**Study Guide Test 2 CSAD 222**

1. Describe the findings of Urm and Tulviste (*Toddlers’ early communicative skills as measured by the Estonian McArthur Bates….).* What are practical, clinical implications of this study?
2. Describe the 4 stages of English language development. What should we expect at each stage?
3. Summarize the findings of the research study by Schwob and Skoruppa (2022).
4. Compare and contrast BICS and CALP. What characterizes each? Why are these concepts important diagnostically when we are working with English Learners (ELs) who have been referred for possible DLD?
5. Summarize the Diagnostic Pie. What are the 4 quadrants? Why is it important to share this information with classroom teachers?
6. What is the DIBELS? What is its purpose?
7. What has research found about the use of nonword repetition for differentiating language difference from language impairment in EL students?
8. Describe the results of the study conducted by Diane Blevins in Santa Ana, CA. What are practical, clinical implications of this study for us?
9. Describe RtI and its importance in assessment of language difference vs. disorder in ELs.
10. List some motor behaviors that are potential red flags for a learning disability.
11. What does the term *ecological validity* mean?
12. What do the terms *simultaneous bilingual learner* and *sequential bilingual learner* mean?
13. Summarize best practices for utilizing the services of interpreters when serving EL students and their families.
14. What are the assumptions underlying formal language tests that we frequently administer to students? How might these tests be biased against culturally and linguistically diverse (CLD) students?
15. What does the IDEA say about assessing CLD students in a culturally responsive, nondiscriminatory manner?
16. Describe the work of Reuven Feuerstein who invented the Theory of Structural Cognitive Modifiability. What are the practical ramifications of his theory?
17. Define the terms *dynamic assessment* and *portfolio assessment*. When are these kinds of assessments especially appropriate?
18. Describe some specific studies that have shown that working memory measures are successful in differentiating language difference from disorder in bilingual children.
19. Summarize why it is useful to examine the contents of students’ cum files when assessing the presence of a language difference vs. disorder.