CSAD 223 Study Guide Test 3



Please be sure to know Box 7.4 on page 260 for the exam.

1. McGregor and Duff (ch. 7 of textbook) talk about optimal ways to teach vocabulary to children with DLD. What do they say about teaching definitions?
2. What do McGregor and Duff recommend about best ways to teach prefixes and suffixes?
3. What are the two major areas in the speaking and listening standards of Common Core State Standards? (CCSS)
4. Describe Tier 1, 2, and 3 vocabulary words.
5. What is the profile of students who have difficulty with social skills?
6. What did McGregor and Duff say about the reciprocal nature of teaching vocabulary and phonological awareness skills?
7. In CCSS, what are some rules for successful conversations that we can teach to students with DLD?
8. McGregor and Duff discuss omnibus tests. What are these?
9. You are giving an inservice to early intervention providers. How many words should children be saying expressively at what ages? (e.g., 12 months 2-6 words)
10. What is the difference between derivational and inflectional morphemes?
11. What are some practical ways we can assess students’ social skills?
12. Summarize McGregor and Duff’s opinion re: intervention for Tier II and Tier III vocabulary words?
13. What did Soto et al. find about successful strategies for increasing parent involvement in doing home carryover activities to boost their children’s vocabulary skills?
14. Summarize the findings of St. Clair et al. (Early risk factors and emotional difficulties….). What did they find about children with DLD?
15. Summarize McGregor and Duff’s suggestions about the direct teaching approach for teaching new vocabulary to preschool children.
16. Roseberry ch. 11 describes the problems experienced by at-risk students in terms of “playing the classroom game.” What are some challenges these students have?
17. What is the IRE model of teaching?
18. What were the practical recommendations of Passaretti et al. (2023) regarding the most effective activities to target development of phonological awareness skills?
19. Singer et al. (A multidisciplinary Delphi study…) discovered the most important social skills to target in therapy based on their study’s outcomes. List these skills.
20. For building the vocabulary skills of children with DLD, what are the recommendations of Holly Storkel and colleagues as well as Storkel and Farquarhson?
21. Describe in detail the findings of Levlin et al. (2022). What is rich practice? What does it have students do to improve their vocabulary skills?
22. Discuss the relationship of morphological awareness and vocabulary skills. What are some specific activities we can do to increase DLD students’ morphological awareness skills?

For Joe Arata and Laura Enos, I will give you specific slides to please know based on their PPts. 😊