

---

# CELF-4

## Case Studies



The following case studies provide examples of interpretation of CELF-4. These cases demonstrate possible assessment paths that can be used in the CELF-4 assessment process. Assessment levels used to describe the case are presented under the identifying information with each case study.



# Tina

6 years, 11 months



**Reason for Referral:** Tina's kindergarten teacher referred her for testing, stating concerns about Tina's difficulty following verbal directions, expressing herself in complete and grammatical sentences, and remaining focused during conversations with adults and peers.

**Background Information:** Background information was collected from conversations with Tina's mother and teacher.

**Family:** Tina's parents share joint custody of her. Tina lives with her mother during the week, and lives with her father on weekends. Tina's mother works as an administrative assistant for a law firm. Tina's father is a sales representative for a pharmaceutical company.

**Health and Development:** Tina's mother reports that Tina was the product of a normal pregnancy and delivery. Tina weighed 6 pounds 1 ounce at birth. Tina has been a healthy child except for a hospitalization for pneumonia when she was 2 years old.

Although Tina has reached all developmental milestones within expected timeframes (e.g., walking, talking, toilet training), her mother is concerned about her communication development. She reports that Tina speaks with a "lisp" and pronounces "r" words with a "w" such as *weally/really* and *westing/resting*. Tina speaks in short phrases rather than complete sentences. Tina's mother states that because Tina is small for her age, people often comment how cute her speech sounds. Her mother thinks that Tina enjoys that attention and so intentionally speaks in "baby talk."

**School:** Tina attends morning kindergarten and goes to a neighborhood childcare center in the afternoon. Tina's kindergarten teacher reports that Tina is a shy child who seldom volunteers during group discussions and rarely initiates conversations with her classmates. However, she always joins in and enjoys play activities when she is invited. Tina has a short attention span and has difficulty following more than one direction at a time. She is bothered by loud noises and demonstrates this by clapping her hands over her ears. When Tina speaks, she uses short sentences that often include grammatical errors (e.g., confuses *him/her*, uses "-ed" for regular and irregular past tense verbs, uses "-s" for all plural nouns).

**Standardized Assessment Results:** Tina's communication skills were assessed using the *Clinical Evaluation of Language Fundamentals—Fourth Edition (CELF-4)* on May 20, 2007 and May 22, 2007.

## Interpretation of the Standardized Assessment Results:

### ■ Level 1 Core Language Score

Tina's Core Language score is 54 (confidence interval of 49–59) with a percentile rank of 0.1. This score indicates performance in the very low range and supports Tina's eligibility for language services.

### ■ Level 2 Assessment of Modalities and Content

Testing at Level 2 provides more information about the nature of Tina's language disorder. The information will be useful in writing specific goals and objectives for her individual education plan.

Tina's Receptive Language index score of 73 (confidence interval of 65–81) with a percentile rank of 4 indicates performance in the low range. Her Expressive Language index of 53 (confidence interval of 47–59), percentile rank of 0.1 also indicates performance in the very low range. The difference of 20 points between the Receptive Language and Expressive Language index scores is significant at the .05 level and occurred in only 2.8% of the standardization sample. These CELF–4 scores indicate that Tina has a greater deficit in expressive language skills than receptive language skills.

Tina's Language Content index score of 82 (confidence interval of 76–88), with a percentile rank of 12 indicates performance in the borderline range. In addition, the Language Structure index score of 48 (confidence interval of 42–54) with a percentile rank of < 0.1, indicates performance in the very low range. The 34-point difference between Tina's Language Content and Language Structure index scores is considered significant at the .05 level and occurred in less than 0.1% of the standardization sample. This analysis indicates that language content as measured by the Language Content index is a relative strength for Tina when compared with her skills in language structure. Testing at Level 2 indicates that Tina's language difficulties are primarily expressive with the greatest difficulties based in inadequate acquisition of linguistic rules and structures (language structure).

### ■ Level 3 Assessment of Underlying Clinical Behaviors

Because Tina is in kindergarten and will begin pre-reading and reading instruction, it is important to continue testing at Level 3 to assess language skills that are considered important literacy and pre-literacy skills.

Additional information about Tina's abilities was obtained by administering the supplementary criterion-referenced subtests Word Associations and Phonological Awareness. One-word vocabulary and semantic strengths were evident in the results of the Word Associations subtest. Tina's performance on Phonological Awareness did not meet the criterion.

### ■ Level 4 Assessment of Language and Communication in Context

Tina's teacher and mother completed the Pragmatics Profile and the Observational Rating Scale. On the Pragmatics Profile, Tina met the criterion for her age, demonstrating appropriate social-interaction skills.

The Observational Rating Scale revealed that Tina has difficulty following spoken directions and remembering orally presented information. She has trouble asking for help and asking questions when she needs additional direction.

**CELF**  
Clinical Evaluation of Language Fundamentals  
FOURTH EDITION

**4**

**Record Form 1** Ages 5-8

Name Tina Lofgrin  
 Address 24139 Lost Oaks Blvd. Fredricksburg, Tx  
 Age 6 Sex  F  M Grade K School Pottsboro Primary  
 Teacher Mrs. Gravis  
 Examiner Larry Tan

	Year	Month	Day
Date Tested	07	5	20
Date of Birth	00	6	18
Chronological Age	6	11	2

Subtest Scaled Score		Core Language		Receptive Language		Expressive Language		Language Content		Language Structure	Working Memory
		5-8	5-7	8	5-8	5-7	8	5-8	5-8		
Concepts & Following Directions	CFD	4	4				4				
Word Structure	WS	2				2				2	
Recalling Sentences	RS	2				2				2	
Formulated Sentences	FS	3				3				3	
Word Classes-Receptive	WC-R		12								
Word Classes-Total	WC-T						11				
Sentence Structure	SS		1							1	
Expressive Vocabulary	EV						6				
Number Repetition-Total	NR-T										
Familiar Sequences I	FSqI										
<b>Core Language Score and Indexes</b>											
<b>Sum of Subtest Scaled Scores</b>		11	17		7	21		8			
<b>Standard Score*</b>		54	73		53	82		48			
<b>Standard Score Points +/-</b>		5	8		6	6		6			
<b>Confidence Interval (95% Level)</b>		49 = 59	65 = 81	=	47 = 59	76 = 88	=	42 = 54	=		
<b>Percentile Rank</b>		.1	4		.1	12		<.1			
<b>Percentile Rank Confidence Interval</b>		<.1 = .3	1 = 10	=	<.1 = 3	5 = 21	=	<.1 = .1	=		
		Core Language		Receptive Language		Expressive Language		Language Content		Language Structure	Working Memory

\*See Appendix D in Examiner's Manual.

Score	CL	RL	EL	LC	LS	WM
150						
145						
140						
135						
130						
125						
120						
115						
110						
105						
100						
95						
90						
85						
80						
75						
70						
65						
60						
55						
50						
45						
40						

Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*	73	53	20	10	Y	2.8	.15
Language Content-Structure Index*	82	48	34	8	Y	>.1	.15

\*See Tables 3.5-3.6.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval 90% level	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Concepts & Following Directions	CFD	15	4	1	3 to 5	2	1 to 5	4:10
Word Structure	WS	8	2	2	1 to 4	.4	.1 to .2	4:2
Recalling Sentences	RS	11	2	1	1 to 3	.4	.1 to 1	4:3
Formulated Sentences	FS	9	3	2	1 to 5	1	.1 to 5	5:1
Word Classes-Receptive	WC-R	19	12	2	10 to 14	75	50 to 91	>7:11
Word Classes-Expressive	WC-E	15	10	2	8 to 12	50	25 to 75	6:9

Sum of WC-R + WC-E scaled scores\* **22** \*Add WC-R and WC-E scaled scores. Use the Examiner's Manual Appendix C, section b to convert the sum to the WC-T scaled score.

Word Classes-Total	WC-T	11	2	9 to 13	63	37 to 84	7:8	
Sentence Structure	SS	8	1	2	1 to 3	.1	.1 to 1	4:0
Expressive Vocabulary	EV	15	6	1	5 to 7	9	5 to 16	5:0
Understanding Spoken Paragraphs*	USP	9	8	3	5 to 11	25	5 to 63	
Number Repetition-Forward	NR-F				to		to	
Number Repetition-Backward	NR-B				to		to	
Number Repetition-Total	NR-T				to		to	
Familiar Sequences 1	FSq1				to		to	

\*An age equivalent is not available for USP.

Score	CFD	WS	RS	FS	WC-R	WC-E	WC-T	SS	EV	USP	NR-F	NR-B	NR-T	FSq1
19														
18														
17														
16														
15														
14														
13														
12														
11														
10														
9														
8														
7														
6														
5														
4	X													
3		X												
2			X											
1				X										

Subtest	Criterion
Phonological Awareness (PA)	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet
Word Associations (WA)	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Pragmatics Profile (PP)	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Rapid Automatic Naming (RAN)	Criterion
Time	<input type="checkbox"/> Normal <input checked="" type="checkbox"/> Slower Than Normal <input type="checkbox"/> Non-Normal
Errors	<input type="checkbox"/> Normal <input type="checkbox"/> More Than Normal <input checked="" type="checkbox"/> Non-Normal

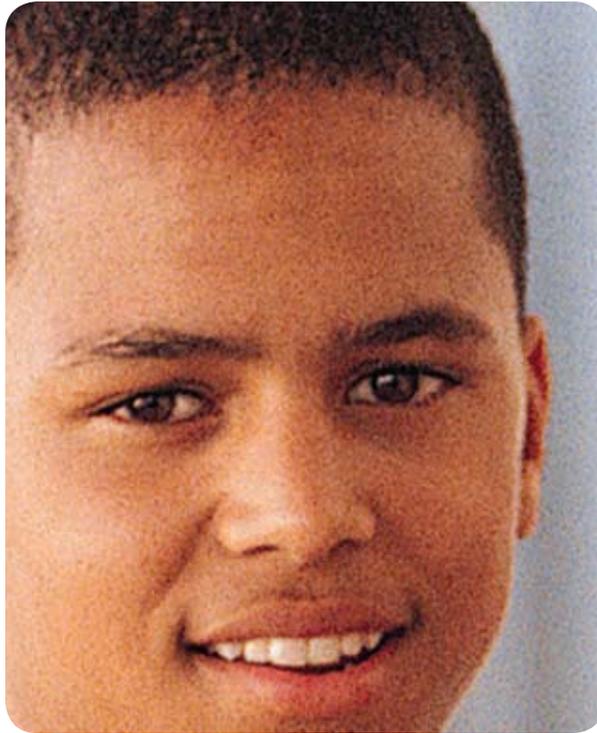
## ■ Intervention Planning

The focus of Tina's intervention should be to improve both her receptive and expressive communication skills. Emphasis on understanding and using age-appropriate sentence structures and grammar rules is recommended. In planning Tina's intervention, consider the following:

- Use Tina's relative strength in understanding vocabulary to foster her use of vocabulary in grammatical sentences. For example, give Tina a box of crayons and paper and ask her to follow one step directions such as *draw a red apple*, or *make a green X*, or *write your name with the purple crayon*. After Tina has shown she can successfully follow one-step directions, increase the level of difficulty of the directions. Take turns giving a direction to Tina and then have Tina give a direction to you. By you giving your direction first, you will be providing Tina with an example for her to follow when she gives directions to you.
- **Expansion:** During a conversation with Tina, acknowledge what Tina has said by using her words and expanding upon them. For example, when she says *"That's yellow,"* you can expand the utterance by saying *"Yes, that flower is yellow and has green leaves."*
- **Recast:** During conversation with Tina, repeat what she has said, modeling and emphasizing the correct grammar. For example, when she says, *"My mom like that,"* you say, *"Really? Your mom likes that? My mom likes that too."*
- Explicitly teach Tina age-appropriate grammatical rules, contrasting regular plural nouns (-s ending) with irregular plural nouns (mice, children, men), and regular past tense verbs (-ed ending) with irregular past tense verbs (came, went, ran).
- Discuss ways to introduce literacy in the classroom and home with Tina's teacher and parents. Share examples of how to include book sharing, alphabet knowledge, and phonological awareness activities.
- Model age-appropriate sentence structures and grammatical rules for Tina during school activities by using techniques such as parallel talk, expansion, and recast.
- Recite nursery rhymes
- **Parallel talk:** While engaged in an activity with Tina, comment on what you are doing. For example, you may say *"I'm going to color this picture. I want a blue cloud. I'm looking for a blue crayon. I found it. I can color the cloud blue now."*
- Sing the alphabet song while waiting in line
- Make an alphabet book
- Read a book for 10 to 15 minutes before bedtime

# George

13 years, 1 month



**Reason for Testing:** George is a sixth grade student, who will be attending middle school in the fall. Testing is being completed to obtain a profile of his communication strengths and weaknesses as part of transition planning for intervention in middle school.

**Background information:** Background information was collected from a review of George's school records and conversations with his grandparents and teachers.

**Family:** George currently lives with his maternal grandparents. His grandfather is employed as a gardener. His grandmother works in the deli department of a local grocery store. George's father is in the military and is stationed outside the United States. George and his father see each other occasionally. George's mother is deceased.

**Health and Development:** George's grandparents report that his mother drank alcohol and smoked cigarettes while she was pregnant. She did not receive prenatal care.

George's grandparents cannot remember his birth weight, but remember that he was a small baby. He was colicky and had difficulty with sleeping and eating. He suffered from many colds, middle ear infections, and food allergies. George was slow in learning to walk, talk and toilet train. George's grandmother states, "George is a good boy, but he's slow. I think he's always going to be slow."

**School:** George has attended Abrego Elementary School since kindergarten. School records indicate that George's third grade teacher expressed concerns with his academic progress and referred him for testing. George was diagnosed as having a learning disability and began receiving special education services for reading, writing, and math. George also qualified for speech and language services and occupational therapy services. He continues to receive special education services in sixth grade.

George's teachers report that he works hard but struggles to keep up with his classmates academically. George works best when he is given structured tasks to complete (e.g., multiple choice versus open ended responses) and when he is allowed to respond verbally rather than write his answers. He has difficulty with reading long passages and writing short essays.

**Standardized Assessment Results:** George's communication skills were assessed using the *Clinical Evaluation of Language Fundamentals – Fourth Edition* (CELF-4) on April 11, 2007.

**Pragmatics Profile:** Met criterion of  $\geq 142$  (score 147)

**Observational Rating Scale:** Greatest concerns were in reading and writing

**CELF**<sup>®</sup> **4**  
 Clinical Evaluation of Language Fundamentals  
 FOURTH EDITION

**Record Form 2** Ages 9–21

Name: George Apprille  
 Address: 914 Apt. C Lindsay Ave  
 Age: 13 Sex:  F  M Grade: 6 School: Abrego Elem.  
 Teacher: Mr. Anders (homeroom)  
 Examiner: Talia Maynard

	Year	Month	Day
Date Tested	07	4	11
Date of Birth	94	3	6
Chronological Age	13	1	5

	Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory
	9-12	13-21	9-12	13-21	9-21	9	10-12	13-21	9-12	13-21	9-21
Subtest Scaled Score											
Concepts & Following Directions CM/D											
Recalling Sentences RS		8			8						8
Formulated Sentences FS		8			8						8
Word Classes—Receptive WC-R				3							
Word Classes—Expressive WC-E					4						
Word Classes—Total WC-T		3									
Expressive Vocabulary EV											
Word Definitions WD		2						2			
Understanding Spoken Paragraphs USP				5				5			
Sentence Assembly SA								13			
Semantic Relationships SR				3							3
Number Repetition—Total NR-T											
Familiar Sequences 1/2 FSq/2											
<b>Core Language Score and Indexes</b>											
Sum of Subtest Scaled Scores		21		11	20			20		19	
Standard Score <sup>a</sup>		72		62	80			80		78	
Standard Score Points +/-		6		9	8			9		8	
Confidence Interval (95% Level)		66 to 78		53 to 71	72 to 88			71 to 89		70 to 86	
Percentile Rank		3		1	9			9		7	
Percentile Rank Confidence Interval		1 to 7		1 to 3	3 to 21			3 to 28		2 to 18	

<sup>a</sup>See Appendix D in Examiner's Manual.

Score	CL	RL	EL	LC	LM	WM
150						
145						
140						
135						
130						
125						
120						
115						
110						
105						
100						
95						
90						
85						
80						
75						
70						
65						
60						
55						
50						

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive—Expressive Language Index <sup>a</sup>	62	80	-18	12	Y	4.0	.15 (05)
Language Content—Memory Index <sup>a</sup>	80	78	2	12	N	—	.15 (05)

<sup>a</sup>See Tables 3.5–3.6.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points + / -	Confidence Interval 95% level	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Concepts & Following Directions	CAF/D				to		to	
Recalling Sentences	RS	66	8	2	6 to 10	25	9 to 50	10:3
Formulated Sentences	FS	44	8	3	5 to 11	25	5 to 63	10:9
Word Classes-Receptive	WC-R	7	3	2	1 to 5	1	.1 to 5	6:2
Word Classes-Expressive	WC-E	5	4	2	2 to 6	2	.4 to 9	8:3
Sum of WC-R + WC-E scaled scores*		7		*Add WC-R and WC-E scaled scores. Use the Examiner's Manual Appendix C, section b to convert the sum to the WC-T scaled score.				
Word Classes-Total	WC-T		3	2	1 to 5	1	.1 to 5	7:3
Word Definitions	WD	4	2	2	1 to 4	.4	.1 to 2	<9:0
Expressive Vocabulary	EV				to		to	
Sentence Assembly	SA	17	13	2	11 to 15	84	63 to 95	>17:11
Semantic Relationships	SR	9	3	3	1 to 6	1	.1 to 9	8:6
Understanding Spoken Paragraphs**	USP	7	5	3	2 to 8	5	.4 to 25	
Number Repetition-Forward	NR-F				to		to	
Number Repetition-Backward	NR-B				to		to	
Number Repetition-Total	NR-T				to		to	
Familiar Sequences 1/2**	FSq1/2				to		to	

\*\*There are no age equivalents available for USP and FSq2 subtests.

Sum	CAF/D	RS	FS	WC-R	WC-E	WC-T	WD	EV	SA	SR	USP	NR-F	NR-B	NR-T	FSq1/2
19	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
17	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
16	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
15	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
14	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
13	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
11	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Subtest	Criterion
Phonological Awareness (PA)	<input type="checkbox"/> Meets
	<input type="checkbox"/> Does Not Meet
Word Associations (WA)	<input type="checkbox"/> Meets
	<input type="checkbox"/> Does Not Meet
Pragmatics Profile (PP)	<input checked="" type="checkbox"/> Meets
	<input type="checkbox"/> Does Not Meet
Rapid Automatic Naming (RAN)	Criterion
	<input type="checkbox"/> Normal
	<input type="checkbox"/> Slower Than Normal
Time	<input type="checkbox"/> Normal
	<input type="checkbox"/> More Than Normal
	<input type="checkbox"/> Non-Normal
Errors	<input type="checkbox"/> Normal
	<input type="checkbox"/> More Than Normal
	<input type="checkbox"/> Non-Normal

## Interpretation of the Standardized Assessment Results:

### ■ Level 1 Core Language Score

George's Core Language score is 72 (confidence interval is 66–78) and the percentile rank is 3. This indicates performance in the low range and supports continued eligibility for speech and language services.

### ■ Level 2 Evaluation of Modalities and Content

The Receptive Language index score of 62 (confidence interval of 53–71), with a percentile rank of 1, is in the very low range of ability in receptive language skills. The Expressive Language index score of 80 (confidence interval of 72–88), with a percentile rank of 9 indicates performance in the borderline range of ability in expressive language skills. The 18-point difference between the Receptive Language and Expressive Language index scores, with expressive performance greater than receptive performance, is significant at the .05 level, and occurred in only 4% of the standardization sample. This is unusual because of the infrequent occurrence in the non-clinical population. This information indicates expressive language skills are a relative strength for George and should be considered in planning intervention targets. The Language Content and Language Memory index scores of 80 and 78, respectively, indicate performances in the borderline or marginal range.

### ■ Level 4 Assessment of Language and Communication in Context

George's classroom teacher completed the Pragmatics Profile. The total score of 147 met the criterion for normal performance. George's classroom teacher and grandmother completed the Observational Rating Scale. The greatest concerns were problems with reading and writing skills, especially when George has to work independently (i.e., writing about his thoughts, expanding or answering questions in writing, writing complex sentences). Reading concerns center on comprehension (i.e., understanding, explaining, remembering what was read).

### ■ Intervention Planning

The focus of George's intervention should be to utilize his strength in expressive language to compensate for his weak receptive language skills. In planning George's intervention, consider the following compensatory strategies because of George's ability to respond to verbally presented information better than to information presented in writing:

- Tape record class lectures
- Provide books-on-tape
- Hold small group or whole class discussions of reading passages rather than assigning a written summary of the passages
- Provide George with organizational strategies such as keeping a separate folder for each subject and maintaining an assignment log that his grandparents and teachers can sign off on
- Modify assignments so that George is not overwhelmed with written work
- Allow George to list the main events of a story rather than write a summary paragraph
- Periodically allow George to tape-record his responses rather than write his responses to comprehension questions
- Include assignments with true/false or multiple choice responses

# Amanda

10 years, 8 months

**Reason for Testing:** Amanda is a fifth grader, who was referred for a speech and language evaluation by her parents. Amanda was tested by her school district's educational psychologist and speech-language pathologist when she was 10 years 1 month. Results from the *Oral and Written Language Scales (OWLS; Woolfolk, 1995)* indicated that Amanda had a language disorder. Her parents are seeking additional testing from a speech-language pathologist in private practice.

**Background Information:** Background information was collected from conversation with Amanda's parents.

**Family:** Amanda lives with her parents. Amanda's father is an attorney. Her mother is a realtor. Amanda's older sister, Ellen, attends college out of state.

**Health and Development:** Amanda's parents report that she was the product of a normal pregnancy. Amanda was delivered by cesarean and weighed 7 pounds 4 ounces at birth. She reached all developmental milestones (e.g., crawling, walking, talking, toileting) within the expected times. Other than occasional colds, Amanda enjoys good health.

**School:** Amanda's parents report that Amanda has been attending Chavez Elementary School since kindergarten. She understands the importance of doing well in school and works hard at her studies. Amanda and her mother work on homework for one to two hours every night. In addition, Amanda works with a private reading tutor twice a week. Amanda is a fluent reader but needs support in understanding what she reads.

**Standardized Assessment Results:** Amanda's communication skills were assessed using the *Clinical Evaluation of Language Fundamentals – Fourth Edition (CELF-4)* on May 16, 2007.

**Observational Rating Scale:** Completed by the classroom teacher. The greatest concerns were expressive language skills and limited vocabulary.



**CELF**<sup>®</sup> **4**  
Clinical Evaluation of Language Fundamentals  
FOURTH EDITION

**Record Form 2** Ages 9-21

Name: Amanda Tien  
 Address: 8624 Catalina Blvd. Los Angeles, CA  
 Age: 10 Sex:  F  M Grade: 6 School: Chavez Elem.  
 Teacher: Ms. Blankenship  
 Examiner: Sandra Delgado

	Year	Month	Day
Date Tested	07	5	16
Date of Birth	96	9	2
Chronological Age	10	8	14

Subtest Scaled Score	Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory
	9-12	13-21	9-12	13-21	9-21	9	10-12	13-21	9-12	13-21	9-21
Concepts & Following Directions C&FD	4		4						4		
Recalling Sentences RS	7				7				7		
Formulated Sentences FS	8				8				8		
Word Classes-Receptive WC-R			6								
Word Classes-Expressive WC-E					4						
Word Classes-Total WC-T	5						5				
Expressive Vocabulary EV											
Word Definitions WD							7				
Understanding Spoken Paragraphs USP							3				
Sentence Assembly SA											
Semantic Relationships SR											
Number Repetition-Total NR-T											8
Familiar Sequences 1/2 FSq1/2											9
<b>Core Language Score and Indexes</b>											
Sum of Subtest Scaled Scores	24		10		19		15		19		17
Standard Score*	76		73		77		70		78		91
Standard Score Points +/-	4		6		4		4		5		6
Confidence Interval (68% Level)	72-80		67-79		73-81		66-74		73-83		85-97
Percentile Rank	5		4		6		2		7		27
Percentile Rank Confidence Interval	3-9		1-8		4-10		1-4		4-13		16-42
	Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory

\*See Appendix D in Examiner's Manual

Score	Composite Score Chart					
	CLL	RL	EL	LC	LM	WM
160						
155						
150						
145						
140						
135						
130						
125						
120						
115						
110						
105						
100						
95						
90						
85						
80						
75						
70						
65						
60						
55						
50						
45						
40						
35						
30						
25						
20						
15						
10						
5						
0						

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*	73	77	-4	14	N	—	.15 (5)
Language Content-Memory Index*	70	78	-8	12	N	—	.13 (5)

\*See Tables 3.5-3.8.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval 95% Level	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent	
Concepts & Following Directions	CAFCD	43	4	2	2 to 6	2	.4 to 9	8:10	
Recalling Sentences	RS	53	7	2	5 to 9	16	5 to 37	7:11	
Formulated Sentences	FS	39	8	2	6 to 10	25	9 to 50	8:9	
Word Classes-Receptive	WC-R	6	6	2	4 to 8	9	2 to 25	7:10	
Word Classes-Expressive	WC-E	2	4	2	2 to 6	2	.4 to 9	6:9	
Sum of WC-R + WC-E scaled scores*		10		*Add WC-R and WC-E scaled scores. Use the Examiner's Manual Appendix C, section b to convert the sum to the WC-T scaled score.					
Word Classes-Total	WC-T		5	1	4 to 6	5	2 to 9	7:5	
Word Definitions	WD	8	7	2	5 to 9	16	5 to 37	9:2	
Expressive Vocabulary	EV				to		to		
Sentence Assembly	SA				to		to		
Semantic Relationships	SR				to		to		
Understanding Spoken Paragraphs**	USP	5	3	3	1 to 6	1	.1 to 9		
Number Repetition-Forward	NR-F	8	8	2	6 to 10	25	9 to 50	8:0	
Number Repetition-Backward	NR-B	4	8	3	5 to 11	25	5 to 63	8:6	
Number Repetition-Total	NR-T	12	8	2	6 to 10	25	9 to 50	8:6	
Familiar Sequences 1/2**	FSq1/2	47	9	2	7 to 11	37	16 to 63	9:2	

\*\*There are no age equivalents available for USP and FSq2 subtests.

Score	CAFCD	RS	FS	WC-R	WC-E	WC-T	WD	EV	SA	SR	USP	NR-T	NR-B	NR-T	FSq1/2
19	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
17	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
16	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
15	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
14	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
13	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
11	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Subtest	Criterion
Phonological Awareness (PA)	<input type="checkbox"/> Meets
	<input type="checkbox"/> Does Not Meet
Word Associations (WA)	<input type="checkbox"/> Meets
	<input type="checkbox"/> Does Not Meet
Pragmatics Profile (PP)	<input type="checkbox"/> Meets
	<input type="checkbox"/> Does Not Meet
Rapid Automatic Naming (RAN)	Criterion
	<input type="checkbox"/> Normal
	<input type="checkbox"/> Slower Than Normal
Time	<input type="checkbox"/> Slower Than Normal
	<input type="checkbox"/> More Than Normal
	<input type="checkbox"/> Non-Normal
Errors	<input type="checkbox"/> Normal
	<input type="checkbox"/> More Than Normal
	<input type="checkbox"/> Non-Normal

## Interpretation of the Standardized Assessment Results:

### ■ Level 1 Core Language Score

Amanda's Core Language score of 76 (confidence interval of 72–80) with a percentile rank of 5 places her performance in the borderline-to-low range and supports her eligibility for language intervention.

### ■ Level 2 Assessment of Modalities and Content

Amanda's Receptive Language index score of 73 (confidence interval 67–79) with a percentile rank of 4, and Expressive Language index score of 77 (confidence interval 73–81) with a percentile rank of 6, indicate performance in the low range. The difference of 4 score points between the two modality scores is not significant. Development of receptive and expressive language skills is generally equal across modalities.

The Word Definitions and Understanding Spoken Paragraphs subtests were administered so that Language Content and Language Memory index scores could be derived to identify content concerns. The Language Content index score is 70 and the Language Memory index score is 78. An 8-point difference between the Language Content and Language Memory index scores is not considered significant, according to the frequency of occurrence in the standardization sample.

The lack of significant difference among the four index scores indicates that Amanda's language skills are generally in the low range across modalities and across language content and language memory. Language intervention is warranted and recommended. Because language scores are in the low range, continued testing to determine the effect the language disorder has on classroom performance is recommended.

### ■ Level 4 Assessment of Language and Communication in Context

Amanda's classroom teacher completed the Observational Rating Scale. The greatest concerns about communication in the classroom focused on expressive language skills. Amanda had difficulty in asking questions and expressing her thoughts so that others understand what she means. Amanda's limited vocabulary skills may be contributing to her weak expressive language skills.

### ■ Impressions and Recommendations:

Amanda's CELF–4 test scores are similar to her OWLS test scores. Results indicate that her performance overall is in the borderline-to-low range and supports her eligibility for language intervention. Language intervention should include:

- Focus on oral communication so that Amanda is able to express her thoughts clearly. Provide instruction in the areas of morphology and syntax, sequencing of events, and introducing and maintaining topic.
- Increase Amanda's understanding of words she can already identify (depth of knowledge) while adding to the number of actual words she knows (breadth of knowledge). Instruction applicable to increasing depth of vocabulary knowledge includes understanding synonyms/antonyms, multiple meanings, part of speech, and use in context. Introduce new vocabulary that is applicable to subject matter (e.g., math: division, percentages, ratios; science: photosynthesis, parasites, ecology). Also introduce vocabulary that Amanda can use in conversation with classmates (e.g., figurative language, current catch-phrases and descriptive words).
- Encourage Amanda to ask different types of questions using role play, and practice with adults and peers in different settings:
  - **Wh-questions:** (e.g., Where is the city located? What will happen next? Who is the main character in the story?)
  - **Do questions:** (e.g., Do you want to go to the party? Doesn't she play soccer for that team?)
  - **Tag questions:** (e.g., You like reading, don't you? She is the team captain, isn't she?)

# Joey

7 years, 8 months



**Reason for Testing:** Joey is a second-grade student attending Richards Elementary School. Joey recently moved into the school district from Johnson school district where he was receiving Title 1 services for reading assistance. He was also enrolled in speech and language therapy and is due for a mandatory re-assessment.

**Background Information:** Background information was collected from Joey's school records and conversations with his mother and classroom teacher.

**Family:** Joey and his mother recently moved into his grandparents' home. Joey's mother currently works part-time as a cashier at a fast food restaurant. She will be enrolling as a full-time student at the community college in the fall. Joey's grandfather is a postal worker. His grandmother does not work outside the home. Joey does not have contact with his father.

**Health and Development:** Joey's mother reports that she did not receive regular prenatal care when she was pregnant. There were no complications with pregnancy or birth. Joey weighed 8 pounds at birth. He is healthy and his mother reports that she does not have any concerns about his development because he "acts like the kids his age."

**School:** Joey began attending a Head Start program at age 3 years 6 months and attended Westridge Elementary School for kindergarten and first grade. School records indicate that Joey was receiving Title 1 services for reading assistance, working on alphabet naming, letter-sound correspondence, and sight word recognition. He was receiving speech and language therapy for twice weekly 30 minute sessions. Goals and objectives focused on increasing vocabulary and producing sentences with correct morphology and syntax (e.g., subject-verb agreement, verb tense, complex sentence structures).

**Standardized Assessment Results:** Joey's communication skills were assessed using the *Clinical Evaluation of Language Fundamentals – Fourth Edition (CELF-4)* on April 11, 2007.

**Pragmatics Profile:** Completed by parents and teacher, met criterion of  $\geq 125$  (score 135)

**Observational Rating Scale:** Completed by teacher, no concerns noted



Record Form 1 Ages 5-8

Name Joey Burchess  
 Address 941 Forest St. Lansing, MI  
 Age 7 Sex  F  M Grade 2 School Richards Elem.  
 Teacher Lanetta Winters  
 Examiner Liz McAuliffe

	Year	Month	Day
Date Tested	07	4	11
Date of Birth	99	7	22
Chronological Age	7	8	19

Subtest Scaled Score		Core Language		Receptive Language		Expressive Language		Language Content		Language Structure	Working Memory
		S-8	S-7	S-7	8	S-8	S-7	8	S-8	S-8	
Concepts & Following Directions	C&FD	7									
Word Structure	WS	7									
Recalling Sentences	RS	5									
Formulated Sentences	FS	9									
Word Classes-Receptive	WC-R										
Word Classes-Total	WC-T										
Sentence Structure	SS										
Expressive Vocabulary	EV										
Number Repetition-Total	NR-T										
Familiar Sequences I	FSqI										
Core Language Score and Indexes											
Sum of Subtest Scaled Scores		28									
Standard Score*		82									
Standard Score Points +/-		5									
Confidence Interval (90% Level)		77 to 87	to	to	to	to	to	to	to	to	to
Percentile Rank		12									
Percentile Rank Confidence Interval		6 to 19	to	to	to	to	to	to	to	to	to
		Core Language	Receptive Language	Expressive Language	Language Content	Language Structure	Working Memory				

\*See Appendix D in Examiner's Manual.

Score	CLS	RLI	ELI	LCI	LSI	WMI
130	.	.	.	.	.	.
125	.	.	.	.	.	.
120	.	.	.	.	.	.
115	.	.	.	.	.	.
110	.	.	.	.	.	.
105	.	.	.	.	.	.
100	.	.	.	.	.	.
95	.	.	.	.	.	.
90	.	.	.	.	.	.
85	.	.	.	.	.	.
80	.	.	.	.	.	.
75	.	.	.	.	.	.
70	.	.	.	.	.	.
65	.	.	.	.	.	.
60	.	.	.	.	.	.
55	.	.	.	.	.	.
50	.	.	.	.	.	.
45	.	.	.	.	.	.
40	.	.	.	.	.	.

Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*							.15/.05
Language Content-Structure Index*							.15/.05

\*See Tables 3.5-3.6.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval 90% level	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Concepts & Following Directions	CMFD	28	7	1	6 to 8	16	9 to 25	5:11
Word Structure	WS	22	7	2	5 to 9	16	5 to 37	6:2
Recalling Sentences	RS	29	5	1	4 to 6	5	2 to 9	4:9
Formulated Sentences	FS	28	9	2	7 to 11	37	16 to 63	7:0
Word Classes-Receptive	WC-R				to		to	
Word Classes-Expressive	WC-E				to		to	

Sum of WC-R + WC-E scaled scores\* \*Add WC-R and WC-E scaled scores. Use the Examiner's Manual Appendix C, section b to convert the sum to the WC-T scaled score.

Subtest	Code	Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval 90% level	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Word Classes-Total	WC-T				to		to	
Sentence Structure	SS				to		to	
Expressive Vocabulary	EV				to		to	
Understanding Spoken Paragraphs*	USP				to		to	
Number Repetition-Forward	NR-F				to		to	
Number Repetition-Backward	NR-B				to		to	
Number Repetition-Total	NR-T				to		to	
Familiar Sequences I	FSq1				to		to	

\*An age equivalent is not available for USP.

Age	CMFD	WS	RS	FS	WC-R	WC-E	WC-T	SS	EV	USP	NR-F	NR-B	NR-T	FSq1
19	.	.	.	.	.	.	.	.	.	.	.	.	.	.
18	.	.	.	.	.	.	.	.	.	.	.	.	.	.
17	.	.	.	.	.	.	.	.	.	.	.	.	.	.
16	.	.	.	.	.	.	.	.	.	.	.	.	.	.
15	.	.	.	.	.	.	.	.	.	.	.	.	.	.
14	.	.	.	.	.	.	.	.	.	.	.	.	.	.
13	.	.	.	.	.	.	.	.	.	.	.	.	.	.
12	.	.	.	.	.	.	.	.	.	.	.	.	.	.
11	.	.	.	.	.	.	.	.	.	.	.	.	.	.
10	.	.	.	.	.	.	.	.	.	.	.	.	.	.
9	.	.	.	.	.	.	.	.	.	.	.	.	.	.
8	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7	X	X	.	.	.	.	.	.	.	.	.	.	.	.
6	.	.	X	.	.	.	.	.	.	.	.	.	.	.
5	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Subtest	Criterion
Phonological Awareness (PA)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Word Associations (WA)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Pragmatics Profile (PP)	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Rapid Automatic Naming (RAN)	Criterion
Time	<input type="checkbox"/> Normal <input type="checkbox"/> Slower Than Normal <input type="checkbox"/> Non-Normal
Errors	<input type="checkbox"/> Normal <input type="checkbox"/> More Than Normal <input type="checkbox"/> Non-Normal

## Interpretation of the Standardized Assessment Results:

### ■ Level 1 Core Language Score

Joey's Core Language score is 82 (confidence interval of 77–87) with a percentile rank of 12. This score and the confidence interval are in the marginal/borderline range—not completely below the average range nor completely within the average range. With a score in the borderline range, it is difficult to determine if language intervention is appropriate at this time. Before probing further with additional standardized testing, assessment at Level 4 can help determine the impact of Joey's communication difficulties on classroom performance and social language skills.

### ■ Level 4 Assessment of Language and Communication in Context

Joey's mother and classroom teacher completed the Pragmatics Profile and the Observational Rating Scale. These authentic assessments indicate that Joey's social communication abilities are appropriate at home and in the classroom. According to the Pragmatics Profile, Joey interacts well with peers individually and in a group; his mother report that he makes friends easily in the neighborhood. Ratings on the Observational Rating Scale indicate that Joey is attentive and asks for assistance when necessary. Joey's teacher reports that he responds well to one-on-one instruction from peers and support staff at the school.

The Observational Rating Scale ratings do not reveal any problems with listening. Discussion with Joey's teacher revealed that Joey is a hard worker who pays attention in class and demonstrates slow but steady progress with academic work. Joey's expressive language is sometimes a concern to the teacher. She noted that Joey sometimes has trouble sounding out words when reading; however, Joey's progress reports indicate that he has improved slowly but steadily in his reading since Title 1 assistance began.

### ■ Impressions and Recommendations

It is recommend that Joey not receive any language pull-out intervention services at this time because he is making progress in the regular-education classroom, and small group or individual assistance is available on a daily basis from the teacher, Title 1 instructor, or peers. It is also recommended that Joey's classroom work be monitored each quarter to ensure that he continues to progress in language arts or if a need for additional assessment and/or intervention is indicated at that time.

# Bernie

6 years, 3 months

**Reason for Referral:** Bernie is a first grader who is referred for testing by his classroom teacher. His teacher reports that Bernie has difficulties with following directions and interacting appropriately with adults and peers. She is concerned that Bernie's communication skills may be negatively impacting his academic success as well as his school experiences.

**Background Information:** Background information was collected from conversations with Bernie's mother and teacher.

**Family:** Bernie lives with his mother and younger sister Maggie, age 4. Bernie's mother is the office manager for a small realty company. Bernie's father is a software engineer who lives in Austin, Texas. Bernie visits his father four times per year.

**Health and Development:** Bernie's mother reports that he was the product of a normal pregnancy and delivery and weighed 7 pounds 5 ounces at birth. Other than an occasional cold and ear infection, Bernie is generally healthy. Bernie's mother reports that his motor skills developed as expected, but she thought his communication development was delayed because he did not say his first words until he was three years old. Once Bernie began talking, however, he progressed from single word utterances to speaking in complete sentences within a year.

**School:** Bernie's first grade teacher reports that she began having concerns about Bernie's communication skills during the first school quarter when she noticed that Bernie had difficulty following directions, remaining on task, and interacting appropriately with his classmates. Bernie's teacher shared her concerns with Bernie's mother at a parent-teacher conference. Since Bernie's mother was hesitant about referral for special testing the referral team suggested that Bernie's mother and teacher complete the *Clinical Evaluation of Language Fundamentals – Fourth Edition* (CELF-4) Observational Rating Scale and Pragmatics Profile. After a review of the information obtained from the assessments, Bernie's mother agreed that an in-depth language evaluation was needed.

**Standardized Assessment Results:** Bernie's communication skills were assessed using the *Clinical Evaluation of Language Fundamentals – Fourth Edition* (CELF-4) on June 4, 2007.

<b>Word Associations:</b>	Met criterion score of $\geq 13$ (score 9)
<b>Phonological Awareness:</b>	Did not meet criterion score of $\geq 24$ (score 18)
<b>Rapid Automatic Naming:</b>	Wasn't able to complete the subtest
<b>Pragmatic Profile:</b>	Completed by teacher and parent; did not meet criterion of $\geq 125$ (score 100)





# Record Form 1 Ages 5-8

Name: Bernie Tavaraz  
 Address: 95 Westwood Way Tucson, AZ  
 Age: 6 Sex:  F  M Grade: 1 School: Worthington Primary  
 Teacher: Mrs. Potter  
 Examiner: Loretta Jackson

	Year	Month	Day
Date Tested	07	6	4
Date of Birth	01	4	24
Chronological Age	6	3	10

Subtest Scaled Score		Core Language		Receptive Language		Expressive Language		Language Content		Language Structure	Working Memory
		5-8	5-7	8	5-8	5-7	8	5-8	5-8		
Concepts & Following Directions	CBFD	6	6					6			
Word Structure	WS	7				7				7	
Recalling Sentences	RS	8				8				8	
Formulated Sentences	FS	8				8				8	
Word Classes-Receptive	WC-R		12								
Word Classes-Total	WC-T							13			
Sentence Structure	SS		7							7	
Expressive Vocabulary	EV							8			
Number Repetition-Total	NR-T										9
Familiar Sequences 1	FSq1										3
<b>Core Language Score and Indexes</b>											
Sum of Subtest Scaled Scores		29	25			23		27		30	12
Standard Score*		84	90			87		94		85	77
Standard Score Points +/-		5	8			6		6		6	9
Confidence Interval (90% Level)		79 = 89	82 = 98	=		81 = 93		88 = 100	=	79 = 91	68 = 86
Percentile Rank		14	25			19		34		16	6
Percentile Rank Confidence Interval		8 = 23	12 = 45	=		10 = 32		21 = 50	=	8 = 27	2 = 18
		Core Language	Receptive Language			Expressive Language		Language Content		Language Structure	Working Memory

\*See Appendix D in Examiner's Manual.

Score	CLL	RL	EL	LC	LS	WM
160						
155						
150						
145						
140						
135						
130						
125						
120						
115						
110						
105						
100						
95						
90						
85						
80						
75						
70						
65						
60						
55						
50						
45						
40						

Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (T or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*	90	87	3	12	N	—	.10
Language Content-Structure Index*	94	85	9	10	N	—	.10

\*See Tables 3.5-3.6.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval 90% level	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Concepts & Following Directions	CFD	17	6	1	5 to 7	9	5 to 16	4:11
Word Structure	WS	18	7	2	5 to 9	16	5 to 37	5:5
Recalling Sentences	RS	31	8	1	7 to 9	25	16 to 37	5:5
Formulated Sentences	FS	15	8	2	6 to 10	25	9 to 50	5:7
Word Classes-Receptive	WC-R	19	12	2	10 to 14	75	50 to 91	>7:11
Word Classes-Expressive	WC-E	17	13	2	11 to 15	84	63 to 95	>7:11

Sum of WC-R + WC-E scaled scores\* 25 \*Add WC-R and WC-E scaled scores. Use the Examiner's Manual Appendix C, section b to convert the sum to the WC-T scaled score.

Word Classes-Total	WC-T		13	2	11 to 15	84	63 to 95	>7:11
Sentence Structure	SS	18	7	3	4 to 10	16	2 to 50	5:6
Expressive Vocabulary	EV	19	8	2	6 to 10	25	9 to 50	5:5
Understanding Spoken Paragraphs*	USP	11	11	3	8 to 14	63	25 to 91	
Number Repetition-Forward	NR-F	6	9	2	7 to 11	37	16 to 63	5:3
Number Repetition-Backward	NR-B	2	10	3	7 to 13	50	16 to 84	6:3
Number Repetition-Total	NR-T	8	9	3	6 to 12	37	9 to 75	5:8
Familiar Sequences I	FSqI	7	3	2	1 to 5	1	.1 to 5	<5:0

\*An age equivalent is not available for USP.

Score	CFD	WS	RS	FS	WC-R	WC-E	WC-T	SS	EV	USP	NR-F	NR-B	NR-T	FSqI
19														
18														
17														
16														
15														
14														
13														
12					X		X							
11														
10														
9														
8		X		X										
7														
6		X	X											
5														
4														
3														
2														
1														X

Subtest	Criterion
Phonological Awareness (PA)	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet
Word Associations (WA)	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Pragmatics Profile (PP)	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet
Rapid Automatic Naming (RAN)	Criterion
Time	<input type="checkbox"/> Normal <input type="checkbox"/> Slower Than Normal <input type="checkbox"/> Non-Normal
Errors	<input type="checkbox"/> Normal <input type="checkbox"/> More Than Normal <input type="checkbox"/> Non-Normal

## Interpretation of the Standardized Assessment Results:

Bernie's mother and classroom teacher each completed the Pragmatics Profile and the Observational Rating Scale on October 3, 2007, before Bernie was administered the CELF-4. Information from the Pragmatics Profile revealed that Bernie frequently interrupts others while they are speaking, has to have directions repeated frequently, and laughs or jokes at inappropriate times. Bernie's mother noted that Bernie doesn't seem to know when to be quiet. Bernie's teacher reported that Bernie's classmates often tell him to be quiet. Bernie's ratings on the Pragmatics Profile did not meet criterion.

The Observational Rating Scale reveals that Bernie has trouble paying attention, both in class and in family situations, and that others have to repeat directions before he can follow them. Although, Bernie speaks frequently, he is misunderstood because he changes the topic mid-conversation and has difficulty giving information in the correct sequence when re-telling a story or telling about an event.

Discussion with Bernie's mother and teacher revealed that Bernie often has difficulty completing class work, then gets frustrated and loses his temper. Because classroom performance and social relationships are negatively impacted by his poor language abilities, Bernie's mother agreed that further assessment was necessary to determine if Bernie has a language disorder, therefore, Bernie was administered CELF 4 Level 1 and Level 2 measures.

### ■ Level 1 Core Language Score

Bernie obtained a Core Language score of 84 (confidence interval of 79–89) with a percentile rank of 14. The score and the confidence interval are in the marginal range.

### ■ Level 2 Assessment of Modalities and Language Content

Bernie's Receptive Language index score is 90 (confidence interval of 82–98) with a percentile rank of 25. This is within the average range. Bernie's Expressive Language index score is 87 (confidence interval of 81–93) with a percentile rank of 19. The Expressive Language index score ranges from borderline to average.

Bernie's Language Content index score of 94 (confidence interval of 88–100) and percentile rank of 34 indicate average performance. Bernie's Language Structure index score is 85 (confidence interval of 79–91) with a percentile rank of 16. The Language Structure index extends from the borderline range to the average range of performance. Further assessment is needed to determine what underlying clinical behaviors may be affecting language performance.

### ■ Level 3 Assessment of Underlying Clinical Behaviors

The following Level 3 subtests were administered: Word Associations, Phonological Awareness, Rapid Automatic Naming, and the memory subtests. Bernie met the Word Associations criterion with a score of 19. He did not meet criterion on the Phonological Awareness subtest. Bernie was unable to complete the Rapid Automatic Naming subtest, despite repeated attempts. Administration of this subtest will be attempted at a later date.

Working memory was also evaluated. Bernie's Working Memory index score is 77 with a percentile rank of 6, indicating performance in the low range.

## ■ Impressions and Recommendations

Bernie's CELF-4 scores range from average to borderline. He does not meet criterion on phonological awareness or pragmatics assessments, and further testing is indicated in both areas. Bernie's Working Memory index score indicates a need for further testing in memory skills. He experiences difficulties with social communication and contextual language in the classroom, which have affected his performance and his social and peer relationships.

The following are recommended to help Bernie with his memory, attention, and communication weaknesses.

### ■ Memory

- Pairing spoken directions with visual prompts (e.g., when asking Bernie to get a book off the shelf, point to the shelf where the books are kept, signal Bernie to be quiet by placing your index finger over your mouth)
- Speak to Bernie in short, simple sentences.
- Ask Bernie to repeat back what you said to verify that he heard your message.
- Limit the number of directions you give Bernie at one time.

### ■ Attention

- Give Bernie a consistent visual (e.g., hold up hand) or tactile (e.g., put your hand on Bernie's shoulder) to signal that you want his attention.
- Provide Bernie with structured tasks that have clear start points and end points. For example, cue Bernie to "start on page one and stop on page three." Attach a sticky note on page three to remind Bernie when to stop reading.
- Limit Bernie to two options when asking him to make choices. Presenting Bernie with too many choices will likely overwhelm him.

### ■ Social Communication

- Role play social situations as class lessons
- Pair Bernie with a classmate who models appropriate social communication skills
- Explicitly teach appropriate conversation behaviors (e.g., proximity/personal space, conversational turn-taking, behavior appropriate to specific environments such as a park versus the library)

### ■ Recommendation

It is recommended that Bernie undergo further testing to determine his phonological awareness skills. Assessment should include the following:

- Rhyme awareness
- Sound categorization (e.g., sound isolation, sound segmentation)
- Syllable segmentation
- Alliteration awareness

# Jerome

6 years, 2 months



**Reason for testing:** Jerome is a kindergartener who was diagnosed as being on the autism spectrum two years ago. Jerome has been receiving speech and language intervention through the school district's autism program, with the goals of increasing vocabulary and speaking in sentences. He has also been receiving occupational therapy for sensory integration deficits. Jerome's parents state that Jerome has made remarkable progress in the past two years. They are requesting an evaluation to determine Jerome's current communication skills in comparison to children his age, assess what his strengths and weaknesses are, and understand how his memory problems may be affecting his language skills.

**Background Information:** Background information was collected from case history information provided by, and conversations with Jerome's parents and teachers.

**Family:** Jerome's parents are divorced and he lives with his mother who works part-time in a law office and volunteers as an advocate for parents of children with disabilities. Jerome stays with his father and stepmother the first and third weekend of every month. Both Jerome's father and stepmother are engineers.

**Health and Development:** Jerome's mother reports that he was the product of a normal pregnancy and delivery and weighed 6 pounds 5 ounces at birth. Jerome has many food allergies, is small for his age, but is generally healthy. Jerome's mother reports that he achieved all developmental milestones (walking, talking, toileting) within the expected time period but started "losing words" right around his fourth birthday. Jerome's father says that Jerome went from "a friendly curious kid who was always asking 'what's that?' and 'wanna play?'" to a boy who didn't even know when I was around." Both Jerome's mother and father agree that Jerome no longer uses half the words that he knew at age three.

**School:** Jerome attends the school district's autism program in the morning and is mainstreamed into a kindergarten program in the afternoon. Jerome has a paraprofessional who shadows him in the kindergarten classroom, and the speech-language pathologist co-teaches Language Arts with the teacher.

Jerome's teachers report Jerome has made progress in following the daily routine (e.g., puts backpack in his cubby, sits during circle time, lines up for recess), verbally requesting what he wants rather than pointing, and learning basic concepts (e.g., reciting the alphabet, counting 1 to 10, identifying colors). Jerome's communication skills, however, continue to prevent him from participating fully in classroom activities. He has difficulty with following two- and three-step directions, understanding and answering questions, and expressing his thoughts.

**Standardized Assessment Results:** Jerome's communication skills were assessed using the *Clinical Evaluation of Language Fundamentals – Fourth Edition* (CELF-4) on May 19, 2007 and May 25, 2007.

**Pragmatics Profile:** Completed by teacher, SLP, and parents; did not meet criterion of 125 (score 99)

**Observational Rating Scale:** Completed by the teacher and the speech-language pathologist. The greatest concerns are speaking and listening.

## Interpretation of the Standardized Assessment Results:

### ■ Level 1 Core Language Score

Jerome's Core Language score of 56 (confidence interval of 51–61) with a percentile rank of 0.2, is below the average range by more than two standard deviations from the mean ( $M = 100$ ), indicating language abilities to be in the very low range of performance.

### ■ Level 2 Assessment of Modalities and Language Content

Jerome's Receptive Language index score of 69 (confidence interval of 61–77) with a percentile rank of 2 is also in the very low range of performance. Jerome's Expressive Language index score is 57 (confidence level of 51–63) with a percentile rank of 0.2 is in the very low range of performance. The difference of 12 points between the Receptive Language and Expressive Language index scores is significant, but at the .15 level, is not uncommon. Jerome's language skills are well below average.

Jerome's Language Content index score of 64 (confidence interval of 58–70) with a percentile rank of 1, and the Language Structure index score is 56 (confidence interval of 50–62) with a percentile rank of 0.2, are in the very low range of performance. The difference of 8 points between the Language Content and Language Structure index scores is significant, but not unusual as it occurred in almost 20% of the standardization sample.

### ■ Level 4 Assessment of Language and Communication in Context

The classroom teacher, the speech-language pathologist, and both of the Jerome's parents completed the Observational Rating Scale and the Pragmatics Profile. Responses on the

Observational Rating Scale indicated that Jerome is rated as Often or Always having difficulty looking at people when talking or listening, having trouble understanding new ideas, having trouble asking and answering questions, expressing thoughts, and describing information. He often speaks in short, choppy sentences and has trouble with most aspects of conversation.

Jerome's score of 99 on the Pragmatics Profile did not meet the criterion of  $\geq 125$ .

Item-by-item analysis revealed that he received no Often or Always ratings in the areas of Rituals and Conversational Skills or Nonverbal Communication Skills.

### ■ Level 3 Assessment of Underlying Clinical Behaviors

Because information was requested about how Jerome's memory problems may affect his language skills, Number Repetition 1 and Familiar Sequences 1 subtests were administered to obtain a Working Memory index score. The Working Memory index score of 97 (confidence interval of 88–106) with a percentile rank of 42 is within the average range.

**CELF**  
Clinical Evaluation of Language Fundamentals  
FOURTH EDITION

**4**

**Record Form 1** Ages 5-8

	Year	Month	Day
Date Tested	07	5	19
Date of Birth	01	3	12
Chronological Age	6	2	7

Name Jerome Stankey  
 Address 88417 Liberty St. Atlanta, GA  
 Age 6 Sex  F  M Grade K School Carver Primary  
 Teacher Alice Pryor  
 Examiner Sally Horton

Subtest Scaled Score		Core Language		Receptive Language		Expressive Language		Language Content		Language Structure	Working Memory
		5-8	5-7	8	5-8	5-7	8	5-8	5-8		
Concepts & Following Directions	CMFD	3	3					3			
Word Structure	WS	4				4				4	
Recalling Sentences	RS	4				4				4	
Formulated Sentences	FS	1				1				1	
Word Classes-Receptive	WC-R		9								
Word Classes-Total	WC-T						5				
Sentence Structure	SS		3							3	
Expressive Vocabulary	EV						4				
Number Repetition-Total	NR-T										9
Familiar Sequences I	FSqI										10
<b>Core Language Score and Indexes</b>											
Sum of Subtest Scaled Scores		12	15		9	12		12		12	19
Standard Score*		56	69		57	64		56		56	97
Standard Score Points +/-		5	8		6	6		6		6	9
Confidence Interval (.90% Level)		51 to 61	61 to 77		51 to 63	58 to 70		50 to 62		88 to 106	
Percentile Rank		.2	.2		.2	.1		.2		.2	.42
Percentile Rank Confidence Interval		.1 to .5	.5 to 6		.1 to 1	.3 to 2		.1 to 1		.3 to 66	
		<b>Core Language</b>	<b>Receptive Language</b>		<b>Expressive Language</b>	<b>Language Content</b>		<b>Language Structure</b>		<b>Working Memory</b>	

\*See Appendix D in Examiner's Manual.

Score	CLIS	RII	ELI	LI	LSI	WHI
160						
155						
150						
145						
140						
135						
130						
125						
120						
115						
110						
105						
100						
95						
90						
85						
80						
75						
70						
65						
60						
55						
50						
45						
40						

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*	15	9	6	12	N	—	.15 (5)
Language Content-Structure Index*	12	12	—	10	N	—	.15 (5)

\*See Tables 3.5-3.6.

Notes:



Record Form 2 Ages 9-21

Name: Kathy Goebel  
 Address: 9143 #462 Winding Way Boston, MA  
 Age: 16 Sex:  F  M Grade: 9 School: Frederick Douglas High  
 Teacher: Myrna Poston  
 Examiner: Lara Nies

	Year	Month	Day
Date Tested	07	5	20
Date of Birth	91	3	8
Chronological Age	16	2	12

Subtest Scaled Score	Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory
	9-12	13-21	9-12	13-21	9-21	9	10-12	13-21	9-12	13-21	9-21
Concepts & Following Directions C&F/D											
Recalling Sentences RS		4			4					4	
Formulated Sentences FS		4			4					4	
Word Classes-Receptive WC-R				5							
Word Classes-Expressive WC-E					3						
Word Classes-Total WC-T		4									
Expressive Vocabulary EV											
Word Definitions WD		3						3			
Understanding Spoken Paragraphs USP				6				6			
Sentence Assembly SA								2			
Semantic Relationships SR				6						6	
Number Repetition-Total NR-T											6
Familiar Sequences 1/2 FS(1/2)											6
<b>Core Language Score and Indexes</b>											
Sum of Subtest Scaled Scores		15		17	11			11		14	13
Standard Score*		62		74	61			62		66	77
Standard Score Points +/-		6		7	7			8		7	9
Confidence Interval ( . . . % Level)		56-68		67-81	54-68			57-70		59-73	68-86
Percentile Rank		1		4	.5			1		1	6
Percentile Rank Confidence Interval		.2-2		1-10	.1-2			.1-2		.3-4	2-18
		Core Language		Receptive Language	Expressive Language			Language Content		Language Memory	Working Memory

\*See Appendix D in Examiner's Manual.

Raw	Composite Score Chart					
	CL	RL	EL	LC	LM	WM
108	.	.	.	.	.	.
105	.	.	.	.	.	.
102	.	.	.	.	.	.
100	.	.	.	.	.	.
98	.	.	.	.	.	.
95	.	.	.	.	.	.
92	.	.	.	.	.	.
90	.	.	.	.	.	.
85	.	.	.	.	.	.
80	.	.	.	.	.	.
75	.	.	.	.	.	.
70	.	.	.	.	.	.
65	.	.	.	.	.	.
60	.	.	.	.	.	.
55	.	.	.	.	.	.
50	.	.	.	.	.	.
45	.	.	.	.	.	.

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*	74	61	13	12	Y	9.9	.15(2)
Language Content-Memory Index*	62	66	-4	9	-	—	.15(2)

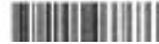
\*See Tables 3.5-3.8.

Notes:



Copyright © 2003 by The Psychological Corporation, a Harcourt Assessment Company

ISBN 035403763-3



## ■ Impressions and Recommendations

Jerome has a language disorder which crosses receptive and expressive modalities as well as language content and structure. Although Jerome continues to perform in the very low range in comparison to children his age, he has made progress in increasing his vocabulary and expanding his single word utterances to two- and three- word phrases and sentences.

Based on testing and classroom observation, Jerome demonstrates a relative strength in identifying and labeling specific pictures. However, he has difficulty understanding that a picture can fit a general category. For example, during testing, Jerome identified a picture of a cat. When he was told that the cat was an animal, Jerome became upset and insisted, "No animal. Cat."

Another of Jerome's strengths is that he uses all modalities to get his needs met. He speaks as well as shows adults what he wants (e.g., takes his mother to the refrigerator). The focus of his communication is on getting needs met, which he can accomplish with single words or simple phrases. When Jerome is prompted to speak in longer sentences, he strings words together, however, the sentences are not semantically and grammatically correct.

Jerome's Working Memory index score is within normal limits, suggesting that working memory does not play a significant role in his language difficulties. Because Jerome requires much repetition and practice before he learns a task, it may seem like he has memory difficulties. Many individuals with autism have difficulty processing information. This may be a possible explanation for Jerome's need for frequent repetition and practice.

- Jerome's current educational setting is appropriate and should be continued, especially since his parents and teachers agree that Jerome is making progress with his communication skills.
- It is recommended that Jerome continue receiving instruction focused on expanding his vocabulary also including those words Jerome's parents indicate to be meaningful in his home environments .

### ***Instruction should focus on:***

- Associating words with functions (e.g., car – getting to school crayon – color)
- Categorization (e.g., an apple is a food, milk is a drink, a cat is an animal)
- Recognizing and responding appropriately to safety signs.

### ***It is recommended that Jerome be taught "scripts" for situations such as:***

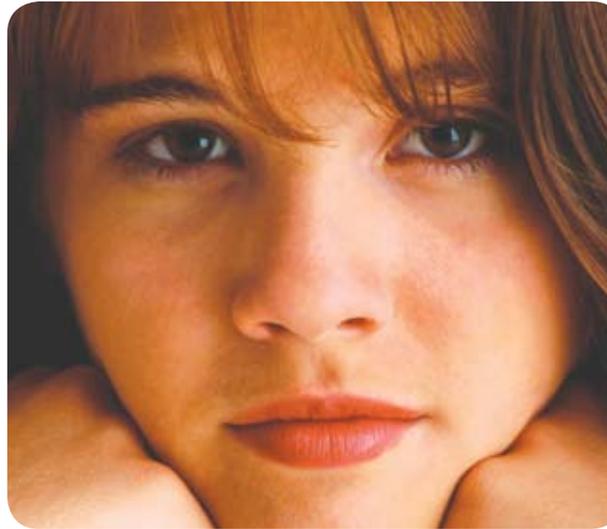
- Saying "I need help" when he does not understand what he needs to do to complete a task
- Asking "Can I play with that?" rather than grabbing a toy away from a classmate
- Responding "See you later" to someone saying good-bye to him
- Saying "I am mad" rather than physically acting out

### **It is recommended that Jerome's teachers and parents model language using techniques such as parallel talk, expansion, and recast.**

- **Parallel talk:** While engaged in an activity with Jerome, comment on what you are doing. For example, you may say "*I'm coloring a picture. I'm coloring a blue cloud.*"
- **Expansion:** During a conversation with Jerome, acknowledge what Jerome has said by using his words and expanding upon them. For example, when he says "*That yellow,*" you can expand the utterance by saying "*Yes, that is yellow. That is a yellow bird.*"
- **Recast:** During conversation with Jerome, repeat what he has said, modeling and emphasizing the correct grammar. For example, when he says, "*Want that,*" you say, "*You want that? Mommy wants that too.*"

# Kathy

16 years, 3 months



**Reason for Testing:** Kathy is a ninth grader at Frederick Douglas High School who has been receiving speech and language services since she was in fourth grade. Kathy's parents say that Kathy benefited from therapy in elementary school and middle school; however, they are not sure if Kathy needs the support services now that she is in high school. Kathy states that she would like to discontinue therapy. Kathy's parents are requesting testing to assess what her strengths and weaknesses are and to determine if she is ready to be dismissed from speech and language services.

**Background Information:** Background information was collected from conversations with Kathy, Kathy's parents and teachers.

**Family:** Kathy lives with her parents and sisters Laurie, age 18, and Jennifer, age 14. Kathy's parents own a sandwich shop. Kathy works at the shop, cleaning tables and shelving stock after school and on weekends.

**Health and Development:** Kathy's mother reports that Kathy was the product of a normal pregnancy and delivery and weighed 8 pounds 6 ounces at birth. She reached all her developmental milestones (walking, talking, toileting) within the expected times. Kathy argues with her mother who says that Kathy "eats too much junk" but both agree that Kathy is generally healthy.

When Kathy was 8 years old, she and her father were involved in a car accident. Kathy fractured two ribs and sustained a closed head injury. Kathy's parents believe that the head injury caused her communication impairment.

**School:** Kathy began her first year in high school this fall. She is enrolled in four core classes (English, algebra, world history, and biology) and an elective art class. She goes to the resource classroom when her classmates have study hall. Kathy attends speech and language therapy for 45 minutes twice weekly.

Kathy's teachers report that she is a shy student who always sits in the back of the classroom. Teachers comment that Kathy daydreams, misses much of the instruction, and needs to be prompted to participate in class discussions. When Kathy responds to questions, her answers are often only tangentially related or completely off topic. Kathy is diligent about copying down her assignments before leaving each class; however, she routinely turns in her work late or not at all.

Kathy reports that starting high school has been "hard." but she is working hard to "get organized and catch up." She says that leaving a classroom to go to speech therapy is embarrassing for her.

**Standardized Assessment Results:** Kathy's communication skills were assessed using the *Clinical Evaluation of Language Fundamentals – Fourth Edition* (CELF-4) on May 20, 2007.

**Rapid Automatic Naming:** Time score was in Normal range of  $\leq 60$  (score 51).

Error score was in Non-Normal range of  $\leq 4$  (score 7)

**Pragmatics Profile:** Completed by two teachers; did not meet criterion of  $\geq 142$  (score 111)

**CELF**<sup>®</sup> 4  
Clinical Evaluation of Language Fundamentals  
FOURTH EDITION

**Record Form 2** Ages 9-21

Name: Kathy Goebel  
 Address: 9143 #462 Winding Way Boston, MA  
 Age: 16 Sex:  F  M Grade: 9 School: Frederick Douglas High  
 Teacher: Myrna Poston  
 Examiner: Lara Nies

	Year	Month	Day
Date Tested	07	5	20
Date of Birth	91	3	8
Chronological Age	16	2	12

Subtest Scaled Score	Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory
	9-12	13-21	9-12	13-21	9-21	9	10-12	13-21	9-12	13-21	9-21
Concepts & Following Directions											
Recalling Sentences		4			4					4	
Formulated Sentences		4			4					4	
Word Classes- Receptive				5							
Word Classes- Expressive					3						
Word Classes- Total		4									
Expressive Vocabulary											
Word Definitions		3						3			
Understanding Spoken Paragraphs				6				6			
Sentence Assembly								2			
Semantic Relationships				6						6	
Number Repetition- Total											6
Familiar Sequences 1/2											6
<b>Core Language Score and Indexes</b>											
Sum of Subtest Scaled Scores		15		17	11			11		14	18
Standard Score*		62		74	61			62		66	77
Standard Score Points +/-		6		7	7			8		7	9
Confidence Interval ( . . . % Level)		56-68		67-81	54-68			59-70		59-73	68-86
Percentile Rank		1		4	.5			1		1	6
Percentile Rank Confidence Interval		.2-2		1-10	.1-2			.1-2		.3-4	2-18

\*See Appendix D in Examiner's Manual.

Raw	CL	RL	EL	LC	LM	WM
108						
105						
102						
100						
98						
95						
90						
85						
80						
75						
70						
65						
60						
55						
50						
45						
40						
35						
30						
25						
20						
15						
10						
5						

Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*	74	61	13	12	Y	9.9	.15 (5)
Language Content-Memory Index*	62	66	-4	9	-	—	.15 (5)

\*See Tables 3.5-3.8.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval 90% level	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Concepts & Following Directions	CBFD				to		to	
Recalling Sentences	RS	58	4	1	3 to 5	2	1 to 5	8:9
Formulated Sentences	FS	41	4	2	2 to 6	2	.4 to .9	9:3
Word Classes-Receptive	WC-R	13	5	2	3 to 7	5	1 to 16	10:9
Word Classes-Expressive	WC-E	6	3	2	1 to 5	1	.1 to .5	8:9
Sum of WC-R + WC-E scaled scores*			8		*Add WC-R and WC-E scaled scores. Use the Examiner's Manual Appendix C, section b to convert the sum to the WC-T scaled score.			
Word Classes-Total	WC-T		4	1	3 to 5	2	1 to 5	9:10
Word Definitions	WD	12	3	2	1 to 5	1	.1 to .5	9:10
Expressive Vocabulary	EV				to		to	
Sentence Assembly	SA	4	2	2	1 to 4	.4	.1 to .2	7:3
Semantic Relationships	SR	14	6	2	4 to 8	9	2 to 25	9:6
Understanding Spoken Paragraphs**	USP	8	6	3	3 to 9	9	1 to 37	
Number Repetition-Forward	NR-F	9	8	2	6 to 10	25	9 to 50	11:0
Number Repetition-Backward	NR-B	3	5	3	2 to 8	5	.4 to .25	6:9
Number Repetition-Total	NR-T	12	6	2	4 to 8	9	2 to 25	8:6
Familiar Sequences 1/2**	FSq1/2	49	6	2	4 to 8	9	2 to 25	9:9

\*\*There are no age equivalents available for USP and FSq2 subtests.

Score	CBFD	RS	FS	WC-R	WC-E	WC-T	WD	EV	SA	SR	USP	NR-F	NR-B	NR-T	FSq1/2
19															
18															
17															
16															
15															
14															
13															
12															
11															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															

Subtest	Criterion
Phonological Awareness (PA)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Word Associations (WA)	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Pragmatics Profile (PP)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Rapid Automatic Naming (RAN)	Criteria
Time	<input checked="" type="checkbox"/> Normal <input type="checkbox"/> Slower Than Normal <input type="checkbox"/> Non-Normal
Errors	<input type="checkbox"/> Normal <input type="checkbox"/> More Than Normal <input checked="" type="checkbox"/> Non-Normal

## Interpretation of the Standardized Assessment Results

### ■ Level 1 Core Language Score

Kathy obtained a Core Language score of 62 (confidence interval of 56–68) with a percentile rank of 1, placing her performance within the very low range of performance and supporting eligibility for continuing language intervention.

### ■ Level 2 Evaluating Modalities and Content

Kathy's Receptive Language index score of 74 (confidence interval of 67–81) with a percentile rank of 4, and the Expressive Language index score of 61 (confidence interval of 54–68) with a percentile rank of 0.5, differ by 13 standard score points, which is significant. This difference happened in 9.9% of the standardization sample. Although it is significant, it is not unusual. These scores indicate that the language disorder is primarily expressive in nature.

Kathy's Language Content index score is 62 (confidence interval of 54–70) with a percentile rank of 1, and the Language Memory index score is 66 (confidence interval of 59–73) with a percentile rank of 1. Both scores indicate performance in the very low range and indicate similar difficulties for language content, and language memory.

### ■ Level 3 Assessment of Underlying Clinical Behaviors

Kathy's Working Memory index score of 77 (confidence interval of 68–86) with a percentile rank of 6 is within the low-to-marginal range. The Rapid Automatic Naming time score of 51 placed her performance in the normal range. However, the error score of 14 is in the non-normal range, indicating highly inadequate self-monitoring of verbal responses. The naming speed within a normal range and accuracy in the lower than normal range may have resulted from Kathy's speeding up, resulting in a lack of self-monitoring. The results support the teachers' concerns that Kathy has difficulty monitoring her verbal responses adequately in the classroom.

### ■ Level 4 Assessment of Language and Communication in Context

Kathy's score of 111 on Pragmatics Profile did not meet the criterion of  $\geq 142$ .

Analysis of the behavioral ratings indicated basic, barely emerging performance for all segments of the profile. Weaknesses were obvious in the Rituals and Conversational Skills and Nonverbal Communication sections. These ratings indicate a need for further testing and observation of pragmatics skills.

## ■ Impressions and Recommendations:

Kathy's performance on the CELF-4 indicates that she continues to have a language disorder. She is still eligible for speech and language services. If Kathy and her parents decide to continue with therapy, the following are considerations for planning therapy.

- Teach Kathy planning and organization skills so that she is not overwhelmed with her classroom assignments. For example, rather than listing assignments, teach Kathy how to plot the assignments on a calendar based on their due dates so Kathy can see that not all assignments are due at the same time. She can be taught to prioritize according to the due date and amount of work necessary to complete each assignment and plan which assignments to complete first.
- Support Kathy in asking her teachers if she may tape record the class discussions.
- Teach Kathy how to recognize important facts in her textbooks. For example, point out words that are bolded, notations in the margins, and summary points at the end of the chapters.
- Kathy needs to control her impulsivity and determine if she understood the question before she answers in class. Teach Kathy to:
  - Pause for a moment before she answers the question. The pause may remind Kathy to repeat the question to herself and think about her answer before she responds verbally.
  - Ask the teacher to repeat the question if she did not hear and understand the question fully.
  - Rephrase the question (e.g., "So you want us to read the first part of chapter 7 and answer the questions on page 65, right?") back to the teacher so that she is sure what the teacher is asking.
- Address the fact that Kathy is embarrassed to attend therapy. Offer Kathy options that may help her view therapy as a positive experience. Examples include:
  - Offer Kathy a "day off" from speech. If Kathy completes all her assignments on time for a specified period of time, she can select a day when she doesn't attend therapy.
  - Ask if Kathy can occasionally bring a friend with her to therapy. Kathy and her friend can work on a fun game-type activity.
  - Ask Kathy what conversation topics are important to her. Incorporate those topics into therapy. For example, Kathy may enjoy reading and discussing the articles in teen magazines.
- Ask Kathy's teachers to provide her with outlines of the class lectures and copies of any overheads that will be used for the week. Kathy can follow the outlines and take notes directly on outlines.
- Further assess Kathy's social communication skills. Assessment should include observation of Kathy's interactions with different people (e.g., teachers, classmates) in different situations (e.g., classroom, passing in the hall, cafeteria). The observations may help determine what social situations cause Kathy the most difficulty and whether social stories/scripts may be of help to her.