

NGT-OP

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With Sonja Jansma, Yvonne Jobse (2002)
Annelies Sturm-Faber (2002),
Wietske Visser (2005)

NGT-OP

Main characteristics

- To measure language and communication in young deaf children
- Target group: children aged 2-5 years
- Checklist to be filled in by teachers
- Must know the child for at least 3 months

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Development (1)

- Based on instruments for deaf children: *(in Jobse 2002)*
 - The Signed Language Development Checklist (Mounty, 1994).
 - CID-BBTO: Beoordelingslijst voor Beginnende Taalontwikkeling (Broesterhuizen, 1994).
 - Video-analysis: A method of Assessing Changes in Preverbal and Early Linguistic Communication After Cochlear Implantation (Tait, 1993).

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Development (2)

- Based on instruments for hearing children:
 - The Bristol Language Development Scales (Gutfreund, M., Harrison, M., Wells, G., 1984).
 - The AFASIC-checklist (4-5) (the AFASIC's Education sub-committee, 1983).
 - Peuterobservatielijst (herziene versie) (Citogroep, 2000).
 - Volgmodel voor jonge kinderen (Memelink D., Seminarium voor Orthopedagogiek)
 - Pravoo (Westra, E. & Koning, L., 1998)
 - Children's Communication Checklist (Bishop, D.V.M., 1988).

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Structure

- **Parts**
 - User's guide
 - Background information of the child
 - 8 content sections; 28 items
- **Use**
 - Can be filled in for three points in time (t1, t2, t3) for comparison
 - Gradual and nominal items

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Content Sections

- I Non-verbal Communication
- II Communication skills
- III General language skills
- IV Phonology
- V Syntax
- VI Morphology
- VII Perspective
- VIII Creative use of language / fantasy

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Instrument Usability

(Sturm-Faber 2002, Visser 2005)

On basis of questionnaire and interviews

- Time needed: range from reasonable – too much. Good preparation is necessary, with practice less time needed
- Transparency: acceptable, layout
- Comprehensibility: examples in instructions crucial
- Use: teachers need training and must have good signing skills

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Issues in reliability testing

(Visser 2005)

Study with teachers in 5 deaf schools

- Spread of scores
 - necessary in developmental instruments
 - small samples
 - heterogeneity in deaf child population
- Identical scoring
- Problem of finding scorer pairs
 - only one person who knows the child
 - different linguistic knowledge

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Current Situation

- Teachers need training to use NGT-OP
- Knowledge of NGT structure needs to be disseminated in education
- Teachers not prepared to invest much time
- Therefore collaboration between Pupil Evaluation System (Memelink, 2005) and NGT-OP

Issues

- How test validity when no other instruments measure NGT skills?
- How deal with problems in reliability testing?
- How motivate teachers to use such instruments?

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Gradual items (1)


- The gradual items consist of clusters of three or four statements, and you need to tick the one that is the most applicable for the child. These are the so-called *gradual items*. The figure of the statement (1, 2, 3 or 4) indicates to what extent the child has already mastered this aspect. You only tick one square per item, in these cases.
- Gradual items are constructed in such a way that they reflect the developmental order. In general we can say, that the lowest score is acquired first (score one is acquired before score 3). Children at age 2;6 will score lower than children of 4;0.
Taken from the Instruction (2004:8)

Gradual items (2)

Example: Item III.1 from NGT-OP 

Length of utt – Please tick what is relevant: 1, 2 or 3.

- tl tll tlll
- | | | | | |
|--------------------------|--------------------------|--------------------------|----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. | The utterance of the child consist mainly of one sign. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. | The utterance of the child consist mainly of two signs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. | The utterances of the child consist mainly of three or more signs. |

 The explanation of this item you will find on page 21 of the Instruction.

Nominal items (1)

- The second type of items in the observation list (nominal items) consists of statements in which various aspects of language acquisition are described, that can all be applicable. These are called nominal items.
- The number of nominal items is not fixed. In the next example there are 6, for instance. In this type of items you tick every aspect that is applicable. There is no restriction, you can tick all square that may be relevant. These are so-called nominal items.

Taken from the Instruction (2004:9).

Nominal items (2)

Example: III.4 from NGT-OP [\[1\]](#)

Language comprehension - Tick every aspect that is applicable

- | | | |
|--------------------------|--------------------------|--------------------------|
| II | III | IV |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- The child understands easy assignments like 'fetch a book'.
- The child understands spacial concepts like 'in', 'on' and 'under'.
- The child understands a simple story
- The child understands that things can be categorized in groups.

[\[1\]](#) The explanation for this item you will find on page 22 of the Instruction.

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Items in sections (1)

I. Non-verbal Communication

1. Non-verbal receptive skills
2. Non-verbal expressive skills
3. Use of non-verbal means
4. Attention strategies

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Items in sections (2)

II. Communicative Skills

1. Spontaneous expression
2. Contact with other children
3. Contact with the teacher
4. Play
5. Assertion
6. Auditive Awareness
7. Communicative Functions
8. Eyegaze Direction
9. Conversation
10. Narratives

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Items in sections (3)

III. General Language Skills

1. Length of utterance
2. Comprehension
3. Expressive Language use

IV. Phonology

1. Handshape
2. Movement

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Items in sections (4)

V. Syntaxis

1. Localisation
2. Congruence of verbs
3. Verb types
4. Non-manual grammatical markers

VI. Morphology

1. Changes in verbs
2. Changes in nouns

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Items in sections (5)

VII. Creative Use of Language

1. Creative Language use

VIII. Fantasy / Perspective

1. Fantasy
2. Role-play (constructed action)
