A Language Screening Parent Survey for Preschool Age Spanish Speakers

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### Purpose of Study

1) To describe the concurrent validity of the Pilot INV-III and Spanish Preschool Language Scale
2) To compare the Pilot INV-III scores of a typically developing group to those of a delayed language group
3) To complete exploratory item analysis with Pilot INV-III

### Background

The Communicative Development Inventory (CDI)- Words and Sentences and the Inventario II: Palabras y Enunciados have both demonstrated significant levels of concurrent validity when compared to language sampling and behavioral measures. However, the Pilot INV-III has not been compared to behavioral measures of child language.

A pilot version of the Inventario-III (Pilot INV-III) demonstrated significant levels of concurrent validity with the Spanish Ages and Stages Questionnaire; however, the Pilot INV-III has not been compared to behavioral measures of child language.

### Methodology

**Participants:** 42 mostly Spanish-speaking families enrolled in Head Start programs.

**Groups:**
- DL Group (N = 12)
- TD Group (N = 30)

**Age:**
- M = 44.25 SD = 6.69
- M = 46.47 SD = 7.70

**Gender:**
- 7 boys, 5 girls
- 13 boys, 17 girls

**Instruments:**
- **Pilot INV-III:** includes a vocabulary checklist of 100 items, 12 questions on sentence usage, and 12 yes/no questions about language usage.
- **Spanish Preschool Language Scale-4:** the expressive communication section was used to measure expressive language.

### Independent Samples t-test

<table>
<thead>
<tr>
<th>Independent Samples t-test</th>
<th>DL Group (M, SD)</th>
<th>TD Group (M, SD)</th>
<th>t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot INV-III</td>
<td>24.13 (27.04)</td>
<td>62.07 (26.13)</td>
<td>-4.21</td>
</tr>
<tr>
<td>p = .01, d = 1.44</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analysis and Results

<table>
<thead>
<tr>
<th>Exploratory Item Analysis</th>
<th>Percent correct by group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>DL group</td>
</tr>
<tr>
<td>galleta</td>
<td>85</td>
</tr>
<tr>
<td>fútbol</td>
<td>77</td>
</tr>
<tr>
<td>sal</td>
<td>74</td>
</tr>
<tr>
<td>dinosaurio</td>
<td>29</td>
</tr>
<tr>
<td>ayer</td>
<td>22</td>
</tr>
<tr>
<td>enojado</td>
<td>37</td>
</tr>
<tr>
<td>Does your child understand the concept of one? If you ask for just one (cookie, strawberry, etc.) will your child give you only one and then stop?</td>
<td>74</td>
</tr>
<tr>
<td>Does your child give reasons for things using the word because?</td>
<td>40</td>
</tr>
</tbody>
</table>

### Summary

The Pilot INV-III percentage scores were significantly correlated with Spanish PLS-4 Expressive Language scores. It appears that these two tools are measuring a similar construct.

The DL group's Pilot INV-III scores were significantly lower than the TD group's scores.

Exploratory item analysis suggests that certain sections/items on the Pilot INV-III may be more useful in classifying children as having delayed or typical language development.

### Limitations

The Pilot INV-III is a translated version of the CDI-III, thus it may not accurately take into account cross-linguistic differences.

This study had a small number of children with delayed language.

### Discussion

Findings from this study suggest that there is potential for developing and refining the Pilot INV-III for use as a screening tool with preschool age Spanish speaking children.

Future studies should describe the classification accuracy of this tool.

### References


### Acknowledgements

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