

**Mishicot Public Schools
Speech/Language Report
Confidential**

I. General Information

1. Child's Name:	Brendan Dassey
2. Birth Date:	10-19-89
3. Chronological Age:	15-11
4. Sex:	Male
5. School:	Mishicot High School
6. Grade:	10
7. Building Principal:	Debbie Knox
8. Parent/Guardian:	Barbara Janda & Peter Dassey
9. Address:	12930A Avery Road Two Rivers, WI 54241
10. Phone #:	[REDACTED]
11. Examiner:	Amy A LaFave, MS-CCC-SLP
12. Examination Dates:	September 22 nd and 27 th , 2005

II. Reason For Evaluation

Brendan's language skills are being assessed due to the three-year evaluation being due at this time.

III. Background Information

Brendan has been seen twice per week for 30-minute sessions to address his language skills. Please refer to the school psychologist's report (Kris Schoenenberger-Gross) for more specific details of Brendan's background and additional services that were provided by the school district.

IV. Tests Administered

Comprehensive Assessment of Spoken Language (CASL): portions of this test
Clinical Evaluation of Language Fundamentals – 4th edition (CELF-4)

V. Test Results & Observations

Brendan willingly participated in testing but appeared insecure and hesitant when responding to questions. Brendan was able to stay focused on the tasks but required encouragement to respond with longer answers and to guess even when he wasn't completely sure of himself. Brendan occasionally asked for clarification and repetition of the questions but does not initiate or maintain conversation. Volume is slightly improved in the therapy sessions but minimal to no changes in the classroom. Brendan uses minimal eye contact, gestures and variation of pitch during conversation within the therapy sessions and in the classroom.

Brendan's scores on portions of the CASL are listed below.



Subtest	Standard score	Age Equivalents
Idiomatic Language	68	10-2
Sentence Comprehension	76	9-8
Nonliteral Language	83	11-8
Inference	78	11-4

The CELF-4 was given during 2 separated sessions to assess Brendan's receptive and expressive language skills. Status per subtest is as follows:

<u>Subtests</u>	<u>Scaled Score</u>	<u>Percentile Rank</u>	<u>Age Equivalent</u>
Recalling Sentences	1	.1	5-8
Formulating Sentences	5	5	9-9
Word Classes –Receptive	5	5	10-3
Word Classes –Expressive	6	9	10-3
Word Classes-Total	5	5	10-6
Word Definitions	6	9	10-2
Sentence Assembly	3	1	7-9
Semantic Relations	4	2	8-6
Understanding Spoken Paragraphs	6	9	N/A
Number Repetition –Forward	5	5	5-3
Number Repetition –Backward	4	2	6-3
Number Repetition –Total	3	1	5-8
Familiar Sequences (1/2)	8	25	11-9

Core Language: standard score: 66 and percentile rank: 1

Receptive Language: standard score: 70 and percentile rank: 2

Expressive Language: standard score: 63 and percentile rank: 1

Language Content: standard score: 70 and percentile rank: 2

Language Memory: standard score: 58 and percentile rank: .3

Working Memory: standard score: 75 and percentile rank: 5

Pragmatics Profile: Teachers were asked to rate various areas of pragmatics. Brendan's ability to respond to social routines/rituals, conversational skills, nonverbal communication and asking, giving and responding to information were rated on a scale of 1-4 (1=never, 2=sometimes, 3=often, 4=always). Four of Brendan's teachers responded with the following results:

Teacher 1: 22

Teacher 3: 74

Teacher 2: 94

Teacher 4: 143

All 4 teachers had items that were not observed due to limited interaction in the classroom. To be within his age range Brendan would have needed to score > 142, which was not achieved for 3 out of 4 teachers. This indicates inadequate communication abilities in various contexts. To see the areas that were the most difficult, please refer to the pragmatic profile page. Items that 1 or more teachers responded with a score of 1 (never) were placed on this list. The average score was a 2 (sometimes) when responding.

Pragmatic Profile

Areas of significant difficulty are:

- Maintains eye contact and appropriate body position during conversation
- Begins and ends conversations appropriately
- Asks for/responds to requests for clarification during conversation
- Maintains topics using appropriate strategies (i.e. nods, responds with hmmm)
- Participates/interacts appropriately in structured group activities
- Participates/interacts appropriately in unstructured group activities
- Asks for clarification if he is confused or if the situation is unclear
- Starts/responds to verbal and nonverbal negotiations appropriately
- Reminds others/responds to reminders appropriately
- Asks others to change their actions/states appropriately (i.e. please move, stop tapping)

Non-verbal:

Difficulty with understanding of:

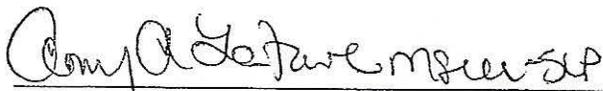
Facial cues, reading body language and tone of voice

Difficulty using appropriate:

Facial cues, body language, voice intonation, adjusting body distance, using nonverbal cues appropriate to the situation, expressing messages nonverbally and knowing how someone is feeling based on nonverbal cues.

VI. Discussion & Summary

Overall Brendan demonstrates significantly delayed receptive and expressive language skills, memory (short-term, immediate and working), vocabulary, sentence comprehension, pragmatics and areas of abstract language (i.e. idioms). Brendan's language standard scores range from 58 to 83 with an overall language score of 66. Brendan's strengths are in his willingness to participate in speech therapy, knowledge of familiar sequences and his articulation skills. This information will be shared with the IEP team.


Amy A LaFave, MS- CCC-SLP