

## 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"> <li>• Differentiating forms, structures, meanings</li> <li>• Pre-reading activities</li> <li>• Reading comprehension</li> <li>• Written language use</li> <li>• Organization in stating meaning and intent</li> </ul>	<ul style="list-style-type: none"> <li>• Preteach for meaning and structure relations</li> <li>• Enhance with contexts</li> <li>• Enhance with visuals</li> <li>• Preteach structures</li> <li>• Practice saying the same thing in different ways</li> </ul>
<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"> <li>• Understanding uses and functions of morphemes</li> <li>• English grammar and rules</li> <li>• Expressing meaning</li> <li>• Reading comprehension</li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Preteach or teach mini-lessons to develop rule knowledge</li> <li>• Extend rules to workbooks and assignments</li> <li>• Model and practice</li> <li>• Enhance with visuals</li> <li>• Preteach and provide mini-lessons for spelling rules</li> </ul>
<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"> <li>• Understanding and following directions and instructions</li> <li>• Completing workbook assignments</li> <li>• Following commands in physical education classes and sports</li> <li>• Following workshop, lab, and work tasks</li> <li>• Note and message taking</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt length and complexity</li> <li>• Preteach scripts and model action sequences in tasks</li> <li>• Enhance with outlines, diagrams, visuals, flow charts, schematics</li> <li>• Develop compensatory skills in mini-lessons</li> </ul>
<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"> <li>• Producing sentences for conversation, story telling, classroom discourse</li> <li>• English and language arts activities requiring sentence analysis and production</li> <li>• Written language and composition</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance with visual and contextual support</li> <li>• Give extra time for student responses</li> <li>• Preteach, model, guide language activities</li> <li>• Present mini-lessons to teach rules and interface meaning and structure</li> <li>• Integrate speaking and writing</li> </ul>

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

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