

Seymour • Roeper • de Villiers

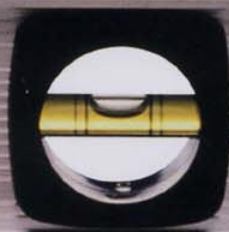


Diagnostic Evaluation of Language Variation™

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**DELV™ levels the testing field when it comes to diagnosing speech and language disorders.**

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THE PSYCHOLOGICAL CORPORATION®

## Designed to screen for and diagnose speech and language disorders in children of varied linguistic and cultural backgrounds.

**The over-inclusion of minority children** in special education is well documented. In part, this stems from the failure to differentiate a language difference from an actual language disorder. DELV™ addresses this longstanding problem and levels the testing field by offering you a linguistically and culturally fair assessment. It screens for disorders in children whose speech and language differs from Mainstream American English (MAE), such as those who speak African American English (AAE) [see figures 1 and 2]. In fact, DELV™ is especially useful as a part of a program to reduce the number of minority children placed in special education based on linguistic and cultural differences. It represents a significant advance in the accurate identification of speech and language disorders.

### OVERVIEW

#### SCREENING TEST

##### Purpose

- Identifies children who are speaking a variation from MAE.
- Identifies children who are at risk for a language disorder.

##### Ages

Language Variation Status, 4 – 12 years.  
Diagnostic Risk Status, 4 – 9 years.

##### Administration

15 – 20 min.

##### Qualifications Level

B-level

##### Publication Date

2003

#### Two tests for greater accuracy.

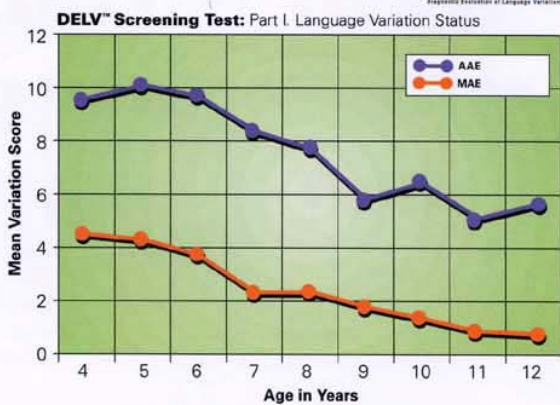
To get to the heart of the matter, the DELV™ assessment series incorporates two specially designed tests – a screening test and a diagnostic speech and language assessment.

**The DELV™ Screening Test** consists of two parts, both of which are designed to assist clinicians in distinguishing normal developmental language changes and patterns of variation from true markers of language disorder or delay. Both are appropriate for children whose speech varies from MAE, as well as speakers of MAE.

■ **Part I**, Language Variation Status distinguishes children who are speaking Mainstream American English from those who are using a variation and is appropriate for children 4 – 12 years of age.

- **Part II**, Diagnostic Risk Status distinguishes children who are developing language normally from those who are at risk for a language disorder and is appropriate for children 4 – 9 years of age.
- Administration time is approximately 15 – 20 min.

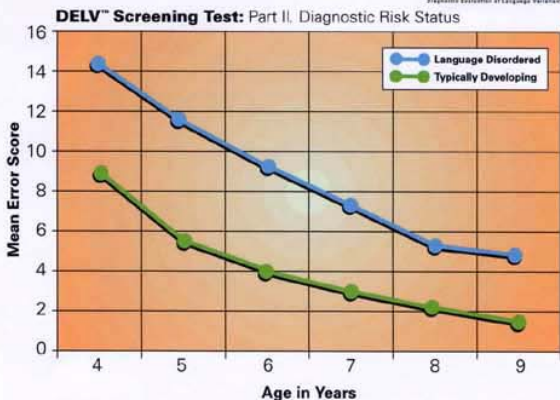
Figure 1



DELV™ Screening Test: Part I Language Variation Status

Figure 1 illustrates how well Part I of the DELV™ Screening Test distinguishes between speakers of Mainstream American English (MAE) and speakers of African American English (AAE).

Figure 2



DELV™ Screening Test: Part II Diagnostic Risk Status

Figure 2 illustrates how well Part II of the DELV™ Screening Test distinguishes between children who are developing language skills normally and children who have a language disorder. Each group includes scores from both MAE and AAE speaking children.





The DELV™ Criterion Referenced diagnostic language assessment enables clinicians to distinguish children who are developing speech and language normally from those who are not.

- An individually administered comprehensive speech and language test.
- Designed to neutralize the effect that variations from Mainstream American English may have on a child's test performance and assess a child's true language abilities.
- Applies contemporary linguistic principles to assess multiple language domains and is one of the few language tests that integrates pragmatics with syntax, semantics, and phonology.
- Test is appropriate for children 4 – 9 years of age.
- Administration time is approximately 45–50 min.

## OVERVIEW

### CRITERION REFERENCED Purpose

Diagnose speech and language disorders.

### Ages

4 – 9 years.

### Administration

45 - 50 min.

### Qualifications Level

B-level

### Publication Date

2003

### Thoroughly researched.

Supported by the National Institutes of Health (NIH), the DELV™ assessments are based on over 15 years of research by Dr. Harry Seymour, Dr. Tom Roper, and Dr. Jill de Villiers, with special contributions by Dr. Peter de Villiers. In short, these are the only tests on the market that help you accurately and confidently distinguish between a speech and language difference and a speech and language disorder.


Applicability of DELV™ with Limited English Proficient speakers has not been established.

**Coming in 2005, DELV™ African American Norm-Referenced Test**



**Developed by foremost authors:**

**Harry N. Seymour**

 Harry N. Seymour, Ph.D. is Professor Emeritus of the Department of Communication

Disorders at the University of Massachusetts Amherst. He earned his Ph.D. in speech and hearing



science from Ohio State University in 1971.


Professor Seymour's scholarship is in the area of child language

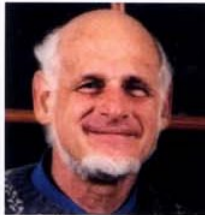
disorders, and he has published over 40 articles of which many focus on describing and identifying language disorders among African American children.

Professor Seymour is a Fellow of the American Speech-Language Hearing Association and the Kellogg National Fellowship Program. He is a recipient of the Distinguished Alumni Award, School of Communications, Howard University, for outstanding accomplishment in research in communication sciences and disorders. Also, he received the Honors of the National Black Association of Speech,

Language and Hearing for his research and mentoring of African American students. Other awards include the Multicultural Service Award, ASHA, 1998; the Honors of the Mississippi Senate, 1998; and the Editor's Award: Language, Speech and Hearing Services in Schools for "Difference versus Deficit in Child African American English," 1999.

**Thomas Roeper**

 Dr. Roeper received his Ph.D. in Linguistics and Education from Harvard. He has been Professor of Linguistics at the University of Massachusetts since




1973. Funded by NIH, Professor Roeper has been working in the field of African American English for

over 10 years and is a consultant for software developers in the field of communication disorders. He has worked for 15 years with Harry Seymour on research connecting linguistic theory,

communication disorders, and African American English and as an advisor on six dissertations.

**Jill de Villiers**

 Dr. de Villiers received her Ph.D. in Experimental Psychology from Harvard University in 1974, where she worked with Professor Roger Brown on language acquisition. She then taught at Harvard as an



Assistant Professor of Psychology from 1974 to 1979. In 1979 she took a position jointly in the Psychology

and Philosophy departments at Smith College, where she is now the Sophia and Austin Smith Professor. Dr. de Villiers has authored and edited three books about language acquisition and numerous chapters and journal articles, most of them on the acquisition of complex syntax in preschoolers.

**With special contributions by Peter A. de Villiers, Ph.D.**

**DELV™ - Screening Test**

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 015-8092-074-MS237..... **\$125**

**DELV™ - Criterion Referenced**

Includes: Examiner's Manual, Stimulus Book and 25 Record Forms  
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