

CHILD'S INFORMATION

NAME: _____ ID NUMBER: _____ DATE OF BIRTH: 1/23/2003

1 INDIVIDUAL EVALUATOR'S ASSESSMENT

EVALUATOR NAME: Lauren Bridge, M.S. CCC-SLPPOSITION: Speech/Language Pathologist

AREAS OF ASSESSMENT Communication

Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

EVALUATION METHODS AND STRATEGIES

Indicate the types of assessment strategies used to gather information about the child's performance.

- OBSERVATIONS SCIENTIFIC, RESEARCH-BASED INTERVENTIONS NORM-REFERENCED ASSESSMENTS
 INTERVIEWS CURRICULUM BASED ASSESSMENTS CLASSROOM BASED ASSESSMENTS
 REVIEW OF RECORDS AND RELEVANT TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY)
 OTHER (Specify) Authentic Assessment

ASSESSMENT INFORMATION

Provide a summary of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data.

SUMMARY OF ASSESSMENT RESULTS

Background Information/Review of Records:

_____ is currently a 6th grade student at Pleasant Run Middle School in the Northwest Local School District. She previously attended Welch Elementary and Pleasant Run Elementary. She attended Fairfiled City Schools prior to coming to Northwest.

_____ teachers reported concerns with her ability to perform at the same level as her peers. Teachers expressed concerns with _____ ability to demonstrate topic maintenance, answer inferential and literal questions, and summarize. As a result, _____ began the RTI process in which she was provided small group intervention, tests read out-loud, extended time, and directions repeated for clarification and understanding. _____ was unable to demonstrate consistent progress given these accommodations, therefore more intensive intervention such as modified work/grades and one-on-one assistance was offered. Although assistance was provided to address concerns, _____ was unable to respond to RTI appropriately.

_____ mother was asked to join a planning meeting on 1/16/15 with teachers and staff to discuss her strengths and weaknesses, as well as her needs for services. At this meeting, communication concerns were raised, therefore the speech/language pathologist was asked to join. The team determined that there were enough concerns to move forward with an evaluation to verify or refute a suspected disability. As part of that meeting, the speech/language pathologist was asked to do an evaluation of _____ receptive and expressive language skills.

General Communication Observations:

Articulation - _____ does not present with any significant speech sound production errors. _____ tends to mumble her words during conversation, but this observation does not interfere with her intelligibility. _____ benefits from verbal prompts to speak slowly and clearly. _____ presents with typical articulation differences commonly observed among Spanish speakers such as *dat* for *that* and *berry* for *very*. These differences do not affect _____ overall intelligibility.

Fluency - There have been no observed episodes of disfluent speech (stuttering) in conversation with _____. Her speaking fluency is not an area of concern.

Voice - _____ speaks with clear vocal quality, appropriate prosody (intonation), and her pitch is judged to be typical for her age and gender. At times, _____ tends to speak with a low volume, but she is easily able to adjust her volume when prompted.

Pragmatics - _____ has been a pleasure to work with over the short evaluation process. She is cooperative, attentive, and patient. She has expressed having a close group of friends at PRMS. There are no concerns in the area of social language skills.

Receptive/Expressive Language - _____ receptive and expressive language skills have been evaluated through norm-referenced and authentic assessments. Results of the assessments can be found in the Standardized Language Assessment and Authentic Assessment sections of this report.

Teacher Checklist:

██████████ teachers on Team Adventure were asked to complete a standards-based communication skills checklist in order to gain information about ██████████ language skills in the classroom setting. The checklist addressed communication areas including: Speaking and Listening (Receptive, Expressive, and Social Language), Language (Vocabulary, Concepts, Sentence Structure, and Grammar), Reading, and Writing. ██████████ teachers indicated concerns related to: summarizing the main idea, sequencing, classroom participation, asking questions independently, understanding and using multiple meaning words, using context clues, using appropriate grammar when speaking, making inferences from texts, comparing/contrasting texts in different forms and genres, using a variety of sentence types when writing, spelling, developing topic sentences, using transition words, and concluding sentences when writing, and using appropriate writing for the purpose and audience.

Teachers report "██████████ is a friendly, hard-working student who wants to learn and do well."

Standardized Language Assessment:

Clinical Evaluation of Language Fundamentals-5th Edition (CELF-5)

██████████ was evaluated using the Clinical Evaluation of Language Fundamentals-5th Edition (CELF-5). This measure assesses both receptive and expressive language skills. Descriptions of the subtests are as follows: Following Directions (following multi-step directions which involve temporal and spatial concepts), Recalling Sentences (repeating sentences of increasing length and complexity), Formulated Sentences (creating unique sentences when given words about a picture), Word Classes (choosing and explaining two words that are related out of a list of four words), Word Definitions (providing as much information about a word as possible), Understanding Spoken Paragraphs (answering questions about passages read aloud), Sentence Assembly (assembling two grammatically correct sentences from a list of given words), and Semantic Relationships (selecting two choices out of four options that correctly relate to the prompt).

Subtests

(Mean = 10; Average Range = 7-13)

Word Classes: 7

Following Directions: 7

Formulated Sentences: 2

Recalling Sentences: 1

Understanding Spoken Paragraphs: 4

Word Definitions: 1

Sentence Assembly: 2

Semantic Relationships: 8

Composites

(Mean = 100; Average Range = 85-115)

Core Language: 68

Receptive Language: 84

Expressive Language: 50

Language Content: 63

Language Memory: 63

Testing was divided into two different sessions due to time constraints. ██████████ required occasional repetitions when completing the Word Classes and Semantic Relationships subtests possibly due to minimum attention deficits. With the exception of receptive language, ██████████ composite scores are below average for her age when compared to her peers.

Authentic Language Assessment

Conversational Speech Sample

In order to determine if there is an expressive language disorder, a conversational speech sample was taken from an informal conversation between ██████████ and the examiner. At times, bilingual students may present with language and articulation differences that are commonly observed among Spanish speakers. Speech samples were taken from the conversation between ██████████ and the examiner to determine if there is a true expressive language disorder or if ██████████ is experiencing a language and articulatory difference due to her first language (Spanish). ██████████ was asked one question in English (What is your favorite movie?) and one in Spanish (What is your family like?) to elicit conversation.

_____ demonstrated some language differences typical of Spanish speakers. For example, "Mrs. Cohn **teach** math and science and Mrs. Sweeney **teach** language arts and social studies." Past-tense *ed* is often omitted in Spanish speakers. However, _____ provided several samples in which she had incorrect grammar, syntax, and incomplete sentences. _____ provided the following answer when asked to describe her favorite movie (*Penguins of Madagascar*): "Well, in the first there's the three little penguins and.. the snow, and there's one egg rolling down the snow. And the three... one... the penguins are gonna get to catch that egg. And the penguins say no so they went to save the umm, egg. And then this animal trying to eat the egg and the penguin, the other penguin, is crazy he eats the egg." _____ also demonstrated the use of multiple fillers such as *um*, *stuff*, and *like* in her sentences. She presents with a decreased ability to use a variety of vocabulary words as well.

During _____ Spanish conversation sample, she demonstrated similar deficits in her language. For example, when asked to talk about her relationship with her brothers she said, "Tengo un 'mano se llama _____ y el otro tengo... _____ " "Porque ayer, si, si era ayer, que mi, como se llama, que... mi... como se llama.. mi primo y mi 'mano estaban enojados los dos no se que tenia. Y mi primo tenia, taba enojado dice que uno...no queria mover, el otro. Mi ma dice que ta enojado que no se que tiene. ("I have a brother his name is _____ and the other one I have... _____ " "Because yesterday, yes, yes it was yesterday, that my, what's his name, that... my... what's his name... my cousin and my brother were mad both of them I don't know what was wrong. And my cousin had, he was mad says that one... didn't want to move, the other one. My mom says that he was mad but she doesn't know what was wrong.") In these utterances, _____ demonstrated difficulty forming complete sentences, as well as difficulty with grammar, syntax, and vocabulary. She tends to mumble her words and lower her vocal volume when she is unsure of how to complete a spoken sentence.

_____ demonstrated topic maintenance throughout the conversational speech sample with 85% accuracy. She answered all questions appropriately with 2-3 instances in which she was off-topic; however, _____ benefited from minimum verbal cues to answer the prompted question. Results show that topic maintenance is not a concern for _____ at the moment. It was also noted that _____ does not initiate conversations. An informal oral-mechanism exam was given to _____ to assess the strength of her articulators (lips, cheeks, tongue) during language production; there are no concerns with _____ oral-motor functions at this time.

The results of the authentic assessment indicate that _____ primary area of deficit in expressive language is forming grammatically correct sentences and using age appropriate vocabulary, both in her first and second languages.

Receptive Language Assessment

An informal authentic assessment was administered to _____ both in English and Spanish to determine her receptive skills in both languages. _____ was instructed to follow 1, 2, 3, and multi-step directions (i.e. clap your fingers twice, count the chairs in the room, etc); all directions were orally read by the examiner. _____ was able to follow 1, 2, and 3 step directions with 100% accuracy in both English and Spanish; no repetitions or visual cues were provided. _____ followed multi-step (4 or more) directions with 75% accuracy given one repetition. _____ receptive language skills are within normal limits and are not a concern at this time.

Summary:

_____ presents with a moderate expressive language delay when compared to same-age typical peers, characterized by a deficit in formulating grammatically correct sentences and demonstrating age appropriate vocabulary. These deficits will likely cause an adverse effect on _____ academic performance.

DESCRIPTION OF EDUCATIONAL NEEDS

_____ educational needs include: formulate complete spoken and written sentences, use age appropriate vocabulary words in spoken and written sentences, increase ability to answer literal and inferential questions read out loud and from a text, use context clues to determine the meaning of a word and use it in a sentence.

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING

ETR Evaluation Team Report

Northwest Local SD

[REDACTED]

[REDACTED] educational needs maybe addressed through placement in a small group setting for testing and to decrease distractions, tests read aloud, repeated directions, preferential seating, and extended time.

EVALUATOR SIGNATURE:

Cassandra Quannera, B.A.
Speech-Language Pathology Intern

DATE: 3/9/15