

NEIGHBORHOOD PUBLIC SCHOOL
STUDENT SERVICES DEPARTMENT

EXAMPLE Speech and Language Evaluation

Student Name: Jackie Smith
Primary Language: English
School: Neighborhood Public School
Grade: 2
Date of Birth: 3/4/2015
Date(s) of Evaluation: 1/11/2023
Student Testing Age: 7.9 years
Clinician: Michelle Doe, M.S., CCC-SLP

Reason for Referral

This evaluation was conducted to determine if Jackie continues to qualify for speech and language services through special education. Specifically, the referral questions are:

1. Does Jackie present with a receptive language disorder?
2. Do Jackie's language abilities impact her ability to access the curriculum?

Moreover, this assessment will provide updated information on Jackie's current skills and guide school-based support and recommendations.

Sources of Information

- Review of Available Information
- Educator Observation and Interview
- Clinical Evaluation of Language Fundamentals - 5

Background Information

Jackie received a speech and language evaluation in February of 2021 and those results indicated that she demonstrated age expected receptive and expressive skills. Moreover, an assessment of her social pragmatic language and an in-class observation was completed. The outcomes from that assessment also suggest that her social pragmatic skills are within expectations. As reported on her current IEP, during that testing, she demonstrated difficulty understanding some verbal directions and with verbal retrieval and organization. Due to these concerns, and performance in the classroom setting, the team recommended IEP and direct speech and language services. Detailed information can be found in Jackie's active IEP.

Educational History

Jackie is currently in a setting for elementary students and her classroom is located within a general education setting. Jackie has a formalized plan and receives specialized services. She receives services under the disability category of Developmental Delay. Jackie's services include direct speech and language therapy and consult support for academics.

Current Accommodations

Based on Jackie's current educational plan, she receives accommodations to support effective progress in her current setting. These accommodations include:

- Reminders for transitions
- Verbal prompts
- Extended time
- Obtain attention before directions are given
- Comprehension support/check for understanding
- Multiple opportunities to practice new skills

Behavioral Observations During Testing

Jackie was assessed at her school during the school day. She was positive and cooperative and came willingly to all sessions. Jackie maintained attention intermittently throughout the testing sessions. She benefited from adult support, alternative seating (i.e., standing), and body breaks to attend. During the testing session, her response time to test stimuli was immediate. Throughout the evaluation, she required few repetitions of verbally presented testing instructions and stimuli.

Communication Observations

Jackie easily engaged in a verbal conversation on a variety of topics. She typically responded on-topic to questions, established, and maintained the dialogue, and shifted from one topic to another within the exchange. Several times she responded to questions with off topic responses, but with verbal cues and repetition of the question she answered on topic. She mentioned that she enjoys school, including building with blocks, painting, and drawing. Jackie's use of word and sentence structures was consistent with age expectations. Her articulation and intelligibility within connected speech were age-appropriate and characterized by the correct production of most expected speech sounds. Jackie demonstrated a smoothness or flow of speech in spontaneous and structured speech production. Her rate of speech was appropriate for the conversational setting. During all verbal utterances, Jackie spoke with frequent and appropriate variation in her pitch, tone, and prosody. Jackie demonstrated some nonverbal behaviors that minimally impacted her ability to communicate during testing, such as sliding in her chair, frequent movements, and body adjustments.

Educator Observation and Interview

For this current evaluation, Jackie's educator, Mr. Jack Smith, was asked to complete classroom observational rating scale and participate in a follow-up interview. Mr. Smith observed Jackie's listening, speaking, reading, and writing ability in classroom-based settings. A follow-up interview provided additional information with respect to Jackie's ability to manage classroom communication, behaviors, and interactions to meet school curriculum objectives and follow educator instructions.

Listening Skills: Based upon the rating scale, Jackie demonstrates the ability to understand non-verbal language, remember what others say and understand new ideas. She benefits from support to attend to and follow spoken directions, and often asks people to repeat their message.

It was reported by Mr. Smith that she seems to have internal distractions that impact her ability to attend to others.

Speaking Skills: Speaking skills refer to Jackie’s ability to accurately express language and convey information verbally and in a way that her communication partners can understand. Jackie consistently demonstrates the ability to express her thoughts, describe events, use proper grammar when talking and speaks in full sentences. She expands on an answer and provides additional details when speaking. She has a conversation with a variety of communication partners and will modify the way she uses language when others do not understand her. Mr. Smith also mentioned during the follow-up interview that Jackie asks for help when needed, uses a variety of vocabulary words and stays on the subject when speaking to others.

Reading and Writing: For this rating scale, reading skills pertain to Jackie’s capacity to read, comprehend, interpret and recall written language and texts. Based upon the observational rating scale, Jackie requires some support to fluently read, understand and explain what was read, remember details, and follow written directions.

Writing skills, as it relates to this rating scale, refer to Jackie’s organization, knowledge and abilities related to expressing ideas through a written format. According to the outcomes from this rating scale and educator report, Jackie often needs support when expected to write using correct syntax, spelling and grammar and expands on her answers or responses.

Results of Evaluation

Clinical Evaluation of Language Fundamentals - 5

The CELF-5 is a standardized test to identify and diagnose possible expressive and receptive language problems. The CELF-5 examines several aspects of language, including core language skills, receptive and expressive language skills, and language content and structure skills. The index scores reflect the ability in a skill area and are compiled from the sum of various subtest scaled scores across multiple tasks.

An index score has a mean of 100 and a standard deviation of 15. Therefore, scores between 86 and 114 represent the average range for this standardized test.

Jackie demonstrated the following score(s):

	Standard Score	Percentile	Classification
Core Language	92	30	Average
Receptive Language Index	89	23	Average
Expressive Language Index	100	50	Average
Language Content Index	96	39	Average
Language Structure Index	91	27	Average

Core Language

Jackie was administered subtests of the CELF-5 from which her Core Language Score was

derived. The Core Language Score measures general language ability and provides a reliable way to quantify Jackie's overall language performance. Jackie received a Core Language Score of 92 (percentile rank = 30). This score places Jackie in the average range of core language functioning. This suggests that overall, her receptive and expressive language skills are developing within age expectations.

Receptive Language Index

The Receptive Language Index measures Jackie's performance on tasks designed to probe aspects of language, including comprehension and listening. Jackie received a Receptive Language Index score of 89 (percentile rank = 23). This score places Jackie in the average range of receptive language functioning. This suggests that her listening and auditory comprehension skills are developing within age expectations.

Expressive Language Index

The Expressive Language Index measures Jackie's performance on tasks that probe aspects of language such as oral language expression. Jackie received an Expressive Language Index score of 100 (percentile rank = 50). This score places Jackie in the average range of expressive language functioning. This suggests that aspects of expressive language, including her ability to say complete and complex sentences and to use and manipulate language verbally, are developing within age expectations.

Language Content Index

The Language Content Index measures Jackie's performance on tasks designed to probe vocabulary and word knowledge. Jackie received a Language Content Index score of 96 (percentile rank = 39). This score places Jackie in the average range of language content functioning. This suggests that aspects of semantic development, including interpretation of factual and inferential information presented orally, and the ability to create meaningful semantically and syntactically correct sentences, are developing within age expectations.

Language Structure Index

The Language Structure Index measures Jackie's performance on tests designed to probe the understanding and use of grammatical markers. Jackie received a Language Structure Index score of 91 (percentile rank = 27). This score places Jackie in the average range of language structure development. This suggests that the skills needed to understand and use various grammatical markers, such as comprehending and recalling sentences and producing words and sentences, are developing within age expectations.

Discrepancy Analysis between Receptive and Expressive Language Scores

A discrepancy comparison was conducted between the receptive and expressive language index scores. There was an 11-point difference between the receptive and expressive language indexes, resulting in a statistical difference and is present in 15.5% of the normed population. This difference suggests that Jackie's expressive language, or her ability to use language, may be stronger than her ability to understand language. However, this is primarily due to one lower subtest score (sentence comprehension) that brought down her overall receptive language index score.

Discrepancy between Language Content and Structure Index Scores

A discrepancy comparison was conducted between the language content and language structure index scores. There was a 5-point difference between the language indexes, which is present in 32.6% of the normed population. These scores did not result in a statistical difference between the two measures. This suggests that her vocabulary and word knowledge skills are comparable to her understanding and use of various grammatical markers.

The CELF-5 provides global information on Jackie's language skills. To provide additional information with respect to Jackie's language abilities, her outcomes on the CELF-5 subtests are described below. The average scaled score for each subtest of this standardized assessment is 10, with a standard deviation of 3 points. Therefore, the scaled scores within 8-12 are considered average.

The following subtests were administered, and results were obtained:

	Scaled Score	Percentile	Classification
Sentence Comprehension	5	5	Below Average
Linguistic Concepts	8	25	Average
Word Structure	11	63	Average
Word Classes	11	63	Average
Following Directions	9	37	Average
Formulated Sentences	10	50	Average
Recalling Sentences	9	37	Average

Sentence Comprehension

Objective: To evaluate a student's ability to interpret spoken sentences of increasing length and complexity and to select the pictures that illustrate the sentences' meaning.

Results: Scaled Score = 5, Percentile Rank = 5 (Below Average)

Interpretation: Jackie scored in the below-average range for this subtest. This suggests that she demonstrated difficulty with the skills required to interpret spoken sentences of increasing length and complexity. This skill is applied within a classroom environment when she is asked to understand relationships among spoken language. This skill is also used when matching sentences to pictured references.

Linguistic Concepts

Objective: To evaluate a student's ability to (a) interpret spoken directions that contain basic concepts, which require logical operations such as inclusion and exclusion and timing, and (b) identify mentioned objects from among several pictured choices.

Results: Scaled Score = 8, Percentile Rank = 25 (Average)

Interpretation: Jackie scored within the average range for this subtest. This suggests that she demonstrated the skills needed to interpret spoken directions with basic concepts. This skill is

used within a classroom setting when she is expected to follow spoken directions that contain basic concepts while completing seatwork and other projects. During this subtest, she frequently moved around in her seat and adjusted her body position.

Word Structure

Objective: To evaluate the student's ability to (a) apply word structure rules (morphology) to mark inflections, derivations, and comparisons; and (b) select and use appropriate pronouns to refer to people, objects, and possessive relationships.

Results: Scaled Score = 11, Percentile Rank = 63 (Average)

Interpretation: Jackie scored in the average range for this subtest. This suggests that she demonstrated the ability to use word structure rules, extend word meanings by adding suffixes, derive new words from base words and use referential pronouns. These skills are used within the classroom when she is expected to match word forms to pictures, substitute pronouns for nouns and when making comparisons of characters and describing pictures, events, and actions.

Word Classes

Objective: The Word Classes test is used to evaluate the student's ability to understand relationships between words based on meaning features, function, or place or time of occurrence. The student chooses the two words (i.e., pictures or presented orally) that best represent the desired relationship.

Results: Scaled Score = 11, Percentile Rank = 63 (Average)

Interpretation: Jackie scored within the average range for this subtest. This suggests that she demonstrated the ability to understand various word associations. These skills are applied when Jackie compares word meanings, features and categories. While she scored within expectations for this subtest, it was noted that when the words were given to her in a verbal format, several times she used a word that was not part of the given selection but rather a word from a previous selection.

Following Directions

Objective: The Following Directions test is used to evaluate the student's ability to (a) interpret spoken directions of increasing length and complexity, (b) follow the order of presented objects with varying characteristics such as color, size, or location, and (c) identify several pictured objects that were mentioned. The student identifies the objects in response to oral directions.

Results: Scaled Score = 9, Percentile Rank = 37 (Average)

Interpretation: Jackie scored within the average range for this subtest. This suggests that she demonstrated the skills required to interpret spoken directions of varying length and complexity. These skills are required to complete classroom and homework assignments that include following procedural scripts, as well as teacher instructions for managing classroom activities and interactions. During this subtest, she benefited from body breaks that included deep breaths and arm squeezes.

Formulated Sentences

Objective: The Formulated Sentences test is used to evaluate the ability to verbally produce

simple, compound, and complex sentences when given grammatical (semantic and syntactic) constraints. The student is asked to formulate a sentence, using target word(s), while using an illustration as a reference.

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

Interpretation: Jackie scored within the average range for this subtest. This suggests that she formulated complete, semantically, and grammatically correct sentences of increasing complexity. These skills are used for storytelling, written narratives, editing, and other literacy activities. While she scored within expectations for this subtest, she often produced sentences without the target word or produced incomplete sentences. During this subtest she also asked to stand rather than sit in the seat.

Recalling Sentences

Objective: The Recalling Sentences test is used to evaluate the student's ability to recall and reproduce sentences of varying length and syntactic complexity.

Results: Scaled Score = 9, Percentile Rank = 37 (Average)

Interpretation: Jackie scored within the average range for this subtest. This suggests that she demonstrated age expected skills when expected to remember spoken sentences of increasing complexity.

Diagnostic Impressions

Jackie received this evaluation to obtain information concerning her current development and skill level. She fully participated in the sessions and worked hard to attend and focus throughout the given tasks.

The outcomes from the CELF-5 suggest that Jackie's language abilities are within expectations for her age. Scores from this measure indicate that areas of strength include her core language, receptive language, expressive language, language structure, and language content. Regarding subtest results, Jackie demonstrated strengths in linguistic concepts, word structure, word classes, following directions, formulated sentences, and recalling sentences. Jackie demonstrated challenges in sentence comprehension, which could impact her ability to listen to and follow sentences of increasing length and complexity. Based upon these outcomes, Jackie's demonstrates the ability to understand and use language for most tasks. These skills that are integrated into most learning tasks and facilitate Jackie's ability to effectively communicate and engage with others across her day.

School-Based Suggestions and Strategies

Based upon the observations and test outcomes, the following strategies are recommended for Jackie in order to support her language skills.

- The team should discuss strategies to help Jackie focus and attend throughout the school day.
- Consider using strategic seating to place Jackie near the educator and away from environmental distractions.

- Gain Jackie's attention through strategies such as eye contact, key words or gestures to help her focus on the instruction rather than external or background noise (i.e., other students, noise in hall, environmental sounds).
- Provide clearly established and structured rules and expectations to provide more support for Jackie during various classroom activities through strategies such as (i.e., posting lists, use a consistent and predictable schedule and provide advanced notice of transitions).
- Provide Jackie with examples, models and practice for different language tasks (i.e., asking or answering a question, following directions, matching sentences to pictures).
- Provide frequent comprehension checks especially when information is provided in an auditory only format.
- Consider the use of visual sentence frames with various sentence structures.

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

Michelle Doe, M.S., CCC-SLP