INDIVIDUAL DOCUMENTATION OF ASSESSMENT RESULTS

Student name: James Frank   School: Experimental Education Unit

Date of birth: 6-25-1995   Age: 6;3   Grade: K   ID: 6089932

Examiner: Laura Sargent, Ph.D., CCC-SLP   Evaluation date(s): 9-18-2001

Area of assessment: Speech and Language

Procedures and Instruments Used in Assessment and the Results Obtained:

James was very cooperative and thoughtful during testing. Results obtained are considered valid.

Clinical Evaluation of Language Fundamentals-3rd Edition (CELF-3)

Subtest	Standard Score	Percentile Rank	Interpretation
Sentence Structure	13*	84th	High average
Concepts & Directions	9*	37th	Average
Word Classes	9*	37th	Average
Receptive Language Score	102**	55th	Average
Word Structure	13*	84th	High Average
Formulated Sentences	9*	37th	Average
Recalling Sentences	8*	25th	Low average
Expressive Language Score	101**	50th	Average

*mean = 10; standard deviation = 3

**mean = 100; standard deviation = 15

Test of Problem Solving (TOPS)

Subtest	Standard Score*	Percentile Rank	Interpretation
Explaining Inferences	42	7th	Deficient
Determining Causes	40	4th	Deficient
Negative Why Questions	43	9th	Borderline
Determining Solutions	46	18th	Low-average/Borderline
Avoiding Problems	44	15th	Low-average/Borderline
Total Test	41	5th	Deficient

*mean = 50; standard deviation = 5

Test of Pragmatic Language (TOPL)

Quotient*	Percentile Rank	Interpretation
70	3rd	Deficient

*mean = 100; standard deviation = 15

Conclusions Obtained from Observations:

Language Comprehension: James's general language comprehension skills as measured by the CELF-3 indicated within normal limits skills. In the classroom James appears to understand what is said and can follow multi-step directions and answer a variety of wh- questions in book reading and conversational situations. He has difficulty with *when* questions and more abstract, inferential questions.

Language Expression:

Form: James is able to produce well-formed multi-word utterances. He uses all age-appropriate grammatical morphemes and syntactic structures as well as simple and complex sentence types.

Content: James typically is able to talk about a variety of topics. He can talk about the present and future with relative ease. His language content is usually very appropriate to a given situation. On occasion, he can perseverate on favorite topics (e.g., Mariners), but can be redirected.

Informally, he frequently has difficulty relating previous events/activities, especially those that are not as salient to him (e.g., the day's events at school), and needs prompting to help with recall.

Use: While James is able to use verbal means for a variety of communicative intentions and he usually has good eye contact and body proximity, the social use of language is an area of particular concern. He is able to engage in conversations but this is usually limited to adults. In addition, he has been observed to suddenly stop responding during the conversation as if his attention had been diverted to something else. He also will not consistently respond when a conversation is initiated with him and his attention needs to be explicitly obtained. Further, he has great difficulty initiating and maintaining interactions with peers and prefers to play alone. He will often politely refuse prompts to interact with peers.

James's performance on the TOPL also indicated his great difficulty considering and solving verbally presented social problems.

Articulation: There are no concerns in this area.

Voice: There are no concerns in this area.

Fluency: When stressed (e.g., when faced with the possibility of not knowing the correct answer), James exhibited part word dysfluencies while attempting to respond.

Related Factors:

Problem Solving: James's performance on the TOPS revealed this to be an area of difficulty, especially relative to his general language scores. His scores across the subtests ranged from low average to the deficient range. James had challenges putting himself into the particular problems and considering them from another person's point of view.

He had particular difficulty with the following tasks: Explaining Inferences (e.g., How do we know these two people are at a restaurant?); Determining Causes (e.g., Why did they decide to go to a restaurant?); Negative Why Questions (e.g., Why won't they wash dishes after they eat?).

   Recalling and Manipulating Information: James did better on tasks that required short, structured responses. He frequently used a 'reauditorization' strategy (repeating back what had just been said to him) during the Sentence Structure subtest on the CELF-3. This required him to listen to sentences and then point to the picture that went with the sentence. He also used this strategy during the Concepts and Directions subtest (e.g., "Point to the circle at the beginning of the line") but as the directions became more complicated he made errors in his reauditorization and thus made errors in his responses.

His relatively poor performance on the Recalling Sentences subtest of the CELF-3 indicates his difficulty remembering and repeating back sentences of increasing length and complexity verbatim. He frequently would repeat back the first two words of the sentence then state "I give up."

He had great difficulty when asked to listen to and consider a larger amount of information prior to creating a less structured response. His difficulty with the TOPL might in part be a function of his challenges retaining and processing verbally presented information. That test requires the child to listen to a scenario and then create a response. This was very difficult for James. He frequently asked when the test would be completed; and although he was able to be redirected to finish the test, he frequently 'gave up.' Keeping in mind this difficulty will be critical as school becomes more complicated and he is asked to attend to and use increasingly more complicated verbally presented information.

Statement of the Apparent Significance of the Findings as Related to the Suspected Disability(ies) and Instructional Program:
James Frank is eligible for services under the category "Communication Disordered" for the following reasons:

He has difficulty with receptive and expressive language, in the use of language (i.e., initiating and maintaining conversations and other interactions with peers), recalling information, and verbal problem solving/abstract thinking. He met the following criteria:
1.   On a standardized language test(s), he scored at or below the 7th percentile on either the total test or a major area subscale or composite. These results were supported by language samples, classroom observation or data.

James's disability will affect the his involvement and progress in the general curriculum because his expressive language disorder may cause him to seem inappropriate in conversation, to have difficulty expressing ideas or asking/answering questions and be difficult to understand.

_____   _____
Speech and Language Pathologist   Date