

LOUISIANA PUBLIC SCHOOLS
RICHLAND PARISH SCHOOLS
PUPIL APPRAISAL SERVICES
P.O. BOX 599
Rayville, LOUISIANA 71269

CONFIDENTIAL

NAME: GRADE: _____

BIRTH DATE: SCHOOL:

AGE: YEARS MONTHS STUDENT ID:

RACE: SEX: PARENT PERMISSION DATE:

DISSEMINATION DATE:

Evaluation Coordinator:

Referring Teacher:

Parent/Guardian:

Address:

City, State, Zip Code:

Phone Number:

REASON FOR REFERRAL: *(NAME)* was referred, at her teacher's request, due to a lack in performance in _____.

EVALUATION STRATEGIES:

X Review of School-Based
Screening Information

X Student Observation

X Teacher Interview

X Family Interview

X Student Interview

X Curriculum-Based Assessment

X Pupil Appraisal Interventions

X Review and Analysis of Interventions

X Diagnostic Assessments

DISCIPLINE STRATEGIES:

X Oral and Written Language Scales-II

X Goldman-Fristoe Test of Articulation-III

X Oral Peripheral Examination

X Stuttering Severity Instrument-4

X Stuttering Prediction Instrument for Young
Children

X The Test of Pragmatic Language-2

I. SCHOOL BUILDING LEVEL COMMITTEE REFERRAL SCREENING INFORMATION:

(Name) was referred for an individual evaluation due to her communication difficulties and failure to respond to school-based remediation and support strategies. **(Name)** is currently in the 2nd grade; however she has repeated Kindergarten. The School Building Level Committee (SBLC) at Rayville Elementary School identified **(AREA)** as the principle area of concern.

Screening information included **(Name's)** vision and hearing acuity; educational, social, and attendance histories; speech and language skills; motor proficiency; teacher-parent communication; and classroom/school-based interventions.

Educational history pertaining to the current academic concerns included the following information:

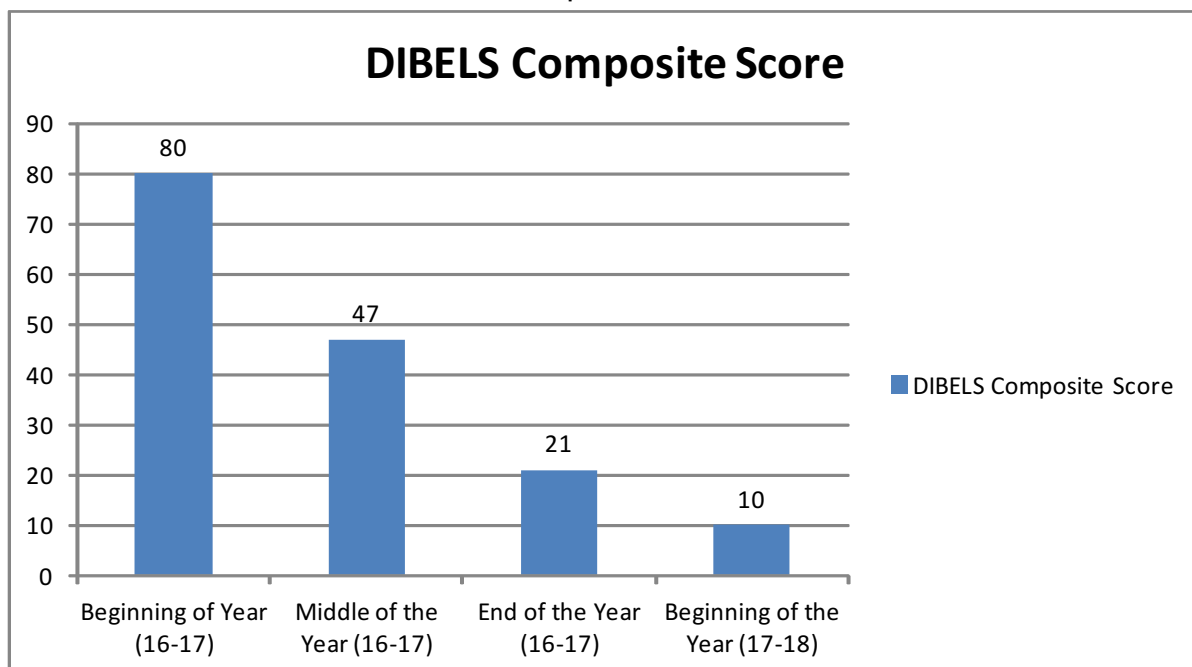
1. **(Name's)** current grades
2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) Scores
3. Richland Parish Math Benchmark Scores (2016-2017)

(Name) is currently in the 2nd grade at Rayville Elementary School for the 2017 – 2018 school year. **(Name's)** grades from the 2nd 6 weeks of the 2017-2018 school year are:

Subject	2017-2018 (2 nd 6 weeks)
English Language Arts	76 (C)
Math	91 (B)

(Name) repeated Kindergarten, but is currently in the 2nd grade. The following are the reported DIBELS Next Scores from her previous year in 1st Grade (2016-2017 school year) as well as the beginning of this year (201 -201).

(Name) DIBELS Next
Composite Scores



The following table displays **(Name's)** results from the Richland Parish Math Benchmark Assessment from 2016-2017.

<u>Time of Year Administered</u>	<u>Items Correct</u>	<u>Possible Items Correct</u>
Beginning of Year	1	50
Middle of Year	20	50
End of Year	26	50

(Name's) end of the year score for the benchmark assessment was 52% items correct.

According to the results from the past two years, **(Name)** has been placed within the intensive range based on her DIBELS composite scores. **(Name's)** end of the year DIBELS assessment score was 21 out of 155. For the beginning of the 2017-2018 school year, **(Name's)** composite score was 10 out of 141. **(Name's)** scores for the entire 2016-2017 and beginning of 2017-2018 school year placed her within the intensive support (Tier 3) category. The DIBELS composite score is a combination of all scores on multiple DIBELS measures. Due to **(Name's)** scores being well below the goal, it is recommended that she receive additional support in phonics and early reading skills.

According to the results of the social screening completed by her previous 1st grade teacher, Ms. Kayla Johnson, **(Name)** demonstrates a poor attention span, work/study habits, attitude towards adults, and maturity for her age. However, she demonstrates a below average attitude towards peers and peer group participation.

Attendance screening results indicate that **(Name)** has missed 1 full day of the current school year.

According to the results of the motor screening completed by her 2nd Grade P.E. teacher, Mr. Ronnie Fields, **(Name)** has average gross motor coordination.

(Name's) hearing and vision results from 3-24-17 appeared to be within the normal range.

Formal speech and language screening results revealed .

Health screening results revealed+ .

Assistive Technology screening results indicated concerns within the academic functioning abilities. Ms. Johnson reported that **(Name)** is unable to accomplish written tasks, take notes at the level needed for school, and correctly spell words needed to communicate in written print. She also has difficulty performing mathematical tasks, reading her text independently, and attending to instruction.

Teacher and parent communication revealed that **(Name's)** teacher requested an individual evaluation in order to determine eligibility for special education services. The attempts made to correct or remediate the concerns at the classroom and/or school-based level included:

- 1.
- 2.

II. STUDENT INTERVIEW:

An interview with **(Name)** was conducted to determine her attitude towards school.

When asked what her favorite thing about school was, **(Name)** replied she enjoyed learning and math. **(Name)** stated that she does not enjoy playing on the computer, but does enjoy all academic subjects. **(Name)** reported that she does have friends at school and they enjoy playing together. When asked about her behavior at school, **(Name)** replied that she does get into trouble, however, she stated that she doesn't do anything wrong. **(Name)** reported that she has one God brother and that they get along well. She stated that they enjoy playing together. She stated that she does not have any homework assignments. At home, **(Name's)** responsibilities consist of cleaning up the dishes and her room. When asked what she would like

to be when she grows up, **(Name)** replied she wants to be a baby doctor.

(Name) presented as a pleasant and sweet child. **(Name)** came easily with the interviewer and rapport was easily established.

III. TEACHER INTERVIEW:

According to information provided from Ms. Johnson, **(Name's)** previous regular education teacher, **(Name)** is experiencing difficulties in all academic areas. Ms. Johnson does not consider **(Name's)** motivation the primary factor affecting her academic performance. When asked about **(Name's)** strengths, Ms. Johnson reported that **(Name)** has good social skills and has made progress in math. **(Name)** is currently receiving the small group instruction, a peer tutor, and flash cards as accommodations that are provided within the classroom.

Specific Characteristics of Student – Short attention span, restless, immature behavior

Specific weaknesses were reported in

IV. PARENT INTERVIEW:

Ms. **(Name)**, **(Name's)** mother, provided the information for the parent interview. When asked about things **(Name)** does well, Ms. Logan replied that she does work well while at home without the crowd of kids. She believes **(Name's)** level of helping is improving. Ms. Logan considers **(Name's)** attention span her biggest weakness. When asked about **(Name's)** behavior at both home and school, she reported that **(Name)** is having behavioral problems. She has trouble with her tutoring teacher as well as other behavioral problems at school. It was stated that **(Name)** likes going to school and wants to get up and go to school. Ms. Logan reported that **(Name)** will complete her homework when she has assignments. With other peers, **(Name)** gets along well. However, at home she is bossy with family members.

Overall, Ms. Logan believes **(Name)** could do better academically. Her expectation of **(Name)** is to go to college. At home, Ms. Logan's expectations of **(Name)** are to clean her room, fold the clothes, and sweep. There were no medical problems reported and no other agency is currently working with the family.

V. STUDENT OBSERVATION:

(Name) was observed on _____ at 1:00pm in Ms. _____'s class. During the observation, the class was working on _____ . **(Name)** _____ .

VI. RESPONSE TO INTERVENTION (RTI):

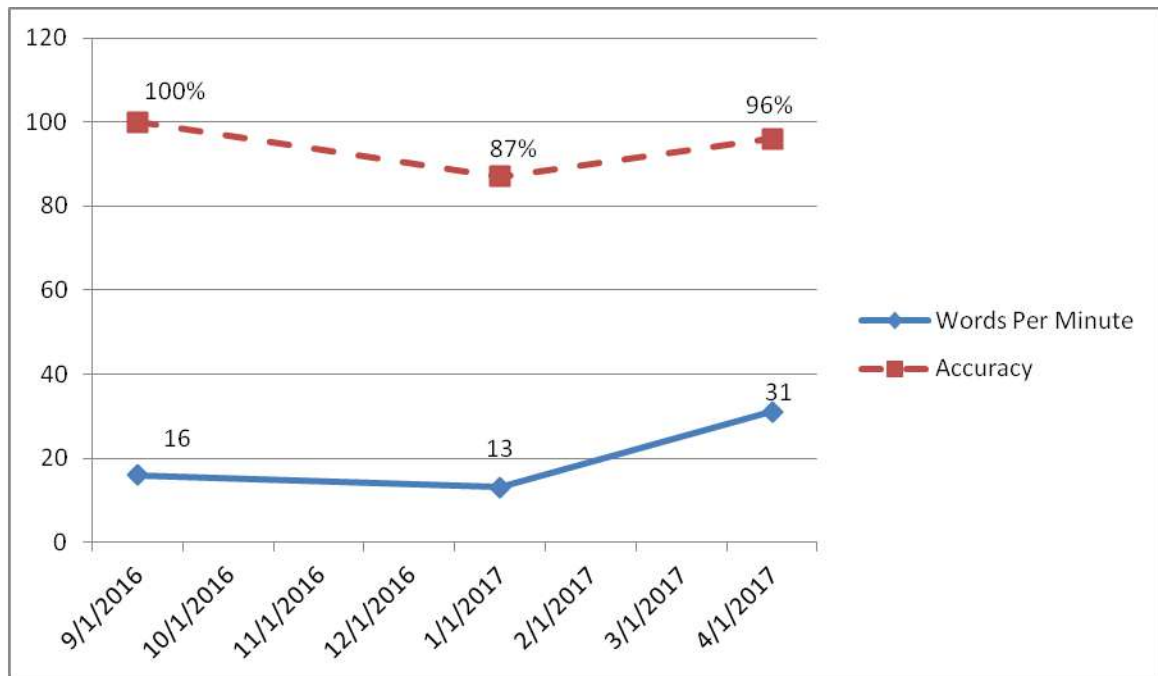
Rayville Elementary School developed, implemented, and conducted the following communication interventions.

Specific Concerns:

School Building Level Interventions

1. Referred to speech therapist to address

RTI Data Chart to be adapted to specific need



In September of 2016, (Name) was at a Level 1. In January of 2017, she improved to a Level 2. By April of 2017, (Name) improved once more to a Level 4. DRA Level at the end of the school year should be Level 16-18 with 94% accuracy.

DIBELS assessment scores were the following:

Time of Assessment	Category	Composite
Fall Scores	Intensive	80 out of 113
Winter Scores	Intensive	47 out of 130
Spring Scores	Intensive	21 out of 155

Although (Name) has been receiving interventions and demonstrated improvements, she is continuing to exhibit communication difficulties in .

VII. SUMMARY OF SCREENING AND INTERVENTION RESULTS:

Analysis of the intervention indicated that (Name) is continuing to perform below the targeted goal. (Name's) progress is not at a satisfactory level.

Based on the information that has been collected, it appears that the current interventions have met with limited success. (Name's) communication success has not been satisfactory and a further evaluation is supported at this time.

VIII. EDUCATIONAL ASSESSMENT:

IX. SPEECH EVALUATION

Oral Peripheral Exam: Adequate for speech

Voice: Satisfactory

Fluency: Satisfactory

Articulation Skills: Satisfactory

Language Skills: Satisfactory

METHOD OF ASSESSMENT:

Goldman-Fristoe Test of Articulation-III (GFTA-III)

The Goldman Fristoe Test of Articulation was administered to survey the way Student made speech sounds in single words. In this chart, "t/k" means [t] was produced instead of [k] such as "tite" for "kite". This sign, (-), means that the sound was left out and (x) means the sound was distorted. A blank space indicates correct production of the sound.

	Initial	Medial	Final	Blends	
p				bl	
b				br	
t				dr	
d				fr	
k				gl	
g				gr	
m				kr	
n				kw	
ng				nt	
f				pl	
v				pr	
th				sl	
v'd th				sp	
s				st	
z				sw	
sh				tr	
ch					
dj					
l					
r					
w					
j					
h					

SPEECH SAMPLE:

(Name's) speech is characterized by substitutions of phonemes including /s/ for 'sh' (sovel/shovel), /s/ for 'ch' (sair/chair), /w/ for /r/ (cawit/carrot), /z/ for 'j' (zumping/jumping), /f/ for voiceless 'th' (baf/bath), 'th' for /z/ (sithors/scissors), and /d/ for voiced 'th' (feder/feather). **(Name)** also consistently substitutes /w/ for /r/ in initial word blends (fwog/frog). **(Name)** obtained a raw score of 22 which translates to a standard score of 54. This places **(Name)** in the <1 percentile when compared to other girls/boys his age. His Test-Age Equivalent is 3-6. When compared to age and gender based norms **(Name's)** phonological development is significantly delayed. Speech therapy is recommended.

Oral and Written Language Scale-Second Edition (OWLS-II)

The *Oral and Written Language Scales, Second Edition* (OWLS-II) is an assessment of receptive and expressive language for children and young adults. The OWLS-II consists of four co-normed scales: Listening Comprehension (LC), Oral Expression (OE), Reading Comprehension (RC), and Written Expression (WE). The following are presented for **(Name)**:

- Scores for the scales that were administered
- Discussion of differences between scales
- Composite scores derived from the scales that were administered

	Raw Score	Standard Score	Confidence Interval 90%	Percentile
Listening Comprehension	61	72	68-76	3
Oral Expression	45	71	66-76	3
Oral composite score	155	76	72-80	2

Note: The derived mean standard score for this test is 100, with a standard deviation of 15. A standard score of one standard deviation below or above the mean is considered to be within average limits.

The differences between scales was **(Number)** and was/was not considered significant for **(Name's)** age.

During conversational speech, **(Name)** exhibited good turn-taking and topic maintenance skills. She spoke in complete sentences of average length and complexity for a girl her age.

Language Sample

Following are some examples of (Name's) sentences:

-
-
-
-
-
-
-
-
-
-

The Test of Pragmatic Language-2 (TOPL-2)

The Test of Pragmatic Language-2 (TOPL-2) was administered to evaluate (NAME)'s ability to understand and use language skills in social situations. This test is designed to assess a variety of pragmatic purposes, such as requesting, informing, and regulating in a variety of contexts.

(NAME)'s raw score was 25 with a Quotient of 75. This score places him in the fifth percentile for children his age and indicates a significant weakness in pragmatic language skills. (NAME)'s age equivalent was six years, zero months. He had difficulty making inferences and understanding sarcasm (i.e., What are they really asking? What did he/she really mean?). He also had trouble understanding who was speaking.

Stuttering Prediction Instrument For Young Children

The Stuttering Prediction Instrument For Young Children (SPI) is an assessment of fluency designed for children ages 3 through 8 years and assesses a child's history, reactions, part-word repetitions, prolongations and frequency of stuttered words to assist in measuring severity and predicting chronicity.

A brief history of **(NAME)**'s speech development revealed that he has been stuttering for more than six months. **(NAME)**'s mother reported first noticing the stuttering . She also reported that the stuttering severity is increasing and does not come and go. There is a family history of stuttering. **(NAME)**'s father stuttered when he was a young boy and received speech therapy. By kindergarten, his stuttering had stopped. **(NAME)**'s mother reported she was very concerned about his stuttering and believed that he had experienced a mild degree of teasing as well as a mild degree of frustration. She did not believe he ever avoided words or situations because of his stuttering. She also has not observed any extraneous facial or bodily movements during stuttering.

(NAME)'s part word repetitions were often 4 or more repetitions on one word. He had occasional mild tension in these repeated syllables as well as shwa ("uh") interjections. An example of a more severe abnormality in speech flow was as follows: "I, I, I, I gonna get I, I gonna get..."

(NAME)'s prolongations were mild (1.5-2 seconds) for vowels with no apparent blocking on vowels (phonatory arrest) or consonants (articulatory posturing).

(NAME)'s stuttering frequency was 20% based on a 300 word language sample. His SPI score of 18 placed him at the beginning of the moderate severity range.

Stuttering Severity Instrument-4 (SSI-4)

Stuttering Severity Instrument-4 (SSI-4) is an assessment of fluency designed for children and adults that assess the frequency of stuttering events, the duration of stuttering events, the physical concomitants exhibited by the stutterer, and the naturalness of the individual's speech.

A brief history of **(NAME)**'s speech development revealed that she has been stuttering less than 1 year. **(NAME)**'s mother reported first noticing the stuttering soon after **(NAME)** started spending time around her Uncle who stutters.

(NAME)'s part word repetitions were often 4 or more repetitions on one word. She had occasional mild tension in these repeated syllables as well as shwa ("uh") interjections.

(NAME)'s prolongations were mild (1.5-2 seconds) for vowels with no apparent blocking on vowels (phonatory arrest) or consonants (articulatory posturing).

(NAME)'s stuttering frequency was 17% based on 2 language samples with more than 150 syllables each. Her SPI score of 24 placed her at the middle of the moderate severity range.

Summary

(Name's) overall articulation/language/fluency/voice skills are significantly below age level expectations. Speech therapy services are recommended.

X. ASSESSMENT OF EDUCATIONAL OPPORTUNITY AND SOCIO-CULTURAL, EMOTIONAL, AND MOTIVATIONAL FACTORS:

Based on the data contained in this report, it has been determined that **(Name's)** communication difficulties are not primarily due to any of the following factors: lack of educational opportunity, emotional stress in the home or school, difficulty adjusting to school, lack of appropriate instruction in reading or mathematics, limited English proficiency, other disabling conditions, environmental deprivation or economic

disadvantage, cultural differences, lack of motivation, and/or temporary crisis situations.

XI. DETERMINATION OF ELIGIBILITY:

Communication assessment indicates that **(Name's)** articulation, language, voice, fluency functioning falls more than one and a half standard deviations below the mean which indicates areas of delays in accordance with the *Louisiana Bulletin 1508 Pupil Appraisal Handbook* . Based upon a preponderance of the data collected, **(Name)** meets *Louisiana Bulletin 1508 Pupil Appraisal Handbook* criteria for classification as a student with Speech or Language Impairment: Articulation/Language/Fluency/Voice.

STRENGTHS AND WEAKNESSES

Strengths:

Weaknesses:

INTEGRATION AND INTERPRETATION OF RESULTS

(Name) was referred to Pupil Appraisal for communication concerns. The information collected during the evaluation indicates a delay in articulation/language/fluency/voice. According to Bulletin 1508 of the State Department of Education, **(Name)** meets the criteria for Speech or Language Impairments: Articulation/Language/fluency/Voice.

PRIORITY # 1

GENERAL TYPE SERVICE: Individual/Small Group

PRIORITY # 2

GENERAL TYPE SERVICE: Individual/Small Group

(Name)

A. Diagnosed Impairment or Condition: Mild/Moderate Articulation/Language/Fluency/Voice

B. Need for Special Education: X YES ___ NO

C. Need for Speech Therapy: X YES NO

D. Exceptionality: Primary: Speech or Language Impairment:

RICHLAND PARISH PUPIL APPRAISAL TEAM MEMBERS

DISCIPLINE	PARTICIPANT	RACE/SEX	SIGNATURE
Speech Therapist:	<u>Marissa Jaquess, M.A., CCC-SLP</u>	<u>W / F</u>	_____
Referring Classroom Teacher:		<u>W / F</u>	_____
Current Classroom Teacher:		<u>W / F</u>	_____

We, the above and parent agree that this report represents the best-integrated description of this student at the present time. The evaluation indicates that the student meets the criteria for classification as a student with an Intellectual Disability – Mild.

Based on cultural compatibility and suitability of the evaluation environment, the evaluation results are considered reliable.

Parent: _____