

(PRES)

:

*

()

(PRES)

:

『 』, 2000, 5, 1, 77-101. 2-6

(PRES)

. PRES

511

621

Cronbach

.95

7

2

.78, .92

가

Bernstein & Tiegerman (1989)

-

(etiological- categorical)

,

- (descriptive- developmental)

(,), (,), (,)

가 , 가

* () BK21

가 가 가 가

가 , 가가 가 ,

가가
가

Owens (1998) < - 1>

Snyder (1978) 가 가

Receptive-Expressive Emergent Language Scale (REEL), Sequenced Inventory of Communicative Development (SICD), Initial Communication Process Scale (ICP)

REEL (Bzoch & League, 1971) 3

, SICD (Hedrick, Prather & Tobin, 1975) 4

. ICP (Schery & Glover, 1982) 가

가

가 (, PLS, REEL,)

ITPA,) (, WPPSI, 가

가

: Utah Test of Language Development-3 (UTLD, 1989) 가

3 9 628 (, 1994).

, 100

(PRES) :

: Test Of Language Development-2 (TOLD-2, 1988)

406 4 6 (.

, 1994). ()

, 36 .

가

가

: Bangs Receptive Checklist (Bangs, 1990) 155

3 5 (. . , 1992).

()

, 40 .

()

가

: Peabody Picture Vocabulary Test-Revised (PPVT-R, 1981)

Dunn & Dunn , , ,

2 8 . , , ,

2 8 6 50 80

가

1636 .

가

가

(PRES)

. PRES

REEL

, 3 6

, 3 .

. 0 3

REEL

, 2 6 .

PRES .

	A L C	Bank- son	Ber- ko	C E L I	I T P A	Miller- Yoder	N S S T	O L S I D I	O L S I S T	P L S T	S I C D	T A C L	Sampling tools	D S S	D S T
()															
()															
()															
()															
(modals)															
be															
3 ()															
3 ()															
/															
: /															
/															
/															
Do															

: Owens et al. (1983). *Language, Speech, and Hearing Services in Schools*, 14, 7-21.

(PRES) :

1.

PRES 가 가

가 (Zimmerman & Steiner, 1979; Wechsler, 1967)

. PRES 가 (1)

, (2) , (3) , (4)

, (, Bloom, 1970; Nelson, 1974). PRES가 가 < - 2>

< - 2> PRES

가		
		: ‘ - ’
		:
		:
		:
		/스, 슌/
		:
		:
		: ()
		:
		:
		:

PRES

1 7

48 , 96

3 가 5 , 8

3 가 ,

. 1

< - 1 >

PRES 3 3

, 4 7

6 . 2 3

, 4

가

PRES

(mastered)

(customary)

,

(emergent),

2. 1

1 7

21 (9 , 12)

1 . (1) 가 “ ”

, (2) (, 1995)

,

4 11

3

7

(PRES) :

3. 2

2 1 . 가
 . 2 1 가
 가 48 96 .
 110 1 7 ,
 73 (29 , 44) .
 2 , 4 23
 , 3 15 .

4. 3

3 2 .
 . 3 1 2
 가 45 90 .
 3 380 (186 , 194) ,
 가 4 , 6
 8
 가 .

1.

621
 . (1) . , (2) 가 “ ”
 , (3) (, 1995) .
 < - 3> . 0
 11 .

< - 3 >

		2	3	4	5	6	
()		30.14	41.69	54.09	64.70	73.86	53.28
		3.62	3.54	3.49	3.23	2.75	13.15
()		31	58	90	86	27	292
		40	76	99	92	22	329
		71	134	189	178	49	621

2.

PRES 45 , 90
 . 15 ,
 2 3 3 , 4 6 6 .
 ,
 가 . 25
 가 , 15 , 6 .
 16 , 22 ,
 8 . 2 (, ,)
 , .

3.

.33 (27 ,
 6) ,
 가 ,
 , .
 , 2
 . 1 , 2
 4 . 2-3 .

(PRES) :

10 가 . 4-7 가 20
가 .

4.

가 “+”, “±”, “-”
“+” () , (acquired)
“±” ,
(emerging) “-”

PRES
가 (, 20) .

가 . 가

< - 4 >

가 가 가

< - 4 >

가		가	가
+		(+)	+
±		(+)	±
		(±)	
		(-)	
-		(+)	-
		(±) (-)	

5.

- (1) :
가 가
가
- (2) (chronological age: CA) :
가
- (3) :
()
- (4) (baseline) :
가
PRES
“+”
“+”
- (5) (ceiling) :
가 가 “-”
가 PRES
“-”가
- (6) (Receptive Language Age: RLA) :
“-”가
(Expressive Language Age: ELA) 가
- (7) :
(, 34)
(, <34 -36 >)
(, <28 -30 >) (, 10)
가 , 가 ,

(PRES) :

(8) :
 (double baseline) 가 ,
 “+, +, +” 가 .
 가 ,
 가 “+, +, +”
 “-, -, -”
 (double ceiling) 가 .

6.

가.

(1)

‘-’가 .
 . 가 .
 . (Receptive Language Age: RLA): RLA
 “-”가 (, 28 -30) (,
 29) .
 . (Expressive Language Age: ELA): ELA
 “-”가 .
 . (Combined Language Age: CLA): CLA RLA ELA
 , .

(2)

. 3 1
 30 1 , 6 31 45 2
 < - 5>

< - 5>

()				()	()				()
1 (19- 21)	1	1	1	19	11 (49- 54)	31	2	31	49
	2	1	2	20					
	3	1	3	21		32	2	33	51
2 (22- 24)	4	1	4	22					
	5	1	5	23		33	2	35	53
	6	1	6	24					
3 (25- 27)	7	1	7	25	12 (55- 60)	34	2	37	55
	8	1	8	26					
	9	1	9	27		35	2	39	57
4 (28- 30)	10	1	10	28					
	11	1	11	29		36	2	41	59
	12	1	12	30					
5 (31- 33)	13	1	13	31	13 (61- 66)	37	2	43	61
	14	1	14	32					
	15	1	15	33		38	2	45	63
6 (34- 36)	16	1	16	34					
	17	1	17	35		39	2	47	65
	18	1	18	36					
7 (37- 39)	19	1	19	37	14 (67- 72)	40	2	49	67
	20	1	20	38					
	21	1	21	39		41	2	51	69
8 (40- 42)	22	1	22	40					
	23	1	23	41		42	2	53	71
	24	1	24	42					
9 (43- 45)	25	1	25	43	15 (73- 78)	43	2	55	73
	26	1	26	44					
	27	1	27	45		44	2	57	75
10 (46- 48)	28	1	28	46					
	29	1	29	47		45	2	59	77
	30	1	30	48					

SPSS

(PRES) :

ANOVA

1.

가.

(< - 6>, < - 7>).

< - 6>

	()	가	(1%)	()									
				(1%)									
				2-3	2-4	2-5	2-6	3-4	3-5	3-6	4-5	4-6	5-6
() ()	1 (1)												
(, , , : 가)	2 (2)												
(, ,)	3 (3)		>	0	0	0	0						
(, , ,)	4 (4)			0	0	0	0						
(, , () ,)	5 (5)			0	0	0	0						
:	6 (6)			0	0	0	0						
, : '-가	8 (7)			0	0	0	0						
:	9 (8)			0	0	0	0						
: 가	10 (9)			0	0	0	0						
: '- / -'	7 (10)			0	0	0	0						
(, , , ,)	11 (11)			0	0	0	0						
' / '	18 (12)			0	0	0	0						
:	15 (13)			0	0	0	0						

()

< - 7 >

	()	가 (1%)	() (1%)														
			2-3	2-4	2-5	2-6	3-4	3-5	3-6	4-5	4-6	5-6					
20	2 (1)																
< + >	6 (2)																
‘ , ’	1 (3)																
	5 (3)		>														
‘ ’	10 (3)																
/	3 (6)																
5-10	7 (6)																
‘ _ ’	12 (8)																
: “ ?”, “ ()? ”	9 (9)		>														
‘ ’	8 (10)																
/ / (/ , / , /)	4 (11)		>														
‘ , ‘ ’	13 (12)																
“ ”, “ ”	11 (13)																
“ ? ”	14 (14)																
‘ _ ’, ‘ _ ’	17 (15)																
‘ , ‘ , ‘ ’	16 (16)																
2	15 (17)																
‘ _ ’, ‘ ’	18 (18)																
‘ ’	19 (18)																
‘ / ’	21 (20)																
‘ _ ’	20 (21)																
‘ ’	27 (22)																
‘ _ ’	23 (23)																
(, , , ,)	25 (24)																
	24 (25)																
‘ / ’	22 (26)																
/ / , / /	31 (27)																
3	26 (28)																
:	28 (29)																
	33 (30)																
	29 (31)																
‘ ’	30 (32)																

()

1	7- 10	32 (33)			O	O	O	O	O	O	O	O	O	
) (,	35 (34)			O	O	O	O	O	O	O	O	O	
5		36 (35)			O	O	O	O	O	O	O	O	O	
	' ,	34 (36)				O	O	O	O	O	O	O	O	
	2-3	39 (37)				O	O	O	O	O	O	O	O	
4가) (,	38 (38)			O	O	O	O	O	O	O	O	O	
	' / '	41 (39)			O	O	O	O	O	O	O	O	O	O
	(, ,)	37 (40)				O	O	O	O	O	O	O	O	O
	,	42 (41)		>	O	O	O	O	O	O	O	O	O	O
		40 (42)		>	O	O	O	O	O	O	O		O	O
		43 (43)		>		O	O		O	O	O	O	O	O
		44 (44)					O		O	O			O	O
		45 (45)					O		O	O			O	O

ANOVA

()

(1)

가 ANOVA < - 8> .

< - 8> 가

< - 6> < - 7>

< - 6> 2 (3 -18) 2

. , 2 -3 , 2 -4 , 2 -5 , 2 -6 가

. 3 (19 -27) 2 3

. 4 -6 (33 -42) 3

(PRES) :

, 7 (43) 4 .
 < - 7> 2 (3 -17) 2
 , 3 (18 -25) 2 3
 . 4 (34 -42) 2 3 , 3
 4 가 2 . 5 (39
) 4 , 5 , 6 가 .

< - 8>

	(SD)			
	*	**	*	**
2	31.93 (6.96)	30.47 (6.68)	32.89 (5.52)	30.96 (5.66)
3	46.49 (8.94)	46.31 (8.24)	47.42 (9.04)	46.15 (7.90)
4	60.13 (9.73)	64.49 (7.36)	59.51 (10.16)	56.79 (8.04)
5	66.63 (8.87)	64.49 (7.01)	66.76 (8.19)	63.77 (6.67)
6	71.92 (5.73)	69.49 (5.23)	72.82 (5.21)	68.88 (5.32)
<i>F</i>	286.29***	384.10***	362.33***	283.00***

* , : ,
 ** , : ,
 *** $p < .001$

(2)

< - 9> 가
 . 1 % 가
 13 (< - 3>, < - 4>). 가
 12 (가, ,), 16 (-),
 20 (/), 43 (/) . , 가
 3 (, ,), 35 (), 44
 (), 4 (/ /), 5 (,), 9
 (), 40 (), 42 (),
 43 () .

< - 9>

	56.68 (14.82)	56.02 (13.42)	56.92 (14.32)	55.43 (12.97)
	56.63 (14.89)	56.08 (13.63)	56.90 (14.61)	55.49 (13.32)
<i>t</i>	.41	.56	.18	.52

2.

가.

Cronbach (internal consistency)
 .95
 < - 10> (4) 가 (4)
)

< - 10> (Cronbach α)

	19-48	48-78	
	.934	.809	.952
	.935	.835	.951

4-6 , 가 2 7

.78, .92, .82 < - 11>

(PRES) :

< - 11> PRES

		.779	.919	.817

2 -6

PRES

, Spearman-Brown

, 40 .67, 80 .80 가 (,
1995). PRES 2 -3 3 , 4 -6
6 3 45 ,
90 가 .
“ - ”가
가 가 .
, 2 2
, 3 2 3
. 6 2-3 3
. 4 , 5 , 6
7 , 5
2 3 3 5 , 4

2-3

가

.95

Cronbach α

.7

($r = .78$)

($r = .92$)

가

PRES

가

가

- (1994). 『 』. :
- (1995). 『 』, *I*, 146- 153.
- (1996). 『 - 』, *I*, 7-33.
- (1998). 2-3 : 『 』, 3, 20-34.
- (1995). 『 』. :
- (1994). :
- (1997). : “가, , , , ”. 『 - 』, 2, 27-42.
- (1987). : 3, 4, 5
- (1999). 2-5 :
- (1995). 『 』. :
- (1998). 1½- 2 :
- (1987). :
- (1994). 『 』. :

(PRES) :

- (1996). : 5, 6, 7 .
- (1992). 『 : .
- (1994). 『 : .
- (1988). .
- (1981). 『 : 『 : .
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(PRES) :

< - 1 >

<19-21 >				
1		REEL	Thal & Bates (1988)	ITL
2	Choi(1986), (1987)	PLS, REEL,	(1998)	REEL
3	Bates (1988)	PPVT PLS	(1981) Owens (1996) Dale (1972)	REEL
<22-24 >				
4		REEL	(1996)	
5		PLS, SPELT - P	(1997)	PLS
6			(1981) (1998) (1981)	LDS ITL
<25-27 >				
7		Bangs PLS	(1998) (1981)	ITL
8	Dale (1972)	REEL, Bangs,	(1987)	REEL
9	Choi(1986), (1987)	PLS	(1994) Dale (1972)	
<28-30 >				
10	(1998)	REEL PLS, PPVT,	Ginsberg (1997) Ginsberg (1997)	ITL PLS, CELI
11	(1987)	REEL	(1999)	ITL
12				
<31-33 >				
13		PPVT, PLS, ITL		
14		PLS, Bangs	Ginsberg (1997)	REEL
15		PLS		
<34-36 >				
16	(1999), (1981)	TOLD REEL	Owens (1996) Brown (1973)	REEL
17		PLS	(1999)	
18				
<37-39 >				
19		SPELT - P SPELT - P		PLS
20	Braine (1976)	PLS, Bangs	(1999)	PLS
21				

<40-42	>				
22			Bangs	(1988)	PLS, Bangs
23			PLS	(1999)	
24		Markman (1994)	PLS		PLS, TOLD, TWF
<43-45	>				
25					ITL
26		(1997)	TOLD, SPELT - P	Owens (1998)	Bangs
27					PLS
<46-48	>				
28		Owens (1996)	PLS, Bangs	(1981)	TOLD
29		Brown (1973)	PLS, SPELT - P		TOLD
30					TOLD
<49-54	>				
31		(1995)	PLS	(1996)	PLS
32			TOLD		PLS
33		(1988)	PLS, Bangs		
<55-60	>				
34		Owens (1998)			PLS
35		(1994)			TOLD - P, CELI,
36					PLS
<61-66	>				
37			PLS	(1994)	TOPS
38			Bangs		
39					
<62-72	>				
40		Ginsberg (1997)		(1996)	
41		Ginsberg (1997)			
42		de Villiers (1995a)			TOLD
<73-78	>				
43				(1981)	PLS
44		Ginsberg (1997)	PPVT		TOLD
45					TOLD

ABSTRACT

Content and Reliability Analyses of the Preschool
Receptive-Expressive Language Scale (PRES)

Young-Tae Kim *

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Program of Communication Disorders, Ewha Womans University)

This study was designed to analyze the content and reliability of the PRES (Preschool Receptive- Expressive Language Scale). The PRES has been developed to assess 2- to 6-year-old children's receptive and expressive language ability. Items of the PRES were based on language development and disorder literature and 3 pilot studies, using 511 normal children. In addition, 621 (292 males, 329 females) normal children served as participants of this study. Using the baseline and ceiling system, the PRES provides receptive language age (RLA), expressive language age (ELA), and combined language age (CLA). For content analyses, (1) Analyzes of the percentage of correct responses for each item and for each age level; (2) ANOVA by ages (2- to 6-years); and (3) *t*-test by sex were conducted. Results of ANOVA by ages showed (1) that the items for the 2-year-olds were significant to differentiate between the age of 2 years and other ages, (2) that the items for the 3-year-olds were significant to differentiate between the age of 2 years and other ages and between the age of 3 years and other ages, and (3) that the items for the age of 4 year-olds were significant among 4-, 5-, and 6-years of age. Results of the *t*-test by sex showed that only 13 out of 90 items were significantly different between the girls and boys. For reliability analyses, internal reliability and retest reliability were calculated. Cronbach in receptive and expressive language tests were .95. Correlations between the first and the second tests were .78 in the receptive language test and .92 in the expressive language test.

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