Study Guide Test 2—CSAD 223



For test 2, you do not have to read the section on Research Evidence on School-Age Intervention. Stop reading in the middle of page 56 and start reading again on page 59 where it says Critical Features of Treatment: RISE+

In chapter 8, you don’t have to read the middle of page 287(stop where it says Models of L2 Schooling for Minority- L1 Learners) till the middle of page 293. Start reading on page 293 where it says Bilingual Children with Language-Learning Difficulties.

1. Define the term *specific disabilities orientation*. What does it focus on?
2. Describe the *system or environmental approach* to treatment.
3. What is *contextualized skill intervention*?
4. List 5 types of linguistic scaffolds.
5. Pressman et al. studied the effects of screen time on children’s grit or ability to persevere. What were their conclusions?
6. Summarize the findings of Laurie and Pesco (2023) about the efficacy of dynamic assessment of bilingual Filipino children.
7. Ukrainetz discusses intensity of intervention. What intensity of intervention appears to produce the best results? (p. 61)
8. Explain the difference between *massed* and *distributed* practice.
9. When conducting language therapy with children, the book discusses *artificial extrinsic rewards*. What conclusions does the author draw about use of these in therapy?
10. What does Ukrainetz say is the dual purpose of communicative-academic activities?
11. What does Ukrainetz recommend about connecting treatment activities to the classroom? How can we as SLPs do that?
12. Describe Common Core according to Ukrainetz chapter 4.
13. Describe the research of Carol Dweck. What is the growth mindset and how might we as SLPs apply this when we carry out therapy with students with DLD?
14. Define the terms *structural scaffolds, linguistic scaffolds*, and *regulatory scaffolds*.
15. Explain RISE+.
16. In terms of working memory, what are the *primacy* and *recency* effects?
17. What is *literature-based intervention*?
18. Explain what Ukrainetz means in chapter 8 when she says “Bilingualism is normal, not special.”
19. Define the terms *simultaneous* and *sequential* bilinguals.
20. A teacher refers Miguel, a Spanish-speaking child, to you. The teacher says “When Miguel talks to his friends, he goes back and forth between English and Spanish a lot. I think he is confused and may need language therapy.” What would you tell the teacher in this situation?
21. Describe how, for second language learners, the acquisition of skills in areas such as phonology and syntax can differ.
22. Describe the reasons why children from higher SES homes show better English acquisition.
23. What did Dam and Pham (2023) find about remote first language assessment?
24. Discuss child-internal factors that can impact the rate and success of second language acquisition.
25. You are working at a school where teachers are vastly over-referring English learners. You need to train them about the difference between BICS and CALP. What will you tell them?
26. What are some of the cognitive processing deficits of bilingual children with DLD?
27. Explain practical ideas for increasing the working memory skills of students with DLD.