

**LOUISIANA PUBLIC SCHOOLS  
RICHLAND PARISH SCHOOL BOARD  
PUPIL APPRAISAL SERVICES  
P.O. BOX 599  
RAYVILLE, LA 71269  
(318) 728-5964**

**LOCAL I.D. #:**  
**STATE I.D. #:**

**PROFILE INFORMATION**

**STUDENT:**

**SEX:           DOB:**  
**RACE :        AGE:**

**SCHOOL DISTRICT: Richland Parish Schools**

**SCHOOL:**

**PARENT/GUARDIAN:**

**TEACHER:**

**ADDRESS**

**PHONE:**

**EVALUATION COORDINATOR:**

**EXTENSION   \_\_\_ YES    X NO        REASON: \_\_\_\_\_**

**DISSEMINATION DATE: \_\_\_\_\_**

**SCREENING INFORMATION:**

Vision:	Date Screened _____	Normal <u>X</u> Yes _____ No
Hearing:	Date Screened _____	Normal <u>X</u> Yes _____ No
Health:	Date Screened _____	_____ No Concerns _____ Concerns
Attendance:	_____ No Concerns	_____ Concerns
Speech/Language:	_____ No Concerns	_____ Concerns
Motor:	<u>X</u> No Concerns	_____ Concerns

*This section is taken from the information on the referral packet. Contact the OT for fine motor screening or APE teacher for gross motor screening if the referral packet indicates a concern. Integrate their testing into your report.*

**EDUCATIONAL HISTORY:**

(Write up items 12-16 plus the functional levels on second page of the referral packet.)

**EXAMPLE**

Student performs at grade level in Math as indicated by achieving a 3<sup>rd</sup> grade level on the Engage NY Math curriculum. Student exhibits strengths in academic performance in math and science. Student has not been retained for any grade levels. On Student's most recent 6 six weeks reported as of 2/14/14, he achieved 100/A in all subjects: ELA, Math, Science, and Social Studies. On the STAR reading assessment, Student achieved a grade level equivalency of 7.2 and 97 percentile. On the STAR math assessment, Student achieved a grade level equivalency of 5.0 and 94 percentile. Student is a very well-behaved student in the classroom setting. According to teacher judgment of functional levels in academic performance, Student performs at or above grade level in all areas except Handwriting. Academic areas in which Student performs at grade level include Oral Expression and Written Language.

**SOCIAL:**

(Write up the social grid on the second page.)

According to teacher judgment, Student exhibits slightly above average development in most areas of social development including but not limited to attitude toward school, attention span, self-concept, and peer group participation. Student exhibits slightly below average development for maturity for age, body care, clothing care, and responsibility. Student exhibits below average development for reaction to stress and excellent development for creativity.

**HEALTH:**

(Make a statement about his health at this time. This is item 20 on the referral packet.)

Student is in good health at this time and his health history is not significant. Student currently takes Adderol for ADHD.

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**Educational Evaluation:****TEACHERS:**

A teacher interview was held with (teacher's name). She stated that in classroom communication situations, Student's speech difficulties are never/sometimes/always apparent. Student's speech difficulties affect academic areas, social interactions, oral reading, written

expression, oral discussion, listening tasks, comprehension, phonics, and spelling. . His work is usually above grade level. (teacher's name) feels that his speech has an adverse affect on this educational program.

### **PARENTS:**

A parent interview was held with (Parent's name), Student's mother. She reports Student was born following a normal pregnancy and did not exhibit any problems immediately after birth. Student exhibited normal motor development and does not exhibit any difficulty with chewing or swallowing. Student did exhibit a delay in speech development. (Parent's name) reports Student was able to say ma-ma and daddy at age two and started putting words together at age 3 years 6 months. Although (Parent's name) states that there has not been a recent change in Student's speech in the last six months, she does feel that he is aware of his speech difficulties. (Parent's name) reports that other children do notice Student's speech difficulties and that Student gets frustrated when he has to repeat himself. (Parent's name) reports Student was given a hearing examination at the age of three secondary to his delay in speech development.

### **STUDENT:**

During an interview with the speech-language pathologist, Student indicated that his favorite time at school is recess. Student states that he has friends that he enjoys playing outside with at recess. His least favorite thing to do at school is write essays. Student stated that his favorite subject in school is Science and his least favorite subject is Reading, although this is something that he still enjoys a little. Student feels that he is well behaved at school. Student indicated that he would like to be a scientist or a vet one day and feels that learning as much science as possible in school will help him achieve his goal. Student indicated that he gets along well with his siblings most of the time and helps with watching his younger siblings. Student indicated that he usually does not need help doing his homework assignments and completes them at the end of the day while his mother finishes her work as a teacher at the school.

### **CLASSROOM OBSERVATION:**

Consultation with Student's teachers indicates that articulation errors frequently occur in the classroom setting. Student exhibits articulation errors during a variety of oral communication tasks including social interactions with peers and teachers, oral reading, and oral discussion tasks within the classroom setting. Student has been receiving Response to Intervention (RTI) services with the school speech-language pathologist to address articulation deficits. Services have focused on production of the phonemes /s/, /r/, and 'sh' at the word level. Student has made progress on production of the targeted phonemes, but the rate of improvement has not been sufficient for Student to achieve age-appropriate speech production.

**SPEECH AND LANGUAGE ASSESSMENT:**

Oral peripheral exam:              X   Adequate for speech  
           Not adequate for speech

Voice:          X   Satisfactory               Unsatisfactory  
 Fluency:       X   Satisfactory               Unsatisfactory  
 Articulation Skills               Delayed for age               Age appropriate  
 Language Skills:               Delayed for age               Age appropriate  
 Augmentative Communication Assessment need:        Yes   X   No

**METHOD OF ASSESSMENT:**

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	
m				br	bw
n				dr	dw
w				fl	
h				fr	fw
b				gl	
g				gr	gw
k				kl	
f				kr	kw
d				kw	
ng				pl	
y				sl	
t				sp	‘th’
sh	s	s	s	st	
ch	s	s	s	sw	
l				tr	tw
r		w			
j	z	z	s		
th	f	f	f		
v					
s					
z		‘th’			
v’dth		d			

**SPEECH SAMPLE:**

Student’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). Student also consistently substitutes /w/ for /r/ in initial word blends (fwog/frog). Student obtained a raw score of 22 which translates to a standard score of 54. This places Student 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 Student’s phonological development is significantly delayed. Speech therapy is recommended.

*Add any language or fluency testing here.*

**ORAL AND WRITTEN LANGUAGE SCALE**

STUDENT was administered the Oral and Written Language Scale to determine performance in the areas of Listening Comprehension and Oral Expression. The following chart summarizes STUDENT’s performance on this test.

	Listening Comprehension	Oral Expression	Oral Composite
Raw Score			
Standard Score			
Percentile			
Test Age Equivalent			

*Describe the student’s performance on the test.*

**TEST OF LANGUAGE PROCESSING**

The Language Processing Test was administered to determine STUDENT’s expressive language skills. This test was designed to evaluate student’s who are experiencing difficulty assigning and retrieving the information necessary to formulate output. This test is composed of six subtests, Associations, Categorizations, Similarities, Differences, Multiple meanings, and Attributes. STUDENT’s scores for each subtest are in the following chart.

	Associations	Categorization	Similarities	Differences	Multiple Meanings	Attributes	Total
Raw Score							
Age Equiv.							
Percentile							
Standard Score							
Converted Standard Sc..							

Describe student’s performance.

Subtests	Raw Score	Standard Score	Percentile	Descriptive Terms
Sentence Combining				
Picture Vocabulary				
Word Ordering				
Relational Vocabulary				
Morphological Comprehension				
Multiple Meanings				

The Test of Language Development-Intermediate 4 was administered to \_\_\_\_\_. This test consists of six subtests which are used to determine composites in the areas of Listening, Organizing, Speaking, Grammar, Semantics, and Spoken language.

Composites	Index Scores	Percentile Ranks	Descriptive Terms
Listening			
Organizing			
Speaking			
Grammar			
Semantics			
Spoken Language			

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**STRENGTHS:**

**WEAKNESSES:**

**Report Integration:**

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

**Staffing Date:**

**Louisiana Public Schools  
Richland Parish  
Pupil Appraisal Services  
Individual Evaluation  
Integrated Report**

Reliability: Circle the appropriate number from the rating scale below:

- |                      |                             |
|----------------------|-----------------------------|
| 1. No interference   | 2. A little interference    |
| 3. Some interference | 3. Significant interference |

Communication 1 2 3 4	Environmental 1 2 3 4	Rapport 1 2 3 4	Motivation 1 2 3 4
Length of Examination 1 2 3 4	Race 1 2 3 4	Sex 1 2 3 4	

**STUDENT'S NAME:**

**A. Diagnosed Impairment or Condition: Articulation Disorder**

**B. Need for Special Education (X) YES ( ) NO**

**C. Exceptionality: Speech or Language Impairment/Articulation**

We certify that this report represents the best, integrated description of this student and agree to the accuracy of the data.

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**Name:** \_\_\_\_\_ **Discipline:** Speech Pathologist

Signature \_\_\_\_\_

**Name:** \_\_\_\_\_ **Discipline:** Classroom Teacher

Signature \_\_\_\_\_

We the above and parent, agree that the evaluation for this child meets the criteria for eligibility and required evaluation procedures for the exceptionality listed above

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(Parent)