

Sample Evaluation
PUBLIC SCHOOL
Speech and Language Evaluation

Name: Jack
D.O.B.:

D.O. E.: January, 2008
Examiner: [REDACTED]

Background Information

Jack is an 12 year old student who attends the 5th at [REDACTED] Elementary School. He presents with decreased cognitive abilities and a severe language impairment. Jack receives speech and language therapy twice a week in a small group setting in his self contained classroom. He also benefits from one extra session a week that also meets within his classroom. Current goal and objectives focus on improving receptive language, expressive language and pragmatic abilities.

This report is part of the 3-year re-evaluation process.

Test Behavior

Jack attended four testing sessions, each about a half hour in length. He was cooperative and worked hard to please. Through out testing Jack needed constant cuing to maintain focus. He typically produces a lot of extraneous speech that sounds like he is muttering to himself. During testing, he also wanted to comment on every test item. He was receptive to cueing around this but then resumed commenting. His commenting seems to further distract him and keep him from moving on.

He seemed happy through out testing. He had little or no awareness of his errors during testing.

Tests Administered

Peabody Picture Vocabulary Test-IV (PPVT-4)
Expressive Vocabulary Test (EVT-2)
Test for Auditory Comprehension of Language (TACL)
Clinical Evaluation of Language Fundamentals-4 (CELF) two subtests
CELF-Pragmatics Profile
Language Sample

Test Results

The Peabody Picture Vocabulary Test-IV measures understanding of single spoken words (average standard score is 100 with +/- 15 being within the average range). On the PPVT Jack achieved a standard score of 68, placing him in the 2nd percentile rank. Jack is currently demonstrating receptive vocabulary skills in the below average range. In 2005, his standard score on the PPVT-3 was 66.

The Expressive Vocabulary Test-2 measures expressive vocabulary knowledge (average standard score is 100 with +/- 15 being within the average range). On the EVT Jack achieved a standard score of 74, placing him in the 2nd percentile. Jack is currently demonstrating below average expressive vocabulary skills. In 2005, his standard score on the EVT was 58.

There is a difference between Jack's performance on the PPVT and the EVT. His expressive vocabulary score is slightly higher than his receptive vocabulary score. This only suggests that the Expressive Vocabulary Test was a better format for Jack. Basically suggesting slightly stronger vocabulary skills than indicated by the Peabody Picture Vocabulary Test.

The Clinical Evaluation of Language Fundamentals-4 is a general test battery that looks at overall receptive and expressive language skills. Scaled scores are based on 10 with +/-3 being within the average range.

Regular Subtests

Concepts and Directions scaled score 3

Out of Range Testing

Word Structure could not be scored-see below

The **Concepts & Following Directions** subtest evaluates the student's ability to interpret, recall and execute oral commands of increasing length and complexity that contain concepts of functional language. The student identifies objects in response to oral directions. This was extremely difficult for Jack and the test was discontinued after 14 items were administered. He misses a lot of information and tends to focus on what he has heard last. He misses smaller details and does not understand location, sequential or temporal concepts. Jack also had difficulty with plurals, either not hearing the /s/ at the end of words or not understanding the concept.

In the classroom: Comprehension, recall and the ability to act upon spoken directions are essential for achieving in all subject areas and for internalizing scripts and rules for behavior. These abilities are required in following directions for lessons, assignments and activities, both in the classroom and in the home.

The **Word Structure** subtest evaluates the student's ability to apply basic grammatical rules. The student is given an example then asked to apply the same rule to the next two items. Since this test is designed for younger children, a scaled score cannot be obtained. Jack's grammatical usage and understanding is severely impaired. His use of basic grammatical structures was inconsistent.

In the classroom: the use of grammatical rules is emphasized by matching word forms to pictures, substitution pronouns for nouns, indicating number, time and possessive relationships; making comparisons of characteristics; describing pictures and events; and many other tasks.

The Test of Auditory Comprehension of Language-3 assesses a child's ability to understand the structure of spoken language. This test is designed for younger students (up to 10 years of age) so standard scores cannot be obtained. Instead, age equivalents are available. On each subtest, the student is shown a set of three pictures and a statement/sentence is read. The student must pick the correct picture that goes along with the statement. Jack's attention to task came into question often on this test. Interesting to note that Jack, on occasion, would choose a picture with a logical relationship point to it and comment on it using the target word or part of the target phrase.

The **Vocabulary Subtest** measures the student's understanding of the literal and most common meanings of word classes such as nouns, verbs, adjectives and adverbs, particularly focusing on words that represent basic concepts. Jack scored an age equivalent of 5 years 9 months.

The **Grammatical Morphemes Subtest** measures the auditory comprehension of the meaning of grammatical morphemes such as prepositions, nouns, verbs, noun-verb agreement suffixes and the meaning of pronouns. Jack scored an age equivalent of 4 years 3 months.

The **Elaborate Phrases and Sentences Subtest** measures the auditory comprehension of syntactically based word relations, elaborate phrases and sentence construction. Jack scored an age equivalent of 4 years 0 months.

Language Sample

Jack

Tape Recorded Language Sample

Date

What is your name?

(last name) will please

Prompt

My name is jun Jack (last name)

How old are you Jack?

11

You just had a birthday didn't you?

Cake icecream cone balloons and fun games and balloons or they're pretty

Where was that

unintelligible...super bowl

Where was that at it?

The bowling alley you see it the court

Did you have a bowling party?

Yeah Oooooe

How old are you now

11

How old

12

12 not that's right

Did you get anything for your birthday?

Yes we got mack unintelligible it turning

But your are not telling me what you got. What is the name of the thing you got

No response

I going to show you a picture and you tell me what is in this picture.

What's happening in this picture?

The boy is crying his eyes

Why is he crying

He's sitting on a picnic

But why is he crying? Why do people cry?

He is sitting on a picnic. (silly voice)

New Picture-no verbal prompt

This is a fun one

The roller coaster was turning side down

Your favorite ride-that roller coaster make people go side down.

During spontaneous speech, Jack rarely uses complete sentences or appropriate grammar. He often omits auxiliary verbs (is, are), articles (a and the) and suffixes (s, ed, ing). Jack gives basic information using only a few words and often leaves out key words. When adults are working with Jack, they often have to clarify what he is saying before they understand his message. When responding to direct questions, Jack often misses the key information.

Pragmatic Skills

Jack's pragmatic abilities or social speech skills were assessed using the Pragmatics Profile on the CELF. This is an observational check list that provides a criterion reference score. Jack scored a 91 on this subtest, which is well below the criteria score of 136.

Jack presents as a happy and engaging child. He likes to talk and he likes to initiate interactions. This is a real strength for him, however, he has not developed the awareness or the understanding of pragmatic rules beyond the basic level. Jack has a difficult time listening to others and participating in reciprocal (back and forth) conversation/interactions. His responses during conversation are often off topic. He likes to comment frequently and again he is often off topic when he does this. Many of the basic pragmatic skills he uses through out the day are often teacher generated, cued or modeled to aid success.

Jack does not understand or tune into non-verbal cues. He does not interpret facial expressions, tone of voice or general body language. Jack basically, knows/understands happy and sad situations but not always aware of when someone is feeling happy/sad. Jack is generally a happy person and his affect usually reflects this. Unless he is upset about something, there is not much change in his affect in any situation.

SUMMARY

Jack's greatest strength is that he likes to talk. He is a very engaging child. Jack is friendly and says nice things to people all day long. He enjoys being around others and generally appears to be a happy person.

Jack's overall speech and language skills are significantly impaired, falling in the 4-5 year-old age range. He demonstrates an impaired but relatively strong functional vocabulary. He seems to have little awareness of his language deficits. Testing indicated difficulty with comprehension, organization and production of language. His use of grammar and word order is atypical, characterized by developmental delays and inappropriate usage/understanding. Jack has significant difficulty organizing language to produce appropriate and meaningful sentences. His overall attention to language is poor.

Even though Jack likes to talk, he demonstrates significant challenges within the pragmatic realm. This makes it very difficult for him to connect appropriately with others especially peers.

Recommendations

Jack's language deficits impact all areas of learning and communication. He will continue to benefit from direct language services. Therapy should focus on vocabulary development, language comprehension, consistent use of basic grammatical structures and pragmatic skill development (attention to others, verbal turn taking, asking questions and topic maintenance).

It is such a joy to work with Jack. He is the type of kid who always brightens your day. I look forward to discussing test results with you at the team meeting. If you have any questions, do not hesitate to contact me.