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## CONFIDENTIAL NEUROPSYCHOLOGICAL EVALUATION

**Child's Name:** Jovi (Not His Real Name) Smith  
**Grade/School:** 2; Local Elementary School (SPECIFIC Program)

**Date of Birth:** XX/XX/2010  
**Date of Testing:** XX/XX/2018

### SUMMARY AND IMPRESSIONS

Jovi Smith is a sweet and cooperative 7-year, 9-month-old boy who is experiencing the impact of substantial speech and language delays on his ability to function up to his full potential. He participated in this neuropsychological evaluation for the purposes of diagnostic clarification and treatment planning. The assessment results revealed a severe language disorder that is affecting receptive and expressive communication, within the context of nonverbal strengths. The diagnosis below is based on Jovi's profile of neurocognitive, academic, and social-emotional strengths and weaknesses, which is described in more detail in the following paragraphs.

### Diagnosis

- ICD-10 Code 80.2: Mixed Receptive-Expressive Language Disorder, Severe

### Jovi's Strengths

Jovi's test results indicate many strengths, particularly within the nonverbal domain. His visual-spatial cognitive skills emerged as an area of strength for him, falling in the high average range for his age. His abstract nonverbal reasoning skills fell in the average for his age. Jovi's overall ability to solve nonverbal problems fell in the average range during this evaluation, consistent with previous estimates of his nonverbal cognitive skills obtained by his school district. These test results mean that, when the task does not involve language, Jovi's skills are often at age expectations or sometimes even above average for his age. These strengths mean Jovi is a **nonverbal learner** who will thrive on multisensory teaching strategies that are hands-on, visual, or involve learning-by-doing.

Though his language difficulties often impacted his ability to understand task instructions and affected his scores, Jovi was able to demonstrate other areas of nonverbal strength during this evaluation. For example, his fine-motor dexterity, ability to learn through imitation, and visual-motor integration all fell in the broad average range for his age. These strengths will help Jovi build, draw, design, navigate his environment, and learn by watching others. Jovi also demonstrated above average processing speed and efficiency when working through familiar tasks that did not require any language. Academically, Jovi's strengths are his math skills, which fell in the low average range during this evaluation. This relative strength in math is consistent with his profile of nonverbal strengths, given that math is often a more 'nonverbal' academic subject than reading or writing.

Throughout this evaluation, Jovi also demonstrated excellent attention, which is encouraging given that attention is often an area of weakness for students with a history of language delays. While parents and teachers expressed some concern about his attention in his everyday life, in a reduced-distraction, one-on-one setting, Jovi can pay attention, at least for brief periods of time, even when the task is not immediately engaging to him. Jovi also demonstrates many important interpersonal strengths. For example, he is socially-skilled, and although he prefers playing with younger peers, children and adults alike are drawn to his enthusiastic and outgoing personality. Parents also report he is generally happy and shows considerable empathy for others. Jovi also has a wide range of active and hands-on interests.

### Jovi's Vulnerabilities

While he has many strengths, Jovi's test results highlight significant speech and language delays that are impacting his overall development. The results of this evaluation and previous school testing indicate Jovi's skills are below the 1<sup>st</sup> percentile for his age in the following areas:

- **Articulation:** Jovi's speech intelligibility to an unfamiliar listener is about 50-60%, which is well below the level needed for effective communication with others.

- **Receptive Language:** Jovi struggles to understand what others are saying. His listening comprehension skills are at about the 3 year-old level.
- **Expressive Language:** Jovi also has difficulty expressing his wants, needs, and ideas in a way that others can understand. His oral expression skills are at about the 4 year-old level. However, even compared to other children with language delays, Jovi struggles markedly with grammar and syntax.
- **Memory for Language:** Secondary to his language delays, Jovi has difficulty remembering sounds, words, and sentences that he hears. His memory for language is at about the 4 year-old level.
- **Verbal Cognitive Skills:** Because he struggles with language overall, Jovi has difficulty using words to help him compare and contrast ideas and solve problems. His verbal problem-solving skills are also at about a 4 year-old level.

These significant weaknesses in all aspects of communication and verbal development are consistent with a severe language disorder. Because Jovi struggles with both receptive and expressive language, his profile is consistent with a diagnosis of a Mixed Receptive-Expressive Language Disorder. Jovi's challenges with language development are likely related to his early medical history.

Academic testing also indicated Jovi demonstrates significant challenges with the processes that support effective acquisition of literacy. More specifically, he demonstrated weaknesses in his *phonological processing*, or understanding of how sounds combine to form letters, and his *phonological memory*, or ability to repeat sounds he has heard spoken aloud. Students use their phonological processing skills to decode or "sound out" words, which helps them learn how to read. Students use their phonological memory to learn new vocabulary words, among other academic tasks. As we would expect given this profile of vulnerabilities, Jovi's performances on language-based academic tasks were well below grade level. He performed in the well below average range on tests of his reading skills and writing skills, with his skills generally falling at the mid-to-late kindergarten level.

### **Impact of Profile**

Language is pivotal to a child's overall development. Students use language to not only understand others and to communicate their ideas, but to process new information, to grasp new concepts and ideas, to master language-based skills such as reading and writing, and self-regulate. As a result, as children mature, delays in language development often affect learning, attention, self-regulation, social, and emotional-behavioral development. Based on his current test results, Jovi is already experiencing some of the academic challenges often seen in students with language disorders. His parents and teachers also report some concerns about his everyday attention, coping skills, ability to navigate complex social situations, and ability to communicate his feelings when upset. While Jovi is generally doing well overall despite these vulnerabilities, his development in all of these areas should be closely monitored as he matures, to ensure he makes gains in these areas as he receives support for his language disorder. More information on how a language disorder can impact a child's development is included in an appendix to this report.

### **How To Best Support Jovi**

Given his current profile, Jovi requires support for his language development and language-based learning skills. Overall, Jovi will do best in an environment that allows him to show his nonverbal strengths, while accommodating his language and language-based learning needs. It will be especially important for Jovi to continue to receive Special Education services. In order to make effective educational progress, Jovi will require support during all language-based tasks such as reading, writing, following verbal instructions, and participating in class discussions. Ideally, this will continue to be provided within the context of a center program that has a low student-to-teacher ratio, is very structured and routine-based, and that can instruct him using the multisensory techniques that he thrives on. Outside of the classroom, Jovi is likely to benefit from support from treatment professionals who can help him generalize the skills he is learning in the school setting. He will also benefit from continued involvement in the athletic and extracurricular activities that he enjoys, and continued support from his dedicated family. Fostering his nonverbal strengths while providing him with the language-based support he needs will provide Jovi with the best opportunity to fulfill his potential at home, at school, and in the community.

## RECOMMENDATIONS

### Medical

1. Jovi's family are encouraged to share the results of this evaluation with his pediatrician. An audiological/ auditory processing evaluation to rule out hearing or auditory processing problems that could be contributing to his presentation may be helpful. A potential resource is Local Speech Agency ([www.website.com](http://www.website.com)).

### Educational

2. Jovi will benefit from continued support in the school setting to address his language disorder and specific learning disabilities. In particular, given his profile, Jovi continues to require:
  - Participation in a center program for students with similar profiles. Jovi's current center-based program has a low student-to-teacher ratio and a high level of structure and support, which is ideal for his needs.
  - Continued academic support in reading, math, and writing, ideally provided within the context of his center program (or as pull-out services were Jovi to not continue in his current program for any reason).
  - Speech-language services, ideally provided 3+ times per week for 20-40 minutes per session.
  - Continued classroom accommodations, such as: preferential seating, frequent opportunities to get up and move around, extended time on assignments and tests, frequent repetition of important information, comprehension checks, help breaking down complex verbal tasks, increased use of multisensory instruction, and increased use of nonverbal reminders and instructions.
  - Additional nonverbal teaching strategies and supports that may be helpful for Jovi are included in an appendix to this report.

### Additional Services

3. Participation in outside speech-language therapy is recommended. Ideally, given his current level of language development, Jovi should be participating in speech-language services 4-5 times per week, through a combination of school-based and outpatient services.

### At Home

4. At home, Jovi would benefit from nonverbal strategies that help him understand others, communicate his needs, and feel confident in his ability to handle new situations. Working with the speech-language therapist to develop these strategies would be especially helpful. Jovi will also benefit from continued involvement in structured nonverbal activities, such as arts, music, and other hands-on or visual-spatial extracurricular activities. These activities will allow him to socialize with others, develop new skills, and build on his strengths.

### Follow-Up

5. Re-evaluation in 1 year is recommended to monitor Jovi's progress and refine treatment planning. Given the impact that language delays can have on overall development, it will be especially important to carefully monitor Jovi's attention and emerging executive functioning skills, his verbal thinking skills, his academic progress, and his social emotional development. In the meantime, I remain available to answer questions about this delightful youngster's profile and needs.

If you have questions, feel free to contact me at (425) 628-5758.



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## RELEVANT HISTORY

**Family Living Situation & Family Medical History:** Jovi lives with his parents, Jane and John Smith. Jovi was born in COUNTRY A but his family moved to the United States when he was about X months old. The family lived in STATE A and STATE B before moving to Washington state in MONTH 20XX. Jovi's parents speak Telugu at home; they are also fluent in English and speak to Jovi primarily in English. While Jovi shows some basic comprehension of Telugu (e.g., knows words like 'yes' and 'no'), his primary language is English. No relevant family medical history was reported.

**Birth History:** Jovi was born weighing 1.94 kg at 37 weeks gestation following a pregnancy complicated by hyperemesis and maternal tuberculosis treated with medication. Delivery was via emergency C-section due to breech position and lack of oxygen during the delivery. Jovi was placed in the NICU for 5 days after birth due to his low birth weight and suspicion of a possible seizure. Although no further early medical history is available, parents report Jovi was discharged from the hospital in good condition. Jovi received prophylactic TB medication for 2 months before this was discontinued as he was not showing signs of tuberculosis. Jovi's medical history also includes early feeding problems, a seizure related to calcium deficiency at 3 months of age, and a febrile seizure at age 1. There are no other current medical concerns aside from being a picky eater. Jovi has passed hearing and vision screens at school. He is a good sleeper. He does not take any medications.

**Developmental History:** Jovi was late in meeting all of his developmental milestones. He was not speaking single words by age 2½ and began receiving speech services through his school district at that time. He began receiving Special Education services in 20XX under the category of Developmentally Delayed in the areas of Communication, Social-Emotional, and Cognitive. He attended a self-contained developmental preschool before transitioning to kindergarten. When his family moved to Washington state, after completing the remaining months of that school year in a regular classroom with pull-out services, his school district determined a center-based program was most appropriate for Jovi's needs.

**Previous Evaluations:** Jovi has been evaluated several times by his school district to determine his eligibility for and ongoing need for Special Education services. Most recently, Jovi was re-evaluated in MONTH 20XX. Testing indicated average nonverbal cognitive skills (DAS-2 Special Nonverbal Composite = 94; CTONI-2 Full Scale = 97), but impaired receptive and expressive language skills (CELF-5 Core Language = 43; PPVT-4 = 59) and impaired speech articulation. The evaluation also indicated well below average early academic achievement (WJ-IV Early Reading = 74, Early Math = 79, Early Writing = 64) and below average adaptive functioning (Vineland-3 Parent Global Adaptive Composite = 70, Vineland-3 Teacher GAC = 72).

## CURRENT INFORMATION

- Current Concerns:** Jovi's parents reported their primary concern at this time is his communication difficulties. His parents reported he has trouble expressing himself, which sometimes leads to frustration or not getting his needs met. They also reported articulation difficulties that make it hard for Jovi to be understood by others. Although Jovi is making progress in his current academic program, his school staff have requested additional information about his cognitive skills, learning style, and academic achievement to assist with educational planning.
- Current Level of Language Development:** Jovi's parent reported he started speaking single words and phrases by age 4, and began speaking in more than single words or two-word phrases last year, at age 6. Currently, Jovi typically speaks in full sentences of about 7 to 12 words. His parents reported that he seems to be talking more and learning many new words every day. However, he continues to struggle with articulation, receptive language, and expressive language. Grammar and syntax are especially challenging for him, and his sentences are often disorganized and very hard to follow, with incorrect vocabulary use, verb tense, pronoun use, adjective/adverb placement, and subject + verb agreement. Jovi regularly uses nonverbal skills like gestures to express himself, but even with this strategy often cannot communicate effectively.
- School/Learning History:** Jovi's parents and school staff reported he is below grade level in all academic areas. They reported he struggles with memory, generalizing his skills, and completing work independently. At the time of testing, Jovi was finishing up his 2nd grade year in the SPECIFIC program for students with language disorders at Local Elementary School. He is in a self-contained multi-grade (K-3) classroom with 9 students and 5 staff. Jovi's teacher described him as very social, always willing to help, and very happy at school. She also stated he shows clear concern for others. She noted some challenges with impulsivity, respecting others' personal space, and sitting still.
- Social/Friendships/Play:** Jovi is friendly and enjoys playing with children his own age and younger. His parents reported he is very strong at imitating other children, and he tends to be a follower with peers. Although his parents reported he seems "2-3 years younger" than his age in his communication skills and overall thinking skills, Jovi enjoys age-appropriate puzzle games and seems advanced in building skills. Jovi is beginning to be more verbal in his play; for example, he loves repeating stories to himself while pacing around the house, which he calls his "Story Time."
- Emotional-Behavioral:** Jovi's parents reported he has some difficulties with coping when he cannot express himself. They did not report any other emotional concerns at this time. His parents noted he is usually happy. They also described him as affectionate, cuddly, and well-behaved.
- Interests:** Jovi enjoys active play such as riding his scooter, playing pickleball, and running around with his friends. In his quieter time he likes playing with Legos. Jovi has participated successfully in community football and swimming lessons in the past.

## EVALUATION PROCEDURES

- Direct Testing:**
- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
  - NEPSY Developmental Neuropsychological Assessment, Second Edition (NEPSY-II)
  - Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)

- Parent Report Questionnaire:**
- Behavior Assessment System for Children, Third Edition (BASC-3)

- Educational Testing:**
- Wechsler Individual Achievement Test, Third Edition (WIAT-III)

*All test scores and relevant interpretations are provided in the "Test Results" section of this report.*

## BEHAVIOR OBSERVATIONS

**Physical Appearance, Initial Rapport, Mood, and Affect:** Jovi presented as a well-groomed, casually dressed boy who appeared slightly younger than his stated age due to his small stature. He transitioned easily to begin testing. Jovi appeared to be in a cheerful mood, with a bright, congruent affect. He established rapport easily and early in the assessment process.

**Speech and Language:** Jovi's speech was very difficult to understand, with about 50-60% intelligibility. His language was fluent, with sentences that were often 7-10 words long; however, he evidenced clear expressive language problems. Although he was clearly trying to convey a point, his sentences often seemed like strings of near-meaningless words with some 2-3 word phrases. Samples include "I have it to bring it have here. But it not bringed house, it give at house home" and "I didn't got the brothers me. I have a toy of house and there the here to here is new one." Jovi also struggled with receptive language, or understanding what was being said to him.

**Social Presentation:** Jovi was friendly and polite during testing. He demonstrated a range of appropriate social behaviors during testing, as well as clear social-emotional reciprocity. He also regularly used facial expressions and gestures to add meaning to his conversation. He also enjoyed being silly and laughing with me.

**Attention, Executive Functioning, Movement, and Activity Level:** Although many of his executive functioning skills could not be formally assessed because of his difficulties understanding the instructions of these tasks, qualitative observation indicated good attention, impulse control, and self-regulation skills. Jovi displayed a typical level of activity for his age. During writing and drawing tasks, his pencil-grip and handwriting appeared age-appropriate. No major motor challenges or unusual motor movements were observed.

**Motivation, Response to Tests, and Cooperation:** Jovi was extremely cooperative during testing. He completed all of the tasks presented to him, even when he clearly did not fully understand how to do them, and he appeared motivated to work to the best of his ability. Jovi often used his nonverbal skills to observe me or other cues in his environment, and using these skills, he often quickly "caught on" to the idea of testing, often anticipating what he was being asked to do.

**Validity of Test Results:** While Jovi was a pleasure to interact with due to his enthusiasm and clear enjoyment of the social elements of the test session, his challenges with receptive and expressive language clearly impacted his performance. That means some of the test results almost certainly underestimate his true *abilities*. However, as his parents report similar difficulties in other settings, the test results are believed to be accurate estimates of the level at which he is currently comfortable *functioning* (exceptions noted in the test results section).

## TEST RESULTS AND INTERPRETATIONS

### COGNITIVE FUNCTIONING

#### Wechsler Intelligence Scale for Children, Fifth Ed

<u>Index</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Verbal Comprehension	50	0.1	Jovi's verbal problem-solving skills are impaired for his age. He will need much more adult support than other students when asked to take in verbal info, use words to compare and contrast ideas, or explain what he knows about a subject.
Visual Spatial	111	77	Jovi's visual-spatial skills are above average for his age. His strong visual-spatial skills will help him design, draw, build, and navigate his environment. This is his most notable area of problem-solving strength.
Fluid Reasoning	94	34	Jovi's abstract nonverbal reasoning skills are average for his age. These skills will allow him to keep pace with his peers when asked to think about patterns, sequences, and quantities.
Working Memory	76	5	Jovi's short-term memory for <i>verbal</i> information is impaired. He will need smaller chunks of information and more repetitions of important verbal material. Jovi's short-term memory for <i>visual</i> information is average. He can effectively "hold on" to visual information while completing a task.
Processing Speed	116	86	Jovi's processing speed is another area of strength for him, and above average for his age. When he understands what to do and the task does not involve language, Jovi should be able to complete the task quickly and efficiently.
Full Scale IQ	81	10	This is a measure of Jovi's overall cognitive development. Secondary to his language delays, his overall cognitive development is delayed. Especially if there are other areas of need, students at this level of cognitive development often require specially designed instruction in the school setting.

<u>Supplemental Index</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Nonverbal	106	66	Overall, Jovi's WISC-V scores indicate he is a <b>nonverbal learner</b> who will thrive on multisensory teaching strategies that involve movement, visual aids, manipulatives, learning by doing, and learning through social methods like watching others.
Cognitive Proficiency	96	39	This is an overall measure of how quickly and efficiently Jovi can complete routine tasks where he knows what is expected of him. His skill in this area is average for his age.
General Abilities Index	79	8	This score can be used instead of the Full Scale IQ score. For some children, there is a lot of different between the Full Scale IQ score and the General Abilities Index. For Jovi, these scores are about the same, so it makes sense to use the Full Scale IQ.

<u>Subtest</u>	<u>Scaled Score</u>	<u>Percentile</u>	<u>What the Test Involves</u>
Similarities	1	< 1	Explaining how 2 words are alike. E.g., flower and tree are both <i>plants</i> .
Vocabulary	2	< 1	Defining what words mean. E.g., to <i>confess</i> means to <i>tell a secret</i> .
Block Design	14	91	Putting together designs using three-dimensional blocks.
Visual Puzzles	10	50	Solving visual puzzles by seeing how parts relate to an overall whole.
Matrix Reasoning	13	81	Determining the next element in a pattern or sequence.

Figure Weights	14	91	Solving visual analogies using colors and shapes.
Digit Span	3	< 1	Repeating strings of numbers forward and backward.
Picture Span	9	37	Remembering sequences of pictures.
Coding	14	91	Transcribing symbols using a key, e.g., 5 = ^ and 9 = &.
Symbol Search	12	75	Scanning visual information to quickly find a match.

## EMERGING EXECUTIVE FUNCTIONING

### NEPSY, Second Edition

<u>Subtest</u>	<u>Scaled Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Auditory Attention	12	75	Jovi can pay excellent attention, especially for short periods of time. His score on this auditory attention task fell in the high average range for his age.

## MEMORY AND LEARNING

### NEPSY, Second Edition

<u>Subtest</u>	<u>Scaled Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Memory for Faces	1	1	This test is designed to measure memory for nonverbal info (pictures of children's faces). Jovi's score on this test was impaired. However, this score is likely not valid because he did not seem to understand the task, even with additional support.
Narrative Memory	5	5	Jovi had difficulty remembering much of a story that was told to him. He remembered a few details ("boy", "dog", and "tree") but did not get the main ideas. His score fell in the well below average range. He has trouble taking in and remembering large amounts of verbal info like a story.

## LANGUAGE DEVELOPMENT

### Wechsler Individual Achievement Test, Third Edition

<u>Index</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Listening Comprehension	53	< 1	Jovi's receptive language – or ability to understand others – is impaired. He needs simplified instructions, visual aids, or manipulatives to take in new info and understand others.
Oral Expression	60	< 1	Jovi's expressive language skills are also impaired. It is hard for him to explain his wants, needs, and ideas in ways that others can understand.
Oral Language Composite	54	< 1	Jovi's overall language development is impaired. He has a severe language disorder that is delaying his development of his language skills. His language skills are currently at about the level typically seen in children 3 or 4 years old.

<u>Subtest</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>What the Subtest Involves</u>
Receptive Vocabulary	61	< 1	Pointing to the picture (out of 4) that goes with a word.
Discourse Comprehension	56	< 1	Listening to a short passage and answering questions.
Expressive Vocabulary	55	< 1	Naming the object shown in a picture.
Oral Word Fluency	88	21	Naming as many animals and colors as possible in 1 minute.
Sentence Repetition	58	< 1	Repeating sentences read aloud by the examiner.



**NEPSY, Second Edition**

<u>Subtest</u>	<u>Scaled Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Comprehension of Instructions	2	1	Jovi's ability to follow increasingly complex instructions is impaired. He was able to follow simple instructions like "point to the blue bunny" but had difficulty with longer instructions.

**LANGUAGE-BASED LEARNING**

**NEPSY, Second Edition**

<u>Subtest</u>	<u>Scaled Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Phonological Processing	3	< 1	Jovi's ability to break down words into the sounds that make up those words is impaired. Students with severe weaknesses in this area need specially designed instruction that helps them learn the phonological skills used for reading and spelling.
Repetition of Nonsense Words	3	< 1	Jovi's ability to repeat words and sounds he has never heard before is impaired. This is often an area of weakness for students with language and learning disorders.

**SENSORY FUNCTIONING /PERCEPTUAL INTEGRATION**

**Beery-Buktenica Test of Visual Motor Integration**

<u>Raw Score</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
17 out of 30	87	19	Jovi's visual-motor integration skills fell in the low average range. He may sometimes need adult help with drawing, handwriting, and tasks that require hand-eye coordination.

**NEPSY, Second Edition**

<u>Subtest</u>	<u>Scaled Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Arrows	2	1	This test is designed to measure visual perceptual skills, or the ability to accurately process what you see. Jovi's score on this test was impaired. However, this score is likely not valid estimate as he did not seem to fully understand the task.
Imitating Hand Positions	8	25	Jovi's low end of average range score indicates reasonably good fine-motor dexterity. His score also indicates the ability to imitate other people, which will help him learn how to do new things by watching others.

**SOCIAL PERCEPTION**

**NEPSY, Second Edition**

<u>Subtest</u>	<u>Scaled Score</u>	<u>Percentile</u>	<u>Interpretation of Jovi's Performance</u>
Affect Recognition	9	37	This test is designed to measure the ability to read nonverbal social cues like facial expressions. Jovi's score on this test fell in the average range for his age. This is consistent with parent and teacher reports of his social skills at home and school.

## EMOTIONAL AND BEHAVIORAL FUNCTIONING

### Behavior Assessment System for Children-3

Scale	Parent T-Score	Range	Interpretation of Parent Rating
Hyperactivity	64	Mod. High	Jovi's parents' ratings reveal concerns about his overall development, as well as a high level of physical complaints that may be his way of expressing some anxiety or discomfort, given that he lacks the language to communicate his feelings effectively. Their ratings also indicate mild to moderate concerns about Jovi's attention and activity level. These ratings are consistent with Jovi's overall level of language development. Children with language disorders often appear less attentive and more active than peers. They may have trouble talking about feelings and navigating complex social situations as they do not have the language that supports these skills. Children with language delays can also be anxious, though they may express this physically rather than in words.
Aggression	42	Average	
Conduct Problems	48	Average	
Anxiety	42	Average	
Depression	50	Average	
Somatization	73	High	
Atypicality	72	High	
Withdrawal	53	Average	
Attention Problems	63	Mod. High	

## EDUCATIONAL TESTING

### Wechsler Individual Achievement Test, Third Ed

Composite	Standard Score	Percentile	Interpretation of Jovi's Performance
Total Reading	72	72	Jovi's reading skills are very low for his grade level. He is still very much "learning how to read" and is not yet ready to transition to "reading to learn."
Mathematics	81	81	Jovi's math skills, which are in the low average range, are his area of academic strength. He should be encouraged to continue to develop these skills.
Written Expression	71	71	Jovi's writing skills are very low for his grade level. His reading and writing skills are low because of his language delays. He will need additional support in these areas.
Total Achievement	64	1	Jovi's total achievement is in the impaired range. His academic skills are generally at about the early first-grade level in most subjects.

Subtest	Standard Score	Percentile	What the Subtest Involves
Early Reading Skills	70	2	Tests early reading skills like rhyming and recognizing letters.
Reading Comprehension	63	1	Reading grade-level passages and answering questions.
Word Reading	81	10	Reading a list of words.
Pseudoword Decoding	74	4	Sounding out words that make sense but are not real e.g. <i>tiff</i> .
Oral Reading Fluency	80	9	Reading paragraphs out loud - scored for speed & accuracy.
Math Problem Solving	76	5	Solving math word problems.
Numerical Operations	88	21	Solving math calculations, like 42 x 3. Subtest is not timed.
Math Fluency	71	3	Timed tests of single-digit math problems.
Alphabet Writing Fluency	78	7	How many letters the student can write in 30 seconds.
Sentence Composition	66	1	Writing and combining short sentences. Not timed.
Spelling	78	7	Written test of spelling skills.

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## Appendix

### How Jovi's Profile Might Affect His Development As He Matures

- **Understanding and Communicating:** Language disorders typically lead difficulties understanding others, following complex or multistep directions, and grasping verbal or abstract concepts. Students with language disorders can have problems following fast-paced conversations, attending to others when they speak, retrieving vocabulary words when speaking, and putting together organized sentences.
- **Learning:** Language disorders often result in learning difficulties, especially in reading and writing. Many students with a language disorder get diagnosed with a language-based learning disorder (like dyslexia or dysgraphia) at some point. As the student progresses through grades, they may experience broader academic difficulties, such as difficulties with math word problems, learning from text, remembering what has been heard or read, and thinking abstractly about verbal ideas.
- **Attention, Organization, and Self-Regulation:** Early language problems can result in children learning to “tune out” others because they do not understand them. This means these students do not get as much “practice” paying attention as their peers. They may also be easily distracted by the visual, social, or movement-based aspects of their environment, as they rely on those nonverbal cues to understand their words. Language disorders can also cause students to have difficulty ‘talking themselves through’ tasks, or using words to self-regulate. Children learn to cope with difficult challenges, in part, through developing ‘internal speech’ that allows them to think through how to cope with new problems and new situations. As they mature, children learn to talk *themselves* through these problems, gradually relying less on parents and teachers to talk them through tasks and problems. This process can be delayed in students with language disorders.
- **Social relationships:** Social problems can arise from difficulties understanding others, problems keeping up with fast-paced social interactions, and challenges interpreting metaphors or gentle teasing. Students with language difficulties may compensate for their verbal challenges in many ways – such as being funny or silly with peers, or relying on nonverbal communication to help them convey their ideas. However, these students are at risk for ‘missing the point’ of conversation or giving answers that seem ‘off topic’ to their peers. They may also take statements too personally, or even withdraw from difficult or unfamiliar social situations that overwhelm their verbal capabilities. Because these students are more oriented towards action than language, these students might also “act out” instead of using words to solve disagreements.
- **Emotional development:** Students with language disorders are at high risk for anxiety, as they may not fully understand others and may not feel confident they can make their wants and needs known. Often, these students are unsure what will happen next. This might be because they did not fully understand the description of what is going to happen. Or, it could be because they have not developed the language skills that help them “talk” to themselves to predict what could occur in a new situation. As a result, many students with language disorders crave routine and structure. They may be unwilling to try new things because they have difficulty predicting what is going to happen or talking themselves through the event. Untreated language difficulties can lead to low self-esteem and even depression.
- **Consistency:** Students with language disorders develop language *differently* from other children their age. As a result, their language skills are often best described as inconsistent and vulnerable. In fact, these students often show some areas of language strength, as well as better communication skills in some situations than in others. For instance, they may seem more capable when they in a structured setting where the language used is simple and concise. They might also seem more capable when working one-on-one with an adult who naturally modifies her language use to meet the student’s needs. Given that they are typically nonverbal and social learners, these students may also demonstrate strong skills when they can ‘watch’ other students and learn from them. They can also seem quite competent when multisensory teaching methods in place. These relative strengths and situational skills sometimes ‘mask’ underlying language difficulties. This is especially true if the student is skilled in using nonverbal communication techniques like watching others carefully to supplement verbal communication. This is why it is so important for students with language disorders to be appropriately identified, to ensure they are fully supported academically, socially, and emotionally so they can gain new skills without being overwhelmed.