# BILINGUISTICS

BILINGUAL SPEECH AND LANGUAGE SERVICES

**Independent School District**
**101 Main St.**
**Austin, TX 78731**

✓ Initial Assessment
☐ Reevaluation
☐ Special Request
by ARD Committee

Date of Report
03/12/2010

**Speech and Language Report**
Determination of Disability and Educational Need

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**Name of Student:** Smith, John  **Age:** 10;8

**Grade:** 3rd

**Gender:** male

**Date of Birth:** 04/19/2000

**Identification Number:** 123-45-6789

**School:** Union Elementary

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**EXAMINERS:** Ellen S. Kester Ph.D., CCC-SLP

**REASON FOR REFERRAL TO SPECIAL EDUCATION:**
John underwent a speech-language evaluation in order to determine eligibility in the special education programs as speech-language impaired. He was referred due to difficulties in the general education classroom with lack of response to implemented interventions as well as results from a speech and language teacher checklist. Previous attempts to assist John include Dyslexia assessment, preferential seating, one-to-one assistance, visual support, as well as providing Section 504 accommodations. The Pre-Evaluation committee set forth the scope of this evaluation and is considered a part of this Full and Individual Evaluation. Teacher and parent information are outlined in the background information of this report.

**BACKGROUND INFORMATION:**

Background information from students, parents and academic personnel.

John is a 10-year-old male attending a regular 3rd grade classroom at Union E Independent School District. Based on information obtained on the parent qu_____ _____s with his father and his two brothers.

All sources for testing information including health academic, formal, and informal testing.

_____oom teacher reported that John generally cooperates with teacher's requests, he _____w situations easily, accepts responsibility for his actions, works cooperatively with _____as an even, usually happy disposition. John's teacher reported that John is functioning _____e in all academic areas. This is his second time to complete the third grade. John was also noted to have infrequent mis-pronunciations of words that make him difficult to understand at times.

John's father reported in the parent questionnaire that his son is distractible, has trouble concentrating, and is a loud, high-intensity child.

**SOURCES OF INFORMATION:**

| *Sources of Data Formal and Informal measures | Assessment dates | *Sources of Data Formal and Informal measures | Assessment dates |
|---|---|---|---|
| Parent Information | 04-12-2008 | Teacher Information | 09-2008 |
| Testing Observations | 02-27-2009 | Speech and Language Samples | 02-27-2009 |
| Voice and Fluency Evaluation | 02-27-2009 | School Nurse Information | 02-244-2008 |
| Comprehensive Assessment of Spoken Language (CASL) | 01-23-2009 | Language History Survey | 02-23-2009 |
| Clinical Evaluation of Language Fundamentals-4-Spanish | 02-27-2009 | | |

**Behavior During Testing:**
John was pleasant and cooperative through the entirety of the evaluation. He completed all tasks asked of him. John was very personable.  He shared stories about his father, brothers and sisters.

**LANGUAGE  (Communication and Communicative Status):**

**Language History:**

> Language dominance and use.

According to school documents, parent report, teacher report, and observa[...] himself best orally and is proficient in both English and Spanish.  English appears to be John's stronger language.

English and Spanish are spoken in the home, according to information provided on the parent questionnaire dated 4/12/2008.

John uses both English and Spanish at home and at school. He reports that he speaks more English than Spanish. John has received bilingual education until the present year.

The Speech and Language assessment was completed in both English and Spanish.

**Language:**
John is currently in an English third grade classroom. Information obtained from John's classroom teacher note receptive language skills in the average range for comprehending word meanings and following oral instructions. His teacher noted below-average receptive language skills in his ability to comprehend classroom discussion and remember information just heard. Expressively, his teacher reported average skills in his use of grammar for general understanding, relating a sequence of events in order (telling a story), and organizing and relating ideas and factual information. His classroom teacher noted below-average skills in his use of vocabulary and in his ability to express himself fluently when called upon to speak. His teacher further noted that John tries very hard in the classroom and really wants to do well; however, he has a lot of difficulty with the content of the activities.

> Language testing in both languages that includes formal testing, informal testing, and language samples.

To assess John's expressive and receptive language skills, standardized tes[...] both English and Spanish. Additionally, a language sample was obtained in [...] wordless picture book and conversation.

**Spanish Language**
The Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4) Spanish was administered to evaluate John's general language ability in Spanish.  John obtained the following results on the CELF-4 Spanish:

**Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4) – Spanish Subtest Scores**
(Mean=10; SD=3)

| Subtest | Standard Score | Percentile Rank |
|---|---|---|
| Concepts and Following Directions | 1 | .1 |
| Recalling Sentences | 2 | .4 |
| Formulated Sentences | 1 | .1 |
| Word Classes-Expressive | 2 | .4 |
| Word Classes-Receptive | 2 | .4 |
| Word Classes-Total | 2 | .4 |

## Core Score and Indexes
(Mean=100, SD=15)

| Core Score and Indexes | Standard Score | Percentile Rank |
|---|---|---|
| Core Language Score | 43 | <0.1 |
| Receptive Language Index | 50 | <0.1 |
| Expressive Language Index | 51 | 0.1 |

Overall, John's Receptive and Expressive language skills in Spanish were below average for a child of his age. It is important to note that John reported that he speaks more English than Spanish.

**Receptive Language:**
In Spanish he struggled to understand shared relationships among two words presented orally without pictures. On the Concepts and Following Directions subtest, he also exhibited difficulty following directions and understanding inclusion/exclusion concepts, location concepts, sequencing, conditionals, and temporal concepts. He also demonstrated difficulty with his ability to repeat sentences of increasing length and complexity. Specifically, he had difficulty repeating complex sentences that included coordination (e.g. "y"), relative clauses, and verbal phrases. He also had difficulty repeating sentences that included negation, interrogatives, and passive constructions.

**Expressive Language:**
John struggled in his ability to produce grammatically and semantically correct sentences when looking at a specified pictures and given a specified word or phrase. Specifically, he demonstrated difficulty with nouns, verbs, adjectives, and adverbs. He also had difficulty expressing the shared relationships between related words that were orally presented without pictures.

Oral Language Sample**:**
Results from a language sample taken in Spanish are consistent with John's performance on the CELF-4 Spanish. He struggled constructing complete grammatically and semantically appropriate sentences when re-telling a story from a wordless picture book. His narrative switched back and forth from Spanish to English. He struggled marking articles correspond appropriately to nouns and retrieving word in Spanish. Furthermore, his narrative lacked in description and was disorganized in content. The following is a portion of his story in Spanish:

> *"The niño dropped the owl. The perro, la perro está de la pispa (avispa?).*
> *Un owl está jugando este nino. Un, a deer threw la niño, la perro tiró the*
> *niño the, and perro y ya splash. La perro está, la perro está…Oh man I*
> *forgot it! The niño está, está, oh man, está loud and then he says, he says,*
> *allí un frog."*

**Core Spanish Language:**
Results from the assessment of Spanish language skills indicate below average expressive and receptive skills. Specific areas of difficulty included vocabulary, following directions, narrative skills, sentence construction, syntax, and verbal morphology.

## English Language
The core section of the Comprehensive Assessment of Spoken Language (CASL) was used to evaluate John's oral language skills in English. John obtained the following subtest and Core language scores on the CASL in English:

## Comprehensive Assessment of Spoken Language (CASL)
(Mean=100; SD=15)

| Subtest | Standard Score | Percentile Rank |
|---|---|---|
| Antonyms | 66 | 1 |
| Syntax Construction | 68 | 2 |
| Paragraph Comprehension | 95 | 37 |
| Nonliteral Language | 72 | 3 |
| Pragmatic Judgment | 76 | 5 |
| **CORE Language Score** | **70** | **2** |

John's scores were within normal limits on the Paragraph Comprehension subtest. His scores on Antonyms, Syntax Construction, Nonliteral Language, and Pragmatic Judgment were significantly below average.

**Receptive Language:**
The Paragraph Comprehension subtest evaluates the student's ability to listen to short passages and respond to questions related to the paragraph.  This skill was one of John's strengths. The Nonliteral Language subtest evaluates the student's ability to understand nonliteral language in which the spoken language cannot always be taken for its literal meaning.  This subtest specifically assesses the student's ability to understand sarcasm, figurative language, and indirect requests. John's score on this subtest was in the below average range. Difficulty with nonliteral language tasks can be difficult for a student who is an English second language learner, as their exposure and experiences with such nonliteral language examples has likely been reduced. The Pragmatic Judgment subtest evaluates the student's knowledge and appropriate use of pragmatic language rules in English. John's score on this subtest was in the below average range for a child of his age. John's performance on this subtest could partially be attributed to English as a second language, as he may have reduced experience with appropriate language use in English. Neither his father nor his classroom teacher noted pragmatic language concerns.

**Expressive Language:**
The Antonyms subtest measures a student's word knowledge, specifically the ability to identify word opposites, as well as their word retrieval skills.  John's score on this subtest was in the below average range for a child of his age. The Syntax Construction subtest measures the student's ability to construct complete sentences using specific morphosyntactic rules. In this subtest the student must either combine sentences using specific constraints given by the examiner, express the same meaning of a sentence in an alternate manner, repeat sentences, or answer questions. John's score on this subtest was in the below average range for a child of his age. The Pragmatic Judgment subtest evaluates the student's knowledge and appropriate use of pragmatic language rules in English. John's score on this subtest was in the below average range for a child of his age.

Oral Language Sample**:**

The English oral language sample was more fluid and organized when compared to the Spanish language sample. In the English language sample John appropriately used both regular and irregular past tense verbs, marked plurals when appropriate, and used adequate vocabulary for the story re-tell.  John's story re-tell was fairly short. He generally used very simple sentences that lacked in description. He did not use complex sentences. For a child of his age, narratives generally include character descriptions, use of complex sentences, as well as linking actions to consequences. The following is a portion of John's story re-tell:

*"He checked his boots and the dog put his head in the drawer. They looked*
*out the window. The dog fell. The jar broke. The dog licked the boy. The*
*dog started barking at the bees. Then a chipmunk came out."*

**Core English:**
On the CASL, the Core Language score was in the below average range in English for a child of John's age. As mentioned earlier, lower scores on the vocabulary, nonliteral, syntactic, and pragmatic subtests, as well as his Core Language score could partially be attributed to English as a second language. When interpreting his performance on the individual subtests of the CASL, it must be taken into account that English is John's second language and is likely still developing. However, given that John currently uses English more than Spanish, his Core Language score of 2 standard deviations below the mean, indicates overall language skills that are below average with respect to age.

Overall, results from standardized testing, information obtained from a language sample, and the Bilingual Speech-Language Pathologist's observations, indicate John's receptive and expressive language skills appear to be below average for a child of his age, with specific deficits in narrative/ story telling abilities, vocabulary, verbal morphology, and syntax.

**Articulation:**
John's articulation skills were evaluated using formal and informal measures.  The Spanish Articulation Measures (SAM) was used to formally assess his articulation at the single word level. John's articulation skills are within the average range with respect to children his age. speech sample was collected as well as a guided reading sample to collect data on fluent reading.

> Formal and informal articulation, voice, and fluency evaluations that includes academic and therapeutic relevance.

SAM
On the SAM, John produced 38/40 (95%) single words correctly.  Of these errors, 1/4 cluster omission (pata for pasta), and 1/40 was an /r/ cluster omission  (tes for tres). were stimulable with minimal assistance.

Reading Trial
During reading, John presented with the same errors as on the SAM.  These distortions and errors existed at the single word level.   He was able to correct these words with minimal assistance (separating the /r/ and /s/ when in error).  He did demonstrate the ability to produce /r/ and /s/ in other word positions spontaneously.  He correctly produced the words when cued with minimum support.

Trial Therapy – Consonant Clusters
 The cluster errors (both /r/ and /s/) were correctable at the syllable and word level.   John can produce these sounds in isolation.

Articulation results and interpretations
John produces all sounds in isolation and can identify when someone cannot understand him.  With the /s/ and /r/, he can produce these sounds in isolation and at the word and phrase level without error and needs minimal cueing when these sounds are in clusters.

John's articulation skills are within normal limits.  Prior concerns were voiced about misarticulations but these sounds are only present in clusters, not present in writing, and immediately correctable with one verbal cue.

**Voice:**
The areas of pitch, intensity, quality, and resonance were all assessed informally.  Performance was within normal limits for age and gender.

**Fluency:**
John's fluency of speech appeared to be within normal expectations.

**PHYSICAL ABILITIES (including motor abilities)**
There are no current concerns about physical abilities.

John passed his vision screening utilizing the Snellen on 9/25/2008. He additionally passed the hearing screening utilizing sweep audiometry on 9/25/2008.

Informal evaluation of John's oral motor skills revealed the structure and function of his system to be adequate for normal speech production.

**\*SOCIOLOGICAL**
No sociological concerns were reported.  In conversation with the examiner, John indicated about his brother who was incarcerated and his mother who is no longer living with him.

CULTURAL, LINGUISTIC, AND EXPERIENTIAL BACKGROUND
✓ Comes from a non-English speaking home or geographic area
☐ Home and school experiences are incongruent
☐ Recent immigrant
☐ High family mobility or migrant

☐ Displays heightened stress in cross-cultural interactions
☐ Limited or sporadic school attendance
☐ Few readiness skills
☐ Other:

| YES | NO | |
|-----|-----|-----|
| ✓ | ☐ | CULTURAL AND/OR LIFESTYLE FACTORS may influence this student's learning and behavioral patterns. |
| ☐ | ✓ | This student's sociological status indicates a LACK OF PREVIOUS EDUCATIONAL OPPORTUNITES.  If yes, explain: |

**\*EMOTIONAL/BEHAVIORAL**
John's emotional/behavioral skills were reported as average by his classroom teacher.

**\*ACADEMIC PERFORMANCE**
John is currently repeating the 3$^{rd}$ grade.  Academic performance was reported to be below average by John's classroom teacher.

**ASSISTIVE TECHNOLOGY:**
Based upon the current evaluation with information from multiple sources, assistive technology devices/services are not recommended at this time.

**SUMMARY AND RECOMMENDATIONS:**
John is a 10-year-old third grader who was evaluated to determine eligibility for Speech/Language Special Education services. He was cooperative during the assessment process and appeared to put forth a good effort.  Based on information gathered from standardized testing, parent report, and informal evaluation information, John's language skills were below the average range for a child of his age. He exhibited difficulty in the following areas:  John would benefit from speech therapy services from a Speech-Language Pathologist.

**Suggestions/ Accommodations:**
- Provide visual aids (pictures, graphic organizers, story templates, written guide, etc.)
- Provide repetitive concrete demonstrations/models/examples
- Place an emphasis on critical information
- Teach vocabulary in multiple contexts.

Information from educational records.

Suggestions and accommodations for speech pathologists and classroom teachers.

- Relate new information to acquired knowledge
- Assess prior knowledge before introducing new topics, concepts
- Pre-teach relevant vocabulary or background knowledge
- Provide specific vocabulary instruction such as the meaning of common prefixes, suffixes, root words
- Incorporate interests and prior knowledge areas into instructional activities
- Keep oral directions short and simple
- Ensure directions are understood; have student paraphrase directions
- Teach memory strategies (chunking, verbal rehearsal visual imagery)
- Provide immediate feedback
- Provide a list of steps that will help organize behavior and recall.
- Teach memory aids such as verbal mediation or rehearsal, and mnemonic
- Provide multisensory learning; use visual, kinesthetic, vocal and audit appropriate
- Limit the number of new facts, words, concepts presented in one session
- Cue him to repeat a word correctly if misarticulated

IEP goals and objects in Spanish and English for ease of planning, parent information and ARD facilitation.

**Recommended IEP Goals**
- John will demonstrate listening comprehension skills by answering questions and following directions in 7/10 trials without cues.
  - *John demonstrará habilidades de escuchar por responder a preguntas y seguir instrucciones en 7/10 oportunidades sin ayuda.*
- John will follow 2-step directions involving prepositions in 7/10 trials without cues.
  - *John seguirá instrucciones que incluyen preposiciones de 2 pasos en 7/10 oportunidades sin ayuda.*

- John will sequence a story or activity that includes 4-5 parts in 7/10 trials with minimal cues.
  - *John pondrá orden a un cuento o actividad que incluye 4-5 partes en 7/10 oportunidades con ayuda minima.*

- John will tell a story from the past including 3-4 details in the right order.
  - *John dirá un cuento del pasado que incluye 3-4 detalles con un orden apropriado.*

- John will use order words such as "first, then, next, last" to order a story without help.
  - *John usará palabras como "primera, luego, entonces, al final" para poner orden a un cuento sin ayuda.*

- John will express the relationship between two orally-presented words in 7/10 trials with minimal cues.
  - *John dirá la relación entre dos palabras presentadas oralmente en 7/10 oportunidades con ayuda minima.*


_____         _____
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BICS and CALP specific to John Smith

Acquisition of a second language covers approximately a seven year time frame. The socialization of a language and rudimentary skills needed to communicate within a society take about three years to develop. Language that is needed for academic work requires an additional 3-5 years of exposure and lea...

John has been attending school within the United States since Pre-... (5 ½ years). The program that he has been attending... language/bilingual/ESL program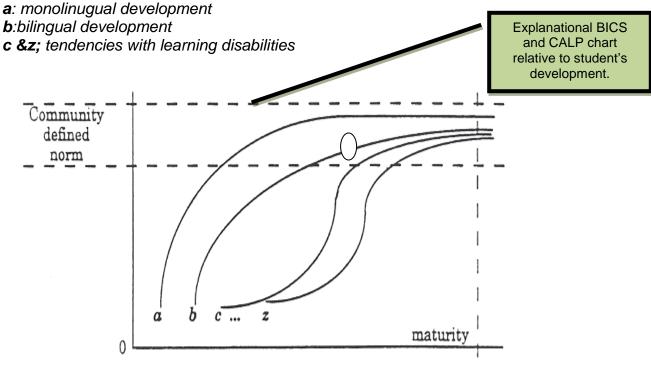s. Therefore, he has had seco... exposure for ~5 years with heavy Spanish influence (family + bilingual programs = >50% Spanish). This indicates that John has been in a time period where English academic topics have been salient for about two years.

Approximate BICS and CALP development based on student's educational history.

This chart demonstrates BICS and CALP. The OVAL is where John is most likely functioning.
**BICS (**basic interpersonal communicative skills): From *b* to the dotted line. This is a fast acquisition of skills need to communicate socially.
**The dotted lines** indicate the realm of academic proficiency. This begins at about 3 years post exposure to the second language.
**CALP** (cognitive academic language proficiency)**:** From the lower dotted line traveling towards the right. This denotes the slower progression of gaining academic knowledge and use of a language.
*a: monolinugual development*
*b:bilingual development*
*c &z; tendencies with learning disabilities*

Explanational BICS and CALP chart relative to student's development.



Progress over time