

Overview of Classroom Difficulties and Intervention Strategies by CELF-3 Subtest

Subtest, Age, Purpose	Classroom Difficulties	Suggested Interventions
<p><i>Sentence Structure</i></p> <p>Ages 6-8 years</p> <p>To evaluate acquisition of grammar at the spoken sentence level.</p>	<ul style="list-style-type: none"> • Differentiating forms, structures, meanings • Pre-reading activities • Reading comprehension • Written language use • Organization in stating meaning and intent 	<ul style="list-style-type: none"> • Preteach for meaning and structure relations • Enhance with contexts • Enhance with visuals • Preteach structures • Practice saying the same thing in different ways
<p><i>Word Structure</i></p> <p>Ages 6-8 years</p> <p>To evaluate acquisition of morphological rules in sentence completion</p>	<ul style="list-style-type: none"> • Understanding uses and functions of morphemes • English grammar and rules • Expressing meaning • Reading comprehension • Spelling 	<ul style="list-style-type: none"> • Preteach or teach mini-lessons to develop rule knowledge • Extend rules to workbooks and assignments • Model and practice • Enhance with visuals • Preteach and provide mini-lessons for spelling rules
<p><i>Concepts and Directions</i></p> <p>Ages 6-21 years</p> <p>To evaluate ability to follow oral directions containing linguistic concepts</p>	<ul style="list-style-type: none"> • Understanding and following directions and instructions • Completing workbook assignments • Following commands in physical education classes and sports • Following workshop, lab, and work tasks • Note and message taking 	<ul style="list-style-type: none"> • Adapt length and complexity • Preteach scripts and model action sequences in tasks • Enhance with outlines, diagrams, visuals, flow charts, schematics • Develop compensatory skills in mini-lessons
<p><i>Formulated Sentences</i></p> <p>Ages 6-21 years</p> <p>To evaluate ability to formulate simple, compound, and complex sentences</p>	<ul style="list-style-type: none"> • Producing sentences for conversation, story telling, classroom discourse • English and language arts activities requiring sentence analysis and production • Written language and composition 	<ul style="list-style-type: none"> • Enhance with visual and contextual support • Give extra time for student responses • Preteach, model, guide language activities • Present mini-lessons to teach rules and interface meaning and structure • Integrate speaking and writing

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<p><i>Word Classes</i></p> <p>Ages 6-21 years</p> <p>To evaluate acquisition of associations among words</p>	<ul style="list-style-type: none"> • Seeing relationships among words and meanings • Forming word associations • Grasping relational meanings • Listening and reading comprehension • Making inferences • Verbal reasoning 	<ul style="list-style-type: none"> • Enhance associations by comparing and contrasting • Preteach to establish key associations for listening and reading • Preteach for making inferences, verbal problem solving, and using verbal analogies • Teach mini-lessons to develop strategies for identifying and interpreting word associations in text
<p><i>Recalling Sentences</i></p> <p>Ages 6-21 years</p> <p>To evaluate processing and recall of spoken sentences of increasing length and complexity</p>	<ul style="list-style-type: none"> • Recalling statements and instructions verbatim • Taking notes and messages • Recalling lines for skits and plays • Reciting directions, discourse, poems • Writing to dictation 	<ul style="list-style-type: none"> • Enhance with contexts and visuals • Adapt for length and complexity • Allow extra time to process and respond • Give cue cards or scripts to check or read • Adapt assignments (e.g. read with emotion, allow paraphrases)
<p><i>Sentence Assembly</i></p> <p>Ages 9-21 years</p> <p>To evaluate flexibility in applying grammar and transformations to given content</p>	<ul style="list-style-type: none"> • Sentence combining and segmentation • Sentence analysis and production • Lack of flexibility in using syntax for speaking, writing, conversation, rhetoric • Pragmatic deficits in style and social register 	<ul style="list-style-type: none"> • Preteach for awareness of structure-meaning relations • Enhance with models, diagrams, visuals • Preteach and teach mini-lessons to develop a variety of structures for expressing intents and stylistic variation in speaking and writing

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<p><i>Semantic Relationships</i></p> <p>Ages 9-21 years</p> <p>To evaluate processing of comparative, sequential, spatial, and temporal relationships, and passive voice</p>	<ul style="list-style-type: none"> • Understanding relations among words and meanings • Understanding and using comparative, sequential, spatial, and time relations • Interpreting passive voice in listening and reading 	<ul style="list-style-type: none"> • Enhance with visual, contextual support • Preteach, teach mini-lessons to develop understanding and use of comparisons, sequences, space, time, and meaning relations in speaking and writing • Preteach for passive constructions
<p><i>Word Associations</i></p> <p>Ages 6-21 years</p> <p>To evaluate ability to name members of a given semantic class rapidly and efficiently</p>	<ul style="list-style-type: none"> • Semantic or nonverbal classification • Word webbing for thematic associations • Word finding (delays, substitutions) • Using exact content words for speaking and writing 	<ul style="list-style-type: none"> • Model, compare-contrast meanings • Enhance with visual and contextual support • Give time and provide cues (e.g. opposite) • Teach mini-lessons to develop strategies for word-content editing
<p><i>Listening to Paragraphs</i></p> <p>Ages 6-21 years</p> <p>To evaluate processing and recall of content and relations in spoken paragraphs</p>	<ul style="list-style-type: none"> • Remembering facts-details in spoken presentations and text • Identifying relations among concepts and ideas • Making inferences (cause-effect, outcome) • Problem solving with given information (e.g. apply, generalize, transfer, create) 	<ul style="list-style-type: none"> • Teach mini-lessons for memory or teach compensation strategies • Identify relations, implied cause-effect outcome precursors • Apply information to related ideas and general information to new contexts by analogy
<p><i>Rapid, Automatic Naming</i></p> <p>Ages 6-21 years</p> <p>To evaluate the ability to produce familiar names and name combinations rapidly and automatically</p>	<ul style="list-style-type: none"> • General word finding difficulties • Delays and errors (substitution/omissions, circumlocution) in speaking • Slow reading rates with semantically-based naming errors 	<ul style="list-style-type: none"> • Give time and provide cues (e.g. opposites) • Teach mini-lessons to develop strategies for word finding • Develop automaticity in reading by shadowreading, reading aloud together • Preteach content to be named or used in recital