

Speech and Language Evaluation

Student Name: Jack

School:

Grade:

Date of Birth:

Date(s) of Evaluation:

Testing Age:

Clinician: Jane Smith, M.S., CCC-SLP

Reason for Referral

This evaluation was conducted as part of Jack's tri-annual review process. This assessment will provide updated information related to his current goals and objectives. In addition, the information gained from this assessment will help determine eligibility for Speech and Language services through special education and guide school-based support and recommendations.

Sources of Information

- Test of Pragmatic Language – 2
- The Clinical Evaluation of Language Fundamentals – 5: Pragmatic Profile
- Receptive One-Word Picture Vocabulary Test - 4
- Expressive One-Word Picture Vocabulary Test - 4
- Real-Time Analysis of Speech Fluency

Covid-19 Testing Description

This evaluation took place during the COVID-19 pandemic. The assessments were administered in person with safety measures in place. While the testing was conducted with appropriate physical distancing, protective equipment, and frequent hand and surface sanitation, all other aspects of the tests were conducted in a fashion consistent with standardized administration. Given the difference in the test administration, results of the assessment should be interpreted with some caution. In addition, it is important to keep in mind that Jack's behavior, attention, social-pragmatic functioning, and speech and language performance have likely been impacted by the unprecedented societal changes that were brought about by the pandemic. Nonetheless, the results of this evaluation should still be regarded as a reasonable indicator of Jack's current knowledge and skills at this time.

Background Information

Jack is currently supported through an IEP. A complete description of Jack's disability and the impact it has on his access to the educational curriculum can be found in his current IEP.

Behavioral Observations

Jack was assessed at the SCHOOL over NUMBER session(s) that lasted approximately MINUTES minutes each. He was positive and cooperative and came willingly to all sessions. Jack maintained attention and was focused throughout all given tasks. During the testing session, his response time was variable based on the type of task that he was engaged in. This was evident by a longer “wait time” for some tasks such as [LIST – auditory-only, multi-step responses, “on-demand questions]. Throughout the evaluation, he required few repetitions of

verbally presented testing instructions and stimuli.

Jack easily engaged in a reciprocal verbal conversation on a variety of topics. He responded to questions, established, and maintained the dialogue, and shifted from one topic to another within the conversation. Speech Sound Production: Jack demonstrated the appropriate use of interpersonal behaviors throughout testing. He engaged easily with the examiner and demonstrated typical and well-regulated use of eye contact, turn-taking, topic maintenance, body positioning, and gestures.

Results of Evaluation

Test of Pragmatic Language - 2

The Test of Pragmatic Language-2 (TOPL-2), measures pragmatic knowledge by asking a student to respond to a verbally presented scenario with a visual. It is designed to identify pragmatic language deficits and to determine the strengths and weaknesses of the individual. The TOPL-2 scores within the range of 90-110 are considered average.

Jack demonstrated the following pragmatic language score:

	Standard Score	Percentile	Classification
TOPL-2 Results	95	37	Average

TOPL-2 Results

Jack received a standard score of 95 with a percentile rank of 37 as compared to his same-aged peers. This indicates that Jack scored within the average range for this standardized assessment. This suggests that he demonstrated effective and appropriate social pragmatic language within a variety of situational contexts (i.e., physical setting and audience), discourse contexts (topic and purpose), and semantic contexts (i.e., visual-gestural cues and abstraction).

Physical Context

Key Skills: Attend to and recognize differing physical demands, such as the setting and events that shape social language.

Outcomes of Analysis: Jack correctly responded to 50% of the scenarios related to the physical context.

Audience

Key Skills: Tailor messages to different people, attend to and notice various points of view, respect turn-taking rules, and awareness of what a communication partner may or may not know.

Outcomes of Analysis: Jack correctly responded to 45% of the scenarios related to the audience.

Topic

Key Skills: Use of direct and indirect language to initiate, maintain and shift topics, as well as repair communication breakdowns.

Outcomes of Analysis: Jack responded to 55% of the scenarios related to the topic.

Purpose

Key Skills: Explain an opinion, regulate language in order to remind, object or delay something

or someone, as well as express feelings or perceptions.

Outcomes of Analysis: Jack responded to 57% of the scenarios related to the purpose of a social situation.

Visual-Gestural Cues

Key Skills: Monitor and interpret facial expressions, body language, and gestures as they relate to social communication.

Outcomes of Analysis: Jack correctly responded to 37% of the scenarios related to visual-gestural cues.

Abstractions

Key Skills: Understand and verbally explain symbolic or abstract messages.

Outcomes of Analysis: Jack correctly responded to 90% of the scenarios related to abstractions.

The Clinical Evaluation of Language Fundamentals – 5: Pragmatic Profile

The Pragmatics Profile is a checklist used to gain information about Jack's verbal and nonverbal pragmatic skills that may influence social and academic communication. The checklist is completed with input from parents/caregivers, teachers, and other informants who provide information to evaluate verbal and nonverbal contextual communication. The skills discussed in each area are reflective of relative strengths (those being rated as occurring always or often) and areas of difficulty (those rated as occurring never or almost never).

Results: Scaled Score = 10, Percentile Rank = 50 (Average)

Interpretation: Jack scored within the average range for this subtest. This suggests that, based upon input from observers, he demonstrated social communication abilities that are consistent with similar age peers. Based upon the outcomes of the profile, Jack demonstrated expected ritual and conversational skills. This suggests he can initiate and respond to greetings, gain attention prior to social interactions and have reciprocal conversations on non-preferred topics. Within the context of social communication, Jack appropriately used language when asked to give or respond to information. This indicated that he understands posted or implied school rules, transitions to unscheduled activities, and uses appropriate language during times of negotiation, requests, or demands. Jack also processes and uses nonverbal communication skills to express and convey basic emotions through facial cues, gestures, and physical proximity (i.e., standing too close to others) during social interactions.

Receptive One-Word Picture Vocabulary Test - 4

The ROW-PVT - 4 is a norm-referenced test designed to evaluate the receptive one-word vocabulary of individuals 2 through 80+ years. The ROW-PVT-4 has a mean of 100 and a standard deviation of 15. Therefore, scores between 85-115 are within the average range.

Results: Standard Score = 140, Percentile Rank = 99 (Above Average)

Interpretation: Jack scored above the average range for this standardized assessment. This suggests that he demonstrated the ability to understand spoken vocabulary terms.

Expressive One-Word Picture Vocabulary Test - 4

Objective: The EOW-PVT - 4 is a norm-referenced test designed to evaluate the expressive one-

word vocabulary of individuals aged 2 through 80+ years. The EOW-PVT-4 has a mean of 100 and a standard deviation of 15. Therefore, scores between 85-115 are within the average range.

Results: Standard Score = 129, Percentile Rank = 97 (Above Average)

Interpretation: Jack scored above the average range for this standardized assessment. This suggests that he demonstrated the ability to use words and concepts to label items and explain categories.

	Standard Score	Percentile	Classification
Receptive One-Word Picture Vocabulary Test - 4	140	99	Above Average
Expressive One-Word Picture Vocabulary Test - 4	129	97	Above Average

Discrepancy Analysis between Receptive and Expressive Vocabulary Scores

A discrepancy analysis was conducted between the receptive and expressive one-word vocabulary measures. A 11-point difference was observed between the two assessments and is prevalent in 25% of the normed population.

While both vocabulary scores are within the average range, this gap suggests that Jack's ability to understand one-word vocabulary may be stronger than his ability to verbally state vocabulary terms. Throughout the assessment, Jack "talked around" the target word. He tended to define, describe, provide examples of what the word is, and provide examples of what the word is not.

Real-Time Analysis of Speech Fluency

This diagnostic assessment looks at the frequency, type, and severity of dysfluency present in an over 100-word count spontaneous speech sample.

Results: Number of Dysfluencies = 2, Percentage of Dysfluent Speech = 1% (normal)

Interpretation: During this sample, 1% of Jack's speech was dysfluent. This suggests that he presents with a speech fluency pattern that can be described as "normal". Typical dysfluencies (i.e., i.e., dysfluencies without tension) included [hesitations, interjections, revisions, unfinished words, phrase repetitions, and word repetitions]. Additionally, less typical dysfluencies (i.e., dysfluencies with tension) were also observed and are characterized as [word repetitions of three or more, interjections, syllable repetition, prolongation, blocks, and multi-component (i.e., multiple disfluencies in a row)].

The following dysfluent speech patterns were observed in Jack's speech sample:

- *Sound Repetitions*: Repetition of a phoneme that does not stand alone as a word (ie: "I want the r r r red one."). This fluency characteristic was present in the sample and was observed without tension.

Diagnostic Impressions

Jack was a kind, polite and hardworking student. He was able to participate in a conversation and answer questions related to school and other activities. Throughout the assessment, he attended to all activities presented.

Jack was referred for this evaluation to obtain further information with respect to his [LIST - language, speech sound production, social pragmatics, vocabulary] skill(s).

Social pragmatic language refers to how language is used in different situations and with different people. The results from the TOPL-2 suggest that Jack demonstrated developmentally appropriate social language within a structured setting. This suggests that he has well-developed pragmatic language abilities and indicates that he demonstrated developmentally appropriate skills with respect to various situational, discourse and semantic features of social language. Specifically, Jack provided appropriate responses to situations that represented situational contexts (i.e., how the physical location and audience impacted social language), discourse contexts (i.e., how the topic and purpose of a social exchange impacted the function of language), and semantic contexts (i.e., how visual-gestural cues and abstractions were used to convey an idea).

The CELF-5 Pragmatics Profile was used to gain additional information with respect to Jack's verbal and nonverbal pragmatic skills, specifically as these skills impact social and academic communication. The skills discussed in each area are reflective of relative strengths as well as areas that tend to be more challenging for Jack within a classroom setting. Based upon the outcomes of the profile, Jack demonstrated expected ritual and conversational skills. This suggests he initiated and responded to greetings, gained attention prior to social interactions, and had reciprocal conversations on non-preferred topics. Within the context of social communication, Jack appropriately used language when asked to give or respond to information. This indicates that he understood posted or implied school rules, was able to transition to unscheduled activities, and used appropriate language during times of negotiation, requests, or demands. Jack also processed and used nonverbal communication skills to express and convey basic emotions through facial cues, gestures, and physical proximity (i.e., standing too close to others) during social interactions.

Receptive and expressive vocabulary tasks refer to how Jack understands, responds to and uses spoken words, even if he cannot orally articulate those words. The role of vocabulary knowledge supports Jack's listening comprehension and language development. Receptive vocabulary testing, as measured by the ROW-PVT – 4, indicates that Jack demonstrated average receptive vocabulary skills. This suggests that he comprehended verbally presented terms and then recognized the visual representation of the word. According to the results of the EOW-PVT-4, Jack demonstrated average expressive vocabulary skills. This suggests that he retrieved and verbally stated specific vocabulary terms when provided with a visual representation of the word.

The Fluency Rating Scale was used to assess Jack's overall level of dysfluency in a language sample. Speech fluency refers to the flow of speech and this rating scale provided a general description of the severity of dysfluent speech observed. It also identified the various dysfluent characteristics that were noted in the sample. Jack presents with a speech pattern that is considered normal. This suggests that his overall intelligibility of speech and communication is not impacted by dysfluent speech.

The team should review the findings from all assessments, observations, and educator reports. Strategies that best support Jack within the context of his day should be discussed and decided by the team.

Based upon the outcomes of the testing and observations noted during the assessment, the following strategies are recommended to support Jack's word finding skills.

- Circumlocution: Encourage Jack to say as much as he can about the word to support the retrieval of the word. This includes helping Jack define, describe, provide examples of what the word is and examples of what the word is not.
- Educate Jack on his strengths and weakness with respect to word retrieval. Encourage Jack to identify the strategies that are most helpful with word finding.
- Narrative Intervention: Present Jack with grade-level curriculum related books and retell the story. Use visuals to help support his ability to recall the specific parts of the story along with the key vocabulary. This will help Jack learn and retain important words.
- Play games to practice word finding skills (i.e., Outburst Junior, Boggle, Scrabble, Taboo, Headbanz, Password, Guess Who?, Scattergories, Kids on Stage, Secret Square).
- Priming: Start with a review of all the relevant vocabulary words in a lesson. This activates Jack's categorical vocabulary knowledge and prepares him for the task.
- Provide multiple choice during oral questioning during class discussions.
- Provide opportunities for Jack to practice verbally demanding activities (i.e., answering questions in group activities).
- Provide Jack with the purpose for listening and embed key words into the question or discussion.

Thank you for the opportunity to work with Jack. The team should review the findings from all assessments, observations, and educator reports. Strategies that best support Jack within the context of his day should be discussed and decided by the team.

Jane Smith, M.S., CCC-SLP, ADHD-RSP