

Pearson

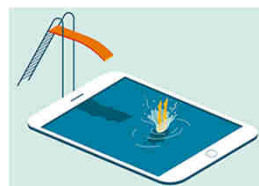
**Understanding
CELF-5^{A&NZ}
administration on
the iPad (Q-interactive)
and on-screen (Q-global):
Interpreting the results**

Presented by:
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Pearson Clinical Assessment
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P Pearson

Advantage of Digital Administration


- Portability and accessibility (with good connectivity)
- For Q-interactive:
 - Customisable batteries
 - Instant subtest and composite scores, and reports
 - Integrated administration rules:
 - Start/End point, Discontinue, and Reverse Rules
- For Q-global: Access from any web-enabled device
- Time saving



What are my Options?


PAPER

*Traditional
Print edition*




DIGITAL

Web access



Desktop/laptop
computer or tablet




Q-global™
Better insights. Anytime. Anywhere.

Web-based administration, scoring
and reporting

Purchase paper or digital manuals
Administer paper + digital
Record paper + pencil
Score paper + pencil or online

OR


2 iPads



Q-interactive

Web-based administration and
scoring

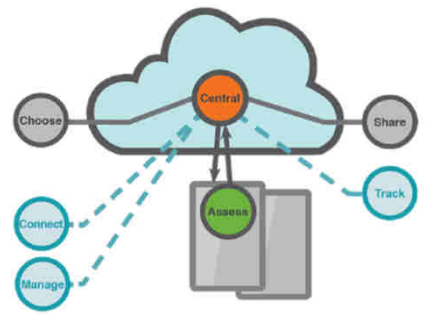
Purchase annual licence
Administer on 2 iPads
core instantly as you test
View scaled and indexed scores
on completion


| 4

A digital system for individually-administered tests consisting of two primary components

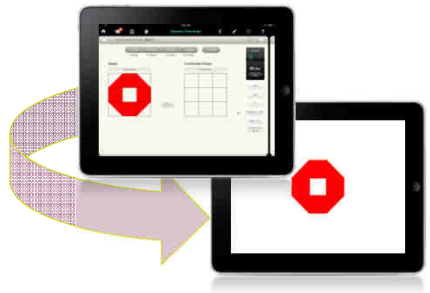
CENTRAL


Browser-based function for
generating client profiles, building test
batteries, creating assessment
sessions, and sharing results.




ASSESS

Application that lets an examiner
administer a test via iPads connected
by Bluetooth.





Q-interactive®


| 5



What is Q-global?

- Pearson's web-based platform for test administration, scoring, and reporting.
- Primarily focused on the administration of questionnaires, rating scales, and inventories.
- Allows for entering of raw scores for larger assessments.
- Depending on the assessment, 3 different ways to administer:
 1. Manual Entry: Paper/pencil administration with Q-global scoring.
 2. **On-screen Administration:** Administer the assessment on the screen of any web-enabled device
 3. Remote On-screen Administration: Allows a respondent to access the assessment from their own web-enabled device through sending a secure URL via email.



| 6

Q-global vs. Q-interactive



Q-global[®]

System-Driven



Take On-Screen
Assessment



Generate Scores & Reports From
Paper Test



Q-interactive[®]

Clinician-Driven



Administer and Score Individual
Assessments Using Two Tablets




| 7

Q-i vs. Q-g


	Q-interactive	Q-global
Administration Methods	2 iPads	Manual Entry, On-screen**, and Remote On-screen Administration*
Data storage	Data is saved and stored on Pearson's secure, encrypted database	
Hardware and Technology	2 iPads, 2 nd generation or newer.	<ul style="list-style-type: none"> Compatible with Windows, Mac OS, and Linux. Accessible on any web-enabled device (including tablets)


*For select assessments
** CELF-5^{A&NZ} : Order paper record forms


| 8

Pearson Digital Speech-Language Library

Q-interactive	Q-global
CELF-5 ^{A&NZ}	CELF-5 ^{A&NZ}
	CELF-5 Metalinguistics
PPVT-4 (Form A & B)	PPVT-4 (Form A & B)
GFTA-3	GFTA-3
KLPA (optional in GFTA-3 report)	KLPA (optional in GFTA-3 report)
	EVT-2 (Form A & B)




| 9

www.helloq.com.au

Recommended webinar: Introduction to Speech-Language Assessments on iPads - Part 1: This webinar will showcase the CELF-5^{A&NZ}, GFTA-3 (+ KLPA-3) for Speech Pathologists on iPad. [View the slides >](#) [FAQs >](#) [View the webinar >](#)

All recorded webinars can be found here: <https://www.pearsonclinical.com.au/archive>.

Q-global Home Page: Logging in

PEARSON ALWAYS LEARNING

Q-global™
Better Insights. Anytime. Anywhere.

Username:

Password:

United States

English (US)

Sign In

Need help signing in?

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Build Version 28.0.92 - 8

Logging in and the Home Screen

The screenshot shows the Pearson Q-global administrative interface. At the top, there's a navigation bar with 'PEARSON' and 'ALWAYS LEARNING'. Below that, there are tabs for 'Examinee', 'Group Administration', and 'Report'. A search bar and several action buttons like 'New Examinee', 'Delete Examinee', 'Assign New Assessment', 'Create Group', and 'More Actions' are visible. A table lists examinees with columns for System ID, Last Name, First Name, Examinee ID, Birth Date, and Gender. The table shows 10 records, with the first one being 'Test' and the last one 'WISC'.

	System ID	Last Name	First Name	Examinee ID	Birth Date	Gender
1	88366	WRNT	Test		01-01-2003	Male
2	656299	Revens	Amy		09-04-2005	Female
3	6134831	Client	VA Client		01-10-2000	Male
4	6379833	WFP51	AvaTom		19-10-2012	Male
5	6379860	sample	St Pat	333566	07-02-2007	Male
6	6363580	The Shrink Co	Cameron	333555	07-02-1970	Male
7	6303148	P	A		29-05-2010	Male
8	6160345	Maxwell	Te Rini		28-04-2004	Male
9	6151110	Jungl	Tae Inee		13-02-1985	Male
10	6134705	WIAT	WISC		03-03-2008	Male



I 12

Accessing Digital Manuals: Resource Library

The screenshot shows the Pearson Q-global Resource Library. A list of digital manuals is displayed, including 'About the CELF-5.pdf', 'CELF-5 Verbal Stimuli.pdf', 'CELF-5 Meta', 'General', 'About the CELF-5 Metalinguistics.pdf', 'CELF-5 Metalinguistics Item Prompts.pdf', 'CESS', 'ESAC-4', 'EVT-2', and 'GAMA'. A red box highlights the 'About the CELF-5.pdf' and 'CELF-5 Verbal Stimuli.pdf' items, and a red arrow points from a box above to the highlighted items.

Q-global: What does this mean for Speech-Language Pathologists?

Angela will show you the different tests available to User Level S Clinicians with the focus on CELF-5^{A&NZ} and CELF-5 Metalinguistics, including scoring and reporting; followed by a Q&A Session to ensure your Q-global questions are answered.

[View the slides >](#) [View the webinar >](#)



I 13

Generating Reports

Method 1: From the Home Screen

System ID	Last Name	First Name	Examination ID	Birth Date	Gender
0101001	Sample-Gordon	Barbara	00000000	01/01/2000	Female
0101002	Sample	John	00000000	01/01/2000	Male
0101003	Sample	Jane	00000000	01/01/2000	Female
0101004	Sample	John	00000000	01/01/2000	Male
0101005	Sample	Jane	00000000	01/01/2000	Female
0101006	Sample	John	00000000	01/01/2000	Male
0101007	Sample	Jane	00000000	01/01/2000	Female
0101008	Sample	John	00000000	01/01/2000	Male
0101009	Sample	Jane	00000000	01/01/2000	Female
0101010	Sample	John	00000000	01/01/2000	Male

Methods 2: From the Examinee Profile

Examinee: Barbara Sample-Gordon

Demographics

System ID: 0101002	Account: Data List Account
Last Name: Sample-Gordon	Custom Field 1:
First Name: Barbara	Custom Field 2:
Birth Date: 01/01/2000	Custom Field 3:
Age: 18 years 8 months	Custom Field 4:
Examination ID: 00000000	Group:
Gender: Female	Language ID:
Details:	History Data Available: No Create New
Comments:	Evaluation Data Available: No Create New

Assessments

Assessment ID	Assessment Name	Admin Date	Delivery	Status	Group
00000000	00000000	00/00/0000	00000000	00000000	00000000
00000000	00000000	00/00/0000	00000000	00000000	00000000

Method 3: From the Assessment Details Page

Assessment Details: Barbara Sample-Gordon

Examinee Details

First Name: Barbara
Middle Name:
Last Name: Sample-Gordon
Examination ID: 00000000
Gender: Female
Age: 18 years 8 months
Email:

Assessment Details

Assessment: 00000000
Status: Ready for Reporting
Administration Date: 00/00/0000
Age at Administration: 18 years 8 months



Generating Reports

PEARSON

Home | Examinees | Group Administration | Report

Examinees: Emma B

[Back to Search](#)

Configure Report

Assessment ID	Assessment Name	Admin Date	Delivery	Status	Group
00000000	00000000	00/00/0000	00000000	00000000	00000000
00000000	00000000	00/00/0000	00000000	00000000	00000000



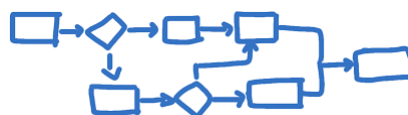
Generating Reports

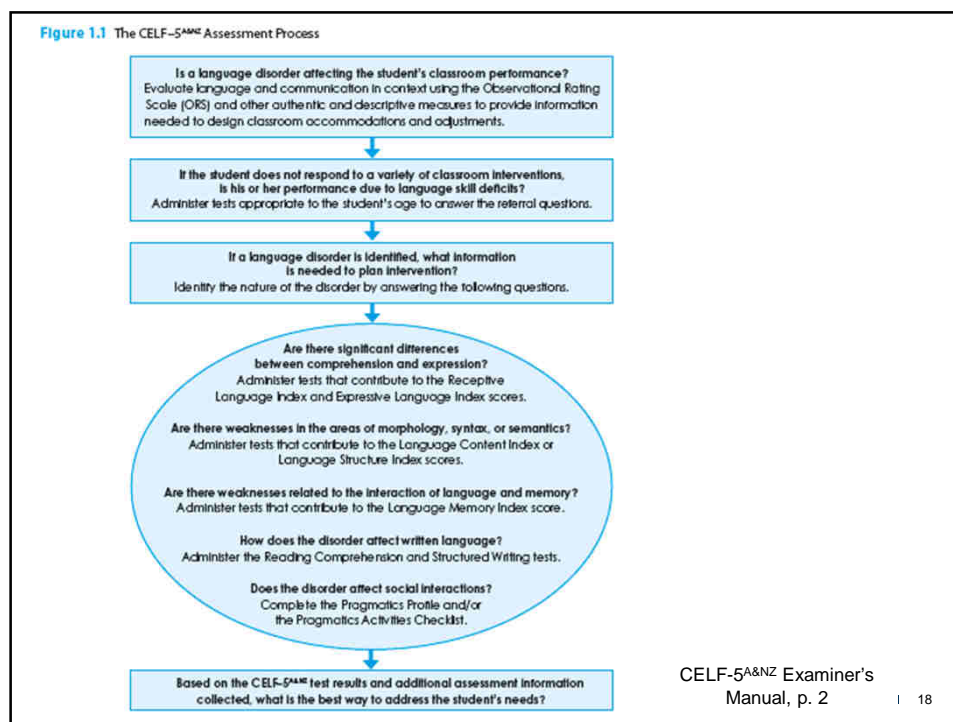
Report Example

16

Determining Evidence of a Language Disorder

- Speech-language pathologists are routinely asked to determine whether an individual's language difficulties indicate that he or she has a language disorder.
 - Caregivers may ask the question of a private practitioner about their child who is having difficulty communicating with family and friends.
 - Teachers may ask the question of a school clinician about a student who is not responding to classroom learning strategies.
- CELF-5^{A&NZ} provides norm-referenced information to use as part of a **total assessment process** to help answer the question.

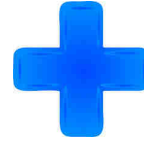




CLS, RLI and ELI

- Examining the Core Language Score in combination with the Receptive Language Index and Expressive Language Index scores is recommended as best clinical practice yielding the most accurate diagnostic information.
 - The six tests that make up the Core Language Score and the Receptive Language Index and Expressive Language Index scores best discriminate language performance typical of average or above average language users from language performance observed in children and adolescents with language disorders.
- Report these Index scores with their confidence intervals, and corresponding percentile ranks.
 - If time or resources are limited, choose to use the Core Language Score independently to identify a language disorder at $-1 SD$. At $-1 SD$ sensitivity is 1.0 and specificity is 1.0.
 - It is not recommended that you use the Core Language Score independently of the Receptive Language Index or Expressive Language Index scores at $-1.5 SD$ and $-2 SD$ as the sensitivity decreases (see pp 240 – 241 for further discussion).

CELF-5^{A&NZ} Assessment Results



It is important to **consider all the information** about the student in conjunction with the CELF-5^{A&NZ} results.

Additional information may include:

1. Developmental history
2. Medical history
3. Academic history
4. Comparison of the student's academic progress to peers of a similar cultural background with English as a second language
5. Parent interview
6. Observations
7. Input from other professionals
8. Language sampling
9. Dynamic, criterion-referenced, and/or norm-referenced assessments.

Summary of Evidence & Reporting

- Evaluate the information collected to determine where the preponderance of evidence for or against a language disorder lies.
 - A tool such as the [Summary of Evidence](#) is useful to guide this process.
- It is best practice, following a comprehensive assessment, to include a **detailed report** to share with the students' support team, including teachers and parents which includes all assessment data including standardised assessment results as well a summary of referral / observations, early milestones and social developmental history, educational, hearing, speech, language results, a diagnosis, recommendations as well as practical ideas to implement at home and school.
 - **Note** that computer-generated reports are for clinician-interpretative use only; the information obtained from these reports should be translated into a caregiver-friendly format.

Describing the Severity of a Language Disorder

Table 5.6 Guidelines for Describing the Severity of a Language Disorder

Core Language Score, Receptive Language Index, or Expressive Language Index	Classification	Relationship to Mean
115 and above	Above average	+ 1 SD and above
86 to 114	Average	Within + or -1 SD
78 to 85	Borderline/Marginal/At risk	Within -1 to -1.5 SD
71 to 77	Low range/Moderate	Within -1.5 to -2 SD
70 and below	Very low range/Severe	-2 SD and below

CELF-5^{A&NZ} Examiner's Manual, p. 163

[Interpreting CELF-5^{A&NZ}, CELF-4 Australian, CELF Preschool-2 and PLS-5 Standard Scores](#)

[CELF-5^{A&NZ} product page](#)

Source: Wiig, E.H., Semel, E.M. & Secord, W. (2017). Clinical evaluation of language fundamentals - fifth edition. Australia and New Zealand Standardised Edition. Sydney NSW, Australia, Pearson Clinical Assessment.



| 22


Describing a Language Difficulty

- The term *Developmental Language Disorder (DLD)* is **generally** proposed for children where errors are developmental in nature
 - Their scores may not be a full -1.5 SD below the mean
- The term *Language Disorder (LD)* is proposed for students who are likely to have lingering language concerns well into their adolescence and adulthood.
 - Their scores tend to fall at least -1.5 SD below the mean

For more detailed information see "[SPA adopts terminology for language disorder and DLD](#)" and "[The difficulties, disorder and disability dilemma](#)"



| 23





CELF-5^{A&NZ} Options & Pricing

CELF-5^{A&NZ} **Traditional print** complete kit \$1,898

Q-global: Purchase the CELF-5^{A&NZ} stimulus book and examiner's manual as a digital asset via Pearson's online platform, Q-global and view items and information on screen (either a desktop, laptop or tablet). Use paper record forms.

Scoring: Manually or via the Q-global scoring system (at \$2 per report or \$55 per year; unlimited scoring); this replaces the CELF-4 Australian Scoring and Reporting CD.


| 24



Q-interactive Pricing


- User must have access to 2 recent iPads
- Technical requirements: <http://www.helloq.com.au/technical-requirements>
- **Starter kits: Required materials for administering CELF-5 A&NZ on Q-interactive**
 - Observational Rating Scales (Pad of 50) \$125.00 AUD / \$148.00 NZD
 - Reading and Writing Supplement - Ages 8-10 (Pack of 25) \$80.00 AUD / \$95.00 NZD
 - Reading and Writing Supplement - Ages 11-21 (Pack of 25) \$80.00 AUD / \$95.00 NZD

Speech and Language Annual Licence and Subtest Pricing

Who is it for?: Speech Language Therapists. Pearson Clinical Test User Qualification: S

Assessments this user level can access: CELF-5 A&NZ, GFTA-3 (+ KLPA-3), KTEA-3, PPVT-4, RBANS Update, WIAT-III

Cost per licence	AUD	NZD
1-4 Users	\$215.00	\$252.00
5-24 Users	\$180.00	\$215.00
25+ Users	\$145.00	\$170.00


| 25

INCLUDED in CELF-5^{A&NZ} print complete kit purchases:
Complimentary 12 month **Speech-Language License** valued at \$215 →
access to Q-interactive (iPad version). **Test usages apply.**
Email angela.kinsella-ritter@pearson.com if you'd like further information.

Test Usage Fees

Subtest/Test Usage Fees - billed monthly

Cost (per subtest)	AUD	NZD
KTEA-3, WIAT-III	\$1.10	\$1.50
CELF-5 A&NZ	\$2.20	\$3.00
Cost (per test)	AUD	NZD
GFTA-3 (with KPLA-3), PPVT-4, RBANS Update	\$6.60	\$8.00

OR

Multi-User Licence - Estimate your annual subtest/test usage and prepay.

[Use our annual licence Calculator](#)



<http://www.helloq.com.au/licence-pricing>

| 26

Annual Licence Calculator

Calculate Your Annual Licence

The price of an annual licence is comprised of two components - access to Q-interactive and subtest usage.

Annual Licence - The more users associated with a licence, the lower the licence cost % per user.

Subtest Usage - For your convenience we offer two payment options for subtest usage: "Pay-as-you-go" with monthly billing or "Prepay" for annual usage which offers volume discounting. "Prepay" usage is only available to Individual Licence purchasers.

This calculator does not include the cost of additional support items required for some subtests.

Pricing

- Pricing
- Annual Licence & Subtest Pricing
- Calculate Your Annual Licence
- Get Your Free 30 Day Trial
- Licensing
- Starter Kits and Required Materials

Choose Your Country

Australia ▼

Choose Your Profession

Speech-Language ▼

How many users?

Users

Which assessments would you like to use? (Our licence price depends on how many assessments you choose)

CELF-5 A&NZ

GFTA-3

KPLA-3 (Repsin Only)

KTEA-3

PPVT-4

RBANS Update

WIAT-III


WIAT-S

Done




<http://www.helloq.com.au/calculator>

| 27




PD Learning Outcomes

- 3.5 hour workshop with special guest appearances from Elisabeth Wiig (CELF-5 Lead Author) and Nancy Castilleja (CELF-5 Senior Product Manager) via video from the US
- Understand the CELF-5^{A&NZ} standardisation sample and its validity and reliability with students including those from culturally diverse backgrounds
- Consider the theoretical and clinical foundations of the CELF-5^{A&NZ} Index Scores based on current assessment trends
- Reflect on the Special Group Studies of the CELF-5^{A&NZ}
- Appreciate the main differences between the CELF-4 Australian and the CELF-5^{A&NZ}
- Understand the administration directions and scoring procedures for the new subtests of the CELF-5^{A&NZ}
- Discuss the practical considerations of the CELF-5^{A&NZ} for interpretation, diagnosis and intervention



| 28





Details: Workshops and Webinars

Complimentary Online Training


What's new in the CELF-5^{A&NZ} | Angela Kinsella-Ritter, Consultant Speech Pathologist, introduces the new CELF-5^{A&NZ} and provides a general overview, covering current assessment trends, revision goals, CELF-5 test structure, subtests, Psychometrics and Normative Information.

Register to watch recording:
<https://register.gotowebinar.com/register/4972447158813309443>
Download [the presentation slides](#)

Then watch this (you can jump to the relevant sections):
<https://www.brainshark.com/pearsonassessments/CELF5Training>
Video Password: celf5training.



| 29




CELF⁵^{A&NZ}
Clinical Evaluation of Language Fundamentals
SCREENING TEST

PD Learning Outcomes

Participants will:

- Identify how language disorders may manifest in the classroom
- Understand the clinical implications and applications of the CELF-5^{A&NZ} Screener
- Become familiar with the subsets and understand what the Screener assesses
- Practise the administration directions and scoring procedures
- Understand the CELF-5^{A&NZ} Screener's validity and reliability
- Discuss a clinical case study, including the scoring and interpretation of the scores
- Observe a Speech Pathologist administer the Screener on a 9 year old child (via pre-recorded video)
- Discuss practical tips for helping children with language difficulties in the classroom and at home

www.pearsonacademy.com.au/upcoming-courses

 | 31



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 | 33

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