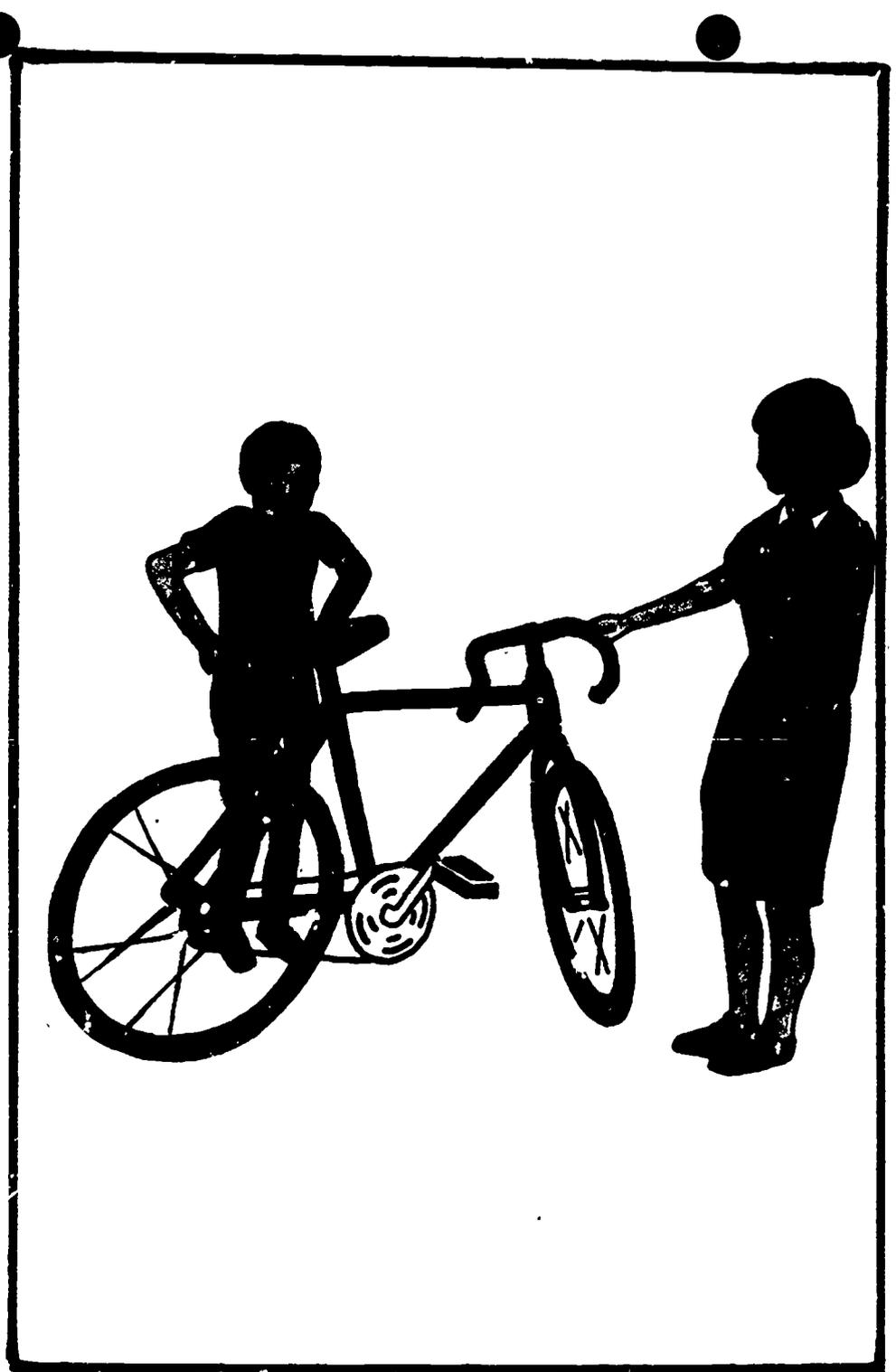
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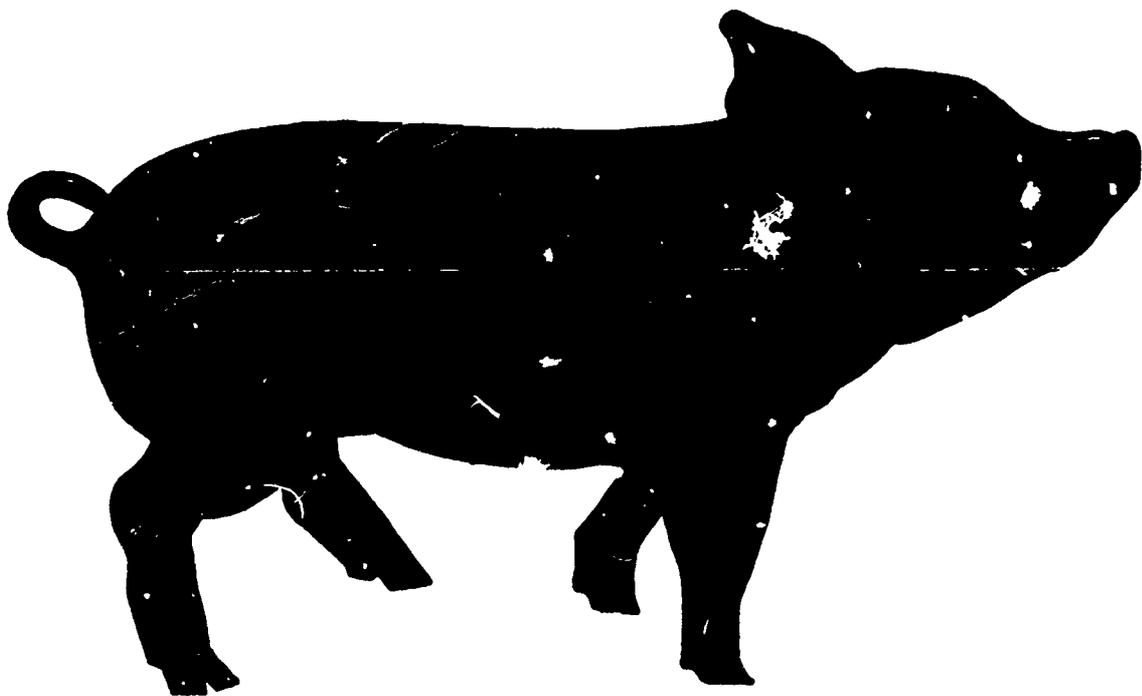


28

3

89



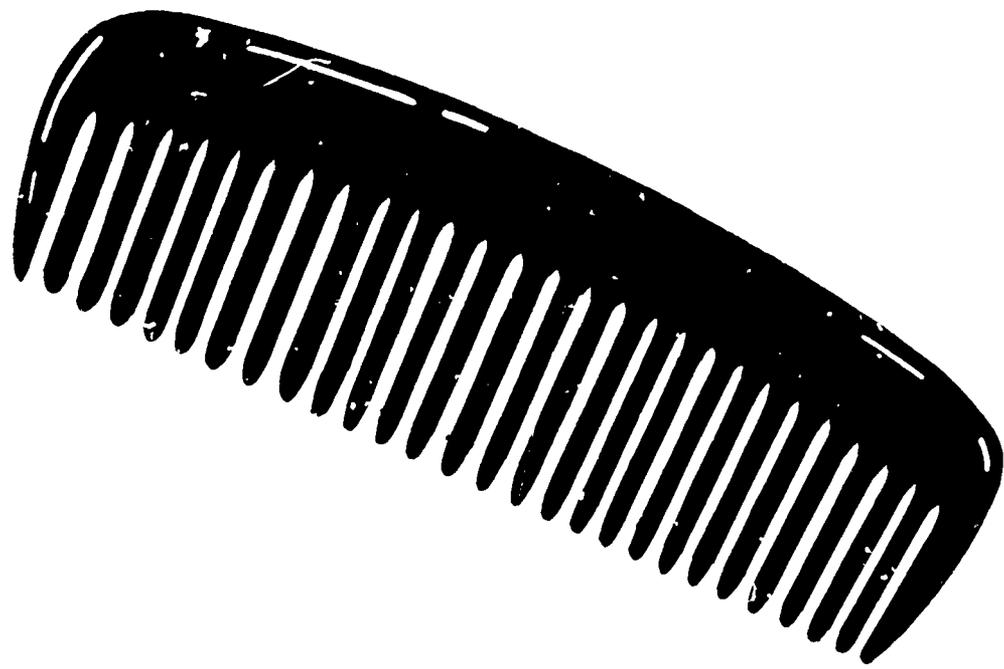


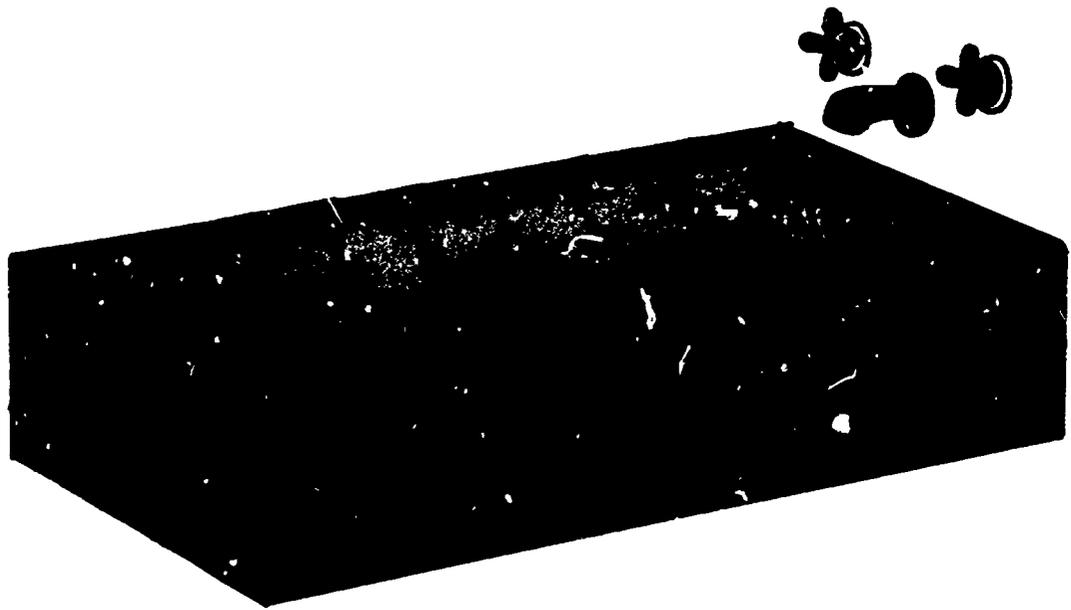


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43



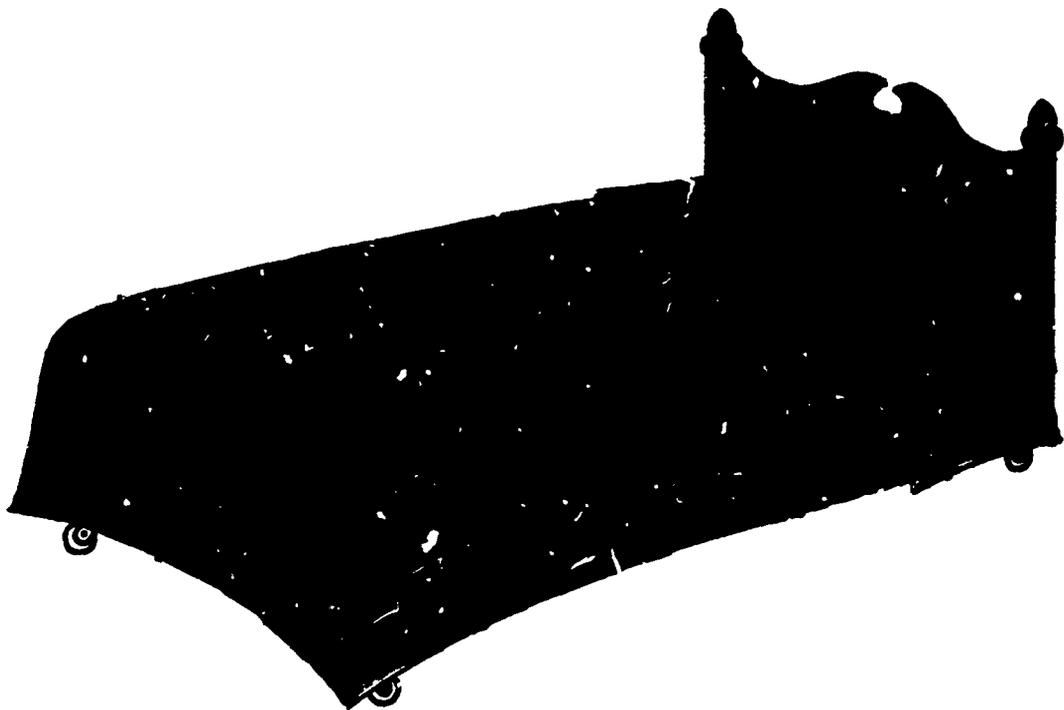






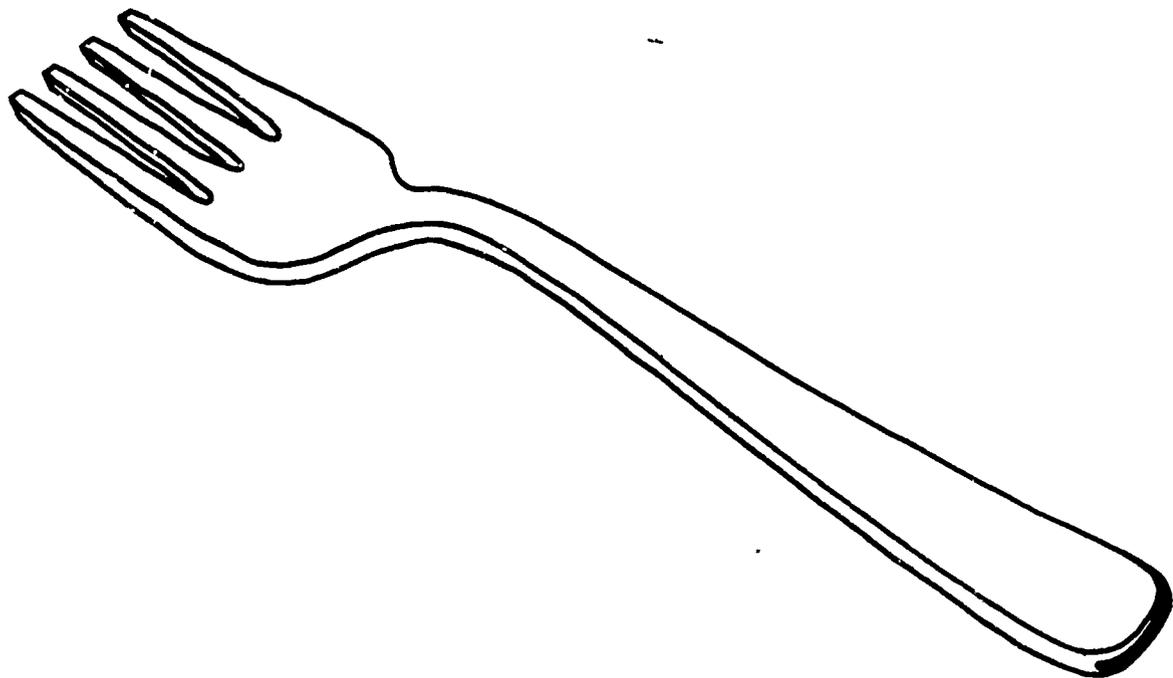
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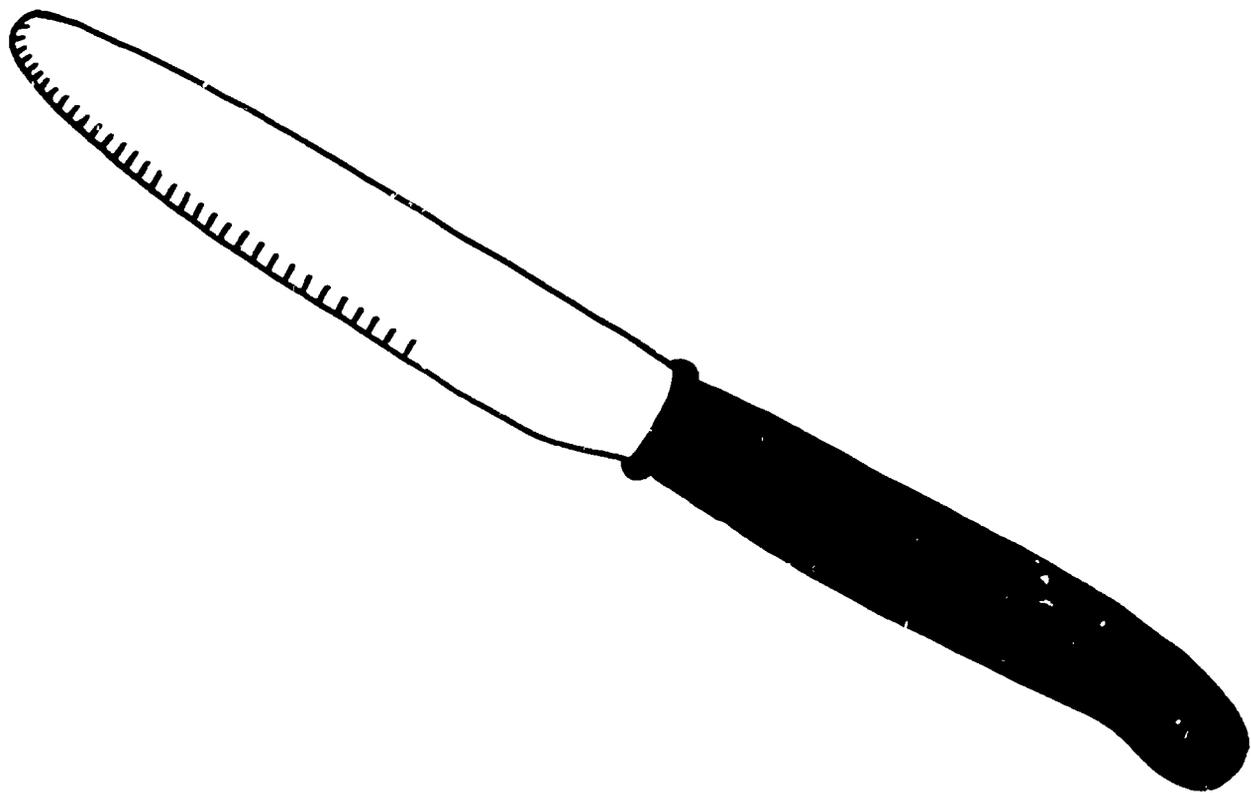
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.39



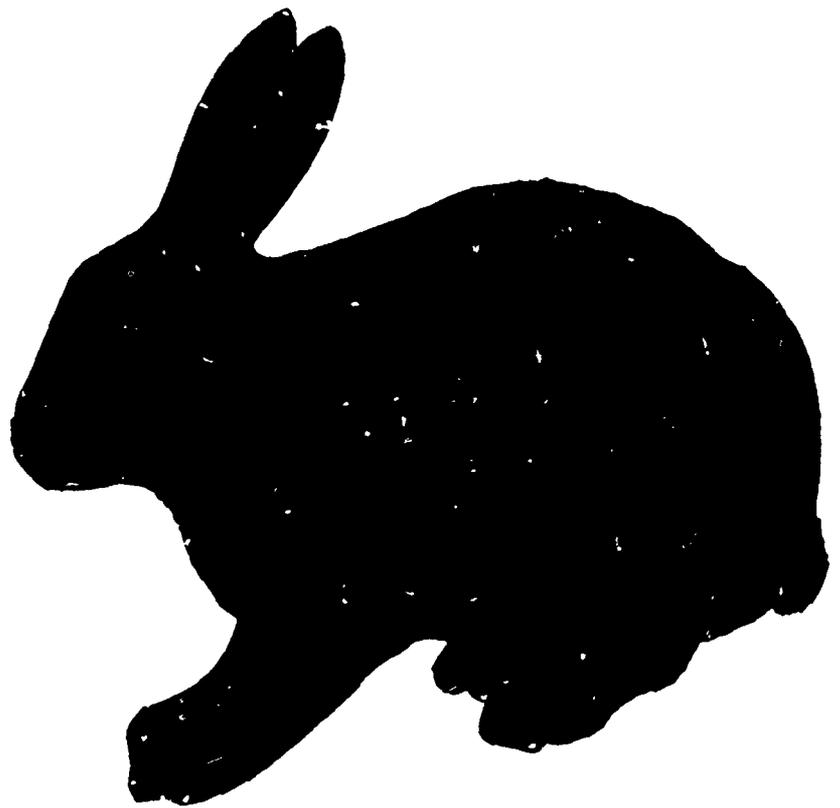
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2.10



13

191



14

112



15

103

