



EDPRA: A screening instrument for assessing early pragmatic development [

Ediciones Complutense,
2023-10-05

[info:eu-repo/semantics/article](#) [info:eu-repo/semantics/publishedVersion](#)

Analítica

Pragmatics is one of the main indicators of impairments in communicative and social development in early childhood. The aim of the present study is to present a direct screening and performance test for the assessment of pragmatic development in children aged 6 to 48 months. Based on the approach of Dewart and Summers (1995), a pragmatic development screening scale was developed for the age ranges 6-12, 13-24, 25-36 and 37-48 months. Although it can be applied in its entirety throughout these stages, its clinical purpose is to check whether the development observed in the child corresponds to that expected in the normotypical population of his or her age. The scale contains items differentiated by age range in order to identify the dominant functions in each of them. Its psychometric properties were obtained from a total sample of 298 early childhood education participants of both sexes. Exploratory Factor Analysis identified the latent structure of the test, which can be described on the basis of the three axes proposed by Dewart and Summers, although with a different configuration of items. It has also been possible to confirm its adequate reliability and validity at all ages, and it has been possible to verify empirically how the weight of each factor varies in each age range.

Pragmatics is one of the main indicators of impairments in communicative and social development in early childhood. The aim of the present study is to present a direct screening and performance test for the assessment of pragmatic development in children aged 6 to 48 months. Based on the approach of Dewart and Summers (1995), a pragmatic development screening scale was developed for the age ranges 6-12, 13-24, 25-36 and 37-48 months. Although it can be applied in its entirety throughout these stages, its clinical purpose is to check whether the development observed in the child corresponds to that expected in the normotypical population of his or her age. The scale contains items differentiated by age range in order to identify the dominant functions in each of them. Its psychometric properties were obtained from a total sample of 298 early childhood education participants of both sexes. Exploratory Factor Analysis identified the latent structure of the test, which can be described on the basis of the three axes proposed by Dewart and Summers, although with a different configuration of items. It has also been possible to confirm its adequate reliability and validity at all ages, and it has been possible to verify empirically how the weight of each factor varies in each age range.

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzUwNzU2ODc>

Editorial: Ediciones Complutense 2023-10-05

Tipo Audiovisual: pragmatic development evaluation scales screening test early care desarrollo pragmático escalas de evaluación prueba de cribado atención temprana

Variantes del título: EDPRA: Un instrumento de cribado para la evaluación del desarrollo pragmático temprano

Documento fuente: Revista de Investigación en Logopedia; Vol. 13 Núm. 2 (2023); e87698

Nota general: application/pdf text/xml

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: Derechos de autor 2023 Revista de Investigación en Logopedia

Lengua: Spanish

Enlace a fuente de información: Revista de Investigación en Logopedia; Vol. 13 Núm. 2 (2023); e87698 2174-5218

Otras relaciones: <https://revistas.ucm.es/index.php/RLOG/article/view/87698/4564456567050> <https://revistas.ucm.es/index.php/RLOG/article/view/87698/4564456568042> /*ref*/Botana, I. (2021). Elaboración de un instrumento para la evaluación de la pragmática en niños y niñas menores de cuatro años. (Tesis de doctorado no publicada). Universidad de A Coruña. Botana, I. y Peralbo, M. (2022). Adaptación al español y propiedades psicométricas de la escala The Pragmatics Profile. Revista de Logopedia, Foniatria y Audiología, 42(1), 3-16. <https://doi.org/10.1016/j.rlfa.2020.05.004> Dewart, H. y Summers, S. (1995). The Pragmatics TPP of everyday communication skills in children. NFER-Nelson. Dunn, T. J., Baguley, T. y Brunsden, V. (2014). From alpha to omega: A practical solution to the pervasive problem of internal consistency estimation. British Journal of Psychology, 105, 399-412. <http://doi.org/10.1111/bjop.12046> Fernández, M. (2001). El enfoque pragmático en el diseño y proyección de pruebas de evaluación lingüística en edad infantil. Pragmalingüística, 8-9, 113-122. <https://recyt.fecyt.es/index.php/pragma/article/view/30759> Halliday, M. A. (1975). Estructura y función del lenguaje. En John Lyons (ed.), Nuevos horizontes de la lingüística (pp.145-173). Alianza Editorial. Halliday, M. A. (2004). Appendix: The functional basis of language. Class, codes, and control, 343-366. Hoff, E. (2014). Language Development. Fifth Edition. Wadsworth. López, A., Sánchez, H., Espinosa, J., Carmona, M., (2013). Elaboración de ítems de opción múltiple. Instituto Nacional de Evaluación Educativa. Martínez, M.J., Hernández, M.V y Hernández, M.J. (2006). Psicometría. Alianza. Monfort, M. y Juarez, A. (2018). Intervención en trastornos pragmáticos: consideraciones metodológicas. Revista de logopedia, foniatria y audiología, 38(1), 24-30. <https://doi.org/10.1016/j.rlfa.2017.12.001>. Rivière, A. (1990). El origen y el desarrollo de la función simbólica en el niño. En J. Palacios, A. Marchesi y C. Coll (eds.), Desarrollo psicológico y educación (pp. 113-130). Alianza. Palacios, P. y Rodríguez, C. (2015). The Development of Symbolic Uses of Objects in Infants

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es