



Observing Modifiability During Dynamic Assessment

Elizabeth D. Peña, PhD, CCC-SLP
University of California, Irvine
edpena@uci.edu



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Speaker Disclosure

- Financial:
 - Professor and Associate Dean of Faculty Development & Diversity, University of California, Irvine
 - Received financial compensation from ASHA
- Nonfinancial:
 - None

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Objective

- What is modifiability?
- What should we look for when observing modifiability during the teaching phase of dynamic assessment (DA)?
- How do we describe and quantify modifiability?

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What is Modifiability?

- Describes child responsiveness
 - Given examiner effort

	Responsiveness		
	Low	Medium	High
Examiner Effort			
High			
Medium			
Low			

ASHA Webina

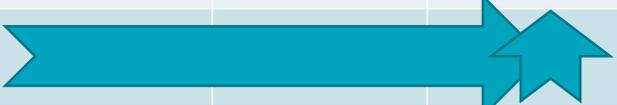
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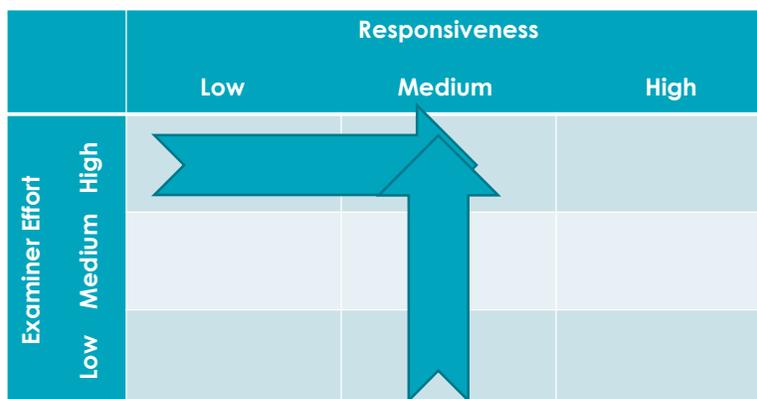
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Modifiability: What to look for

<u>Social Emotional</u>	<u>Cognitive</u>
Anxiety	Task Orientation
Motivation	Metacognition
Non-Verbal Persistence	Non-Verbal Self Reward
Responsiveness to Feedback	Problem Solving
Attention	Verbal Mediation
Compliance	Flexibility

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Modifiability: What to look for

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Next 5 minutes

We've explored the concept. In the *next activity*, we'll review some **evidence & examples**

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Modifiability: Observe & Describe

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Objective

- How do we describe and quantify modifiability?

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Describing Modifiability Social-Emotional					
	1	2	3	4	5
Anxiety	Calm, little to no soothing required	Fidgety, but can be soothed	Uncomfortable, breaks needed to soothe	Distressed, much soothing required	Distraught, crying, cannot be soothed
Motivation	Enthusiastic, engages in tasks readily	Curious, shows interest	Ambivalent, unsure about tasks	Guarded, seems fearful of tasks	Avoidant, does not want to engage
Non-verbal persistence	Persistent, wants to continue despite difficulty	Indicates difficulty non-verbally, but continues	Tentative, appears unsure about continuing	Demonstrates non-verbal frustration, continues under protest	Non-verbal rejecting, cannot continue

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Describing Modifiability Social-Emotional					
	1	2	3	4	5
Responsiveness to feedback	Very positive, maintains enthusiasm	Positive, but hesitant; requires some feedback	No response to feedback	Negative, disheartened; requires much feedback	Very negative, rejects feedback
Attention	Attentive and focused	Focused, but distractible at times	Distractible, but can be refocused, needs prompting	Distracted, and difficult to refocus	Distracted and off task
Compliance	Cooperative	Insecure	Hesitant	Uncooperative	Refusing

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Describing Modifiability Cognitive					
	1	2	3	4	5
Task orientation	Completely understands tasks	Mostly understands tasks (75%)	Understands tasks some of the time (50%)	Often does not understand tasks (25%)	Doesn't understand tasks
Meta-cognition	Aware of all errors	Aware of most errors (75%)	Aware of some errors (50%)	Unaware of most errors (25%)	Unaware of any errors
Non-verbal self reward	Positive response to task regardless of difficulty	Positive response related to task difficulty	Demonstrates insecurity, positive & negative responses related to difficulty	Negative response related to task difficulty	Negative response regardless of task difficulty

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Describing Modifiability Cognitive					
	1	2	3	4	5
Problem-solving	Systematic and efficient, uses forethought, reflection	Organized, but somewhat inefficient, (less than 25% off task)	Sketchy plan, trial & error	Disorganized, haphazard plan	No plan; unsystematic guessing
Verbal mediation	Elaborates plan clearly	Talks through problem	Talks occasionally	1-2 word utterances only	No verbal mediation
Flexibility	Uses multiple strategies readily	Has preferred strategies, but can change when necessary	Some evidence of more than one strategy and occasionally utilizes them	Recognizes limitations of strategy, but cannot see alternatives	Persists with one strategy, regardless of outcome

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Next 5 minutes

We've explored the concept and reviewed some examples. The *next activities* are **your** turn to **practice**.

