



# PLS™-5 Screening Test *for* Early Childhood Educators



## *Eduardo, age three years, two months*

Eduardo is a talkative, friendly three-year-old who speaks both Spanish and English. He is enrolled in the Chula Vista Head Start center. At the beginning of September, Eduardo's teacher conducted a speech and language screening for all the three-year-olds in the program. The teacher conducting the screening is bilingual and has had training in individual assessment procedures.

Because most of the children at this Head Start center speak Spanish and English, the PLS-5 Spanish Screening for Early Childhood Educators was used to screen the Spanish-speaking children.\* On the PLS-5 Spanish Screening, test directions and test items are provided to a child in Spanish. On the

Language section of the test, five test items are administered in Spanish. If a child is bilingual (Spanish/English), any items the child misses in Spanish are re-administered in English to see if the child can perform the task in the second language. This screening version is ideal for dual-language learners because the teacher can give credit for any correct response, regardless of the language spoken.

*\*The English edition of the Screening Test was used to test the few children in the class who spoke only English. The English edition was used instead of the Spanish Screening Test, because the English Screening test items differ somewhat from test items on the Spanish edition.*

# Eduardo's Performance on the PLS™ -5 Screening Test for Early Childhood Educators

## Language section

Eduardo was able to do the following tasks:

**Language Task 1**—Identify three objects when their use was described—e.g., “Qué usas para tomar agua.”

**Language Task 3**—Demonstrate understanding of the word “no” in Spanish—e.g., “no está durmiendo.”

**Language Task 4**—Use the *gerundio* form for verbs in Spanish—e.g., “Ella está comiendo.”

**Language Task 5**—Use different word combinations—e.g., noun + verb + noun; phrases with possessives.

The following tasks were scored “0.”:

**Language Task 2**—Understand descriptive concepts in either Spanish or English. He did not point to pictures of items that were heavy (“pesado”) or the same (“iguales”).

Because Eduardo earned a score of four or more Language items correct, he passed the Language section of the screening.

## Articulation section

In the Articulation section of the screening, Eduardo made the following errors: He said “tama” for “cama,” “bota” for “boca,” and “nino” for niño.” Because he said seven out of ten sounds correctly, Eduardo did not meet the pass criteria of eight or more sounds correct in the Articulation section of the screening.

## Connected Speech section

In this section of the screening, the teacher had marked “You understand some of what the child says.” Because the pass criterion for this section is “You understand most of what the child says,” Eduardo did not pass the Connected Speech section of the screening.

## Social/Interpersonal section

The teacher checked all six socially-appropriate communication behaviors in the Social/interpersonal section, such as “Greets you when you say “hi,” “Responds to your questions,” and “Speaks to other children.” With a pass criterion of four or more statements checked, Eduardo, with six statements checked, passed the Social/Interpersonal section of the screening.

## Stuttering section

The teacher selected the description “Speaks as smoothly as peers.” Because no atypical characteristics (such as “Frequently repeats part of a word” or “Pauses excessively when talking”) were noted, Eduardo met the pass criteria of “No atypical characteristics noted” in the Stuttering section of the screening.

## Voice section

The teacher selected the description “Voice sounds like other children of the same age and sex.” Because no atypical characteristics (such as “Voice sounds hoarse, rough, or breathy” or “Coughs or clears throat often”), Eduardo met the pass criteria of “No atypical characteristics noted” in the Voice section of the screening.

## Screening Summary

Because Eduardo did not pass the Articulation and Connected Speech screening, he was referred to a speech-language pathologist for a comprehensive diagnostic assessment. The teacher discussed her findings and scores on the Articulation and Connected Speech sections with the speech-language pathologist before the diagnostic assessment.

Screening Summary		
Check only one box for each section. If the child does not meet the pass criteria, check “Refer for Additional Testing.”		
Section	Pass	Refer for Additional Testing
Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connected Speech	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social/Interpersonal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stuttering	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Voice	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Screening Summary for Eduardo, age 3

Visit [PearsonClinical.com/PLS5forEC](http://PearsonClinical.com/PLS5forEC) to learn more.

800.627.7271 |  PsychCorp | [PearsonClinical.com](http://PearsonClinical.com)

Copyright © 2016 Pearson Education, Inc. or its affiliates. All rights reserved. PLS, Always Learning, Pearson, Psi design, and PsychCorp are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliates. CLINA15774-32848 ML 10/16