

Resource Review/ Évaluation des ressources

Clinical Evaluation of Language Fundamentals Preschool-2nd Edition (2004)

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The Clinical Evaluation of Language Fundamentals Preschool-2nd Edition (CELF Preschool-2) is an individually administered clinical tool that can be used to identify and diagnose language deficits in children who are 3-6 years of age. According to the authors, the test was redesigned to make it easier and quicker to administer, to provide greater diagnostic value for children ages 3-4 years and 5-6 years, to assist in the assessment of early classroom and literacy fundamentals and communication in context (pragmatics), and to add composite scores to evaluate content (semantics) and structure (morphosyntax).

The authors describe the CELF Preschool-2 as a series of levels. The level chosen to begin a particular child's assessment is dependent upon the examiner's clinical judgment, the child's functional language performance, and the referral question to be answered. Level 1 is used to determine whether or not a language disorder exists. It consists of the Sentence Structure, Word Structure and Expressive Vocabulary Subtests. Scores on these subtests are used to develop a Core Language Score. The authors state that this score best discriminates the performance of those children with typically developing language and those children with language disorders. If a child is found to have a language disorder, further language testing will be done at Level 2. This level of testing is to provide more information about how language modalities, language content, and language structures are affected. At Level 2, the examiner is able to determine patterns of performance across index scores and to compare the child's score patterns with the appropriate norm-reference group. Item analysis can be conducted on all subtests at this level.

At Level 3, the examiner evaluates a child's early classroom and literacy fundamentals. Phonological awareness and pre-literacy rating are included at this

level. To determine a child's pragmatic skills in relation to social communication in the home, community and/or school (Level 4), a caregiver or other person familiar with the child completes the Descriptive Pragmatics Profile. This profile includes verbal and nonverbal behaviors.

The CELF Preschool-2 is individually administered. Administration time is dependent upon the level of assessment done. Approximately 20 minutes is required to administer the three subtests needed to develop the Core Language score. More time is required for levels 2 and 3. The test results are interpreted in terms of subtest scaled scores, composite standard scores, criterion scores, percentile ranks, and age equivalents.

The test components include the Examiner's Manual, Stimulus Books 1 and 2, Record Form, and Checklists for The Pre-Literacy Rating Scale and the Descriptive Pragmatics Profile. The Examiner's Manual includes guidelines for scoring and interpreting test performance, detailed description of the test development, normative data, and suggestions for intervention and/or follow-up based on the test results. Stimulus Book 1 is colorful and includes all the directions to administer the subtests. Stimulus Book 2 contains illustrations for the story used for Recalling Sentences in Context. The Record Form contains the test items, space for recording responses, item analysis, and clear information regarding whether or not repetitions are allowed and when the discontinue rule is to be applied. A Behavioral Observation Checklist is also included. The checklists can be completed by someone familiar with the child and his background.

Norm-referenced data for the CELF Preschool-2 was derived from a standardization sample of 800 children aged 3 years to 6 years in 2002. The sample (based on the U.S Bureau of the Census, 2000) was stratified on the basis of age, sex, race/ethnicity, geographic region, and primary caregiver's education level. Reported test-retest reliability for the subtests and composite scores by age and across all ages ranged from a low of .78 to a high of .94. Internal consistency reliability coefficients across all ages ranged from .79 to .97. The test-retest reliability and internal consistency would be considered acceptable across subtests and excellent for the composite scores.

The authors presented evidence of validity of the CELF Preschool-2 based on test content, the response process, internal structure and intercorrelational studies. The results of the intercorrelations between the subtests and the composite scores were given. Overall, the correlations were moderate. Further validation evidence was reported through comparison with other tests of language disorders in children, including the CELF Preschool, the CELF-4, and the PLS-4. The correlations were reported as moderate to high. The validity of the CELF Preschool-2 was based on five different types of

research that yielded significant results. Therefore, the validation of the test would be considered good.

In summary, the Clinical Evaluation of Language Fundamentals Preschool-2 is a well-designed test for identifying and assessing language disorders in children ages 3 years to 6 years. I found that the structuring of the test into levels allowed me to tailor the language assessment based on the specific needs of the child I was seeing. The directions of each subtest are not only on the Response Form, but also in the Stimulus Book. Each subtest is preceded by information regarding materials needed, number of repetitions allowed, and the discontinue rule. If the individual subtest score is to be used in more than one index or composite score, the indexes are listed. Acceptable alternate responses and 1-point responses are included on the Response Form.

I am pleased with the modifications to many of the stimulus plates. The pictures are colorful and are interesting to children. During language assessments, I often have children who like to talk about the pictures. At that point, I take the opportunity to record what they say for a language sample. The various children depicted represent Caucasian, Black, Hispanic, and Asian ethnic backgrounds. Children taking the test are able to identify with the presented manner of dress and activities. The story used for the Recalling Sentences in Context is a significant improvement over the one in the previous edition. "The Big Move" has been replaced with "No Juice!", a story about three children's trip with their mother to the grocery store. This is an event that is very familiar to children.

In summary, the CELF Preschool-2 is a well-designed clinical tool for identifying and diagnosing language disorders in children ages 3 years to 6 years. The authors have provided evidence of the instrument's acceptable reliability and validity. The CELF Preschool-2 would be a very good addition to the assessment protocols of those speech-language pathologists who provide services to the preschool and kindergarten population.



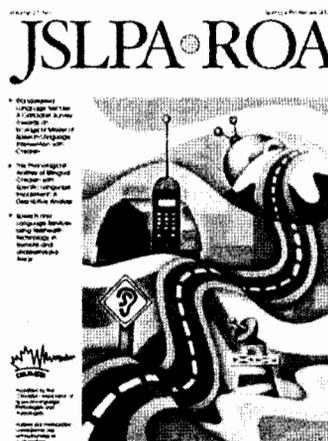
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