

## **Activity 1 - What do you think the consistent persistent difficulty is?**

After receiving a recommendation for additional support for her 2 years 7-month-old son, King's mother took him to a local early childhood center for a Child Find. She was concerned about the progression of his behavior, which had evolved from initial irritability to more severe issues such as hitting, frustration, difficulty communicating, and challenges in forming peer relationships within his Head Start program.

During the Child Find evaluation, a multidisciplinary team consisting of a Speech Language Pathologist, Occupational Therapist, Physical Therapist, and Psychologist conducted play-based observations and performed various screenings to assess King's needs comprehensively.

Following the initial screening, the team concluded that further evaluation was necessary. They recommended that King and his mother return for follow-up evaluations to gather more data and better understand his developmental challenges. During this time with King and his mother, the team found that she noted that she had a healthy pregnancy, received early services as a single mom to ensure he was well-cared for and had high-quality early learning environments. She noted that he has been a particularly irritable child that leads to him being frustrated quickly where he externalizes his behaviors. She further noted that this could be because he was a late talker and hasn't developed the ability to speak in short sentences at 2 years 7 months of age. These behaviors are similar at school; however, he struggled to transition to the early learning environment when many children as he was always in close relationship only with his mother.

### ***Reason for Referral***

King was referred for evaluation due to concerns regarding behavioral issues, including increased irritability, externalized hitting, frustration, difficulty communicating, and challenges in forming peer relationships within his Head Start program. His mother reported that these behaviors have escalated over the past few months with no apparent reason.

### **Background Information**

**Family History:** King lives with his mother. There are no known developmental delays in the family, and currently, it is just the two of them.

**Medical History:** King is generally healthy, with no known medical conditions or significant developmental concerns reported prior to the onset of behavioral issues. Mother reported a healthy and good pregnancy and that she participated in all programs to support positive early intervention and learning.

**Educational History:** King is currently enrolled in a Head Start program, where he has experienced difficulty interacting with peers, adjusting to the group setting, and following classroom routines.

### ***Initial Child Find Evaluation Methods***

The evaluation included:

Play-based observations in both structured and unstructured settings.

Standardized assessments conducted by the Speech Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), and Psychologist.

Parent interviews to gather insights into King's behavior and development at home.

### ***Findings***

Speech and Language Assessment (SLP):

King exhibits delayed expressive language skills, with a limited vocabulary for his age. He struggles to articulate needs and emotions, leading to frustration and behavioral outbursts.

Occupational Therapy Assessment (OT):

King demonstrated fine motor skills in the low average range for his age. While not a concern at this time, there is reason to stay vigilant about building strong fine motor skills. He demonstrates difficulty with self-regulation, particularly during transitions between activities.

Physical Therapy Assessment (PT):

King's gross motor skills are within normal limits, but he occasionally exhibits clumsiness during play. Coordination challenges may contribute to his frustration in group settings.

Psychological Assessment:

King displays signs of social anxiety, particularly in unfamiliar environments. He has difficulty initiating and maintaining peer interactions, which may exacerbate his behavioral issues.

Battelle Developmental Inventory (BDI):

Personal-Social Development:

Standard Score: 85 (Low Average)

Percentile Rank: 16th percentile

Observations: King demonstrates basic self-help skills but shows difficulty in sharing and cooperating with peers.

Communication Development:

Standard Score: 78 (Below Average)

Percentile Rank: 7th percentile

Observations: King exhibits delayed expressive language skills. He struggles to articulate needs and often uses limited vocabulary.

Motor Development:

Standard Score: 85 (Low Average)

Percentile Rank: 16th percentile

Observations: King has some difficulty with fine motor tasks, such as using scissors and writing, but gross motor skills are within normal limits.

Cognitive Development:

Standard Score: 85 (Low Average)

Percentile Rank: 16th percentile

Observations: King demonstrates challenges in problem-solving and understanding concepts presented in a group setting.

Recommendation: At this this time, it is recommended that King receive a multi-disciplinary approach to his developmental delays with the Speech Language Pathologist, Occupational Therapist and Psychologist.

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Certification: Developmental Delay (DD)

AGE: 2 years 8 months

DATE: December 11, 2018

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DATE: April, 1, 2019

Transition to school district at age 3 years: Maintained IEP for developmental delay (DD), received services through Special Education within a preschool with developmentally typical peers.

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3-Year Re-Evaluation – age 5 year 5 months

DATE: March 25, 2022

Narrative: (note all early identification concerns)

King is a Kindergartener. His current teacher notes he has adjusted to kindergarten quite well and that he's a kind and engaged student in small groups or in one-on-one situations; however, in whole class settings he is either demonstrating inattention or withdrawn. While at the beginning of the year he seemed to show physical aggression at times, after an adjustment

period he now rarely demonstrates externalized behaviors. While being a child of the pandemic may be a concern, his mother notes he has always demonstrated some anxiousness or withdrawn behavior when in social experiences.

Academically King demonstrated below and well below on BOY and MOY benchmark assessments in early literacy (Acadience Reading).

C BM	BOY	MOY	EOY
First Sound Fluency (FSF)	2 Well Below	21 Below	
Phoneme Segmentation Fluency (PSF)		11 Below	
Nonsense Word Fluency – Correct Letter Sounds (NWF-CLS)		4 Well Below	
Reading Composite	8 Well Below	87 Below	

King was also given a universal early oral language screener (LanguageScreen) where 100 is the average. King's LanguageScreen total score was a 73. This equates to a percentile rank of 4, a percentile rank that puts King in the bottom 4% of children in his age group. King's language skills are a clear cause for concern and King should be given language intervention if possible.

Total Standard Score	73
Expressive Vocabulary	78
Receptive Vocabulary	69
Listening Comprehension	94
Sentence Repetition	73

Due to his overall low performance on universal screeners, King was evaluated by the Speech Language Pathologist with the Clinical Evaluation of Language Fundamentals.

Date of Evaluation: [Date]

Evaluator: [Evaluator's Name, Title]

Age at Evaluation: 5 years, 6 months

### ***Reason for Referral***

King was referred for a language evaluation due to concerns regarding his communication skills and his oral language screening risk level. His mother reported difficulties in expressive language, social interactions, being in groups, being frustrated when he could not communicate, and understanding verbal instructions in his preschool environment.

**Background Information**

Family History: King lives with his mother and younger sibling. There is no reported family history of speech or language disorders.

Medical History: King has no significant medical conditions affecting his speech and language development.

Educational History: King is enrolled in a Head Start program, where he has experienced challenges in communicating with peers, being in group settings (difficulty self-regulating) and following directions.

**Assessment Tools**

The CELF-5 was administered to assess King's language skills. The assessment includes the following subtests:

**Results**

Core Language Score (CLS):

Standard Score: 75 (Below Average)

Percentile Rank: 5th percentile

Receptive Language Index:

Standard Score: 70 (Below Average)

Percentile Rank: 2nd percentile

Observations: King had difficulty following multi-step directions and demonstrated challenges in understanding vocabulary and concepts presented during the assessment.

Expressive Language Index:

Standard Score: 80 (Below Average)

Percentile Rank: 9th percentile

Observations: King struggled to express his thoughts clearly. He had a limited vocabulary and often used incomplete sentences. His ability to describe pictures and tell stories was below age expectations.

Language Structure Index:

Standard Score: 75 (Below Average)

Percentile Rank: 5th percentile

Observations: King demonstrated difficulty with grammatical structures, such as verb tenses and plurals

3-Year Evaluation category change from DD to Speech Language Impairment (SLI)

AGE: 5 years 5 months

**DATE: March 25, 2022**

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3-Year Evaluation

AGE: 8 years 4 months

**DATE: February 25, 2025** (due March 25, 2025)

King is in 3<sup>rd</sup> grade. He's demonstrating overall poor academic performance in reading, writing, and math. He continues to have few friends and struggle socially

King was referred for academic testing due to concerns about his overall performance in reading, writing, and math. Teachers have noted significant difficulties in meeting grade-level standards, alongside challenges in social interactions and forming friendships.

### ***Background Information***

Family History: King lives with his mother and younger sibling. There is no reported family history of learning disabilities.

Medical History: King is in good health with no significant medical issues affecting his academic performance.

Educational History: King has attended [School Name] since kindergarten and has received interventions in reading and math.

### ***Assessment Tools***

King was assessed using the following standardized tests:

Woodcock-Johnson IV Tests of Achievement

Wechsler Intelligence Scale for Children (WISC-V)

Curriculum-Based Measurements (CBM):

Reading Fluency Assessment (CBM-R)

Writing Fluency Assessment (CBM-W)

Mathematics Computation Assessment (CBM-M)

### **Results**

Reading Fluency Assessment (CBM-R):

Score: 45 words per minute (WPM) with 92% accuracy (expected 86 at 96%)

Benchmark: Well below the 50th percentile for 3rd grade

Observations: King reads with limited fluency and demonstrates difficulty decoding unfamiliar words. His comprehension of grade-level texts is weak, as evidenced by his inability to retell what he has read and answer questions.

#### Writing Fluency Assessment (CBM-W):

Score: 10 correct writing words (CWW) in 1 minute

Benchmark: Below the 25th percentile for 3rd grade

Observations: King's writing lacks organization and clarity. He often produces short sentences with limited vocabulary. Spelling and punctuation errors are frequent, and he has difficulty sustaining ideas over multiple sentences.

#### Mathematics Computation Assessment (CBM-M):

Score: 12 correct answers out of 30 problems in 1 minute

Benchmark: Below the 15th percentile for 3rd grade

Observations: King struggles with basic arithmetic operations, including addition and subtraction in this type of screener.

#### Woodcock-Johnson IV Tests of Achievement:

##### Reading:

Standard Score: 75 (Below Average)

Percentile Rank: 5th percentile

Observations: King struggles with both decoding and comprehension. His decoding difficulties lie in the phoneme-grapheme correspondences. He struggles to retrieve and fast map this information even with great structured literacy in-put with SPIRE and an OG trained teacher. This impacts his overall fluency and comprehension; however, his comprehension difficulties are more global and go beyond not being able to read the words 100% of the time.

##### Writing:

Standard Score: 70 (Below Average)

Percentile Rank: 2nd percentile

Observations: His writing lacks organization and clarity, with frequent spelling and grammatical errors. He has difficulty pulling what he learns into a coherent sequence of events and with the appropriate vocabulary.

##### Math:

Standard Score: 70 (Below Average)

Percentile Rank: 2nd percentile

Observations: King has significant difficulties with basic math operations and problem-solving; however, math is rich with word problems and language which seem to be a bigger piece of the puzzle for King. When taught with systematic direct math instruction (like Saxon) he seems to understand and learn.

Wechsler Intelligence Scale for Children (WISC-V):

Full Scale IQ: 90 (Low Average)

Verbal Comprehension Index (VCI): 94 (Average)

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3-Year Evaluation category change from Speech Language Impairment (SLI) to Specific Learning Disability in Reading, Writing and Math

AGE: 8 years 5 months

DATE: March 25, 2025

The assessment results indicate a significant discrepancy between King's cognitive abilities and academic performance. His Full-Scale IQ of 92 suggests that he has average cognitive abilities; however, his academic scores in reading, writing, and math fall well below the expected range for his age.