

Vocabulary Discrepancy Description Checklist

Checklist from www.easyReportPRO.com

A discrepancy comparison was conducted to provide additional information with respect to the differences noted in CLIENT's vocabulary skills.

- CLIENT demonstrated stronger receptive vocabulary skills.
- CLIENT demonstrated stronger expressive vocabulary skills.

Receptive Vocabulary higher than Expressive Vocabulary

- A higher receptive vocabulary score may indicate that CLIENT was able to use a partial understanding of a word to identify the correct picture or to rule out some of the choices.
- A higher receptive vocabulary score could be due to CLIENT's ability to retention vocabulary words and then demonstrate his knowledge in a non-verbal format (i.e., pointing to a picture).
- A higher receptive vocabulary score could be due to the difficulty CLIENT had in verbally producing target words. Therefore, the score should be interpreted with caution given speech sound production difficulties noted during the expressive portions of this test.
- A significantly higher receptive score could suggest word-finding or word-retrieval difficulties.

Word Finding Statements

- Based upon the observations noted during these tests, CLIENT produced responses that were semantically related substitutions. For instance, he would substitute a word that had a related meaning to the target word (i.e., crew for flotilla, sand shifter for hourglass).
- Based upon the observations noted during these tests, CLIENT produced responses that were form related substitutions. For example, he substituted a word that shared some of the same sounds as the target word (i.e., complement for continent).
- Throughout the assessment, CLIENT "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.
- Throughout the assessment, CLIENT made metacognitive comments when he had difficulty retrieving a particular word. These comments refer to statements made by CLIENT that refer to the retrieval process itself (i.e., "What is that thing called?", "I know it, but I can't think of it.").
- Throughout the assessment, CLIENT made metalinguistic comments when he had difficulty retrieving a particular word. These comments refer to statements made by CLIENT that indicate he had knowledge of the target word sounds or length (i.e., "I know it starts with a b"., "I know it is a longer word.").
- It was also noted that CLIENT tended to use gestures to help describe the function or action (i.e., pretend to write for the target word "pencil") of the target word.

Expressive Vocabulary higher than Receptive Vocabulary

- A higher expressive vocabulary score may indicate that CLIENT is better at demonstrating vocabulary knowledge in an open, expressive format where he can utilize a wider range of words, rather than a more focused receptive format.

- A higher expressive vocabulary score could suggest that CLIENT challenges in processing spoken information, leading to difficulties in quickly and accurately recognizing target words.
- CLIENT's higher expressive vocabulary score might be attributed to the nature of the test that required verbal responses, which engaged active processing. This active engagement likely contributed to CLIENT's better performance in the expressive tasks.
- It was noted that CLIENT benefited from support to attend to the receptive vocabulary measure and displayed more engagement with tasks that required a verbal response. Due to the increased level of observed attention during the expressive vocabulary test, it may have been easier for him to respond and therefore achieve a higher score.
- CLIENT's background knowledge of common and uncommon labels should also be taken into consideration as different exposure to words may have impacted his ability to verbally produce the target word.

Language Discrepancy Description Checklist

Checklist from www.easyReportPRO.com

A comparison was conducted to provide additional information with respect to the differences noted in CLIENT's receptive and expressive language skills.

- CLIENT demonstrated stronger receptive language skills.
- CLIENT demonstrated stronger expressive language skills.

Receptive Language higher than Expressive Language skills

- A higher receptive language score may indicate that CLIENT's ability to understand spoken language may be stronger than his ability to verbally express it, due to a more developed semantic knowledge.
- A higher receptive language score may indicate that CLIENT demonstrates a stronger understanding of complex sentence structures and grammatical rules, as compared to his ability to produce syntactically correct utterances.
- A higher receptive language score could be due to the difficulty CLIENT had articulating sounds in words, phrases and sentences. Therefore, it is important to interpret the expressive language scores with caution, considering the observed difficulties in speech sound production during tasks that required verbal responses.
- A higher receptive language score may indicate that CLIENT demonstrates a greater ability to interpret social cues, gestures, and contextual information. This strength in receptive language skills suggests that CLIENT is more proficient in understanding non-verbal communication and context compared to his ability to verbally utilize these skills in various contexts.

Expressive Language higher than Receptive Language skills

- A higher expressive language score may indicate that CLIENT is better at using language in an open, expressive format rather than a focused, receptive format where he may have difficulty understanding or recalling orally presented information.
- A higher expressive language score could suggest that CLIENT demonstrated a stronger ability to verbally produce words and sentences but had difficulty processing information

compared to accurately showing word and sentence knowledge in receptive language tasks.

- CLIENT's higher expressive language score may be attributed to the nature of the test and the type of responses required. The expressive tasks, which involved active engagement through verbal responses, may have played to CLIENT's strengths and contributed to his higher scores, compared to tasks that relied on passive engagement, such as pointing.
- It was noted that CLIENT benefited from support to attend to the receptive language tasks and seemed to be more engaged with activities that required a spoken response. Due to the increased level of observed attention during the expressive tasks, it may have been easier for him to respond and therefore achieve a higher score.