

CASE STUDY

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."

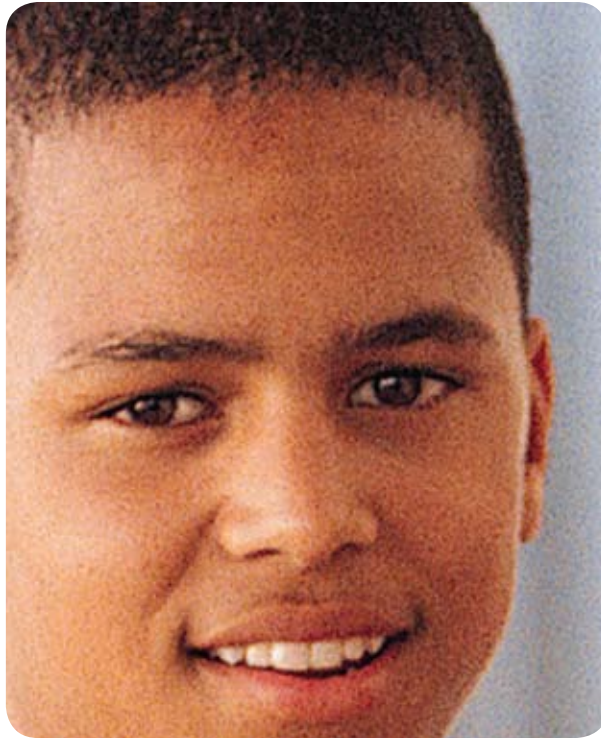
School: George has attended Abrego Elementary School since kindergarten. School records indicate that George's third grade teacher expressed concerns with his academic progress and referred him for testing. George was diagnosed as having a learning disability and began receiving special education services 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).

Pragmatics Profile: Met criterion of ≥ 142 (score 147)

Observational Rating Scale: Greatest concerns were in reading and writing



CELF[®]
Clinical Evaluation of Language Fundamentals
FOURTH EDITION

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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 C&FD											
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 FSq1/2											
Core Language Score and Indexes											
Sum of Subtest Scaled Scores		21		11	20			20		19	
Standard Score*		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	
	Core Language	Receptive Language	Expressive Language	Language Content	Language Memory	Working Memory					

*See Appendix D in Examiner's Manual.

Composite Score Chart

Score	CL	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						

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*	62	80	-18	12	Y	4.0	.15 (05)
Language Content-Memory Index*	80	78	2	12	N	—	.15 (05)

*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	CAFD			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.

Score	CAFD	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
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

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
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