



National Therapy Center

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NAME: John Smith

DATE OF BIRTH: December 31, 2001

CURRENT AGE: 14 years, 7 months

DATE OF EVALUATION: July 13, 2016

DATE OF REPORT: August 5, 2016

CLINICIAN: Clinician Name, MS, CCC-SLP
Speech-Language Pathologist

SPEECH AND LANGUAGE EVALUATION

This section should be an introduction to why the client came in and the concerns.

John Smith is a 14-year-old boy who will be entering 9th grade in the fall. He was seen for speech and language testing to gain a better picture of current skill level, including strengths and weaknesses and to determine what may be needed to help him academically and in regard to accessing the general education curriculum.

BACKGROUND

To include birth, medical, developmental, and educational history.

Allison Smith, John's mother provided information on history and current skill level. John is the product of a full term, healthy pregnancy, weighing 7 lbs., 6 oz. at birth. He has a history significant for multiple ear infections for which he had tubes until 5 years of age. John also has a diagnosis of Attention Deficit Hyperactivity Disorder.

John achieved developmental milestones as expected, with the exception of acquiring his language. As a young child, he was assessed through the county child find program and received services to address delays in language acquisition. He was discharged from therapy at 3 years of age.

According to reports, in 2010 John was found to have an atypical attention disorder, was diagnosed with Dysgraphia and Dyslexia and was provided a 504 plan.

In addition to services provided at school, John, received tutoring services from the end of his 3rd grade year through 6th grade primarily to improve reading skills. At the beginning of his 7th grade year, it was reported that he was on grade level for reading.

According to Ms. Smith, John struggles to complete his homework, needing help to read and understand directions, initiate, and finish tasks. In addition, John doesn't necessarily know what he doesn't know, reporting for example that he did well on an assignment or test, only to find out that he did not score well. John does do well when required to remember details, such as in history. However, he struggles to understand information that is not concrete. It is also reported that with the exception of documentaries, if he watches a movie or reads a book, he doesn't understand the big picture and can't summarize what happened, indicating that he lacks the skills to understand and retain information that is not fact based.

REVIEWED REPORTS

- Speech-Language Evaluation, April & May 2016
- Neuropsychological Evaluation Report, November 2010
- Tutoring Summary Report, Summer 2011

Briefly summarize the report findings.

CLINICAL FINDINGS

Formal testing was completed today to gain more information on language ability. Assessments used were standardized and presented in English, which is Johns' native language. Recent testing conducted by other professionals was taken into consideration so as not to repeat measures, and to try to confirm findings and/or gain additional information.

General Behavior

John was accompanied to the clinic by his mother and easily separated from her to go to the testing room. He presented as engaged and attentive throughout the evaluation, sitting calmly without fidgeting. John easily participated in conversation, both initiating and maintaining a variety of topics and commenting appropriately throughout the session.

John refused breaks when offered but was given them periodically throughout the assessment to ensure that he was performing at his best. Based on the fact that he was engaged and responsive, the findings are judged to be an accurate reflection of current skill level.

Language

The Comprehensive Assessment of Spoken Language (CASL) was administered to assess language skills. This tool was designed to gain information on auditory comprehension, oral expression, word retrieval, knowledge and use of words, grammar and structure and the ability to understand higher level language.

Each subtest should be described and should reference specific information about the client's performance.

The *Synonyms* subtest assessed word knowledge by looking at John's ability to identify a synonym for a given word. The examiner read a target word aloud, along with four additional words. John chose one of the four words with the same meaning as the target word. For example, the examiner read, "Home. tree, flower, picture, house" and had John choose the synonym for "home". This was his highest score (112), placing his skills at the high end of average. This subtest mainly relies on vocabulary knowledge, taking into consideration that the examinee must also understand the actual concept of synonyms or two words having similar features and have the ability to recall all 4 words. Repetitions are allowed on this measure and the examiner often gave repetitions, especially as the vocabulary became more challenging.

For the *Grammaticality Judgment* subtest, the examiner read a sentence to John. He then needed to state whether or not the sentence was correct. When an incorrect sentence was presented, John needed to verbally change it to make the sentence grammatically appropriate. For example, when given, "Here are three dog." John needed to state, "No. Dogs". His skills fell in the average range, below the mean.

The *Nonliteral Language* subtest assessed the ability to comprehend the intended meaning of an utterance in cases where the literal meaning did not convey the message. For example, "She felt like an ice cube" referred to a girl feeling cold. John's skills fell at the lowest end of the average range. For the

questions that were answered incorrectly, John either gave a related answer that wasn't exactly right or didn't understand the figurative language. For example, when given, "Watching the dancer, Liz remarked, "His feet are firecrackers." What did Liz mean?" John responded, "His feet are explosive". When prompted to explain what he meant, it was clear that John meant this in a literal way, not to suggest that the dancers feet were fast or loud, as was the meaning.

The *Meaning from Context* subtest provided John with sentences containing one word that is rarely used. He was required to derive the meaning of the word from the sentence. He was not required to give a synonym, but rather provide the "gist" of the new word. For example, "He wanted to see the club's secret hideout, so he decided to *keek* through the tiny hole in the wall of the hideout. Explain what *keek* means. Skills were found to be moderately delayed, indicating difficulty with deductive reasoning in the context of linguistics. That is, the subtest is designed to assess the ability to use what you do know to deduct something that you don't know – in this case the unknown word in the sentence.

The *Pragmatic Judgment* subtest measured the knowledge and use of pragmatic (social) rules of language by having John judge the appropriateness of language used in a specific situation, or actually use the appropriate language for a given condition, with skills falling in the mildly delayed range. John often had difficulty fully understanding the scenario and the character's role. For example, when the examiner had John pretend he broke a lamp at a friend's house and then asked him what he would say to the parent, he responded, "You have to pay for it" and "You have to say you are sorry". He knew the correct response but didn't understand that he was supposed to be the person who broke the lamp. Although he seemed to know the correct response, this is important to note as it shows that he may not fully understand information when presented.

Scores from the above described subtests were used to derive a composite score. The standard score of 85, which was an average of subtest scores, spanned 37 points (low of 75, high of 112), rendering a composite score that is inaccurate. Rather than looking at the Composite score, each subtest and performance should be examined individually. It is clear that John has strengths in vocabulary and synonym usage, and relative strengths in grammar, but he struggles with higher-level language such as deriving meaning, making deductions, inferring and drawing conclusions.

Selected subtests from the Test of Auditory Perceptual Skills, Third Edition (TAPS-3) were administered to gain additional information on auditory comprehension and reasoning.

The *Auditory Comprehension* subtest required John to listen to a few sentences and answer questions. For example, "Sometimes trees grow in rocks. Where do trees grow?" John's performance indicated average skills, with a scaled score of 10 and a percentile rank of 50, showing that he can listen to pieces of information and recall specific details.

The *Auditory Reasoning* subtest presented John with a scenario and a 'why' question. For example, "Toby told Jake, "My kitten just said hello to me" and Jake laughed. Why did Jake laugh?" John's skills fell in the broad average range, with a scaled score of 7 and a percentile rank of 16. John's performance was rather lackluster, showing that he can infer basic information but isn't always drawing conclusions as would be expected in a child of this age.

Articulation/ Oral Motor skills

John is 100% intelligible, so an articulation test wasn't deemed necessary. Observations were made throughout the assessment, during formal and informal tasks and during conversation. John does not exhibit any articulation errors.

Voice and Fluency

Voice was judged to be appropriate for age and gender.
There were no concerns regarding fluency.

SUMMARY

John Smith is a 14-year, 7-month-old boy who was assessed to identify strengths and weaknesses in language skills and to determine what interventions may help him both academically and in terms of being able to work independently. Both verbal and written reports describe John as a someone who struggles to work independently, draw conclusions and make inferences. In addition, he often doesn't understand material presented initially but is more successful when he meets one on one with teachers to review the material. A consistent comment made about John is that he can complete tasks successfully when prompted. Although it is encouraging that he can complete tasks when given repetitions, re-teaching and prompts, ultimately, he needs to be able to complete both in-class and home-work independently and should be able to do so at this age.

Testing conducted today showed a significant range in scores. Strengths were seen in synonym knowledge, which required not only vocabulary knowledge but the ability to compare words that were presented verbally and without picture supports. John also did well on a task of auditory comprehension, showing that when brief amounts of information are presented, he can successfully remember specific details. Relative strengths were also seen in the ability to make judgments on grammar and provide corrections as needed.

The ability to understand and explain nonliteral language was borderline and weaknesses were seen in the ability to discern meaning from context and in the ability to answer questions requiring reasoning. John also achieved a rather lackluster score on a measure of Pragmatic judgment, mainly due to the fact that he didn't completely understand the scenario presented, rather than not knowing the correct pragmatic response.

Based on results of testing, coupled with family report and reviewed documents, it appears that John has executive functioning weakness primarily characterized by difficulty initiating and completing tasks, resulting in a need for review of material and continued prompting to complete assignments. In addition, he clearly has trouble with higher-order language such as making inferences, ascertaining meaning from context and drawing logical conclusions.

Based on today's findings, coupled with reports from school, John will have trouble accessing the curriculum without intervention and support. It is well documented that he cannot independently understand and complete assignments. As he moves into high school, the ability to analyze material and synthesize the information – higher level skills that John lacks -- will be required on a regular basis. This is not a product of ADHD or lack of attention. Rather, John does not have the needed skills to understand material and appropriately respond as compared to same-aged peers. It is not that he isn't attending to what is presented, it is that he struggles to examine the information and draw logical conclusions. In addition, he shows clear signs of executive dysfunction which exacerbates his ability to be independent.

DIAGNOSTIC STATEMENT

John presents with a language delay characterized by difficulty with high-order language and executive function, secondary to ADHD and requiring weekly skilled speech/language therapy.

RECOMMENDATIONS

Based on the above findings, the following is recommended:

Speech/Language

Speech/language therapy, either individual or small group (no more than 3 members total), should be provided, 60 minutes per week. The focus of therapy should address the understanding of higher-level language including inference, hidden meaning, figurative language and other non-literal forms.

Strategies need to be taught to help John understand and remember information, increase the ability to use cognitive flexibility and apply learned information. Visualization strategies are highly recommended to help John learn to create his own visual scenarios to support comprehension, memory and recall and to aide in the ability to synthesize information.

In conjunction with visualization strategies, John should be taught how to infer. For example, after reading a short paragraph requiring inference have John highlight the “clue” words. He should then use those key words to explain how he figured out the answer. This type of strategy can also be used to explain jokes and drawing conclusions/making predictions.

School

It is recommended that John be placed in a classroom with student to teacher ratio that will allow him to learn new material and will also will allow for frequent check-ins by the teacher and modifications of material, as needed. John will need directions to be broken down and repeated and will need support to apply current knowledge to new material. Historically, John does not grasp information in the large classroom setting and needs outside review and support to both understand the material and apply what he has learned. In addition, it has been stated that both at home and in class, that John requires multiple prompts to stay on task and complete assignments. For these reasons, it stands to reason that John will perform better when provided with a smaller class size.

When long-term and/or multi-step assignments are required of John, an adult should make a plan with him prior to the start of that assignment. That is, John should be required to break down the assignment into manageable pieces with an estimated amount of time needed, and due dates for each part. For example, if he has a biography to write, he may have steps that include:

- doing on-line research
- going to the library
- reading and highlighting information
- writing a first draft
- editing
- writing a second draft

Once the list is made, John can then estimate how much time he will need and put a due date for each part on his schedule.

Accommodations

Accommodations should continue, or be added as needed, to provide John with:

- Extended time to complete tests
- Directions read aloud for standardized tests
- Imposed breaks
- Use of graphic organizers
- Prompts to initiate and complete assignments, including editing his work
- Copies of notes or reduction in the amount of notes he is responsible for writing

Home

Set up a designated homework area and homework time so it is more apt to become habit.

To help John manage his time, have him estimate how long assignments will take, then time how long it actually takes. Often times children are overwhelmed by homework because they don't have an accurate estimate of how long it will actually take. By looking at the expectations (e.g., reading a paragraph) and then seeing that it really only takes a few minutes, it begins to be more manageable.

If in-line with parenting style, allow John to earn rewards for completing assignments; for completing assignments in a timely manner or for completing assignments independently. Set clear expectations (e.g., you need to finish your math homework by 4:30, with at least 80% correct to earn...) and then review why he did or didn't get his reward.

Play games such as 20 questions, Clue or Mastermind. Ideally, John would verbalize why he is making the guesses he is making, but this may take the fun out of it. Adults should still model how they are drawing conclusions to help him synthesize information and take educated guesses. For example, if playing 20 questions, you may say, "I know it is a character from a book who has a scar and wears glasses and one clue mentioned that he uses a broom. I know Quidditch is played with a broom and that Harry Potter wears glasses, so I will guess Harry Potter."

Joke books are also great for working on understanding hidden meaning, multiple meaning and drawing conclusions.

Additional Testing

It is my understanding that John will undergo Neuropsychological testing. Once completed, results and recommendations should be considered along with those stated in this report, to further help John with executive functioning weaknesses and/or other areas that are identified as needing attention.

Signature

TEST SCORES

Comprehensive Assessment of Spoken Language

(Standard Score Mean = 100; Standard Deviation = +/- 15)

	<u>Standard Score</u>	<u>Percentile Rank</u>
Synonyms		
Grammaticality Judgment		
Nonliteral Language		
Meaning from Context		
Pragmatic Judgment		
Core Composite		

Test of Auditory Perceptual Skills - Revised (TAPS -3)

(Mean Scaled Score = 10; Standard Deviation = +/- 3)

(Mean Index Score = 100; Standard Deviation = +/- 15)

	<u>Scaled Score</u>	<u>Percentile Rank</u>
Auditory Comprehension		
Auditory Reasoning		