Laura Suter's extra probest data for Nigel Burn's War 2015

Concepts & Following Directions (C&FD)

Scores

Receptive Language index Language Content index **Materials Needed**

Stimulus Book 1 C&FD Stimulus Sheet Repetitions

None allowed

0

Discontinue Rule

After 6 consecutive zero scores

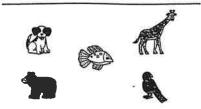
Special Considerations: If the child fails to identify all animals in the Familiarization items, even after prompting, do not administer the subtest. Wait until you are CERTAIN that the child has completed his or her response to each item before presenting the next item.

Circle 1 for a correct response and 0 for an incorrect response.

Familiarization 1



Familiarization 2

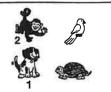


 Subtest not administered because the child did not point to correct animals in Familiarization items.

Trial 1



Trial 2



Response Key

1; 2, 3 = specified order of individual responses

★ = any order of response

and = both must be selected

Score

C-0-0

	*	Score
1.		1 0
2.		
	*	1 0
3.		1 (0)
4.		1 (0)
5.	A LOO	(1) o

6.	1 or 1	(1) o
7.		1 0
8.		1 6
9.		1 (0)
10.		1 6
moke	and and and	1 (0
12.		1 (0)
13.		1 10
	Subtota	1

Concepts & Following Directions continued on next page.

Recalling Sentences (RS) continued

	g g	0	74.	10°	4 E
8.	The play castle was built by the girls and boys.	3	2	1	0
9.	The kindergartner cannot cross the street by himself.	3	2	1	0
10.	Because tomorrow is Saturday, we can stay up late tonight.	3	2	1	0
11.	The toy was not returned to the shelf by the girl.	3	2	1	0
12.	The dad bought a book for his son who likes funny stories.	3	2	1	0
13.	The girl who won the prize at the school party was very excited.	3	2	1	0
	Column Subtotals				
	Sum of Column Subtotals = Raw Score				

Basic Concepts (BC)

Scores

Receptive Language index (Ages 3–4) Language Content index (Ages 3–4) Supplementary (Ages 5–6) **Materials Needed**

Stimulus Book 1

Repetitions Allowed 0

Discontinue Rule

After 5 consecutive zero scores

Circle the letter corresponding to the child's response. Circle 1 for a correct response and 0 for an incorrect response. Correct responses are in color. The child must give two correct responses to score 1 for Item 18.

Demo Look at these children [point to each picture as you talk about it]. This is a baby. The baby is little. This is a girl. She is little, too. And this is a boy. The boy is big. Look at the children again. Point to the one who is big. (C)

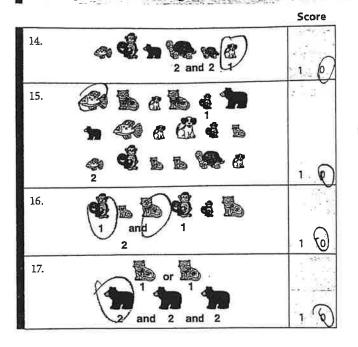
Trial Look at these pictures. Point to the one who is sad. (A)

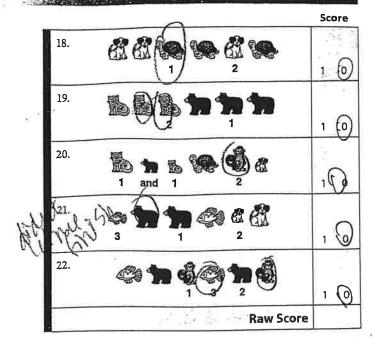
100		Score
1. inside	A) B C	1 6
2. pointing up	A) B C	1 6
3. empty	A /B) C	① ·
4. first	Авс	0 0
5. cold	A BC	1 🔘
6. tall	(A) В С	1 (0)
7. long	(A) B C	(f) 0
8. many	A B C	0
9. full	А В С	1 6
- a mar - a - a - a - a - a - a - a - a - a -	0 (04)	pluser

		Score
10. slow	(A) B C	1 (0)
11. alone	(AB)E	1 (0)
12. dry	A 73€ C	1 10
13. hard	В В С	① ·
14. large	(A)B	1 (0)
15. at the bottom	A A C	1 (0)
16. different	A & C D	1 (0)
17. last	B C D	1 (0)
18. same	A BC D	10
	Raw Score	

5/4/2015	At HS, SLP w/ Nigel at lunch
5/6/2015	No School - walk out
5/7/2015	Ident action in pic w/ full sent (some initial sound cue) +++++/+-/ Nigel hasn't seen these items since sometime last school year; ident pic +/+//+++- func +++-++M+ again Nigel hasn't seen these items since sometime last school year; def animals Teach Me Language p 48; full sent models for team present; collab w/ Amanda & set time for programming next week
5/8/2015	Collaboration w/ Tessa re programming
5/12/2015	Collaboration w/ Shanna re eval results & w/ Shanna & Amanda re programming; mtg w/ Stacey & team
5/13/2015	Develop commenting card for walks after collab w/ Tessa
5/14/2015	Group Game; email re elevated behaviors (bouncing, respiration, vocalizations, etc)
5/15/2015	Collab w/ Tessa; modify iPad to add commenting during walks
5/20/2015	Group Game

Concepts & Following Directions (C&FD) continued





Recalling Sentences (RS)

Scores

Expressive Language index Language Structure index

Materials Needed

Stimulus Book 1

Repetitions

None allowed

0

Discontinue Rule

After 3 consecutive zero scores

Circle the score in the OK column for an exact repetition of the sentence. If the response is not an exact repetition, circle the score in the appropriate column based on the number of errors (note that scores change for each section). Record errors by marking the sentences or writing the incorrect response verbatim in the space provided. See chapter 2 of the Examiner's Manual for more information on how to use editing symbols.

Editing Symbols omission—watched repetition ~ Did the... addition word the film transposition Did the girl substitution watched watched.

Trial 1 The dog is eating his food.

Trial 2 What is in the box?

1. He is nice.

2 1 0
2 1 0

		0		~	4
3.	The boy fell and hurt himself.	3	2	1	0
4.	Didn't the boys eat the apples?	3	2	1	0
5.	The rabbit was not put in the cage by the girl.	3	2	1	0
6.	Was the teacher followed by the children?	3	2	1	0
7.	The big, brown dog ate all of the cat's food.	3	2	1	0
	Column Subtotals				



EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST

4TH EDITION RECORD FORM

Name: Mall burns	Gender:	Grade:	: _8	
School / Facility: Indentity	Examiner:	LSull	V	
Reason for Testing:	Date of Testing Date of Birth Chronological Age *Do not round months up	year year year year year year	month month month exceed 15.	day () day day*
Comments: peral at uge 14 So started a beginning + reach can eness: this is a	but celling m morea fordia,	mediate acception	icy viac wither mg with	and pettion

Raw	Standard
Score: Vq	Score:
Age	Percentile
Equivalent: Z-8	Rank:
Confidence Level: 90	% 95% (circle one)

^{**}See table on back page of Record Form

Comparison of Expressive and Receptiv	e Vocabulary
Expressive (EOWPVT-4) Standard Score	
Receptive (ROWPVT-4) Standard Score	
Difference	
Statistical Significance*	Y/N
Percent of Sample with this Difference*	

^{*}See tables D.1 and D.2 of test manual for values.



Summary of Instructions for Test Administration

Refer to the test Manual for complete instructions.

General Instructions: Say: "I am going to show you some pictures, and I want you to tell me the <u>ONE</u> word that names each picture. Let's practice first."

Administration: Administer the example items to all examinees. Then begin with the test plate that corresponds to the examinee's chronological age. If a basal is not established on the first eight (8) items administered, work backward until eight (8) consecutive correct responses are made. Then return to where you left off and work forward until six (6) consecutive incorrect responses are made.

Scoring: Write down the response to each item. Put a slash mark through the item number for an incorrect response. Responses that include the root word are scored as correct. The presence or absence of an inflectional ending which indicates number or tense has no bearing on the acceptability of a response.

Basal: Established by eight (8) consecutive correct responses.

Ceiling: Established by six (6) consecutive incorrect responses.

Recording Responses: Record in the space after each word all responses, whether right or wrong. This will prevent the examinee from making an analysis of his or her success or failure.

Prompts: Use a prompt for each item. This identifies the elements in the illustration to which the examinee is to respond. For the majority of items, the prompt "What is this?" is appropriate. For items in which a different prompt should be used, the prompt is listed with the item. If a prompt is not listed with the item, the prompt "What is this?" should be used.

Cues: For responses indicating that the examinee is not attending to the appropriate feature of the illustration, use a verbal cue that directs the examinee's attention. Different cues are used for object, action, and concept items. Refer to the Manual for instructions and examples of appropriate cues.

Item Starting Points					
Age	<u>Item</u>	<u>Age</u>	<u>Item</u>		
2-0 to 2-11	1	7-0 to 7-11	55		
3-0 to 3-11	15	8-0 to 9-11	65		
4-0 to 4-11	25	10-0 to 11-11	<i>7</i> 5		
5-0 to 5-11	35	12-0 to 13-11	85		
6-0 to 6-11	45	14-0 and Older	95		

Obtaining a	Raw Score
Ceiling Item #*	50
Minus Errors	- 21
Raw Score	= 1 29
Transfer the Raw	Score to Page 1

Use the prompt "What is this?" with each item unless another prompt is listed with the item.

EXAMPLES

C. • What is she doing?

Age 2-0 to 2-11 Start Here

1. apple 1/1 9/1/1

2. • What are these? (point to eyes)

3. tree 4/1/

4. kitty / kitten / cat

6. telephone(-s)

7. bike / bicycle

8. monkey / ape

9. boat

10. bird 🕍 🕡 🦽

11. plane// airplane / jet

2. banana Odkano

13. elephant elephan

Age 3-0 to 3-11 Start Here

15. swing 5001-c

16. ear 1/1V

17. heart __h_

18. duck ______

19. key

20. • What is she doing?

24. sofa / couch / divan

22. truck fruck

23. leaf

24. train _____

Age 4-0 to 4-11 Start Here

25. pillow

26. coat / jacket) _______ 27. cup _______

28. hair @ns

^{*} If more than one basal or ceiling is established, use the highest basal and the lowest ceiling.

29. cloud(-s)	Age 7-0 to 7-11 Start Here	82. lobster / crawfish / crayfish /
30. penguin	55. footprint(-s)	crawdad
31. bus <u>bus</u>	56. tire	83. stool
32. foot <u>feet</u>	57. • What are these used for?	84. compass
33. bee _ bee S	light(-ing, -s)	Age 12-0 to 13-11 Start Here
34. corn <u>La?</u>	58. pineapple	85. trumpet
Age 5-0 to 5-11 Start Here	59. skeleton	86. paw
35. basket 15	60. antlers / horns	87. battery(-ies)
36. fireman / firefighter 4005hc	61. • What ONE word names all of these?	88. ostrich
37. • What ONE word names all of these?	instruments	89. chess
animal(-s) Cov	62. bottle(-s)	90. microphone Mustical
38. • What is he doing?	63. dentist	91. thermometer
paint(-ing, -er)	64. waterfall	92. percent(age)
39. rug / carpet / mat	Age 8-0 to 9-11 Start Here	93: • What are they doing?
40. skateboard Collersheat	65. raccoon	skydive(-er, -s, -ing) /
41. • What ONE word names all of these?	66. cactus	parachute(-er, -s, -ing)
clothes / clothing Quiles	67. telescope	94. stadium / arena fah
42. tiger +	68. statue(-s)	Age 14-0 and Older Start Here
43. bridge	69. • What are these used for?	95. • What are these used for?
44. • What ONE word names all of these?	write(-ing) / draw(-ing)	measure(-er, -s, -ing) White
food hanbeurger	70. • What ONE word names all of these?	96. windmill
Age 6-0 to 6-11 Start Here	furniture	97. wheelbarrow
45. starfish	71. • What are these used for?	98. saddle
46. • What ONE word names all of these?	cut(-ing)	99. reptile(-s)
bugs(-s) / insect(-s)	72. binoculars	100.• What ONE word names all of these?
47. smoke 0104 ds	73. fireplace	spring(-s)
48. straw 21.1 Co	74. • What is he doing?	101. tweezer(-s)
49. • What ONE word names all of these?	sewing / mending	102. water
suitcases / luggage / baggage	Age 10-0 to 11-11 Start Here	103. banjo
	75. wrench	104. graph / chart
59. • What ONE word names all of these?	76. rectangle / parallelogram	105. boomerang
fruit and 116	_14	106. • What are these used for?
51. • What ONE word names all of these?	77. • What are these used for?	transportation / travel / vehicle(-s)
bones	time(-ers, -ing)	
52. • What ONE word names all of these?	78. leopard / jaguar / cheetah	107. laptop / computer
drink(-s) / beverage(-s) /		108. celery
refreshments	79. mail	109. stump
53. goat	80. pyramid(-s)	110. • What ONE word names all of these?
54. wall	81. shield	fraction(-s)

111. direction(-s)	136. stirrup	164. beaker
112. dock / pier	137. kayak	165. • What ONE word names all of these?
113. microscope	138. hourglass	gauge(-s) / meter(-s)
114. greenhouse / hothouse	139. reel	166. otter
115. • What ONE word names all of these?	140. squeegee	167. trowel / float
feeling(-s) / emotion(-s) /	141. beret	168. galaxy
expression(-s) / reaction(-s)	142. sphinx	169. parallelogram / rhomboid
	143. poultry / fowl	170. yoke
116. hoof	144. prescription	171. louver
117. scale(-s) / balance	145. gear(-s) / cog(-s)	172. metronome
118. hammock	146. • What is she doing?	173. caster
119. hexagon	hurdle(-ing, -er)	174. aviary
120. clarinet	147. candelabra	175. clef(-s)
121. skyscraper	148. tine / prong	176. thistle
122. • What ONE word names all of these?	149. origami	177. isthmus
fungus / fungi / mushroom(-s)	150. anvil	178. • What ONE word names all of these
	151. • What is he doing?	invertebrate(-s)
123. bulldozer	survey(-or, -ing)	179. monocular
124. scroll	152. silhouette	180. sextant
125. • What ONE word names all of these?	153. clamp	181. shard
symbol(-s) / sign(-s)	154. hieroglyphic(-s)	182. outrigger
126. Africa	155. observatory / planetarium	183. scarab
127. funnel	156. protractor	184. tangent
128. stethoscope	157. pommel / horn	185. corona
129. asparagus	158. • What ONE word names all of these?	186. serif
130. appliance(-s)	percussion	187. dais
131. column / pillar	159. cabana	188. apogee
132. eclipse	160. abacus	189. dolmen
133. thermostat	161. flotilla / fleet	190. plinth
134. awning	162. sickle / scythe	
135. tripod	163. filament	

Basal: 8 consecutive correct responses. Ceiling: 6 consecutive incorrect responses.

EOWPVT-4 Confidence Intervals by Age

Age	90% CI	95% CI	Age	90% CI	95% CI	Age	90% CI	95% CI
2	6.31	7.50	8	5.37	6.37	15–16	5.59	6.64
3	5.80	6.89	9	5.37	6.37	17–19	5.48	6.51
4	5.42	6.44	10	5.13	6.10	20–49	6.76	8.03
5	6.26	7.44	11	4.70	5.58	50–69	5.75	6.83
6	3.99	4.74	12	5.07	6.03	70+	4.29	5.09
7	5.42	6.44	13–14	5.62	6.67			

Day

Month

Year

PPV77

Peabody Picture Vocabulary Test, Fourth Edition Lloyd M. Dunn, PhD Douglas M. Dunn, PhD

オートー	Douglas M. Dunn, PhD
Name: Ningl STATMS	Sex: □F ☑M ID#:
Address:	Current Grade:
City:	or Level of Education Completed:
State: ZIP:	School/Agency: INLA (1100 C)
Home Phone:	Teacher/Counselor:
Language Spoken at Home:	Examiner:
Reason for Testing:	

NORMS USED: Age

Age*
*Do not round up.

Birth Date

Test Date

0.1% 2.2% 13.6% 34.1% 34.1% 13.6% -5SD		Graphical Profile				/					/—	/				
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	IJ		0.1	%	1	13.6%		34.1%		34.1%		3.6%		2.2%	0.1%	»//
20 30 40 50 60 70 80 90 100 110 120 130 130 130 130 130 130 130 130 130 13	1	-5 <i>SD</i>	-4SD	-3 <i>SD</i>	-25	Ö.	-1 <i>SI</i>	0	Avg.		+1 <i>SD</i>		-2 <i>SD</i>	+3	+3 <i>SD</i>	+4 <i>SD</i>
1 2 5 9 16 25 37 50 63 75 84 91 95 98		+ .	+	+ :-	+ .	+	<u> </u>	+8-	<u> </u>	+ =	-	1 20 -	130	140	+ 120	160
1 1 20 30 40 50 80 90					+ ~ ·	- 22	91 -	-	-22-	-	- 84 -	١.				
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Recommendations

%26□ %06□ 3 Grade: Spring **Score Summary** Grade: Fall Normal Curve Equivalent (NCE) Growth Scale Value (GSV) (Table B.5 or B.6) Confidence Interval ☐Grade Equivalent (Table B.6) Standard Score (Table B.1, B.2, or B.3) (Table B.1, B.2, or B.3) ☐ Age Equivalent (Table B.5) (From box on page 2) RAW SCORE Percentile Stanine (Table B.4) (Table B.4) (Table B.4)

Administering Items

The **Training Items** must be administered first. Directions are listed on the training easel pages.

The **Start Item** is the first item in the age-appropriate item set. Start Items are listed in the right-hand column on this page, and on the tabbed easel pages.

The **Complete Set Rule** requires the administration of all 12 items in the set in order, beginning with the first item in the set.

The **Basal Set Rule** is one (1) or zero (0) errors in a set. Establish the Basal Set first. If necessary, administer earlier sets until the rule is met or until Set 1 is completed. Then test forward by sets until a Ceiling Set is obtained.

The **Ceiling Set Rule** is eight (8) or more errors in a set. Stop testing after giving **all** items in the Ceiling Set.

Recording Responses and Errors

- Record the examinee's response (1, 2, 3, or 4) on the record form by circling the corresponding number after the stimulus word for each item. The correct response is in red. See the example below.
- Indicate an error (incorrect or no response) by drawing an oblique line through the *E*, as shown below.

Example:

	▼ Start Ages 2:6–3:11	6-3:11			SE	SET 1
<u>.</u>	cat	-	0	m	4	Ŧ
2.	apple	1	7	m	4	E
3.	balloon	-	7	ම	4	Y
4.	hand	Θ	7	m	4	E

• For each set, record the number of errors in the box labeled "Number of Errors."

Calculating the Total Number of Errors

Transfer the number of errors per set to the boxes below, and add up the total errors. Be sure to use the *lowest* Basal Set and the *highest* Ceiling Set. See Chapter 2 of the manual for further details.

Set 3 (p	Set 6	Set 9	Set 12	Set 15		Set 19
Set 2 3	Set 5 4	Set 8	Set 11	Set 14		Set 18 So Total Errors
Set 1	Set 4 5	Set 7	Set 10	Set 13	Set 16	Set 17

Calculating the Raw Score

Record the number of the Ceiling Item, which is the last item in the Ceiling Set. For example, if the examinee's highest Ceiling Set was Set 6, the Ceiling Item would be 72. Subtract from the Ceiling Item the total number of errors made by the examinee (from the Basal Set through the Ceiling Set). The result is the Raw Score. See Chapter 2 of the manual for further details.

7	25	43
Ceiling Item	Total Errors	Raw Score

Transfer this Raw Score to the record form cover.

Start Your Administration Here

Training Items

All instructions for introducing the test and administering the Training Items are located in the easel.

3:11
ugno
6 Thr
ges 2:
Ā

Training Page A

	E	E	E	Ŧ
	4	4	4	4
	m	m	m	m
,	7	7	7	7
)	-	-	-	-
	A1. baby	car	A3. fish	A4. candy
	A1.	A2. car	A3.	A4.
- 67			_	

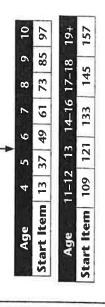
After the examinee responds correctly and without help to two Training Items, go to Item 1, and begin testing.



Ages 4 Through Adult

1, 2 (3) 4 E	U 2 3 4 E	1 2 3 (4) E	(2) 3 4 E
(m)	m	m	m
7	7	7	(2)
-	٦	-	-
B1. crying	washing	B3. hiding	B4. sitting
81.	B2.	ВЗ.	B4.

After the examinee responds correctly and without help to two Training Items, go to the appropriate Start Item, and begin testing.



• Basal Set Rule: One (1) or zero (0) errors in a set.

• Ceiling Set Rule: Eight (8) or more errors in a set.

Complete Set Rule: Administer all 12 items in the set in order, starting with the first item in the set.

	Start Ages 2:0-3:11	::0-2:11			351	4
- .	cat		(2)	m	4	Ŧ
2. 3	apple	-	7	m	4	щ
ا	balloon	7	(2)	m	4	ш
4.	hand	(I)	7	m	4	E
1	airplane	E	7	m	4	Ŧ
6. 1	bird	, – (7	(8)	4	4
7. t	tree	©	7	m	4	Ŧ
% •	table	-	7	d	4	ш
9.	drinking	-	7	m	4	Н
10.	frog	-	(2)) m ,	4	E
= -	money	-	7	®	4	E
12.	umbrella	-	7	m	(4)	E
		Number of Errors	ir of	Erro	57	6

	THE OWNER OF TAXABLE PARTY AND PERSONS ASSESSMENT OF TAXABLE PARTY.				
13.	running	-	(2)	m	4
(2)	window	-	4	×	4
15.	neck	-	7	m	4
16.	talking	-	7	m	(4)
17.	blue	-	(2)	m	4
18.	thumb	(y)	7	m	4
19.	grapes	-	7	٨	4
20.	swimming	-	(Z)	m	4
21.	circle	-	7	Mz	4
22.	mail	-/	7	3	4
23.	hammer	\bigcirc	2	m	4
	candle	-	7	DO	4

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H

	Start Age 6				SET
49.	knee	1	7	(£)	4
50.	donkey	7	7	m	4
51.	measuring	-	7	m	4
52.	huge	1	7	m	4
53.	coin	1	7	3	4
54.	porcupine	-	7	×	4
(5)	tearing	1	7	m	A
56.	rectangle	0	7	m	4
57.	full	-	(2)	m	4
58.	astronaut	-	7	6	4
(69)	ship	-	7	K	4
.09	hook	-	7	8	4
ĮΕ		Number of Errors	r of	Erro	5

m m m

4

m

Number of Errors

7 7

4

R

2

decorated

(66)

47. triangle

desk

48.

pouring

(45)

7

15

chin

4

4

m

caterpillar

43.

yawning

42.

	25. flag	(20) gate	27. sad	28. hopping	29. plant	30. kangaroo	31. muffin	32. game	33. barn	34. writing	35. ring	36. farmer	
				<u>6</u>)	00			š				Nun
	(2)	7 2	1 2	7	í∫ 2	7	1 2	1 2	7	1 2	1 2	1 2	Number of Errors
	3	m	m	۳)	3	2 3	m	2 3	2 3	2 3	2 3	2 (3)	of Err
병	4	A	4	4	4	4	T	4	4	4	4	4	ors
SET 3	E	4	Ē	4	E	E	ш	4	À	14	Ā	Ē	0

SET 6	3 4 E	324	(3) (4) E	33-47	3742 E	3 31 42 1	3 M E	3/47	3 -4 E	B/1/1	3 4/1	3 A A	
81	7	7	7	7	7	23	7	7	7	7	7	7	B
	-	-	-	-	-	-	-	-	1/	-	1	1/	N X
Start Age 7	map	lock	package	fruit	brain	goat	jewelry	statue	chain	leaking	cashier	binoculars	
	61.	62.	63.	64.	65.	.99	67.	68.	.69	70.	7.	72.	

шшшшф

SET 4

Start Age 5

37. zipper

nest

38.

Ч

4

M,

mountain

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41. pear

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• Complete Set Rule: Administer all 12 items in the set in order, starting with the first item in the set.

• Basal Set Rule: One (1) or zero (0) errors in a set.

• Ceiling Set Rule: Eight (8) or more errors in a set.

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17	E	E	E	E	Ŧ	Ē	Ŧ	E	Ŧ	E	E	E	
SET	2	4/	4	4	4	4	E	4	4	4	4	4	
	*	37	3	m	m	m	m	m	m	m	3	8	rrors
	7	7	7	7	7	7	7	22	7	7	7	7	Number of Errors
	13					_	_	_		/			ber
				_	(D)		_	_	-	_	_		dum
20										i			
Start Age 8		_			ica		ian			J	βl	ıte	
irt A	diving	raccoon	island	drilling	harmonica	يو ا	electrician	frame	tornado	peacock	annoying	parachute	
Sto	div	rac	isla	<u>i</u>	hai	time	ele	fra	Ş	be	anı	раі	
•	73.	74.	75.	76.	77.	78.	79.	80.	81.	82.	83.	84.	
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SET 8	E	Ē	Ę	E	E	Ē	E	E	Ŧ	Ŧ	E	E	Γ
SE	4	4	4	4	4	4	4	4	4	4	4	4	
Ġ.	m	m	m	m	m	m	m	m	m	m	m	m	rror
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Start Age 9	ng		βĘ			pa	F.		ng	se	ppy	۰	
Start	tugging	root	sharing	hive	guitar	terrified	camper	liquid	jogging	tortoise	unhappy	racket	
	85. 1	86.	87.	88.	89.	90.	91. (92.	93. j	94.	95. (96.	
									,	,			

•	Start Age 10				SE	SET 9
97.	antlers	-	7	m	4	E
98.	calculating	-	7	m	4	E
99.	pair	-	7	m	4	F
100.	printing	-	7	m	4	E
101.	missile	-	7	m	4	E
102.	angle	1	7	m	4	E
103.	jaw	-	7	m	4	E
104.	cliff	-	7	m	4	E
105.	rough	-	7	m	4	Ę
106.	nostril	-	7	m	4	E
107.	walrus	-	7	m	4	E
108.	compass	-	7	8	4	E
		Number of Errors	er of	Erro	rs	П

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10	E	F	Ę	E	F	E	E E	F	E	E	Ē	Ē	
SET 10	4	4	4	4	4	4	4	4	4	4	4	4	12
e i	m	m	m	8	m	m	m	m	m	m	m	m	Erro
	7	7	7	7	7	7	7	7	7	7	7	7	er of
	-	-	-	-	-	-	-	-	-	-	-	-	Number of Errors
Start Ages 11–12	pedal	construction	arriving	pyramid	arctic	signal	fictional	shore	deflated	sanding	greeting	bouquet	Ž
L	109.	110.	111.	112.	113.	114.	115.	116.	117.	118.	119.	120.	

•	Start Age 13				SET 11	=
121.	tropical	-	7	m	4	E
122.	exhausted	-	7	m	4	F
123.	funnel	-	7	m	4	E
124.	harvesting	-	7	m	4	E
125.	adjustable	-	7	m	4	E
126.	grain		7	m	4	Ę
127.	pelican	-	7	m	4	Ŧ
128.	nutritious	-	7	m	4	F
129.	hoof	-	7	m	4	E
130.	tubular	-	7	m	4	Ę
131.	disappointed	-	7	m	4	E
132.	triplets	1	7	3	4	E
		Number of Errors	r of	Erroi	rs.	

•	Start Ages 14-16				SET 12	12
133.	avocado	-	7	m	4	E
134.	grooming	-	7	m	4	Ē
135.	canine	-	7	m	4	E
136.	hinge	-	7	m	4	E
137.	colliding	_	7	m	4	E
138.	parallei	-	7	m	4	E
139.	thermos	1	7	m	4	E
140.	scholar	-	7	m	4	E
141.	pelvis	-	7	m	4	E
142.	applauding	-	7	m	4	E
143.	amphibian	-	7	m	4	E
144.	orchard	-	7	m	4	E
	IN	mbe	Number of Errors	rron	S	

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	m	m	m	m	m	m	m	m	m	m	m	m	Erron
	7	7	7	7	7	7	7	7	7	7	7	7	Number of Errors
	_	-	-	-		-	-	-	-	-	-	-	mbe
Start Ages 17-18	assembling	archery	tuba	escorting	fungus	blazing	infant	hurdling	foundation	astonished	capsules	speedometer	nN.
	145.	146.	147.	148.	149.	150.	151.	152.	153.	154.	155.	156.	

SET 14	Ŧ	Ē	F	Ŧ	ш	Ē	E	4	Ŧ	ш	Ē	E	
SET	4	4	4	4	4	4	4	4	4	4	4	4	Ş
	8	m	m	m	m	m	m	m	m	m	m	m	Erroi
	7	7	7	7	7	Ŋ	7	7	7	7	7	7	r of
19-Adult	1	-	-	-	-	-	-	-	-	-	-	-	Number of Errors
Start Ages 19-Adult	steeple	duet	salutation	pod	liberated	composing	exterior	aviation	irregular	spherical	easel	embracing	
•	157.	158.	159.	160.	161.	162.	163.	164.	165.	166.	167.	168.	

SET 15	E	щ	ш	F	F	E	Ŧ	Ē	F	F	4	E	
S	4	4	4	4	4	4	4	4	4	4	4	4	rs
	m	m	m	m	m	m	m	m	m	m	m	m	Erroi
	7	7	7	7	7	7	7	7	7	7	7	7	r of
	-	-	-		-	-	-	-	-	-	-	1	Number of Errors
	colt	descending	attire	physician	agriculture	banister	lubricating	illumination	gavel	cascade	goblet	dwelling	2
	169.	170.	171.	172.	173.	174.	175.	176.	177.	178.	179.	180.	

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186. trowel

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192. monetary

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Number of Errors

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190. enumerating 189. receptacle

• Complete Set Rule: Administer all 12 items in the set in order, starting with the first item in the set.

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• Ceiling Set Rule: Eight (8) or more errors in a set.

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[luh MEN]	Ā		I	L		8		[BOH viyn]	
lament	216.		Ę	4	M	7	-	. bovine	204.
[IS muhs]								[di SI] uh wuhs]	
isthmu	215.		F	4	m	7	_	. deciduous	203.
[PAYR uh lu								[i KWES tree uhn]	
perilou	214.		F	4	m	7	-	. equestrian	202.
[ED uh fuh								[OB juhr gayt ing]	
edifice	213.		E	4	m	7	-	. objurgating	201.
[KOH pee								[FROND]	
copious	212.		F	4	m	7	-	frond	200.
[duh VUHR			1	•	1	1	•		
divergi	211.	_	u	4	m	7	-	siphonina	199.
[PAK i duhi		4						[in SIY zuhr]	
pachyd	210.	,	T.	4	m	7	-	incisor	198.
[ik SPUN] i					1	l	•		
expund	209.	_	w	4	m	7	-	fowl	197.
[in KUHM								[GROHV]	
encum	208.		E	4	m	7	-	grove	196.
[in OK yuh								[en tuh MOL uh juhst]	
inocula	207.		E	4	m	7	-	entomologist	195.
[KA luh pu								[IN di juhnt]	
caliper	206.		F	4	m	7	-	indigent	194.
[BEE kuhr]								[NAYP]	
beaker	205.		Н	4	m	7	-	nape	193.
			17	SET 17					
				١					

80	E	Ę	E	E	Ē	E	Ē	E	E	E	Ē	E	П
SET 18	4	4	4	4	4	4	4	4	4	4	4	4	
,	m	m	m	m	m	m	m	m	m	m	m	m	rror
A A	7	7	7	7	7	7	7	7	7	7	7	7	of E
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	beaker [BEE kuhr]	caliper [KA luh puhr]	inoculating [in OK yuh layt ing]	encumbered [in KUHM buhrd]	expunging [ik SPUN] ing]	pachyderm [PAK i duhrm]	diverging [duh VUHR] ing]	copious [KOH pee uhs]	edifice [ED uh fuhs]	perilous [PAYR uh luhs]	isthmus [IS muhs]	lamenting [lub MENT ing]	
				l i						214. ‡			
	205.	206.	207.	208.	209.	210.	211.	212.	213.	21	215.	216.	

		3		5	SET 1	19
217.	precipice [PRES uh puhs]	-	7	m	4	E
218.	succulent [SUHK yuh luhnt]	_	7	m	4	E
219.	quiescent [kwiy ES uhnt]	_	7	m	4	E
220.	gable [GAY buhl]	_	2	m	4	E
221.	perambulating [puh RAM byuh layt ing]	_	2	m	4	E
222.	conflagration [con fluh GRAY shuhn]	_	7	m	4	E
223.	lacrimation [lak ruh MAY shuhn]	1	7	m	4	E
224.	nidificating [NID uf fuh kayt ing]	_	7	m	4	E
225.	creel (KREEL)	-	7	m	4	E
226.	laciniated [luh SIN ee ayt ed]	-	7	m	4	E
227.	spinet [SPI nuht]	-	7	m	4	E
228.	pedagogue [PED uh gog]	_	2	m	4	Ē
	Number of Errors	er (of Err	rors	Ц	П

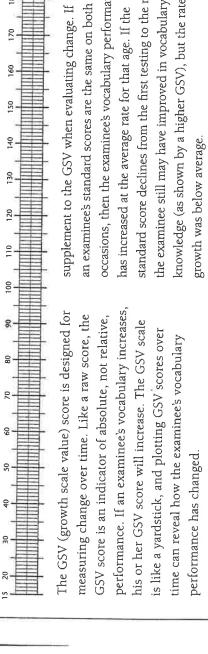
			I TOTALISTICALIST			
ay = long a	u = short u	oo as in loot	ee = long e	j = soft g	uh as in shove	iy = long i
g = hard g	oy as in coin	o bu = long o	s = soft c	ar as in farm	yoo = long u	k = hard c
uhr as in <i>circle</i>	a = short a	ow as in loud	ir as in cheer	e = short e	aw as in law	ayr as in chair
i = short i	uu as in foot	ohr as in shore	o = short o			
		Note: CADS with	Note: CABS within propunciation indicate primary stress	cate primary ctress		

Comparison of PPVT"-III and PPVT-4 Scores Over Time

Edition and Form
PPVT-4 Norms
☐ A ☐ B ☐ Age ☐ Grade: Fall ☐ Grade: Spring
☐ A ☐ B ☐ Age ☐ Grade: Fall ☐ Grade: Spring
☐ A ☐ B ☐ Age ☐ Grade: Fall ☐ Grade: Spring
☐ A ☐ B ☐ Age ☐ Grade: Fall ☐ Grade: Spring
☐ A ☐ B ☐ Age ☐ Grade: Fall ☐ Grade: Spring
☐ A ☐ B ☐ Age ☐ Grade: Fall ☐ Grade: Spring

not compare standard scores across editions (i.e., PPVT-III and PPVT–4 scales). GSV scores may be compared across editions.

Using GSV Scores to Measure Change



The standard score serves a different purpose, which the average score at a particular age. It is a helpful is to tell how the examinee's score compares with

standard score declines from the first testing to the next, occasions, then the examinee's vocabulary performance knowledge (as shown by a higher GSV), but the rate of the examinee still may have improved in vocabulary an examinee's standard scores are the same on both

Refer to Appendix G in the PPVT-4 Manual for further information on interpreting change in GSV scores.

performance over time, complete the following steps: To use the GSV "yardstick" to show changes in

- entered on this page, starting with 1 for the earliest of each PPVT-III and PPVT-4 administration you Write a sequence number next to the GSV score administration.
- Mark the points on the GSV yardstick corresponding to each GSV score.
- Write the corresponding administration sequence number next to each mark on the GSV yardstick. $\tilde{\omega}$

PEARSON

AGES 9-21

ELISABETH H. WIIG
ELEANOR SEMEL WAYNE A. SECORD

ame MM ddress	<u>U</u>	bu	ns									Calcula	tion of Student'	s Age	
ddress		35 SEE											Year	Month	Day
ge <u> </u>	□ E	Ζм	Grade	8	School	166	Jell	iovd	-1.2-2-3-1			Test Date	[15]	04	16
eacher		,	Grade_		_ 5011001		pt.	-				Birth Date	0	01	[]
xaminer	16	on L	ex									Age	14	3	
Test Scaled Sc		HYE.		The second	\$1. W.					N 10 KV					
		101 80	Raw Sco	re	Scaled Scor		aled Score ints +/	Cor	nfidence % L	Interval evel)	Percent Rank		Percentile Rank Cl	Age Equivale	Growth Scal nt Value
Wor	d Classe	s (WC)							to				to		
Following I	Directio	ns (FD)	0						to	<i>¥</i>			to		
Formulated :	Sentenc	es (FS)					·		to				to		
Recalling S	entenc	es (RS)							to				to		
Understa Par	anding s ragraph								to				to		
Word De	finition	s (WD)							to				to		
Sentence	Assemb	ly (SA)							to				to		
Semantic Rela	tionshi	ps (SR)							to				to		
Pragmat	ics Profi	le (PP)							to				to		
Core Languaç	je Sco	ore and	Index	Score	es		UVAS ₁								
	Age	WC	FD	FS	RS	USP	WD	SA	SR	Sum of Scaled Scores	Standard Score	Standard Score Points +/-	Confidence Interval (% Level)	Percentile Rank	Percentile Rank CI
Core Language	9–12												to		to
Score (CLS)	13–21												to		to
Described Innguing	9–12		L			Y							to		to
leceptive Language ndex (RLI)	13–21												to		to
Expressive Language	9–21				matiniokači								to		to
ndex (ELI)	9-12	S (640)				asonalsa			100				to		to
Language Content Index (LCI)	13-21							DESCRIPTION				-	to		to
_anguage Memory		¥4764	no casa									-			
ndex (LMI) Discrepancy	9–21 Comp	arisan		134						B F S AVAIL		- X	to Pragmatics A	ctivities (to Checklist (PAC
Biscrepulicy (4	Score 1	Score		Difference	Critical V	'alua	Significan Difference		Prevalence Normative Sar		Statistically nificant Level	Total observations	(HE2-504)	ALCOMOS (ITAL)
Receptive—Expressive		ocore I	Score		vinerence	CINICAL	aiue	Yes/No		NOTITIALIVE SAF		.15/:05		Criterion:	≤9
Language Index Language Content— Memory Index*								Yes/No				.15/.05			☐ Meets ☐ Does Not Meet

PEARSON

PsychCorp.

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Behavioral Observations:	Notes
Response Time	
□ Immediate □ Variable based on difficulty □ Delayed	
Need for Repetition of Stimuli	
☐ Few repetitions ☐ Some repetitions ☐ Many repetitions	
Attention During Testing	
☐ Maintained throughout ☐ Maintained intermittently ☐ Distractible/off task	
Attitude Toward Testing	
□ Positive/cooperative □ Variable/neutral □ Negative/uncooperative	
Social Language: Register and Quantity	
□ Appropriate/on topic/efficient □ Variable □ Inappropriate/off topic/verbose	14



Start 🗭

Ages 9–10: Item 1 Ages 11–14: Item 13 Ages 15–21: Item 20

Reversal Rule

Perfect score on two consecutive items from start point; if not:

- Ages 11—14 go to Demo and Trials for 9—10, then to Item1.
- Ages 15–21 go to item 13. If scores on 13 and 14 are not perfect, go to Demo and Trials for 9–10, then to Item 1.

See Examiner's Manual for further explanation.

Repetitions Allowed **Discontinue Rule**Four consecutive
0 scores

Correct responses are in bold. Circle 1 if the student selects both correct words, and 0 if the student selects one or more incorrect words. If necessary, precede each item with **Listen**, to focus the student's attention on the new word series.

11 1100	C204.), F			
Demo	and Tri	als for Ages	s 9–10	
Demo		puppy	frog	dog
Trial 1		milk	apple	banana
Trial 2		cat	whiskers	nest
Demo	and Tri	als for Age	s 11–21	
Demo		milk	fin	spider
Trial 1	dark	hot	soft	cold
Trial 2	wink	smile	sleep	laugh

Ages 9–10			SC	ORE
1. cat	cow	kitten	1	0
2. marker	pencil	strawberry	1	0
3. foot	hand	belt	1	0
4. stroller	helicopter	plane	1	0
5. eyes	socks	shoes	1	0
6. candle	apple	flashlight	1	0
7. slide	swing	snowman	1	0
8. alligator	caterpillar	butterfly	1	0

Say, **Now you will have four words to choose from.** (Turn the Stimulus Book page and say,) **Tell me the two that go together best.**

Jennalas 200		•			
9. comb	soap	brush	tissue	1	0
10. pink	circle	square	7	1	0
11. key	razor	hammer	nail	1	0
12. C	3	M	check	1	0

Say, Now we are going to do some that don't have pictures. Listen and tell me the two words that go together best. Proceed to Item 13.

Ages 11–14

13. running	jumping	eating	hearing	1	0
14. books	porch	library	cave	1	0
15. bed	garage	pool	car	1	0
16. silent	quiet	gentle	tired	1	0
17. rock	shirt	pie	cloth	1	0
18. park	candle	wax	mirror	1	0
19. minute	decade	hour	winter	1	0

Ages	15–21
------	-------

20. north	Celsius	globe	west	1	0
21. spring	morning	weekend	afternoon	1	0
22. sniff	eyes	see	hand	1	0
23. dancing	caring	hearing	smelling	1	0
24. smooth	wise	rough	heavy	1	0
25. affirming	appointing	achieving	accomplishing	1	0
26. equal	early	size	alike	1	0
27. crooked	connected	joined	rotated	1	0
28. quest	quench	search	literal	1	0
29. longitude	volume	attitude	latitude	1	0
30. enthusiastic	envious	effective	eager	1	0
31. permanent	temporary	faulty	stereo	1	0
32. disagree	persuade	urge	compound	1	0
33. occupied	relevant	complicated	vacant	1	0
34. adventurou	s prosperous	reliable	wealthy	1	0
35. biography	lecture	memoir	parchment	1	0
36. intellectual	essential	gradual	crucial	1	0
37. repossess	recycle	renovate	restore	1	0
38. informal	apathy	imitation	caricature	1	0
39. arid	parched	tricky	serene	1	0
40. assimilate	incorporat	e retaliate	articulate	1	0

Raw Score

Word Classes	Nord Classes Item Analysis				
Category	Item				
Semantic Class	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 , 12, 13, 16 , 19, 20, 21, 23, 35, 38				
Location	14, 15				
Composition	17, 18				
Synonym	16 , 25, 26, 27, 28, 30, 32, 34, 36, 37, 39, 40				
Object Function	11, 22				
Word Opposites	24, 29, 31, 33				

Note. Bold items appear in more than one category.

Following Directions

Start ▶ Ages 9–11: Item 6

Ages 12-14: Item 10

Ages 15-21: Item 14

Reversal Rule

Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.

Repetitions Not allowed

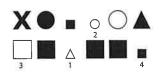
Discontinue Rule Four consecutive 0 scores

Wait until you are certain that the student has completed his or her response to an item before presenting the next item. Circle 1 for a correct response and 0 for an incorrect response.

Response Key 1, 2, 3... = specified order of individual responses ★ = any order of response and = both must be selected or = either may be selected Demo Here are some pictures. I will point to the circle. (Point and pause.) Now you point to the picture that I name. Point to the triangle (pause). + Point to the X (pause). + Point to the circle (pause). Point to the square (pause). Trial 1 Point to the circle and a square. Trial 2 Point to the black circle and the white square. Go. Trial 3 Point to the big circle and the little X. Go. Trial 4 Point to one of the rows. Go. (If the student points to one shape, say, "Touch each shape in the row.") 1. Point to the white triangle. Go. 2. Point to the black circles. Go. 3. Point to the big circle and the little circle. Go. 4. Point to the big X, then point to the little triangle. Go. 5. Point to the last circle. Go. Ages 9-11 6. Point to the square at the same time that you point to the X. Go. (Student must point to both pictures at the same time.) 7. Point to the first X, then point to the last square. Go. 8. Point to a square, a circle, and a triangle. Go. 1 or 1

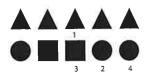
	1	0
XX X	1	0
	-17	0
• • • • • •	1	0
$ \begin{array}{c c} X & \bullet & \times & X \\ \hline 1 & \text{and } 1 \\ 2 & \text{and } 1 \\ \hline -2 \end{array} $	1	0
$\triangle \triangle \triangle \bigcirc \bigcirc \bigcirc$	1	0
	1	0,
1 and 1 2	1	0
	1	0
$ \bigcirc \bigcirc \bigcirc \bigcirc \underset{1}{\overset{\times}{\bigcirc}} \times \overset{\times}{\times} $	1	0
$ \begin{array}{c c} & X & $	1	0
$\bigcirc \circ \underset{\scriptscriptstyle{1}}{\times} \bullet \times \underset{\scriptscriptstyle{3}}{\times}$	1	0
$\bigcirc \blacksquare \blacksquare \underset{3}{\boxtimes} \bigcirc \boxtimes$	1	0
	1	0
. \sum_{2} \bigcap_{3} \bigcap_{1} \bigcap_{1}	1	0
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	1	0
■ △ ▲ ■ △ △ 1	1	0
	1	0
	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$

28.	Point to the little white triangle, then the little circle in the top row, the white square, and
	the last shape in the bottom row. Go.



1 0

29. Point to the middle triangle in the top row and in the bottom row point to the second circle, the last square, and the last circle. Go.



1 0

30. If there is a big white circle, point to the X above the black circle. If not, point to the triangle below the square. Go.

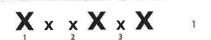


1 0

31. Point to the third circle in the top row, the shape that is bigger than all the others, and if there is an X in the bottom row, then point to the black triangle. Go.



32. Point to the third X and the third little X after you point to the first X. Go.



33. Point to the big square and the second circle from the right in the top row, but before that point to the black triangle and all the circles in the bottom row. Go.



Raw Score

Command	No Orientation	Serial Order/Orientation	Left/Right Orientation
1-Level Command	1, 2	5, 12	11
2-Level Command	3, 4, 6, 13	7, 9, 10, 14, 15, 25	
3-Level Command	8, 17, 20	16 , 18, 21, 22, 24, 26, 32	16 , 23
4-Level Command	19, 27, 30	28, 29, 31, 33	33

Number of Modifiers	ltom .
No Modifier	6, 8, 19, 23
One Modifier	1, 2, 3, 4, 5, 7, 9, 10, 11, 13, 14, 16, 21, 22, 24, 25, 29, 31
Two Modifiers	12, 15, 17, 18, 20, 26, 27, 28, 30, 32, 33

Note. Bold items appear in more than one category. Items in italics contain different numbers of modifiers per noun.



Formulated Sentences

Start → Ages 9—11: Item 8 Ages 12—14: Item 10 Ages 15-21: Item 13

Reversal Rule Perfect score (2 points) on two consecutive items from start point; if not go back to Item 1 and test forward.

Repetitions Allowed

Discontinue Rule Four consecutive 0 scores

Write student's responses verbatim. See the Examiner's Manual for scoring rules and guidelines.

Demo book

The girl is reading a book.

Trial 1 reading

Trial 2 first

		S	CO)fi	
1. she	- 140°	2	1	0
2. airplane		2	1	0
3. car		2	1	0
4. in		2	1	0
5. finally		2	1	0
6. quickly		2		
7. gave			1	0
Ages 9–11				
8. best		2	1	0
9. third		2	1	0
Ages 12-14				
10. when		2	1	0
	Subtotals			

1. and					2	1	0
12. if			π.		2	1	0
Ages 15–21							
13. before					2	1	0
14. because					2	1	0
15. instead					2	1	0
16. until					2	1	0
17. although					2	1	0
18. unless					2	1	0
19. ifthen 20. andbecause					2	1	0
					2	1	0
					2	1	0
21. thougheven					2	1	0
22. orand		111111111111111111111111111111111111111			2	1	0
23. beforeother	wise				2	1	0
						1	0
24. afteruntil						1	
					2		0
Formulated Sen	itences Item Analysis			Subtotals	2		0
Category	ltem	Сатедогу	ltem	Subtotals	2		0
Category Noun	2, 3	Category Preposition	Item 4	Subtotals Raw Score	2		0
Category Noun Pronoun	2, 3 1	Category Preposition Conjunction	4		2		0
Category Noun	1tem 2, 3 1 7	Category Preposition	The state of the s		2		0

15, 18, 21, 23, 24

Note. Bold items appear in more than one category.



Recalling Sentences

Start → Ages 9—11: Item 9 Ages 12—14: Item 13 Ages 15—21: Item 16 Reversal Rule
Perfect score (3 points) on two consecutive items from start point; if not go back to Item 1 and test forward.

RepetitionsNot allowed

Discontinue RuleFour consecutive 0 scores

Record responses by editing the printed sentence or writing the responses verbatim in the space provided. Circle 3 if the sentence is repeated exactly. Circle 2 is there is one error. Circle 1 if there are two or three errors. Circle 0 if there are four or more errors. See the Examiner's Manual for scoring rules and editing guidelines.

omission —		repetition ~ Did the	addition A the film word long	transposition —	Qid the girl)	substitution	word		ched 2w
rial 1 My sister is	in the sixtl	h grade.							
rial 2 Does Mr. G	omez teacl	h reading?				0 errors	1 error	2 or 3 errors	4+ errors
1. The children	are workin	g.				3	2	1	0
2. Did the girl ca	atch the ba	aseball?				3	2	1	0
3. Did you reme	ember to b	ring your lunch?				3	2	1	0
4. Didn't the bo	ys eat the	apples?				3	2	1	0
5. The big, brov	vn dog ate	all of the cat's food.				3	2	1	0
6. Does anyone	know who	o the new teacher is?				3	2	1	0
7. Was the van	followed b	y the ambulance?				3	2	1	0
8. Because tom	orrow is Sa	aturday, we can stay up lat	e tonight.			3	2	i	0
Ages 9–11									
		rned to the library by the to	eacher.			3	2	1	0
10. The coach co	ould not fir	nd the uniforms that the te	eam wore last year.			3	2	1	0
11. The girl stop	ped to buy	some milk, even though	she was late for class.			3	2	1	0
12. My mother i	s the nurse	who works in the commu	inity clinic.			3	2	1	0
					Subto	otals			

	0 errors	1 error	2 or 3 errors	4 + errors
Ages 12–14				
13. The boy bought a book for his friend who likes short stories.	3	2	1	0
14. The computers and printers were donated by the school board.	3	2	1	0
15. If the rain doesn't stop before noon, the field trip will have to be canceled.	3	2	1	0
Ages 15–21				
16. The student who won the award at the art show was very excited.	3	2	1	0
17. The class that sells the most tickets to the dance will win a prize.	3	2	1	0
18. After the students had finished the book, the teacher asked them to write a report.	3	2	1	0
19. If we had gone straight home after the game, we would not have missed our curfew.	3	2	1	0
20. When the students finished studying, they decided to get something to eat before going home.	3	2	1	0
21. Coach gave the trophy to the team that won the track meet on Saturday.	3	2	1	0
22. The students collected and repaired the toys and sold them at the fair.	3	2	1	0
23. Before they walked across the stage for graduation, the students lined up in alphabetical order.	3	2	1	0
24. Before the students were dismissed for lunch, they were told by the teacher to turn in their assignments.	3	2	1	0
25. The math teacher sorted, labeled, boxed, and delivered the calculators.	3	2	1	0
26. In some countries, the minimum age for obtaining a driver's license is 18 years; considerably older than in this country.	3	2	1	0
	-	T -	T	Т

Category	Item	Category	Item
Active Declarative (with)	1	Active Interrogative (with)	2, 3, 6
conjunction deletion	25	negative	4
coordination	22, 25	Passive Declarative (with)	
noun modification	5	negative	9, 15
subordinate clause	8, 11, 15, 18, 19, 20, 23, 26	coordination	14
relative clause	10, 12, 13, 16, 17, 21	subordinate clause	24
negative	10, 19	Passive Interrogative	7

Subtotals
Raw Score

Note. Bold items appear in more than one category.



Understanding Spoken Paragraphs

Start

All ages take one Trial Paragraph and then take the age appropriate paragraphs

Reversal Rule

RepetitionsFor paragraphs, not allowed
For items, allowed

Discontinue Rule None

Introduce the trial and the paragraphs appropriate for the student's age by saying, **Listen carefully to what I am going to read to you. Afterward, I will ask you some questions about what I read**. Read the title and the paragraph to the student at a conversational level and rate, and then read the associated questions. Circle 1 for a correct response and 0 for an incorrect response. Refer to the Examiner's Manual for information about scoring guidelines.

Trial Paragraph for Ages 9–10

Trial The Surprise

Andy liked to visit his grandfather who lived on a farm in the country. The last time Andy saw his grandfather, he had promised to send Andy a surprise. Andy was excited because his mom said the surprise would come today. After breakfast, Andy's dad brought a big basket into the kitchen. Andy heard a "meow" and saw a long furry tail coming from inside the basket.

1. Why was Andy excited?

Correct: because the surprise would arrive today

2. What happened after breakfast?

Correct: Andy's father brought a basket/cat into the kitchen

3. What did Andy hear coming from the basket?

Correct: cat/meow

4. What was Andy's surprise?

Correct: cat

5. Name two things you think Andy will do with his surprise. [Student must give two responses.]

Correct: play with it, feed it, give it water, give it a place to live

6. Where did the surprise come from?

Correct: Andy's grandfather/his grandfather's farm

7. What might Andy say when he talks to his grandfather?

Correct: "Thank you."/" I got the cat today."/"When can you come to visit?"/ "When can I visit the farm again?"

Trial Paragraph for Ages 11–21

Trial The Movies

After three months of renovations, Galaxy Movies is reopening this weekend with a total of 16 theaters. The two original theaters have 500 seats each, and the others can each seat 250. If you buy tickets in advance, you can get free popcorn and a free drink to celebrate the reopening. Before the first movies start, there will be a prize drawing in the lobby for free movie tickets for a year.

1. What was this announcement about?

Correct: the reopening of the movie theater

2. What do you get if you buy tickets in advance?

Correct: free popcorn and a drink

3. What will happen before the first movie starts?

Correct: prizes will be given away/drawing in the lobby

4. Why was Galaxy Movies closed for three months?

Correct: it was being renovated/for remodeling

5. Why do you think the owners decided to remodel the theater?

Correct: update it/it was old/shabby/increase revenue/draw more people in

6. What two things could happen if you didn't buy your tickets in advance? [Student must give two responses.]

Correct: you have to pay for your popcorn and drink, the tickets might be sold out, you may not get into the movie of your choice

Test Paragraphs for Ages 9–10

A. The Class Vote

SCORE

The word "Vote!" was written in big letters on the board. After taking attendance, doing the lunch count, and passing out new workbooks, Ms. Reed told the class that they would be voting on which animal would be their next class science project. She told them, "Remember, it has to be small, easy to take care of, and not dangerous." Jacob laughed and said he'd vote for an elephant. Elena thought a fish would be a good choice, and Caleb wanted a bird. After the votes were counted, Ms. Reed asked the class if anyone had an aquarium to donate for the class project.

1.	What is this story about?	1	0
	Correct: voting for an animal for the class (science) project		
2.	Who is Ms. Reed?	1	0
	Correct: the teacher		
3.	Tell three things Ms. Reed did before she told the class about voting. [Student must give three responses.]	1	0
	Correct: took attendance, did the lunch count, passed out workbooks		
4.	What was written on the board?	1	0
	Correct: "Vote!"		
5.	What three animals were suggested? [Student must give three responses.]	1	0
	Correct: elephant, fish, bird		
6.	What animal will the class be getting for their project?	1	0
	Correct: fish		
7.	Why do you think Jacob laughed when he said, "Elephant?"	1	0
	Correct: elephants are too big/elephants are dangerous/he was being sarcastic/silly/funny		·
8.	Name two other animals that would make great classroom pets. [Student must give two acceptable responses other		
	than bird and fish.]	1	0
	Correct: hamster, gerbil, lizard, frog, mouse, other animal that meets accepted classroom criteria		

B. The Reading Challenge

Mrs. Martinez, principal of Gonzales Elementary, challenged her students to read 5,000 books between February 1st and May 1st. The fifth graders had to read twice as many books as the kindergarten students. The principal promised all the students a special surprise if they met their goal. When May 1st arrived, the students had read 5,100 books and it was time for the surprise! The students were treated to a pizza party for lunch. Afterward, each student received a new book with a bookmark. The principal presented a certificate to the student from each class who had read the most books.

9.	What is this story about? Correct: challenge to read 5,000 books before May 1st/a book reading contest/challenge	1	0
10.	When did the students receive their surprise? Correct: May 1st	1	0
11.	What two things did each student get after the pizza party? [Student must give two responses.] Correct: a book and a bookmark	1	0
12.	Why do you think the fifth graders had to read more books than the kindergarten students? Correct: they are older/can read better/are able to read more books/can be more responsible	1	0
13.	Why would some children keep reading books over the summer? Correct: because they learned that they like reading/it would be fun/to practice reading/to learn more	1	0
14.	Why would it be a good idea to try the same reading challenge next year? Correct: because it worked/students read a lot of books/to keep students reading	1	0

C. The Principal's House

Each day as Carlos rode the school bus, he saw a large, empty lot on State Street. One day, large machines leveled and graded the land, and a large hole was dug. Several days later, Carlos saw a cement truck and workers pouring cement for the foundation of a building. Another day, workers nailed a wooden frame together and stacked bricks with mortar to build the outside walls. When Carlos returned to school after his two-week winter break, he was surprised to see that the building turned out to be a house and that a family had moved in. He got an even bigger surprise when he saw his principal walk out the front door.

15.	What is this story about?		43	0
	Correct: Carlos watching a house being built/ (a boy watching his) principal's house being built			U
16.	What did Carlos see on his way to school each day?		1	
	Correct: an empty lot/construction/house being built		'	U
17.	Why didn't Carlos see the building site for two weeks?		1	0
	Correct: he was on his winter break/vacation/school was out		'	U
18.	Name two things the workers did after the cement foundation was finished. [Student must give two responses.]			0
	Correct: built a frame, nailed wood together, built walls, stacked bricks with mortar		'	U
19.	What happened to the building during winter break?		1	0
	Correct: it was finished/people moved in		'	U
20.	What might Carlos tell his friends when he gets to school?		1	0
	Correct: he knows where the principal lives/the principal lives in that house			

Ages 9–10 Raw Score	

Ages 9-1	O Item Analysis				
Main Idea	Detail	Sequence	Inference	Prediction	Social Context
1, 9, 15	4, 5, 10 , 11 , 16	3, 10 , 11 , 18	2, 6, 7, 12, 14 , 17, 19	8, 13 , 20	13, 14

Note. Bold items appear in more than one category.

Test Paragraphs for Ages 11–12

A. Brush With Fire SCORI

Cindy Wilson and Mark Rios were in the right place at the right time last week. Cindy and Mark, along with other students, took a field trip to Twin Rivers State Park. They learned about different types of trees from the park rangers, and listened to and imitated bird calls. The students ate lunch by the dry riverbed, and then split into small groups to hike the trails. It was during the hike that Cindy and Mark discovered a small, smoldering brush fire. Remembering the lessons learned during Fire Safety Week at school, Cindy and Mark showed the rest of their hiking group how to scoop dirt and gravel from the trail and throw it on the fire, quickly extinguishing it. Cindy and Mark were praised by the fire department for their fast thinking and quick action.

	. What happened to Cindy and Mark at the state park? Correct: they found a brush fire/extinguished a fire	1	0
1	2. What two things did Cindy and Mark do before lunch? [Student must give two responses.] Correct: learned about different types of trees from park rangers/listened to and imitated bird calls	1	0
3	B. How do you know the field trip is for science class? Correct: they learned about plants and animals/the ranger lectured about trees and birds/they studied (learned about) nature	1	0
4	4. How were Cindy and Mark "in the right place at the right time?" Correct: because they were able to put out the brush fire before it became a huge forest fire	1	0
	5. What part of the field trip do you think Cindy and Mark will remember best? Correct: extinguishing the fire/being congratulated for their actions/saving the forest	1	0
(5. What two things did the fire department praise Cindy and Mark for? [Student must give two responses.] Correct: fast thinking, quick action	1	0

B. Pepper and Gabe

"Here Pepper," Gabe called. "Come here, girl." Hearing Gabe's call, the little animal raced toward the door, tail wagging, expecting dinner to be waiting as usual. Just as Pepper turned the corner, she saw Gabe standing by the back door of the house, holding a towel and a bottle of flea shampoo. Behind Gabe was a tub of water with the garden hose draped over the side. Pepper stopped suddenly and headed off in the opposite direction. After a short chase, Gabe caught her. Pepper barked and wiggled, but Gabe held on tightly, smiling down at Pepper as they headed back toward the tub of water. "We're going to have to do this sooner or later; why don't you make it easier on both of us?" Gabe asked.

C. Fast Cats

After supper, Belle watched the two cats chase their tails. They went round and round so quickly that they became a blur. Suddenly she thought to herself, "Oh, no! I can't believe I forgot about my report!" She quickly found her library book and started writing notes until she had all the information she needed. She was amazed to read that the big spotted cats can run up to 71 miles an hour. That was much faster than her school bus! She grinned as she imagined riding a jungle cat to school, its ringed tail waving behind her, acting as a rudder for the quick turns. "OK, I can get this paper finished tonight," she thought as she wrote "Cheetahs" at the top of the page.

15. Why is "Fast Cats" an appropriate title for this paragraph?

Correct: Belle/the student needed to write a report about cheetahs/cheetahs are fast and the paragraph was about cheetahs/all the cats (domestic and jungle) are fast

16. What was Belle's report about? [Student must say "cheetahs," not "big spotted cats."] Correct: cheetahs 17. How do you know Belle's report is about cheetahs?

Correct: because that's what Belle wrote at the top of the page/it was the title 18. What made Belle smile as she was preparing to write her report? Correct: imagining riding a cheetah to school

19. What happened that reminded Belle to write her report? Correct: she saw her cats playing/spinning/going fast

20. What do you think would have happened if Belle had not seen the cats chasing their tails? Correct: she might not have remembered to write her report/have gotten in trouble

Ages 11–12 Raw Score

Ages 11-12	Item Analysis				
Main Idea	Detail	Sequence	Inference	Prediction	Social Context
1, 7, 15	3, 6, 8, 16, 17, 18	2, 9, 12	3, 4, 10, 11, 19	5, 13, 14, 20	4, 5, 19, 20

fore. Bold items appear in more than one category.

0

A. The Talent Show Auditions

Missy's throat was dry and her heart was pounding. She would soon have to tackle the ordeal of getting on stage to audition for the school talent show. A boy who juggled had gone first. Now, two older girls were dancing, and then it would be her turn. She didn't want to forget any words or be off-key, or she would have another reason to feel humiliated like she did when she dropped her tray in the cafeteria. Missy took a deep breath and stepped onto the stage. After the audition was over, Missy ran home to tell her family the good news.

1.	What did the two older girls do at the audition?	1	0
	Correct: danced		
2.	Who performed first?	1	0
	Correct: a boy who juggled/juggler		
3.	How do we know that Missy planned to sing for the Talent Show auditions?	1	0
	Correct: she was worried about forgetting words/she was worried about being off-key		
4.	What would happen if Missy forgot the words to her song when she auditioned?		
	Correct: she'd be embarrassed/she would feel bad/someone would tell her the words to the song/she wouldn't be in the talent show	1	0
5.	What do you think Missy told her family?	1	0
	Correct: she got a spot in the talent show/she did not forget her words/she did a good job on her audition	'	U

B. Hurricanes

The Atlantic hurricane season is considered to be June 1st to November 30th. These severe storms rotate in a counter-clockwise direction around a calm, low-pressure center called the eye and travel westward across the ocean. A hurricane starts as a low pressure zone builds into a tropical depression and then becomes a tropical storm. Hurricanes have wind speeds from 74 miles per hour to greater than 155 miles per hour. Weather forecasters watch a hurricane's progression over time and predict its path. If a hurricane heads for a populated area, then weather forecasters can warn people to evacuate.

6.	Before a hurricane becomes strong enough to be called a tropical storm, how is it described? Correct: low pressure zone/tropical depression	1	0
7.	What is an example of a "populated area" as the term is used in this story? Correct: any large or small city or town/[anywhere people are known to live, specify]:	1	0
8.	What do you think would happen if weather forecasters did not predict the path of a hurricane? Correct: people wouldn't know when to evacuate/could be injured/may die due to being caught in the storm and resulting floods	1	0
9.	Why would a spring vacation not likely be affected by an Atlantic hurricane? Correct: because hurricane season is from June to November/it's not during hurricane season	1	0
10.	. When is the "busy season" for a hurricane forecaster? Correct: June through November/summer through fall	1	0

C. Daydreaming

Kiki sat at her desk staring out the window as Mr. Johnson read the list of students whose projects had placed in the local art show. Kiki forgot all about class as she spied two birds building a nest in the tall oak outside. "Wow, I wonder what it's like to fly like a bird," thought Kiki. "If I were a bird, I would fly right out of this classroom and soar over the treetops." Suddenly, Kiki heard Mr. Johnson call her name. Kiki was embarrassed as she told Mr. Johnson that she hadn't been listening. Mr. Johnson looked over his glasses at her, cleared his throat, and said, "Please talk with me after class today, Kiki."

	Flease talk with the area class coday, two.		
11.	Why would "Please Pay Attention" be a good title for this story?	1	0
	Correct: because the girl/Kiki was daydreaming in class/was not paying attention		
12.	What subject does Mr. Johnson teach?	1	0
	Correct: art	1	U
13,	What was Mr. Johnson talking about before he called Kiki's name?		
	Correct: reading a list of students who had placed in an art show	3.	0
14.	What was Kiki thinking about when Mr. Johnson called her name?		
	Correct: flying/what it would be like to fly like a bird	1	U

D. Musical Trip

Mr. Cooper's students were very excited. He just announced Smithson High School's marching band qualified for the state competition. Since the competition was far away, Mr. Cooper stressed that in order to attend, band members must earn money for the trip. The travel costs would include chartering buses, meals, and lodging. Mr. Cooper told his students that to prepare for the competition not only would they be practicing before and after school, but they would also need to plan and participate in fundraising activities. "We want to raise enough money so that everyone in the band can go!" he said encouragingly.

15.	What was the marching band going to do?	1	0
	Correct: participate in the state competition/go to the marching band competition		
16.	Name the two things the band members had to do before they could go to the band competition. [Student must give two responses.]	1	0
	Correct: make plans to earn money/earn/raise the money for travel costs		
17.	Who is Mr. Cooper?	1	0
	Correct: the band director/band teacher/music teacher		
18.	Name two things the travel costs include. [Student must give two responses.]	1	0
	Correct: busses, meals, lodging/hotel/place to stay		
19.	What do you think will happen if the students don't think of some fundraising activities?		
	Correct: they won't go to the competition/the teacher or principal will come up with some ideas/parents will donate to the cause	1	0
20.	. Why are the band members excited?	1	0
	Correct: they get to go on a trip/the competition is very prestigious/they get to compete		

Ages 13–14 Raw Score	

Ages 13-14 lf	tem Analysis				
Main Idea	Detail	Sequence	Inference	Prediction	Social Context
7, 11, 14, 15	1, 3, 12 , 18	2, 6, 13, 16	9, 10, 12 , 17, 20	4, 5 , 8, 19	5, 20

Note. Bold items appear in more than one category.

Test Paragraphs for Ages 15–21

A. Hurricanes

SCORE

The Atlantic hurricane season is considered to be June 1st to November 30th. These severe storms rotate in a counter-clockwise direction around a calm, low-pressure center called the eye and travel westward across the ocean. A hurricane starts as a low pressure zone builds into a tropical depression and then becomes a tropical storm. Hurricanes have wind speeds from 74 miles per hour to greater than 155 miles per hour. Weather forecasters watch a hurricane's progression over time and predict its path. If a hurricane heads for a populated area, then weather forecasters can warn people to evacuate.

Before a hurricane becomes strong enough to be called a tropical storm, how is it described?

 Correct: low pressure zone/tropical depression

 What is an example of a "populated area" as the term is used in this story?

 Correct: any large or small city or town/[anywhere people are known to live, specify]:

 What do you think would happen if weather forecasters did not predict the path of a hurricane?

 Correct: people wouldn't know when to evacuate/could be injured/may die due to being caught in the storm and resulting floods

 Why would a spring vacation not likely be affected by an Atlantic hurricane?

 Correct: because hurricane season is from June to November/it's not during hurricane season

 When is the "busy season" for a hurricane forecaster?

 Correct: June through November/summer through fall

B. Posters for the Dance

The Dance Committee met on Monday, with two members absent. Shannon had been sick with the flu since last week and could not attend. The meeting just slipped Billy's mind and he went to a friend's house after school to play ball. At dinner, Billy's father told him that the chairman had called to see why Billy hadn't attended the meeting and to remind him about the posters. After dinner, Billy went to his room and looked at the stack of half-finished posters. He remembered that he and Shannon were responsible for the posters. The two of them were responsible for putting up the posters Tuesday morning. He couldn't figure out what to do, so he said, "Dad, can I talk to you about something?"

	Why does Billy need his dad's help?	1	0
	Correct: the posters were not finished/he missed the meeting		
	Name two students who missed the committee meeting. [Student must give two responses.] Correct: Shannon, Billy	1	0
_	What did Billy do before dinner?		
٥.	Correct: played (ball) with a friend/went to a friend's house	1	0
0	What might happen if Billy's father doesn't help Billy with the posters?		
Э.	Correct: Billy may have to stay up all night finishing them/he won't finish them/there won't be any posters/they will be posted late/people won't know about the dance	1	0
c.	Cafeteria Scandal		
	The Delmar High School Sentinel was nominated for another School News Award yesterday. The winning story will be announced all nominated stories are reviewed by the judges. The Sentinel was nominated for the award for its investigation of school cafe. The student journalists uncovered an illegal operation in which the supplier charged full price but only delivered half the meat produce that was supposed to be delivered. The State School Board has issued a statement commending The Sentinel's journal "sniffing out the truth," and wished them and journalists from other schools good luck in the state competition.	terias. : and	
10.	Why would Delmar High School students think this was an important paragraph to read?	1	0
	Correct: it was about their school (paper) students/it was a newsworthy article/it was about students stopping criminal activity		
11.	When will the winning story be announced?	1	0
	Correct: after all (nominated) stories are reviewed		
12.	What did the school journalists do?	1	0
	Correct: wrote a story about school cafeterias/uncovered a crime		
13.	What two things did the State School Board mention in their statement? [Student must give two responses.]	1	0
	Correct: commended the student journalists, wished the student journalists/school/students luck in the (state) competition		
14.	What might have happened if the students had not written their story about the cafeteria?		
	Correct: illegal activity would have continued/the school would continue to pay too much money to the food supplier/the students wouldn't have been nominated for an award	1	0
D.	The Job Search		
	Jason really needed to earn some extra money. He had a regular job emptying the trash and sweeping the floors in the building his dad worked, but that was only twice a week. He got paid to tutor his neighbor's son who was in summer school, but Marc on needed help occasionally and Jason didn't get paid very much. Before he started working at his dad's building, Jason had check nearby stores and restaurants and knew they weren't hiring new employees. Jason knew he needed to be creative if he was got have enough money before school started again. That morning he saw the newspaper on the table with a big circle around are the Help Wanted section. "Aha," Jason thought, "maybe I won't have to walk to school this year after all."	only cked th oing to	ne o
15.	Why would "Working Hard but Hardly Working" be a good title for this paragraph?	1	0
	Correct: because Jason had two jobs but didn't work much/because Jason is working very hard looking for a job		
16.	Who is Marc?	1	0
	Correct: Jason's/his neighbor's son/the kid Jason/he tutored		
17.	Before working in his dad's building, what had Jason done about getting a job?	1	0
	Correct: looked for work in stores and restaurants		
18.	. Why wasn't Jason satisfied with the tutoring job?	1	0
	Correct: because it wasn't full time/it didn't pay enough money		
19	. Why do you think the "Help Wanted" ad was left on the kitchen table?	1	0
_	Correct: someone wanted to help Jason in his job search/find a job		
20	. Why is Jason eager to earn money before school starts again?	1	0
_	Correct: he wants to buy a car/bicycle/(some other form of transportation)		
-	ges 15–21 Item Analysis Ages 15–21 Raw Score Inference Prediction Social Context Ages 15–21 Raw Score	L	
2,	6, 10, 15 7, 12, 13, 16 1, 8, 11, 17 4, 5, 18, 20 3, 9 , 14, 19 9		

Note. Bold items appear in more than one category. CELF5 ■ Record Form 2 ■ Ages 9–21



Word Definitions

Start > Ages 9—16: Item 1

Reversal Rule

Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.

Repetitions Allowed

Discontinue Rule Four consecutive O scores

Record the student's response in the space provided. If the response is vague or incomplete, but you think the student is on the right track, prompt for a more complete response by saying, **Can you tell me more**. Do not prompt for more information if the response is incorrect. See the Examiner's Manual for scoring rules and guidelines.

incorrect. See the Examiner's Market	
Scoring Key $AND = both elements of the scoring criteria are required$	$\bigcirc R = $ only one element of the scoring criteria is required
raffe The children said, "The giraffe is over there."	2. little Dad said, "There is little left in the box."
A giraffe is an animal with a wing neces and spotted skin that lives in Africa or the zoo. I an animal from Africa/lives in the zoo	small in size or amount OR not very much/not enough
with a long neck and spots rial 1 nustard Mom asked, "Would you like mustard on your hamburger?"	Ages 17–21 3. simple My brother said, "It was simple to do."
 □ condiment/something added for taste/put on food □ AND □ is brown/yellow 	easy to understand/do OR not hard/difficult
Trial 2 neat Grandma said, "You keep your room very neat."	4. cactus Grandpa said, "Don't touch the cactus."
orderly/in order/cleaned up/organized	plant that grows in hot/arid/dry/desert climates AND has spines or needles (instead of leaves)/prickly/ has or stores water in it
Introduce each test item by saying, The word is, as in: (read the sentence). Define the word	5. award The coach said, "You each deserve this award
Ages 9–16 1. alone The girl said, "I want to be alone." separated/apart/away from others/by yourself	prize/[accept possible prizes, e.g., trip, money]/ trophy/medal AND something given based on performance/merit/
OR not including anyone/anything else	need

6. guitar	The salesperson said, "This old guita valuable."	' is very	12.	autobiography	The librarian said, "Look in the autobiography section."		
AND makes mu	l instrument usic/is played with the hands/ d/you play chords/acoustic or electric/	1 0		AND	ory/book about a person's life story person/self-written	1 0)
	/[accept other appropriate description		13.	treaty	The general announced, "We sig treaty."	ned thi	is
7. decade	The reporter said, "It's been a decade last snowfall."	since the		an agreement/c	contract		
10 years/1	10 of something	1 0			ntities/nations or their /political authorities (not two	1 ()
8. souvenir	Mom said, "Everyone will get a souve		14.	negotiation	The car dealer said, "Some peop negotiation."	le avoi	d
remembra OR somethin	n/kept/bought as a reminder/ rance/keepsake ng denoting/marking a special occasion/ ace/person visited	1 0		AND	gaining/bartering/haggling an agreement/to make a deal/ t	1 (D
9. committe	e The secretary said, "We will form a co to solve this problem."	ommittee	15.	metamorphosis	The science teacher said, "We wi observing a metamorphosis."	ill be	
AND meeting factions, e	for a purpose/action/goal [accept specific	1 0		•	on ter/structure/appearance into hape/something else	1 '	0
	decisions]/help a cause n The driver asked, "Where did the pedestrian go?"		16.	valley	Grandma said, "They went to th	e valle	/:" —
person/s	omeone who walks/goes on foot			low area of land AND (land) between	d two mountains/higher areas	1	0
OR a walker		1 0	17.	loyalty	The new captain said, "Thank yo loyalty."	ou for y	our
11. priority	The boss said, "We need to make this	s a priority					
	importance/first/superior/top of the list/ ng to focus on	1 0			elity/allegiance/unwavering ation/always being there (to	1	0

8. conservation	My teacher said, "Conservation our world."	will h	nelp ——
preserving/protect AND from being used	ting/saving/preventing loss	1	0
9. perseverance	The team leader said, "We acco our goals with perseverance."	mpli	shed
keep trying/ste	never giving up on/sticking to/ adfastness al/purpose/task	1	0
20. riddle	The girl asked, "Do you know riddle?"	a go	od
the form of a c	roblem/brain teaser (not joke) in Juestion d/guessed at/be figured out	1	0
21. acknowledgm	ent The instructor said, "The aut get the proper acknowledgi	thor o	lid no
gift AND	something such as a prize/thank-you of an act/achievement	ı	1 (
	Raw Score		

Category	ltem
Science	4, 15, 16, 18
Social Studies	7, 8, 9, 10, 13, 14
Language/Literature/Arts	5, 11, 12, 17, 19, 20, 21
perlential/Community Knowledge	1, 2, 3, 6



Sentence Assembly

Start → Ages 9—11: Item 1 Ages 12-21: Item 4

Reversal Rule

Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.

Repetitions Allowed

Discontinue Rule Four consecutive 0 scores

Circle the letters corresponding to the student's responses. Circle 1 for TWO correct responses and 0 for only one correct response. The student must give TWO DIFFFRENT sentences in response to each item to score 1 point.

The student must give TWO DIFFERENT sentences in respon	nse to eacl	1 item to score 1 point.		
Demo tall the boy is		6. the runner the race to win going isn't		
a) The boy is tall.		a) The runner isn't going to win the race.	1	0
b) Is the boy tall?		b) Isn't the runner going to win the race?		
Trial 1 saw the girl the boy		7. the keys the girl her pocket put didn't in		
a) The girl saw the boy.		a) The girl didn't put the keys in her pocket.	1	0
b) The boy saw the girl.		b) Didn't the girl put the keys in her pocket?		
Trial 2 is on the chair the kitten		8. cross we the street here shouldn't		
a) The kitten is on the chair.		a) We shouldn't cross the street here.	1	0
b) Is the kitten on the chair?		b) Shouldn't we cross the street here?	•	•
Ages 9–11	SCORE	9. the lamp the woman the table put didn't on		
1. if it is cold you'll need to wear a coat	1,11		1	0
		a) The woman didn't put the lamp on the table.b) Didn't the woman put the lamp on the table?		·
a) If it is cold, you'll need to wear a coat.	1 0	b) Biant the woman pat the lamp on the table.		
b) You'll need to wear a coat if it is cold.		10 the girl the boy an ice cream cone buy did		
2. the man the dog followed by was		10.		
2. the man the dog followed by was		a) Did the boy buy the girl an ice cream cone?		^
a) The man was followed by the dog.		b) The boy did buy the girl an ice cream cone.		0
b) The dog was followed by the man.	1 0	c) The girl did buy the boy an ice cream cone.d) Did the girl buy the boy an ice cream cone?		
c) Was the man followed by the dog?		d) Did the gin bdy the boy an ice cleam cone:		
d) Was the dog followed by the man?		11. glue could you with that fix		
Declaration Leading		a) Could you fix that with glue?	1	0
3. he finished he played his homework hockey before		b) You could fix that with glue.	ı	U
a) He finished his homework before he played hockey.		c) With glue, you could fix that.		
b) He played hockey before he finished his homework.	1 0			
c) Before he played hockey, he finished his homework.		12. the restaurant the pizza to deliver going isn't		
d) Before he finished his homework, he played hockey.		a) The restaurant isn't going to deliver the pizza.	1	0
		b) Isn't the restaurant going to deliver the pizza?		
Ages 12–21				
4. the teacher assign homework didn't		13. it it she ate hot even though was		
a) The teacher didn't assign homework.	1 0	a) She ate it even though it was hot.	1	0
b) Didn't the teacher assign homework?		b) Even though it was hot, she ate it.		
5. she got she bought the job the car after		14. the student the manager an application send did		
a) She bought the car after she got the job.		a) Did the student send the manager an application?		
a, sile bought the tar area sile get an appear		Ly Dilly and are card the student an application?	1	^

1 0

b) Did the manager send the student an application?

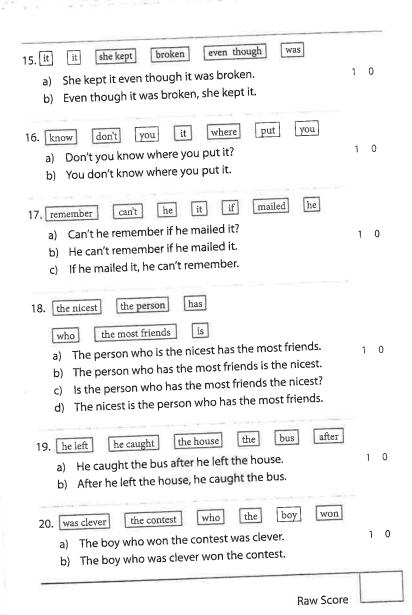
c) The student did send the manager an application.

d) The manager did send the student an application.

b) She got the job after she bought the car.

c) After she got the job, she bought the car.

d) After she bought the car, she got the job.



Sentence Assembly Item Analysis Category Active Declarative (with) 9, 11 prepositional phrase 4, 6, 7, 8, 12, 16, 17 negative infinitive phrase direct and indirect object 10, 14 1, 3, 5, 13, 15, 17, 19 subordinate clause 18, 20 relative clause Interrogative (with) prepositional phrase 4, 6, 7, 8, 9, 12, 16 negative direct and indirect object 10, 14 Passive

Note. Bold items appear in more than one category.

declarative

interrogative

2



Semantic Relationships

Start 🔷 Ages 9-16: Item 1 Ages 17-21: Item 4

Reversal Rule Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.

Repetitions Allowed

Discontinue Rule Four consecutive O scores

Circle the letters corresponding to the student's responses. Correct responses are indicated in bold. The student must give BOTH correct responses for an item to be scored as correct. Circle 1 for TWO correct res

responses for all item to be seered as contract	
Trial 1 A man is bigger than a a) house	
b) button	
c) spoon	
d) plane	
Trial 2 Jan saw Pedro. Dwayne saw Francis. Who was seen? a) Jan	
b) Dwayne	
c) Pedro	
d) Francis	
Ages 9–16	SCORE
1. An hour is longer than a	
a) minute	
b) day	1 0
c) second	
d) morning	
2. Teenagers are younger than	
a) infants	1 0
b) adults	1 0
c) grandparents d) children	
 3. The ball rolled to the left of the goal. The ball was a) next to the goal b) on the left side of the goal c) in the goal 	1 0
d) behind the goal	
Ages 17–21 4. In the alphabet, G comes a) between L and Z b) after C	1 0
c) before M	
d) between A and E	
5. In any month, the 17th comes	
a) between the 11th and the 16th	1 0
b) before the 16th	1 0
c) between the 13th and 19th	
d) after the 11th	
6. The teacher said, "More people in the class got Cs that As, but most people got Bs." There were	n
a) more Cs than As	1 0
b) more As than Bs	
c) more Bs than Cs	
d) six Cs	

7. Dan is taller than Jeff, and Lee is taller than both of	
them. Dan is a) taller than Lee	
a) taller than Lee b) shorter than Lee	1 0
c) the tallest	
d) not the shortest	
8. Wanda saw Joe, but not Ricardo or Sandy. They saw	
her, though. Who was seen?	
a) Wanda	1 0
b) Ricardo	1 0
c) Sandy	
d) Joe	
9. The dog sat under the table, next to the cat. The food	1
was in a dish on the table. The food was	
a) next to the dog	1 0
b) above the cat	
c) under the table	
d) on the table	
 The librarian said, "The library has fewer books on history than on science, but it has the most books or art." There are 	n
a) more books on science than art	1 (
b) fewer books on history than art	
c) the most books on science	
d) more books on art than science	
11. The pencil was in the box. The box was in a bag nex to the locker. The pencil was	t
a) in the locker	
b) in the bag	1
c) next to the locker	
d) beside the box	
12. The chart lists the countries in alphabetical order.	1
Norway comes	
a) between South Africa and Taiwan	1
b) after Turkey	1 2 2
c) before South Africa	
d) after Italy	- 81
13. Jeff said, "Math is first, followed by science, and the lunch." Math is	n
a) after science	1
b) before lunch	
c) between science and lunch	

14. A quarter past three is a) exactly 3:15 b) after 3:25 c) before 3:35 d) the same as 3:45 15. Carlos chose Louis, and Dan was chosen by James. Who was chosen? a) Carlos b) Louis c) James d) Dan 16. Marie is first in line with Angie and Ken standing behind her. Louie squeezed between Angie and Ken. Louie is a) third in line b) second in line c) after Marie d) before Marie 17. If a person lived for exactly a quarter of a century, he is a) 50 years old b) younger than 40 years old c) older than 30 years old d) at least 20 years old 18. Joe likes to feed the dog after taking it for a walk. Bill prefers the reverse. When does the dog get fed? a) Joe feeds the dog and then takes it for a walk b) Joe walks the dog and then feeds it c) Bill walks the dog and then feeds it c) Bill walks the dog and then falas is in a walk all washes the dishes. Samira and Raj switch duties the other days of the week. What will Raj do during the week? a) cook dinner on Friday b) cook dinner on Wednesday c) wash dishes on Saturday 20. Joe was born in June, AJ in August, and Frank in February. Each year a) Joe's birthday comes between Joe's and Frank's birthdays b) AJ's birthday comes between Frank's and AJ's birthdays c) Frank's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes before Joe's and AJ's birthdays				
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behind her. Louie squeezed between Angie and Ken. Louie is a) third in line b) second in line c) after Marie d) before Marie 17. If a person lived for exactly a quarter of a century, he is a) 50 years old b) younger than 40 years old c) older than 30 years old d) at least 20 years old 18. Joe likes to feed the dog after taking it for a walk. Bill prefers the reverse. When does the dog get fed? a) Joe feeds the dog and then takes it for a walk b) Joe walks the dog and then feeds it c) Bill feeds the dog and then feeds it d) Bill walks the dog and then feeds it 19. Samira cooks dinner Monday through Thursday, and Raj washes the dishes. Samira and Raj switch duties the other days of the week. What will Raj do during the week? a) cook dinner on Friday b) cook dinner on Wednesday c) wash dishes on Monday d) wash dishes on Saturday 20. Joe was born in June, AJ in August, and Frank in February. Each year a) Joe's birthday comes between Frank's and AJ's birthdays b) AJ's birthday comes between Joe's and Frank's birthdays c) Frank's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes after Frank's and AJ's birthdays		Who was chosen? a) Carlos b) Louis c) James d) Dan	1	0
he is a) 50 years old b) younger than 40 years old c) older than 30 years old d) at least 20 years old 18. Joe likes to feed the dog after taking it for a walk. Bill prefers the reverse. When does the dog get fed? a) Joe feeds the dog and then takes it for a walk b) Joe walks the dog and then feeds it c) Bill feeds the dog and then feeds it d) Bill walks the dog and then feeds it 19. Samira cooks dinner Monday through Thursday, and Raj washes the dishes. Samira and Raj switch duties the other days of the week. What will Raj do during the week? a) cook dinner on Friday b) cook dinner on Wednesday c) wash dishes on Monday d) wash dishes on Saturday 20. Joe was born in June, AJ in August, and Frank in February. Each year a) Joe's birthday comes between Frank's and AJ's birthdays b) AJ's birthday comes before Joe's and Frank's birthdays c) Frank's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes after Frank's and AJ's		behind her. Louie squeezed between Angie and Ken. Louie is a) third in line b) second in line c) after Marie		0
prefers the reverse. When does the dog get fed? a) Joe feeds the dog and then takes it for a walk b) Joe walks the dog and then feeds it c) Bill feeds the dog and then takes it for a walk d) Bill walks the dog and then feeds it 19. Samira cooks dinner Monday through Thursday, and Raj washes the dishes. Samira and Raj switch duties the other days of the week. What will Raj do during the week? a) cook dinner on Friday b) cook dinner on Wednesday c) wash dishes on Monday d) wash dishes on Saturday 20. Joe was born in June, AJ in August, and Frank in February. Each year a) Joe's birthday comes between Frank's and AJ's birthdays b) AJ's birthday comes between Joe's and Frank's birthdays c) Frank's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes after Frank's and AJ's		he is a) 50 years old b) younger than 40 years old c) older than 30 years old	1	0
Raj washes the dishes. Samira and Raj switch duties the other days of the week. What will Raj do during the week? a) cook dinner on Friday b) cook dinner on Wednesday c) wash dishes on Monday d) wash dishes on Saturday 20. Joe was born in June, AJ in August, and Frank in February. Each year a) Joe's birthday comes between Frank's and AJ's birthdays b) AJ's birthday comes between Joe's and Frank's birthdays c) Frank's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes after Frank's and AJ's	18.	prefers the reverse. When does the dog get fed? a) Joe feeds the dog and then takes it for a walk b) Joe walks the dog and then feeds it c) Bill feeds the dog and then takes it for a walk	1	0
 February. Each year a) Joe's birthday comes between Frank's and AJ's birthdays b) AJ's birthday comes between Joe's and Frank's birthdays c) Frank's birthday comes before Joe's and AJ's birthdays d) Joe's birthday comes after Frank's and AJ's 	19.	Raj washes the dishes. Samira and Raj switch duties the other days of the week. What will Raj do during the week? a) cook dinner on Friday b) cook dinner on Wednesday c) wash dishes on Monday		0:
uj Joe's birthday comes after Frank's and AJ's birthdays	20.	 February. Each year a) Joe's birthday comes between Frank's and AJ birthdays b) AJ's birthday comes between Joe's and Frank's birthdays c) Frank's birthday comes before Joe's and AJ's birthdays 		0
an mady s		d) Joe's birthday comes after Frank's and AJ's birthdays		

Semantic Relation	onships Item Analysis
Category	Item
Comparative	1, 2, 6, 7, 10, 17
Spatial	3, 9, 11
Temporal	13, 14, 19, 20
Sequential	4, 5, 12, 16, 18
Passive	8, 15



If you are unsure how to rate a skill or behavior, ask the student's teachers, parents, or other informants who know the student for their input. Discuss examples of each listed skill with the informant.

Many aspects of pragmatics are culturally influenced. As in all language evaluation, it is imperative that the examiner be familiar with expected and culturally appropriate pragmatic behaviors of the student being assessed. Be sure to consider cultural influences in rating the student's non-verbal and verbal communication skills. You may need to ask the student's parent/guardian if the student's behaviors are commonly observed and accepted within their culture. If you are rating a two-part skill (e.g., ltem 9. asking for/responding to...) and you think the student's behavior is not consistent across both parts, circle the skill you are rating (e.g., asking for). See the Examiner's Manual for complete instructions.

For each item, circle the number that best describes how often the student demonstrates that skill or behavior:

- 1 = never or almost never
- 2 = sometimes
- 3 = often
- 4 = always or almost always

Rituals and Conve	ersational Skills strates culturally appropriate use of language when	Never or Almost Never	Sometimes	Often	Always or Almost Always
	eding to greetings to/from others	1	2	3	4
	ing conversations (face-to-face, phone, etc.)	1	2	3	4
	-taking rules in the classroom or in social interactions	1	2	3	4
4. maintaining ey		1	2	3	4
	propriate topics of conversation	1	2	3	4
	pics using typical responses (e.g., nods, responds with "hmmm…")	1	2	3	4
	at contributions to a topic during conversation/discussion	1	2	3	4
	f repetitive/redundant information	1	2	3	4
	onding to requests for clarification during conversations	1	2	3	4
	ifying language based on the communication situation (communication partner[s], topic, place)	1	2	3	4
	anding jokes/stories that are related to the situation	1	2	3	4
	of humor during communication situations	1	2	3	4
	ng an ongoing communicative interaction	1	2	3	4
	ng an origoning communicative interaction nteracting in structured group activities		2	3	4
	nteracting in unstructured group activities	. 1	2	3	4
		- 1	2	3	4
+	introductions and introducing others	1	2	3	4
	s for getting attention	T.	2	3	4
18. using strategie	s for responding to interruptions and interrupting others		2	,	
	nd Responds to Information strates culturally appropriate use of language when				
19. giving/asking		1	2	3	4
	for the time of events	1	2	3	4
	for reasons and causes for actions/conditions/choices	1	2	3	4
22. asking for help		. 1	2	3	4
23. offering to hel		1	2	3	4
	ding to advice or suggestions	1.5	2	3	4
	for permission when required	1	2	3	4

		Never or Almost Never	Sometimes	Often	Always or Almost Always
26. a	agreeing and disagreeing	1	2	3	4
27. a	asking for clarification if he/she is confused or if the situation is unclear	1	2	3	4
	accepting/rejecting invitations	1	2	3	4
29. s	starting/responding to verbal and nonverbal negotiations	1	2	3	4
30. r	reminding others/responding to reminders	1	2	3	4
31. a	asking others to change their actions/states (e.g., please move, stop tapping)	1	2	3	4
32. a	apologizing/accepting apologies	1	2	3	4
33. r	responding when asked to change his/her actions (by accepting/rejecting)	ī	2	3	4
34. r	responding to teasing, anger, failure, disappointment	1	2	3	4
35. c	offering/responding to expressions of affection, appreciation	1	2	3	4
36. k	knowing how someone is feeling based on nonverbal cues	3	2	3	4
37. r	reading the social situation correctly and behaving/responding to it	1	2	3	4
38. ı	understands posted and implied group/school rules	1	2	3	4
The st	one's agreement. Itudent reads and interprets the following nonverbal messages accurately facial cues/expressions	1	2	3	4
	making/responding to greetings to/from others	1	2	3	4
	making/responding to farewells to/from others	1	2	3	4
	beginning/ending conversations	1	2	3	4
-	tone of voice	1	2	3	4
	student demonstrates culturally appropriate use of the following nonverbal support				
	facial cues/expressions	1	2	3	4
-	body language/gestures	1	2	3	4
	voice intonation (pitch, inflection, tone, or cadence)	1	2	3	4
_	expresses messages by using gestures or facial expressions	1	2	3	4
_	uses gestures and/or facial expressions according to the situation	1	2	3	4
	adjusts body distance (sits/stands) according to the situation	1	2	3	4
50.	presents matching gestures/facial expressions and verbal messages	1	2	3	4
Pra	gmalics Profile Item Analysis Subtota	ale			
	Communication Item				
	Using Rituals 1, 2, 3, 16, 40, 41, 42 Raw Scc	re L			
100 mg	Following Conversational Rules 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 18, 27, 38				
7277E	Understanding Humor/Jokes 11, 12, 37 Participation 14, 15, 17 , 18 , 22, 23				
Section 2	Participation 14, 15, 17 , 18 , 22, 23				

Using Rituals 1, 2, 3, 16, 40, 41, 42

Following Conversational Rules 3, 4, 5, 6, 7, 8, 9, 10, 13, 17, 18, 27, 38

Understanding Humor/Jokes 11, 12, 37

Participation 14, 15, 17, 18, 22, 23

Glving/Asking for Information 19, 20, 21, 38

Understanding/Expressing Complex Intentions 24, 25, 26, 28, 29, 30, 31, 32, 33

Awareness/Use of Prosodic Cues 43, 46

Sharing/Responding to reactions 34, 35, 36, 37

Reading/Using Body Language 39, 40, 41, 42, 44, 45, 47, 48, 49, 50

Note. Bold items appear in more than one category.



Pragmatics Activities Checklist

Complete the Pragmatics Activities Checkinst after you have completed three activities with	
Check the three activities you selected for this student's participation:	
_ , , ,	 Recommend a gift of toys/electronics/clothing/etc. from a catalog/advertisement
 Make a paper airplane/Build a simple figure out of blocks/ Put together a puzzle 	
	Recommend a movie from a newspaper Recommend a movie from a newspaper
Check each behavior you observed. Your observations should include ALL	
time spent participating in these Pragmatics Activities.	of the time you have worked with this student in addition to the
NONVERBAL: Gaze, Gesture, Expression, and Body Language	ge
The student	
 1. did not maintain culturally-appropriate eye contact with speake 	r
 2. did not look where speaker pointed 	
 3. did not look at object/person named by speaker 	
 4. did not coordinate gaze with speaker's gaze and ongoing talk 	
$\ \square$ 5. did not use gestures to identify person or object (e.g., pointing,	head nodding, smiling, waving)
 6. did not point to nearby object/person when appropriate 	
☐ 7. did not point to distant object/person when appropriate	
 8. did not use representational gestures (mimicked actions) to dire 	ect other's attention (e.g., fingers to lips to mean quiet,
crooking index finger to mean <i>come here</i> , holding thumb and lit	tile finger up to your face to mean <i>cuil me</i>)
9. did not coordinate gestures and ideas to direct attention	t
\square 10. did not respect the personal space of others when communicat	ing
VERBAL: Manner of Communication	
The student	
\square 11. spoke too fast to be understood	
\square 12. said things that didn't seem to relate to topic or make sense logi	
\square 13. had revisions, false starts, repetitions that made understanding	
\square 14. used too much non-specific language (e.g., he, she, this, stuff) to en	able understanding of what he/she was trying to communicate
\square 15. repeated information that did not clarify directions, explanation	s, stories
\square 16. did not understand literal meanings	
\square 17. did not understand figurative meanings	
VERBAL: Relevance of Communication	
The student	
\square 18. appeared to misunderstand speaker because he/she did not cons	
\square 19. said things that were not relevant to the current situation, topic,	event, or participants
\square 20. repeated things that listeners were already aware of	
\square 21. asked the same questions repeatedly	
\square 22. talked repeatedly about topics he/she was interested in but other	ers were not interested in
\square 23. talked even when no one was listening	
VERBAL: Quality and Quantity of Communication	
The student	
☐ 24. talked too much	
\square 25. talked to anyone, whether he/she knew the person or not	
\square 26. provided too much information	
\square 27. provided redundant information	
\square 28. responded but did not extend the conversation or offer further	
\square 29. made comments that were either implausible, unrealistic, or me	aningless given the context in which they were used
☐ 30. interrupted speaker	
\square 31. talked while others were talking	
\square 32. did not pass the conversational turn	
Total observations checked	



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GOAL

Goal-Oriented Assessment of Lifeskills

Lucy Jane Miller, PhD, OTR Thomas Oakland, PhD David S. Herzberg, PhD

Record Form

BACKGROUND INFORMATIO	N		SCORE SU	MMARY	
Date of testing: 2015 - Date of birth:	DAY	Overall Function GOAL Prog			
Chronological age: 14 3	(+	RAW	INE RAW	GROSS RAW	TOTAL RAW
nder: 🗆 Female 💆 Male		SCORES			
nnicity: White		Fine Motor Standard Score			Gross Motor andard Score
chool/Agency:	(hp) 1816	40	DIFFERE ≤14 □ Not significant Significa	≥15□	
eason for assessment: YE CVALUATUR	√	to 68	CONFIDENCE		to
		Percentile rank		Percentile rank	
etermine preferred hand/foot:	- 4	Descriptive range		Descriptive range	
hich hand does the individual use to write their name?	Left□ Right	160			T P
/hich foot does the individual use to kick a ball?	Left ☐ Right ☐	150			
otes:		130			
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Performance Record

THE PROPERTY OF E					DOM: 0.0000	A KAMAY IN SULAWA
ACTIVITY	BA	SIC STEP			BONUS STEPS	
UTENSILS			£1 100	T 21 . C2	mo (
Cutting	Uses knife and fork to cut Play-Doh into at le	ast 10 pieces	61–120 sec □ U1	31-60 sec	80 sec or less U1 thru U3	
Spearing	Uses knife and fork to spear 10 pieces of Pla on paper towel	y-Doh and place them	31–120 sec □ U4	30 sec or less U4 thru U5	THE RELIGION	Beth in
Scooping	Uses spoon to scoop, sip, and transfer at lea	st 10 spoonfuls of water	46–120 sec □ U6	45 sec or less	with derno	J \$ COVIE
LOCKS						
Keyed	Opens keyed lock		30 sec or less			
Combination	Opens combination lock		91–120 sec □ L2	61–90 sec ☐ L2 thru L3	60 sec or less	n .
PAPER BOX						
	Colors balloons correctly in 180 sec or less .	29	2–5 balloons □ P1	6 balloons		
Coloring	Colors umbrella sections correctly in 180 se	c or less	2–4 sections □ P3	5 sections		
Cutting	Uses scissors to cut out box with at least 6 c	correct cuts	91–180 sec □ P5	90 sec or less		
Folding	Folds box within colored bands in 120 sec or	less	2-A folds	5 folds	5 folds, 45 sec or less □ P7 thru P9	
Taping	Tapes box joints in 180 sec or less		2-4 joints □ P10	5 joints	5 joints, 60 sec or less	
NOTEBOOK						
Rings	Opens and closes binder and rings		240 sec or less			
	Places 3 dividers in binder so no 2 are adjac	ent	240 sec or less			
Sheets	Places 6 sheets in binder in 3 same-colored	pairs	240 sec or less			
Assembly	Opens rings, places dividers and sheets, clo (passes N1, N2, and N3)	ses rings	121-180 sec □ N4	61-120 sec	60 sec or less	
				JAHE ATTENSI		Lattice Law
GROSS MOT	OR					
ACTIVITY		SIC STEP			BONUS STEPS	
CLOTHES		CONTRACTOR OF THE PARTY OF THE				
Dressing	Puts on shirt and shorts, right-side out, labe	Is in back	121–180 sec	61–120 sec	60 sec or less	
Dressing Undressing			□ C1 31–180 sec	☐ C1 thru C2	☐ C1 thru C3	
Undressing	Puts on shirt and shorts, right-side out, labe		□ C1	□ C1 thru C2	☐ C1 thru C3	
Undressing BALL PLAY	Removes shirt and shorts, puts both on tabl	e	□ C1 31–180 sec □ C4 10–19 reps	☐ C1 thru C2 16-30 sec ☐ C4 thru C5 20-29 reps	☐ C1 thru C3 15 sec or less ☐ C4 thru C6 30-39 reps	40 or more reps
Undressing BALL PLAY Dribbling	Removes shirt and shorts, puts both on tabl Dribbles tennis ball (number of repetitions i	e n 30 sec)	□ C1 31–180 sec □ C4 10–19 reps □ B1 10–19 reps	□ C1 thru C2 16-30 sec □ C4 thru C5 20-29 reps □ B1 thru B2 20 or more reps	□ C1 thru C3 15 sec or less □ C4 thru C6 30-39 reps □ B1 thru B3	40 or more reps
Undressing BALL PLAY Dribbling Hand-to-Hand	Removes shirt and shorts, puts both on table Dribbles tennis ball (number of repetitions i	e n 30 sec) (in 30 sec)	□ C1 31–180 sec □ C4 10–19 reps □ B1 10–19 reps □ B5 1–4 reps	□ C1 thru C2 16-30 sec □ C4 thru C5 20-29 reps □ B1 thru B2 20 or more reps □ B5 thru B6 5-9 reps	☐ C1 thru C3 15 sec or less ☐ C4 thru C6 30-39 reps ☐ B1 thru B3	□ B1 thru B4 15 or more reps
Undressing BALL PLAY Dribbling Hand-to-Hand Floor-Wall	Removes shirt and shorts, puts both on table Dribbles tennis ball (number of repetitions i Bounces tennis ball from one hand to other Bounces tennis ball from hand to floor to wa	e n 30 sec) (in 30 sec) all, catches ball (in 30 sec)	□ C1 31–180 sec □ C4 10–19 reps □ B1 10–19 reps □ B5 1–4 reps □ B7 3–5 reps	C1 thru C2 16-30 sec C4 thru C5 20-29 reps B1 thru B2 20 or more reps B5 thru B6 5-9 reps B7 thru B8 6-8 reps	□ C1 thru C3 15 sec or less □ C4 thru C6 30-39 reps □ B1 thru B3 10-14 reps □ B7 thru B9 9-11 reps	15 or more reps 15 or more reps 15 or more reps 12 or more reps
Undressing BALL PLAY Dribbling Hand-to-Hand Floor-Wall Kicking	Removes shirt and shorts, puts both on table Dribbles tennis ball (number of repetitions i Bounces tennis ball from one hand to other Bounces tennis ball from hand to floor to wa Kicks tennis ball to wall, ball rebounds over	e n 30 sec) (in 30 sec) all, catches ball (in 30 sec)	10-19 reps B1 10-19 reps B5 1-4 reps B7	C1 thru C2 16-30 sec C4 thru C5 C4 thru C5 C5 C5 C6 thru C5 C7 thru C5 thru C5 C7 thru C5 t	□ C1 thru C3 15 sec or less □ C4 thru C6 30-39 reps □ B1 thru B3 10-14 reps □ B7 thru B9	□ B1 thru B4 15 or more reps □ B7 thru B10
Undressing BALL PLAY Dribbling Hand-to-Hand Floor-Wall Kicking	Removes shirt and shorts, puts both on table Dribbles tennis ball (number of repetitions i Bounces tennis ball from one hand to other Bounces tennis ball from hand to floor to wa Kicks tennis ball to wall, ball rebounds over	e n 30 sec) (in 30 sec) all, catches ball (in 30 sec) line (in 30 sec)	□ C1 31–180 sec □ C4 10–19 reps □ B1 10–19 reps □ B5 1–4 reps □ B7 3–5 reps	C1 thru C2 16-30 sec C4 thru C5 20-29 reps B1 thru B2 20 or more reps B5 thru B6 5-9 reps B7 thru B8 6-8 reps	C1 thru C3 15 sec or less C4 thru C6 30-39 reps B1 thru B3 10-14 reps B7 thru B9 9-11 reps B11 thru B13 B11 thru B13	15 or more reps 15 or more reps 15 or more reps 12 or more reps
Undressing BALL PLAY Dribbling Hand-to-Hand	Removes shirt and shorts, puts both on table Dribbles tennis ball (number of repetitions i Bounces tennis ball from one hand to other Bounces tennis ball from hand to floor to wa Kicks tennis ball to wall, ball rebounds over	e n 30 sec) (in 30 sec) all, catches ball (in 30 sec)	□ C1 31–180 sec □ C4 10–19 reps □ B1 10–19 reps □ B5 1–4 reps □ B7 3–5 reps	C1 thru C2 16-30 sec C4 thru C5 20-29 reps B1 thru B2 20 or more reps B5 thru B6 5-9 reps B7 thru B8 6-8 reps	□ C1 thru C3 15 sec or less □ C4 thru C6 30-39 reps □ B1 thru B3 10-14 reps □ B7 thru B9 9-11 reps	15 or more reps 15 or more reps 15 or more reps 12 or more reps
Undressing BALL PLAY Dribbling Hand-to-Hand Floor-Wall Kicking TRAY CARRY	Removes shirt and shorts, puts both on table Dribbles tennis ball (number of repetitions i Bounces tennis ball from one hand to other Bounces tennis ball from hand to floor to wall to wall, ball rebounds over Picks up tray from chair A Walks to chair B, stepping over sponges Circles chair B once	e (in 30 sec) (in 30 sec) all, catches ball (in 30 sec) line (in 30 sec) Stands up Walks to chair A Puts tray down on chair A	C1 31–180 sec C4 C4	C1 thru C2 16-30 sec C4 thru C5 20-29 reps B1 thru B2 20 or more reps B5 thru B6 5-9 reps B7 thru B8 6-8 reps B11 thru B12 Performs all 7 elements in 31-60 sec	C1 thru C3 15 sec or less C4 thru C6 30-39 reps B1 thru B3 10-14 reps B7 thru B9 9-11 reps B11 thru B13 Performs all 7 elements in 30 sec or less	15 or more reps 15 or more reps 15 or more reps 12 or more reps

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# Chart

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# **Intervention Targets**

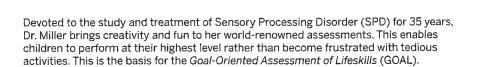
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tting	Proprioceptive	Stability, Bilateral Coordination	Planning, Sequencing	Strength, Speed
earing	Proprioceptive	Stability, Bilateral Coordination	Spatial Organization	Unilateral Preference, Speed
ooping	Proprioceptive, Visual	Alignment, Stability, Feedback	Planning, Sequencing	Unilateral Preference, Hand Precision, Speed
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yed	Proprioceptive	Stability	Planning	Unilateral Preference
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PER BOX	Marie -			
	Tactile, Proprioceptive	Alignment, Stability	Planning, Sequencing	Unilateral Preference, Hand Precision, Endurance
oring	Tactile, Proprioceptive	Alignment, Stability	Planning, Sequencing	Unilateral Preference, Hand Precision, Endurance
tting	Tactile, Proprioceptive	Alignment, Stability, Bilateral Coordination	Spatial Organization/	Unilateral Preference, Hand Precision
ding	Tactile, Visual	Feedback, Bilateral Coordination	Spatial Organization, Visual–Motor Skill	Hand Precision, Endurance
ing	Tactile	Stability, Feedback, Bilateral Coordination	Planning, Sequencing, Ideation	Hand Precision, Speed, Endurance
TEBOOK				
gs	Proprioceptive	Stability, Bilateral Coordination		Strength
	Visual	Stability	Ideation, Visual–Motor Skill	
ets	Visual	Stability	Ideation	
sembly	Visual	Stability	Spatial Organization, Ideation, Visual–Motor Skill	Speed
E I F				
ROSS MOT	OR			
TIVITY	SENSORY	POSTURAL	PRAXIS	MOTOR PROFICIENCY
OTHES				
CITICO				
	Vestibular, Proprioceptive	Balance, Weight Shift, Bilateral Coordination	Planning	Full Body Accuracy, Endurance
essing	Vestibular, Proprioceptive  Vestibular, Proprioceptive		Planning Planning, Sequencing, Spatial Organization, Ideation	Full Body Accuracy, Endurance Speed
essing dressing		Balance, Weight Shift, Bilateral Coordination		
essing dressing		Balance, Weight Shift, Bilateral Coordination		
essing dressing ALL PLAY bbling	Vestibular, Proprioceptive	Balance, Weight Shift, Bilateral Coordination  Balance, Weight Shift, Feedback, Bilateral Coordination	Planning, Sequencing, Spatial Organization, Ideation	Speed Full Body Accuracy, Unilateral Preference, Enduran
essing dressing ALL PLAY bbling nd-to-Hand	Vestibular, Proprioceptive Proprioceptive, Visual	Balance, Weight Shift, Bilateral Coordination  Balance, Weight Shift, Feedback, Bilateral Coordination  Balance, Feedforward	Planning, Sequencing, Spatial Organization, Ideation Temporal Organization	Speed Full Body Accuracy, Unilateral Preference, Enduran
dressing  ALL PLAY  bbling  nd-to-Hand	Vestibular, Proprioceptive  Proprioceptive, Visual  Proprioceptive, Visual	Balance, Weight Shift, Bilateral Coordination  Balance, Weight Shift, Feedback, Bilateral Coordination  Balance, Feedforward  Balance, Weight Shift, Feedback	Planning, Sequencing, Spatial Organization, Ideation Temporal Organization Temporal Organization, Spatial Organization	Full Body Accuracy, Unilateral Preference, Enduran Full Body Accuracy, Unilateral Preference, Enduran Full Body Accuracy
essing dressing ALL PLAY bbling nd-to-Hand or-Wall	Proprioceptive, Visual Proprioceptive, Visual Proprioceptive, Visual Proprioceptive, Visual Vestibular, Proprioceptive, Visual	Balance, Weight Shift, Bilateral Coordination  Balance, Weight Shift, Feedback, Bilateral Coordination  Balance, Feedforward  Balance, Weight Shift, Feedback  Balance, Bilateral Coordination	Planning, Sequencing, Spatial Organization, Ideation  Temporal Organization  Temporal Organization, Spatial Organization  Temporal Organization	Full Body Accuracy, Unilateral Preference, Enduran Full Body Accuracy, Unilateral Preference, Enduran Full Body Accuracy
essing dressing ALL PLAY ibbling and-to-Hand cor-Wall cking RAY CARRY	Proprioceptive, Visual Proprioceptive, Visual Proprioceptive, Visual Proprioceptive, Visual Vestibular, Proprioceptive, Visual	Balance, Weight Shift, Bilateral Coordination  Balance, Weight Shift, Feedback, Bilateral Coordination  Balance, Feedforward  Balance, Weight Shift, Feedback  Balance, Bilateral Coordination	Planning, Sequencing, Spatial Organization, Ideation  Temporal Organization  Temporal Organization, Spatial Organization  Temporal Organization	Full Body Accuracy, Unilateral Preference, Enduran Full Body Accuracy, Unilateral Preference, Enduran Full Body Accuracy
essing dressing ALL PLAY bbling nd-to-Hand oor-Wall cking	Vestibular, Proprioceptive  Proprioceptive, Visual  Proprioceptive, Visual  Proprioceptive, Visual  Vestibular, Proprioceptive, Visual	Balance, Weight Shift, Bilateral Coordination  Balance, Weight Shift, Feedback, Bilateral Coordination  Balance, Feedforward  Balance, Weight Shift, Feedback  Balance, Bilateral Coordination  Balance, Weight Shift, Feedback	Planning, Sequencing, Spatial Organization, Ideation  Temporal Organization  Temporal Organization, Spatial Organization  Temporal Organization  Temporal Organization, Spatial Organization	Full Body Accuracy, Unilateral Preference, Enduran Full Body Accuracy, Unilateral Preference, Enduran Full Body Accuracy Full Body Accuracy, Unilateral Preference, Enduran



The GOAL is an innovative assessment of functional motor skills. Designed for 7- to 17-year-olds, the GOAL consists of seven Activities that include fun and motivating tasks based on the real occupations of a child's daily life. Each GOAL Activity is linked to Intervention Targets that help you turn assessment results into a specific, goal-oriented treatment plan. The GOAL is a standardized, psychometrically precise instrument that can be administered and scored in an hour or less. It offers an ecologically valid description of a child's competencies and opportunities for growth in both fine motor and gross motor domains.

#### www.wpspublish.com

Lucy Jane Miller, PhD, OTR



#### **GOAL ADMINISTRATION NOTES**

able to cut stay and to k together to speak peces with able to scrop water with spoon was de no
able to scrop water with sport was de no
LOCKS
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3 min - 1 services 2 south
CLOTHES
K
BALL PLAY
TRAY CARRY

# Lake Washington School District # 414 SPECIAL SERVICES

	Grades 9-10: 35 wpm	itten work	ame as wri	Grades 3-5: same as written work		
Grades 11-12: 45 wpm	Grades 6-8: 20 wpm		< 1 minute	Grades K-2: < 1 minute	ADAPTATIONS / ACCOMMODATIONS:	ADAPTATIONS /
		7			u bar feature	Student uses menu bar feature
		7			Typing - composes in a timely manner	Typing - compose
		7			сору	Typing speed from copy
		5			m memory	Types alphabet from memory
			<		rk on computer	Produces class work on computer
	Horn Pen	ς				functions
	N. T.				Uses alternate input device to activate computer	Uses mouse to ac
	N. K.				nserts and removes disks from computer/ tape	nserts and remov
		<			tes at computer	Works for 15 minutes at computer
	R.V.				Operates equipment using simple switch	Operates equipme
	COMMENTS:	SBA IND	V/GC S	FPA PPA	TECHNOLOGY AND COMPUTER USE	TECHNOLOGY A
3	, ,				ADAPTATIONS / ACCOMMODATIONS:	ADAPTATIONS /
5 rolldarm	PISTACIATOS(I), DOCUM		7		Student feeds self with ease and neatness	Student feeds self
			<		Student completes snack/lunch routine	Student complete:
			1		Student organizes workspace and desk items	Student organizes
			7		Student maintains personal cleanliness	Student maintains
					Student completes hand washing routine	Student completes
	paraphra		<		toileting routine	Student completes toileting routine
		<			Student accesses materials in a variety of settings	Student accesses
	19	ς,			Student manages fasteners (clothing, backpack)	Student manages
	thes shors(I)	7				shoes, socks)
					Student manages clothing (coat, backpack, pants,	Student manages
	COMMENTS:	SBA IND	V/GC S	FPA PPA	TV	SELF MANAGEMENT
K KEEDNEY OT	The Kylle Therapist:	Los	Teacher:	×	ENGUNDON INS,	School/Grade:
3/30/15	0   0   Date:		Birth date:		Nigel Burns	Student's Name:
	OT/PT FUNCTIONAL ASSESSMENT	NAL ASS	FUNCTIO	ОТ/РТ		

					ADAPTATIONS / ACCOMMODATIONS:
			7		constructional sequences
			`		Student has memory for use of materials and
		54	<		Puts two objects together to make something
		<			Understands and follows one step directions
			1		Student manages tools (glue/tape/stapler/ruler)
			ς.		Student cuts with scissors on lines / curves
			7		Student colors within lines
	_				Student uses pencil/markers/crayons
	5				Student turns pages in a book
	-				Student manipulates toys
PPA VIG C SBA IND COMMENTS:	BA INI	V/GC S	PPA	FPA	CLASSROOM HAND SKILLS / Use of Materials

ADAPTATIONS AND ACCOMMODATIONS:	Needs Handwriting Checklist	Writing speed is adequate for academic tasks	Printing/cursive is legible overall	Student writes name (manuscript / cursive)	Student makes representational drawings		Student copies shapes:	Pencil / crayon grasp is efficient	Established hand preference	WRITTEN COMMUNICATION SKILLS
1st:					7					FPA
32 lpm		7	<			<				PPA \
; 2nd:										//GC
35 lpm										SBA II
ı; 3			t	7		(		<	5	ð
1st: 32 lpm; 2nd: 35 lpm; 3rd: cursive 25 lpm; 4th: 37 lpm; 5th: 47 lpm; 6th: 57 lpm			#S MANY to			Straight Inves (B) For diagonal, curved, etc.			R handed	FPA PPA V/GC SBA IND COMMENTS:
4th: 37 lpm;			d to wend, laves			gonal, curi				
5th: 47 lpm;		\	0.5			'ed, ctc.				
6th: 57 lpm										

Name: BURNS, Nigel

JRNS, Nigel 1

B.D.: 1/10/01

Date: 6/23/14

Nigel returns for reevaluation of his diffuse encephalopathy, autistic spectrum disorder and associated neurobehavioral difficulties. Nigel is now 13-5 and is accompanied to the office today by his mom.

Since his last visit, Nigel has had a rough year. He has continued in the Lake Washington School District in a highly individualized self-contained program where he, like a number of other students, had an individualized aide. Everything was directed towards his individualized support and accommodations as well as behavioral state regulation. Ongoing behavioral issues have been a concern as previously noted, involving perseveration, distractibility, difficulty with transition and change, anxiety, hypersensitivity and reactivity.

At school during this past year, in late April or early May, Nigel "attacked" a teacher. This was "sudden and unexpected," but in fact, the exact behavioral context, as best as I can tell, was not documented, not annotated and not described despite the fact that Nigel had an individualized attendant. Regardless, Nigel's hands went around the teacher's neck, and subsequently, the teacher was "fine." At that time, it happened that a behavioral consultant had been hired by the school, Kathy Zanolli, Ph.D., and in fact, she was encouraging the teacher to go be checked from a medical perspective in light of this assault. Regardless, Nigel was discharged that day and then the following day on a suspension that was "mandatory," and mom took Nigel for a hike the next day and they had a relaxing, calming day.

Subsequently, Nigel was to return on the 5th of May after having served his suspension, but at that point, Nigel was not allowed back in class but, rather, a conference room was modified and essentially created a "locked room," and parents, unwilling to place him into this room given the lack of individualized support, decided to pull him out for the remainder of the year. An evaluation had been carried out in school, after several weeks into this, however, in that the school decided to place Nigel at CHILD School on Mercer Island. Unfortunately, the evaluation from CHILD showed Nigel at a time that he was highly reactive and unpredictable and, in fact, was felt to represent "too high maintenance," even for CHILD at the time. However, the behavior at the time was not necessarily representative of Nigel's true needs or behaviors.

Mom is unaware today of the specific event that preceded the "assault" at school, but regardless, these types of events in the past have occurred in the face of overstimulation,

Name: BURNS, Nigel 2

sudden noise, inopportune behavior on the part of others, sudden transition or an environment that is unpredictable and overwhelming. Typically, Nigel chose these behaviors borne out of anxiety, frustration, reactivity, impatience or anger, but directed aggression towards others has, in other context, not been seen.

Now, Nigel has been seen at Columbia Fitness, a family health club, by a personal trainer who has Asperger's syndrome who totally understands Nigel and will be working with him on an ongoing basis. Parents continue to seek an appropriate understanding of the event described at school and exactly what was the basis for its occurrence. In addition, they would like to seek appropriate placement to meet Nigel's needs in light of the behavioral concerns.

In October-November, Nigel's ABA program was set up through Connections, and ABA/ BCBA-trained staff were present to address his needs. In this setting, Nigel was going on an outing to Jump Planet, a recreational setting, and in doing so, joining up with others in a structured play circumstance. While riding, Nigel said "bathroom," and rather than going to Jump Planet and going to the bathroom, he was taken back home, and Nigel got upset and then "hit their car" and hit them. He was ineffectively transitioned, taken back in an inopportune manner, effectively given a punishment that he was not entitled to and did not go to Jump Planet, and as a result, they then indicated to the family they were "not coming back tomorrow." They never apparently searched other approaches or fully understood the character of the behavior that led to this in the first place.

At the same time, parents took advantage of a program called "Gift of Time," sponsored by Washington Autism Alliance, where children could be dropped off for 4 hours and receive individualized support. On his chest was a label that gave his name, who he is, how he operates, what he does, what he likes, what he does not like and his behavior was impeccable during that period of time.

Parents are hopeful that a program such as CHILD might be able to provide for Nigel's needs but also, would like to see him receive individualized, intensive support within the district addressing his critical developmental facets, his behavior, state regulation, communication and social interface with others. Parents will not have him go back to a contained environment that is reactive and borne out of restriction and confinement without proper teaching to meet his needs.

Mom also is hopeful that Nigel might be retested for food allergies, and I discussed this today, and she will address this with her family physician, Dr. Sigrid Barnickel. Mom realizes that going on field trips on one hand might protect him from foods that he takes, but at the same time, he might be exposed to other foods, especially when he goes to Starbucks and other such places where these foods are very evident. Nigel currently remains on a food elimination diet, gluten-free, casein-free, free of coconut, soy, and lima beans.

Name: BURNS, Nigel

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Throughout this time, Nigel continues on Abilify, 5 mg pills, 2 at hs, sertraline 25 mg, 3 in the morning and Intuniv, 2 mg in the afternoon. Mom wonders whether any further medication changes might be worthwhile.

#### **EXAMINATION**

Mental Status: An alert, rather active, vocal young man in no distress. Happy,

smiling, almost in a perseverative manner with loud, gleeful vocalizations. In addition, frequent percussive/concussive jumping where a large leap is taken with firm landing on both feet. When then given patterned recommendation on how to "jump soft," able to do so one or two times but then reverts. Reciprocates social greeting, initial eye contact with smile

though subsequently limited verbal interaction.

Cranial Nerves: II-XII notable for better eve contact, wide range of facial

expression.

Motor: Symmetric muscle bulk and tone. Decreased integration and

grading of movement throughout.

Gait: Normal. Ponderous quality.

DTRs: Not tested. Head/Neck: Unchanged.

Cortex: Variable though generally good eye contact, wide range of

affective response, somewhat disinhibited with boisterous

vocalizations and increased physical activity.

#### ASSESSMENT

Nigel continues to present a picture of an autistic spectrum disorder with significant impairment in social reciprocity, attention span and communication skills. I think there is little question that Nigel is far more capable than meets the eye and that his comprehension is disproportionately good compared to his expressive language. That notwithstanding, social grading, reactivity, impulsivity continue to be a concern.

Undoubtedly the behavioral issue in question that occurred earlier this year occurred as a byproduct of some environmental event involving transition, the unexpected, change or something with emotional charge for which Nigel generated anxiety and, as a result of which, reactivity was seen. On one hand, this could be called "assault" or "aggression," but I do not think it was either. Rather, I feel that it was Nigel feeling cornered or anxious and thereby, showing physical response, however inappropriate and unwanted, that fortunately led to no physical injury and a teacher who promptly reassured everyone "I'm fine."

As significant as the reaction on Nigel's part, however, is the reaction on the school's part. Whether it involves an "obligatory" suspension or not, restriction to return to the class and relegation to a more closed, secured room is not appropriate and, moreover, does not

Name: BURNS, Nigel 4

#### ASSESSMENT (cont)

meet Nigel's needs. This type of behavioral "discipline" is consequence-derived and does very little if anything to lead to restitution of more normal behavior or wanted behavior. Rather, it is the defensiveness stance that only serves to create a sense of "safety" and physical protection while not, in fact, acknowledging Nigel's needs or providing the least restrictive environment.

Parents and I discussed options today. I feel that a more individualized, predictable, structured environment is appropriate but, most importantly, one that acknowledges who Nigel is, how he operates and what his needs are. By truly understanding who he is, appropriate behavioral expectations can be sought but, moreover, appropriate behavioral observation can be established that fully understands the antecedent, the context in which the behavior occurs because it never occurs in isolation. Rather, it occurs as a derivative of some other factor or factors that need to be understood which in this circumstance were never observed and/or reported. This of critical importance, not unto itself "exonerating" Nigel's behavior but, rather, understanding it so the problem can be prevented in the future if not having been prevented this time.

Of note is that Nigel is benefited by simply indicating to others what his needs are and who he is, much like the "label" that was put on his chest when he was cared for by total strangers sponsored through WAA for 4 hours. It reinforces that Nigel's needs come from a personal understanding of who he is, how he communicates and how he perceives the world around him.

Nigel is also benefited from ongoing therapeutic support with a personal trainer at Columbia Fitness and hopefully this can continue. I think this is as valuable if not more so than physical therapy in some respects or at least complementary recognizing the understanding and the collaboration between Nigel and his mentor.

#### PLAN

- 1. Continue fitness program through Aiten at Columbia Fitness.
- 2. Nigel will continue to best benefit from a high degree of structure, consistency and predictability in an ordered, organized program.
- 3. Feel that Nigel would benefit from more individualized instruction, not only providing guidance through transition and change and sensory modulation of his environment but also, one that affords ample observation to identify antecedent factors and behavioral issues, triggering events, beneficial, calming activities, etc.
- 4. A functional behavioral analysis needs to be established to identify these issues in an impartial, directed way to provide for Nigel's needs.
- 5. Strongly consider placement at CHILD as a very appropriate recommendation on the part of the school district in light of the difficulty with which Nigel presents.

Name: BURNS, Nigel

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#### PLAN (cont)

- 6. However, to establish the appropriateness of this placement, however, will likely require an assessment at a time other than when Nigel is in "confinement," and in fact, he will participate this summer in Rosemary White's program and this might be an ideal time to assess his candidacy.
- 7. I feel that a collaborative behavioral approach needs to be established to better understand and acknowledge Nigel rather than react to unwanted behavior. "Aggression" or "assault" are very often a reflection of anxiety, fear or other concerning emotions that simply need understanding and contextualization in order to be able to constructively build behavioral expectations from these events.
- 8. Ongoing communication therapy, building more appropriate use of language, moreover.
- 9. Maintain Intuniv 2 mg and sertraline 75 mg unchanged.
- 10. Increase Abilify 5 mg, from 2 to 21/2 tablets at night.
- 11. Phone follow up in 3-4 weeks for progress report or sooner if needed.
- 12. Prompt reestablishment of appropriate, individualized school program is vital to Nigel's needs and his sense of acknowledgment by others.
- 13. Phone follow up prn problems or other concerns. Reevaluation in 6 months or sooner if needed.

STEPHEN T. GLASS, M.D.

STG:skk

cc: Sigrid Barnickel, M.D.
Adam Burns and Nyree Krikorian

Name:

**BURNS**, Nigel

B.D.:

1/10/01

Date: 12/15/14

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Nigel returns for reevaluation of his autistic spectrum disorder, inattention, distractibility and associated neurobehavioral concerns. Nigel is now 13-11 and is accompanied to the office today by his mom, though dad is available by phone.

Since his last visit, Nigel has shown fluctuating performance and unpredictable behavior. First, over the summer, Rosemary White had raised the question as to whether or not Nigel was having seizures due to patterned, repetitive behaviors that were observed. As a result, EEG-video monitoring was performed, interpreted by Dr. Sotero, and in fact, the results were negative. Mom walked away with the interpretation that there was very little to no shadow of a doubt that Nigel did not and would not develop seizures. No other stereotyped spells have been seen that might be construed to seizures.

Nigel has continued on medication including carnosine until it was recently discontinued. Parents and I discussed this today, and apparently, there is no other resource of carnosine available except possibly by local health food suppliers, but the constitution of the drug appears to be different. Parents are looking into this further as we are as well.

Nigel has continued to show fluctuating behavioral concerns, and when I saw him last, in June of this year, Nigel had finished up a rough year in school in the Lake Washington School District. The details of his school placement are as outlined, but one correction is that, in fact, the parents never pulled him out of school. Ongoing behavioral concerns were the biggest issues of note for which structured, individualized support was being sought in addition to which medication management continued.

Nigel then entered school this past year, and within the first 6 weeks, Nigel was placed in isolation 105 times in response to behavioral events, placed in time-out, no ongoing collaborative or interpretive approach, no ongoing advocacy or teaching but, rather, simply removal from the situation.

Subsequently, with an event that apparently revolved around pinching an individual, Nigel was then placed in a locked room for 36 minutes on the Tuesday before Thanksgiving and then let out. During this time, he had no engagement with others, observation through a window, by parents' report they believe, but in fact, no verbal exchange, no constructive skill building and no follow up thereafter in a similar manner on a collaborative basis.

Nigel then returned to school for 1½ weeks, but then, last Wednesday, the 10th, Nigel had major dental surgery with six extractions and a number of caries that were filled with a 4-hour general anesthetic session to do this. Following this, he was placed on pain medication as well as antibiotics and today was his first day back at school following the surgery, and he cried all day and was agitated. Parents, in fact, had tapered him down off of the oxycodone-acetaminophen that had been prescribed where he was receiving one tablet every 6 hours. They gave the last dose of this on Saturday but again gave another

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dose this morning, and parents and I discussed the process of giving this given the fact that he was taking it for 4 or 5 days regularly and then essentially stopped abruptly.

Following his dental surgery, moreover, Nigel refused to go to school for a stretch as well. He, in fact, was clearly shaken by the episode of being isolated for 36 minutes, and in fact, on Tuesday, he refused to go to school completely. Parents are concerned with the impact of this event as well as all of the factors together.

After the original behavioral infractions where Nigel was isolated 105 times in 6 weeks, in mid-October, Nigel was evaluated by Dr. Kwon, and he was placed on a new medication, Geodon. Currently, he is taking 20 mg 2 bid, in addition to sertraline 100 mg 1qd. At the same time the medication was started, the school contracted with Tom Powers, a behavioral specialist, in an attempt to implement a behavioral plan. Following this involvement, the exact details of which are not known, Nigel's behavior slowly improved, and now, he is calmer, less agitated though still, refusal to go to school has been an issue of concern.

As indicated, during last year, Nigel was never pulled out of school but, rather, was placed in isolation from May 5 to the end of school because of behavior problems. This was in a conference room where he had two "bodyguards" who were trained in the "Right Response" but actually in which setting Nigel had no teachers, no aides, no instructional support and, rather, for 32 days, was relegated to a conference room with two guards in an attempt to maintain protection.

Then, when this year began, parents describe the classroom being partitioned down the middle in preparation for Nigel's arrival where Nigel was in one half, again with "guards" who were trained in Right Response, no education, and the other half consisted of "the rest of the class." Nigel had no access to other peers but, rather, was left alone and, as a result, in this context, developed repetitive behavior and pinching with which the 105 isolations occurred.

As a consequence of this year's event, parents filed a due process hearing, and these issues are under way. Parents simply want to find the most appropriate placement to acknowledge and respond to Nigel's needs but also prevent behavioral responses on the part of the school district that reflect their reaction, their frustration and ultimately, behavioral responses that might be deleterious or negative in impact to Nigel. Overall, they do see him as more anxious following the protracted isolation, but he did go to school until the dental issues occurred where now, more refusal is seen with a combination of ingredients present.

Nigel continues to do well in other respects with general health good except for recent dental surgery. He continues to have prominent oral swelling, obvious discomfort and will go for dental follow up today at Children's Specialty Dentisty.

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BURNS, Nigel

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**EXAMINATION** 

Mental Status:

An alert, inconsistently attentive, intermittently active young man in no distress. Listening to iPad in a very focused manner with intermittent vocalizations and periodically interruption by repetitive, aggressive jumping in place or over iPad in a broad jump-like manner. Responds when spoken to, reciprocates handshake, tentative smile when addressed. II-XII notable for erratic though improved eye contact, narrow

Cranial Nerves:

range of affective response.

Motor:

Decreased integration and grading of movement throughout. Reduced motor planning skills. Difficulty crossing midline,

Gait:

difficulty with grading and sequencing of movement. Diminished trunk rotation, weight shifting. Intermittent

concussive jumping on floor at moments of seeming calm or

concentrated activity as he listens to iPad.

DTRs:

Not tested.

Head/Neck:

Unchanged.

Cortex:

Variable eye contact, narrow range of affective response. Limited vocal communication, occasionally single words only.

#### **ASSESSMENT**

Nigel presents with a picture that is still consistent with a diagnosis of autistic spectrum disorder with critical communication, social, play and cognitive deficits. The cardinal symptoms which he has demonstrated over the years continue to be evident though now only different in degree. On an absolute basis, it is quite clear that Nigel continues to make gains, shows no loss of skills and shows no evidence of progressive symptoms including seizures. This was very effectively ruled out with EEG-video monitoring.

Nevertheless, neurobehavioral difficulties have appeared and persisted and perhaps borne out of maturation. On one hand, Nigel is more aware, more attentive and, with this, especially in the face of communication impairment, perhaps more frustrated but, most importantly, he continues to demonstrate anxiety borne out of dealing with the unexpected, with transitions, with change, with expectations placed upon him and even simple transitions such as "no" or "stop."

In this regard, as a facet of his autistic spectrum disorder, Nigel is "overaroused," too aware of all stimuli in his environment and therefore less able to "filter and forget." In essence, he lacks sensory gating, and as a result, the world becomes overwhelming, anxiety-producing and, moreover, one where he has to seek and tends to seek other stimuli that might create a greater sense of calm, anxiety reduction as well as being "familiar," These are his manneristic, perseverative behaviors which have been present all along and persist. However, when a transition occurs from "the usual," especially when

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#### ASSESSMENT (cont)

unexpected, anxiety escalates, reactivity is a risk and then, its direction thereafter will be dependent upon one's response.

In the context of these behavioral challenges, isolation, even one isolation on a behavioral basis, serves limited to no benefit and, in fact, may have a deleterious effect. Especially when isolations are unattended and, moreover, last as long as 36 minutes, there is no data empirically or in population studies to indicate that this approach is effective. Rather, it is often pursued as a "stopgap" measure to try to remove the child from the setting at hand and thereby provide physical protection for others, it might appear, while at the same time providing what is likely only deleterious effect to Nigel. Clearly, no learning benefit comes from this, and in fact, without a collaborative, supportive approach, this is not likely to provide any useful benefit, whether these are short duration isolations or more protracted ones. As a result, such an approach is strongly discouraged.

The details of how to provide for Nigel's needs must be established to a greater degree, Initially, functional behavioral analysis needs to be carried out if not already done, an approach to try to better understand the antecedents, the triggers and the associated events with the known behavioral challenges. This might serve to create a better understanding of why the behavior is there but, most importantly, reinforce that these are not simply "episodes of bad behavior" but, rather, they are responses that relate to Nigel's anxiety, uncertainty and profound impairment in communication skills. Therefore, Nigel falls back on a behavioral dialect.

Then, following the functional behavioral analysis, a behavioral action plan needs to be established that is implemented effectively, consistently and in a supportive manner. Most importantly, Nigel's emotions and needs need to be acknowledged, he needs to be acknowledged as an individual, he needs to be supported in a collaborative manner rather than simply "disciplined." Consequence-derived approaches that focus on complicity will never work and, in fact, are incendiary, dangerous and counterproductive. Moreover, the simple lack of response over "105 trials" should well have instructed enough, if not earlier, that this approach is not going to work.

Medication management continues with Dr. Kwon and no changes will be made today. I think it is critical at this point to establish a behavioral approach that meets Nigel's needs. In addition, it should be commented upon that Nigel's absence from school is in part due to the anxiety over the behavioral events that have occurred and their consequences combined with his recent dental surgery, pain, medication side effects and the fact that this is a very turnultupus time from multiple different perspectives. Together, these factors likely contribute to Nigel's greater anxiety, resistance and lack of willingness to go to school. This was a highly atypical event. This was not borne out of "lack of complicity" on Nigel's or parents' part, and I would discourage strongly them forcing him to go to school as this will only increase anxiety and further reflects tack of understanding of his needs.

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#### **PLAN**

Nigel needs a formal behavioral plan to include a functional behavioral analysis (FBA), a behavioral action plan (BAP) and ongoing behavioral follow up.

Predictability, consistency and implementation across multiple individuals needs to be

enforced to ascertain that a well-established, single response is given.

Above all, a reactive behavioral response, time-out, consequence-derived approach,

etc., will not provide benefit and should be avoided.

- Instead, would utilize a collaborative behavioral approach, one that acknowledges Nigel's emotions, involves him in the process of self-regulation and removal and then, focusing on calming activities and other approaches that are known to be settling for him.
- Above all, Nigel needs to be involved in this process, language impairment notwithstanding.

Continue ongoing medication management as per Dr. Kwon.

- Would discontinue immediately any isolation room, "solution room," or unattended behavioral infraction-based approach as this will not work and it may have further deleterious consequences.
- If Nigel continues to refuse to go to school, this needs to be understood from the context of these behavioral events, the responses thereto and also, Nigel's recovery from dental surgery as well as medication issues.

Strongly discouraged parents from forcing Nigel to go to school for the sake of attendance alone as this will likely escalate into greater anxiety and reactivity.

10. Phone follow up prn problems and other concerns. Recheck within 2-3 months or sooner if needed.

STEPHEN T. GLASS, M.D.

STG:skk

cc: Adam Burns and Nyree Krikorian



1700 NW Gilman Blvd., Ste 205 Issaquah, WA 98027 Phone: 425.877.3484

Neuropsychological & Therapeutic Services

2310 130th Ave NE, Ste B-101 Bellevue, WA 98005 dr.dunbar.mayer@gmail.com

02.07.2015

RE: Nigel Burns DOB: 01.10.2001

To whom it may concern,

Nigel was seen at this office for a comprehensive neuropsychological evaluation in August 2014. Findings from this assessment were consistent with the following diagnosis:

<u>Autism Spectrum Disorder (With Intellectual and Language Impairment; Requiring Very Substantial Support, DSM-5: 299.00)</u>

This letter is being completed on behalf of Nigel Burns and his parents and in reference to the Lake Washington School District's proposed Individualized Education Program Amendment (IEP date 02.09.2015 to 11.18.2015; Meeting Date: 02.02.2015).

- In reference to the proposed Individualized Education Program Amendment for Nigel Burns:
  - o The increased BCBA involvement in Nigel's programming is acknowledged as being a beneficial and necessary component in his daily educational needs.
  - The change in Nigel's primary instructional space (conference room) where he receives the majority of his Specially Designed Instruction does reduce the need to escort him to an isolation room, as his educator can remove themselves from the room.
  - However, this change and use of instructional space, effectively creates an even more restrictive educational environment for Nigel. Specifically, this change in instructional space removes all access to general education peers or disabled peers for Nigel. In addition, his educational and instructional space is also being utilized as an isolation room. It has been reported that during periods of escalation, Nigel's educator would exit the room and hold the door closed until he has deescalated. In conceptualizing this change in placement and Nigel's lack of contact with general education and/or disabled peers, he has essentially been moved to an isolation/containment room for the vast majority of his educational day, which is the epitome of the most restrictive educational environment proposed to date.

In the spirt of providing Nigel with the least restrictive educational environment possible, a viable alternative that is recommended is the development of a home-based educational program and ancillary private therapies that is supported by the Lake Washington School District, which is further detailed below.

- 1) Instructionally, Nigel requires intensive individualized home-based programming designed for students who have a diagnosis of Autism. It is strongly recommended that he receive a total of 35-40 hours per week of direct Applied Behavioral Analysis (ABA) intervention, consisting of a combination of behavioral services and the therapies provided by ancillary disciplines, such as occupational and speech language therapy. Nigel's individualized teaching should follow the principals of ABA, the primary focus of which should be Discrete Trial Teaching (DTT) as well as other behavioral methodologies. This is keeping with the most effective method in the teaching of children with Autism described in the literature. As he is primarily selfdirected, Nigel's service should be provided by qualified and experienced behavioral specialists with expertise in the development and implementation of ABA services and who is credentialed (BCBA) and has substantial experience in working with students similar to Nigel. The BCBA would serve the crucial role of: 1) developing and implementing appropriate behavioral programs in function of relevant curricula, 2) implementing functional academics in math, reading, writing, and adaptive skills, 3) taking accurate transcription and analysis of data, 4) assessing Nigel's gains and the effectiveness of his programming, 5) ensuring consistency and skill generalization across educational components, 6) increasing cognitive skills, and 7) reducing aggressive and atypical behaviors. Direct service is essential for Nigel's family and team in enabling the appropriate monitoring, coordination and management of his overall programming. While recognizing the efforts made by Nigel's teachers and therapists to develop programs and both devise and review instructional strategies, a more systematic, data-driven element to Nigel's specialized instruction is warranted in order to promote its effectiveness. It is recommended that Tom Powers, Ph.D. and Penny Lathum, M.Ed., BCBA collaborate and implement the following home-based program.
- 2) Language Development: It is important for Nigel's curriculum to emphasize language-based processing and communication skills across all aspects of his day. In order to jointly develop appropriate goals and to provide a more uniform approach to his communication goals and objectives, collaborative efforts among members of Nigel's educational team will be necessary, especially between the behavior specialists and the speech pathologist (SLP). Referrals to Language & Learning Arts (Phone: 425.427.1075 or <a href="http://llaslp.com/llaslp/Home">http://llaslp.com/llaslp/Home</a>) or SmallTalk Speech & Language Therapy (Phone: 425.533.5402) is recommended. Goals and objectives should be developed to target receptive/expressive/pragmatic language domains.

- Expressive: Functional language skills should be targeted, with the aim of expanding his use of use of single words, word combinations, along with his capacity to answer "wh,, questions, and use of plurals/possessives/basic prepositions are areas to focus on in his programming.
- Receptive: Interventions should focus on improving his ability to attend to and comply with single step-commands and later on multistep, sequential directives reliably across settings.
- Augmentative Communication: As communication is one of the most pronounced areas of deficit in his neurodevelopmental profile, a refinement of communication supports is also recommended. Briefly, Nigel will require personnel with expertise in different aspects of communication, but explicitly augmentative communication specialists or assistive technology experts should be an integral part of his educational team for consultative purposes. The main goal is to improve his communication skills in the ways that are most accessible to him. Improvements in communication will undoubtedly help Nigel to effectively express his needs, difficulties, feelings, and desires. Concurrently, the implementation of augmentative communication strategies such as the Picture Enhancement Communication System (PECS) or use of an I-Pad (http://avatalkeraac.com/); TalkTablet (www.talktablet.com) or Avaz AAC App for Autism by Invention Labs (Augmentative Picture Communication Software for Children with Special Needs on iTunes) into his programming in an attempt to comprehensively enhance his repertoire is also recommended.
- 3) Social and Play-Based Skills: Nigel's educators should also continue to be focused on developing his social and play-based skills. Areas to be explicitly targeted include: a) interpersonal skills (e.g., appropriately initiating and sustaining social interaction, maintaining eye contact, reciprocating social overtures), and b) play abilities (e.g., broadening his play preferences, participating in simple give and take, along with fostering his participation in simple interactive games), given that these constitute areas of marked challenge for him. Referrals to the following social skills groups are provided: Aspiring Youth Program: (http://aspiringyouth.net/); Northwest Behavioral Associates (NBA; 425.822.6442, http://nba-autism.com/index.html); Wally's Club (www.wallysclub.com) or Peer's Play (http://peersplay.com/social_groups.html.
- 4) Occupational Therapy/Fine Motor: Nigel's fine motor and visuomotor integration skills are underdeveloped at this point. Development of Nigel's visual-motor integration and fine motor skills is recommended. He should therefore participate in occupational therapy services with remedial assistance targeting the aforementioned areas. A referral to Stepping Stones (Phone: 425.502.9440, http://www.steppingstones-ot.com/index.html) is recommended.

If you have any questions or concerns please feel free to contact me directly at 425.877.3484 or <a href="mailto:dr.dunbar.mayer@gmail.com">dr.dunbar.mayer@gmail.com</a>.

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