ALBUQUERQUE PUBLIC SCHOOLS
Speech and Language Initial Evaluation

Name: Larry Language  
Date of Birth: 8-15-1999  
Age: 8-8  
Gender: male  
Home Language: English  
Vision: within normal limits (4-13-08)  
Evaluator: Speech Language Pathologist MS. SLP-CCC

School: ABC Elementary  
Student #: 123456  
Grade: 6  
Referral Date: 4-18-2008  
Test Date: 4-23-2008, 5-2-2008  
Report Date: 5-10-2008  
Student's Primary Language: English  
Hearing: within normal limits (4-13-08)

Parent(s): Frank and Betty Language  
2468 Talk to Much Lane  
Albuquerque, NM 87112

__________________  
_________________________________________

Reason for Referral and Background Information:

Larry is a 8-year -old 8 month male currently placed in a 3rd grade classroom at ABC Elementary School. This referral was initiated by the Student Assistance Team, Evaluation Specialist and the parent due to concerns with Larry’s language skills and academics.

Due to information obtained from the parent and School Max. It was determined that Larry has been exposed to only English. Therefore, the testing was administered in English.

Evaluation procedures are designed to identify areas of strengths and concerns. The result of the evaluation are as follows:

Behavior and Attention:
Larry appears to be very friendly and he responded well to the structured setting. Rapport was easily established before testing began so he would be familiar with the examiner and the environment. It was noted that he needed to take a bathroom break every time he was tested.

Clinical Observations

Language Evaluation and Assessments

Classroom Based Assessments:
Academic Performance:
The Second grade program at ABC Elementary uses the A2L (Assess to Learn) on-line assessment program to monitor student’s growth in reading and math, tri-annually, and the Developmental Reading Assessment (DRA).

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Level</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 08</td>
<td>Reading</td>
<td>Level 2</td>
<td>Emergent</td>
</tr>
<tr>
<td>Oct 08</td>
<td>A2L</td>
<td>Math</td>
<td>26% Beginning Steps</td>
</tr>
<tr>
<td>April 08</td>
<td>Reading</td>
<td>Level 4</td>
<td>Beginning Steps * typical 2nd grader at level 25</td>
</tr>
<tr>
<td>April 08</td>
<td>A2L</td>
<td>Math</td>
<td>31% Beginning Steps</td>
</tr>
</tbody>
</table>

Classroom Performance:
Larry’s teacher, Mrs. Gutierrez was given a classroom communication and learning checklist to rate Larry’s skills.

Listening Skills
Trouble paying attention some of the time
*Trouble following spoken directions most of the time
Trouble understanding what people have said some of the time
Has trouble looking at people when talking some of the time
Trouble understanding facial expressions (body lang.) never
*Has trouble understanding new ideas most of the time
Asks people to repeat what they said rarely

Speaking Skills
Trouble answering questions people ask some of the time
Trouble asking questions rarely
Trouble using a variety of vocabulary when asking? most of the time
*Trouble finding the right word to say most of the time
Trouble saying what he is thinking some of the time
*Trouble describing things to people most of the time
Trouble being understood rarely

Reading Skills
*Trouble sounding out words when reading most of the time
Trouble understanding what he has read some of the time
Trouble explaining what he has read most of the time
*Trouble remembering details from something read most of the time
*Trouble following written directions most of the time

Writing Skills
*Trouble writing what he is thinking most of the time
Trouble writing complete sentences most of the time
Has trouble expanding an answer most of the time
Has trouble putting words in the right order rarely

Mrs. Gutierrez, Larry’s second grade teacher, put a * beside areas of great concern on the above list. Mrs. Gutierrez stated that Larry is very low compared to the
other children in the classroom. He appears very tired most days and yawns excessively. Larry will ask to go to the bathroom many times during the day, this is seen by the teacher as an avoidance behavior.

Interventions implemented in the Regular 3rd grade classroom
Re-teaching
One on one lessons
Small group
Reinforcing Larry’s strengths
Simple one step directions
Direct Instruction
Having Larry repeat information back to instructor

Functional Assessment:
Functional Communication in the academic setting
Larry can verbally communicate in the academic setting; He does not appear to have difficulty expressing needs, wants and desires. He can answer questions and the other children respond positive to his. However, he is slow to grasp ideas, humor and new concepts. His functional communication skills appear weak for his age.

Standardized Assessments:
Comprehensive Receptive and Expressive Vocabulary Test-Second edition
Oral Language Sample
Clinical Evaluation of Language Fundamentals –Fourth Edition
Boehm Test of Basic Concepts
Classroom Communication & Learning checklist

Tests results may be reported as Standard scores (St. Sc.). These scores have a mean of 1—and a standard deviation of 15, unless otherwise noted.

Clinical Evaluation of Language Fundamentals- Fourth Edition (CELF-4)
The CELF-4 is a complete evaluation which looks at core language skills, receptive language skills, expressive language skills, language content, language memory, working memory and a pragmatic profile of verbal abilities. (4/2008, 5/2008)

<table>
<thead>
<tr>
<th>Regular Subtests</th>
<th>Raw sc.</th>
<th>Scaled sc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts/ Following directions</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>Word Structure</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Recalling Sentences</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Formulated Sentences</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Word Classes 2-Receptive</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Word Classes 2-Expressive</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Word Classes 2-Total</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Expressive Vocabulary</td>
<td>18</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplementary Subtests</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Repetitions – Forward</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Number Repetition- Backward</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
Larry received a Core Language Score of 61. This places Larry in the very low range of functioning.

- Receptive Language Index of 71
- Expressive Language Index of 63
- Language Content Index of 66
- Language Structure Index of 68
- Working Memory Index 66

Comprehensive Receptive and Expressive Vocabulary Test Second Edition (CREVT-2)

The CREVT-2 was used to measure both expressive and receptive oral vocabulary. The results are useful in documenting a person’s level of performance in oral vocabulary. (4/08)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Raw Score</th>
<th>St. Scores</th>
<th>%iles</th>
<th>Age Eq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Vocabulary</td>
<td>19</td>
<td>81</td>
<td>10</td>
<td>5-6</td>
</tr>
<tr>
<td>Expressive Vocabulary</td>
<td>6</td>
<td>84</td>
<td>14</td>
<td>5-6</td>
</tr>
<tr>
<td>General Vocabulary</td>
<td>79</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Boehm Test of Basic Concepts-Third Edition (Boehm-3)

The Boehm will measure Larry’s knowledge of basic concepts. The Boehm-3 measures understanding of basic concepts including those related to space, quantity, and time, and a few others. Knowledge of these concepts is necessary for academic success; usually these basic concepts are mastered by the end of a child’s kindergarten year. (4/2008)

<table>
<thead>
<tr>
<th>Raw score</th>
<th>Performance Range</th>
<th>%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Student’s knowledge of basic concepts is extremely low for his age. Teacher and parent help is needed for the child’s success in school.

Concepts Larry has not mastered:
- Above, never, fewest, starting, between, least

Oral Language Sample:

An oral language sample was used to evaluate Larry’s spontaneous speech for development in the areas of language structure (morphology / syntax), content (semantics), and use (social language) as well as the intelligibility of his connected speech. This sample was gathered during a 5 minute conversation. Larry did speak spontaneously in the testing environment. His utterances contained a variety of four to
five word sentences and even expanded sentences. The structure of him language shows he is using tense markers, pronouns, plurals, possessive markers, negatives (however double negatives were noted), contractions, articles and questions appropriately. No past tense (-ed) or irregular past tense (ran, won, rode) were noted. The content of his language showed he can use his language to give reasons, denote quantity, place and time. Interesting to note, that when he does give reason he uses “cuz” for because” and will even use “cuz since” together. He does overuse non-specific vocabulary such as: “um, and like that”. The “um” is noted at the beginning of sentences more as a processing filler while “like that” is used when he is unable to appropriately describe all the details. Connected speech was disorganized, out of sequence, yet on topic. Social language showed Larry could direct your attention, play, ask a question, tell you about an event, maintain a conversation, have appropriate social distance. His conversational skills were age appropriate; he would answer a question and would elaborate on the topic. Larry’s eye contact was good. Larry’s articulation skills are good, no sound errors noted. Overall oral language skills are rated as weak for his age, in the areas of morphology/syntax and semantics.

**Speech Evaluation**

**Articulation:**
No sound errors observed. Appeared within normal limits.

**Voice:**
Appeared within normal limits.

**Fluency:**
Appeared within normal limits.

**Oral Structure and Function:**
All areas appear normal

Assessment Summary and Educational Impact
The above speech and language testing indicates that Larry has overall language skills in the very low range. According to the Clinical Evaluation of Language Fundamentals, CELF-4, the core language score is considered to be the most representative measure of Larry’s language skills and provides an easy and reliable way to quantify a student’s overall language performance. The Core language score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age. Larry received a core language score of 66 (confidence interval of 60-72, percentile rank of 1). This places Larry in the very low range of language functioning. Larry received a receptive language index of 71 (confidence interval 61-81, percentile rank 3) his expressive language index is a 63 (confidence interval of 56-70, percentile rank of 1) both receptive and expressive index scores place Larry in the very low range of language functioning. Other areas looked at on the CELF-4 were language content index which Larry received a score of 66, the language structure index which he received a score of 68, and working memory index which he receive a 66. All three of these areas also are ranked in the very low range of language functioning. There were supplementary subtests administered: number repetitions, familiar sequences and the pragmatic profile. The pragmatic profile shows this is an area of strength and he met the criterion score for him age.

The CREVT indicate that Larry’s receptive vocabulary skills are in the low a range as are his expressive vocabulary skills. This gives him a general vocabulary standard score of 79. The BOEHM test of basic concepts indicates there are some basic words Larry still has not mastered; above, never, fewest, starting, between and least. His knowledge of basic concepts is extremely low for his grade and age.

The curriculum based assessment indicates that Larry does have difficulty in the areas of listening, speaking and reading. The teacher is very concerned with his overall skills and believes he will have great difficulty in a typical third grade classroom without support.

The testing indicates that Larry has difficulties with language. It is felt that Larry would benefit from Speech and Language Intervention. 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 behaviors.

**Strengths:**
- Very social
- Loves attention and praise
- Has a very supportive teacher
- Wants to succeed

**Concerns:**
- Academic concerns
- Need modification on all 2nd grade classroom assignments
- Weak receptive and expressive language
- Word knowledge
Eligibility Statement and Recommendations

Based upon the above testing information Larry does appear to meet criteria as a Speech Language Impaired student in the area of a language disorder. A speech and language impairment is a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child’s educational performance in academics, social emotional or vocational areas. Final determination of this educational eligibility and all service recommendations will be made by the Multi-disciplinary Team. These factors will help the teams decide eligibility or not.

Accommodation suggestions:

- Increase the amount of visual information available to Larry. When discussing ideas, provide pictures, sketches, demonstrations, gestures facial expressions, and pointing cues.
- Larry needs repeat of directions, rephrase of instructions, and simplified instructions.
- Information needs to be presented in short, clear one to two steps.
- Identify a peer to act as a model for the student to imitate appropriate verbal direction following.
- Have the student repeat directions or give an interpretation after receiving verbal directions.

_________________________________________________________
Speech language Pathologist CCC-SLP Date

Test interpretation completed on __________ by___________________