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# CELF-P2

## PRE-SCHOOL

### Case Studies



The following two case studies provide examples of interpretation of CELF Preschool–2. Assessment levels used in the case studies are presented under the identifying information with each case study.

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**PEARSON**

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# Anthony

3 years, 7 months

**Reason for Testing:** Anthony is a 3 year, 7 month old boy who has been receiving speech and language services for the past year. The Clinical Evaluation of Language Fundamentals: Preschool – Second Edition (CELF Preschool–2) was administered to determine if Anthony continues to be eligible for services; to profile his strengths and needs; and to assess his pre-literacy skills.

**Background Information:** Background information was collected from conversations with Anthony’s parents and teacher.

**Family:** Anthony lives with his parents and older brother James, age 6. Anthony’s father is an accountant. Anthony’s mother works part-time as a sales associate for a bookstore.

**Health and Development:** Anthony’s parents report that he was the product of a normal pregnancy and delivery. Anthony weighed 8 pounds, 2 ounces at birth. Anthony has chronic head and nasal congestion due to environmental allergies (e.g., grass, pollen, dust, and mold), and he habitually breathes through his mouth. Anthony also suffers from frequent middle ear infections.

Anthony’s parents report that they became concerned with his communication development when he did not speak his first word until he was 1 year 10 months old. Because Anthony continued to learn words slowly, his parents consulted with the pediatrician who referred Anthony for a speech and language assessment.

Anthony was administered the Preschool Language Scale–Fourth Edition (PLS–4; Zimmerman, Steiner, & Pond, 2002) at age 2 years 6 months. Anthony’s test scores indicated performance in the low educational performance range for his age and determined his eligibility for speech and language services. At the time of diagnosis there was no evidence of apraxia, articulation or phonological disorders and no behavioral and emotional difficulties were noted.

**School:** Anthony’s parents enrolled him in the school district’s early intervention program at age 2 years, 7 months, after he received the initial diagnosis of receptive and expressive speech and language disorder. He continues to attend the preschool program five days per week. Both Anthony’s teacher and speech-language pathologist report that he has made progress in his communication skills. Anthony now follows simple two- and three-step related directions, speaks in two and three word phrases and sentences, and enjoys interacting with familiar adults and peers.

**Standardized Assessment Results:** Anthony’s speech and language skills were assessed using the CELF Preschool–2 on May 21, 2007.



# CELF PRESCHOOL 2

Clinical Evaluation of Language Fundamentals  
Preschool - SECOND EDITION  
ELIZABETH H. WIG, WAYNE A. SECORD, ELEANOR SOMES

	Year	Month	Day
Date Tested	07	05	21
Date of Birth	03	10	19
Chronological Age	3	7	2

## Record Form

Name: Anthony Gonzales  
 Address: 2321 Andrews Rd Fremont, OH 43420  
 Age: 3 Sex  F  M Grade PK School Crieghton Park PK  
 Teacher: Debra Melton  
 Examiner: Chondra Masters

Subtest Scaled Score		Core Language		Receptive Language		Expressive Language		Language Content		Language Structure	
		3-6	3-4	5-6	3-6	3-4	5-6	3-6	3-4	5-6	
Sentence Structure	SS	4	4								4
Word Structure	WS	3				3					3
Expressive Vocabulary	EV	7				7		7			
Concepts & Following Directions	CBFD		6					6			
Recalling Sentences	RS					6					6
Basic Concepts	BC		6					6			
Word Classes-Receptive	WC-R										
Word Classes-Total	WC-T										
<b>Core Language Score and Indexes</b>											
Sum of Subtest Scaled Scores		14	16			16		19			13
Standard Score*		69	73			73		79			67
Standard Score Points +/-		7	7			7		7			6
Confidence Interval (90% Level)		62 to 76	66 to 80	to		66 to 80	72 to 86	to			61 to 73
Percentile Rank		2	4			4		8			1
Percentile Rank Confidence Interval		1 to 5	1 to 9	to		1 to 9	3 to 13	to			1 to 4
		Core Language	Receptive Language			Expressive Language		Language Content			Language Structure

\*See Appendix C in Examiner's Manual.

Raw	CL	RL	EL	LC	LS
111					
110					
109					
108					
107					
106					
105					
104					
103					
102					
101					
100					
99					
98					
97					
96					
95					
94					
93					
92					
91					
90					
89					
88					
87					
86					
85					
84					
83					
82					
81					
80					
79					
78					
77					
76					
75					
74					
73					
72					
71					
70					
69					
68					
67					
66					
65					
64					
63					
62					
61					
60					

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*	73	73	0	11	N	—	.55/.05
Language Content-Structure Index*	79	67	12	11	Y	9.9	.55/.05

\*See Tables 3.5-3.6.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points $\pm$ 1	Confidence Interval (50% Level)	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Sentence Structure	SS	3	4	2	2 to 6	2	.4 to .9	<3:0
Word Structure	WS	2	3	2	1 to 5	1	.1 to .5	<3:0
Expressive Vocabulary	EV	10	7	2	5 to 9	16	5 to 37	<3:0
Concepts & Following Directions	C&FD	3	6	2	4 to 8	9	2 to 25	<3:0
Recalling Sentences	RS	3	6	2	4 to 8	9	2 to 25	<3:0
Basic Concepts (Ages 3-4)	BC	8	6	2	4 to 8	9	2 to 25	<3:0
Word Classes-Receptive (Ages 4-6)	WC-R				to		to	
Word Classes-Expressive (Ages 4-6)	WC-E				to		to	

Sum of WC-R + WC-E scaled scores*					*Add WC-R and WC-E scaled scores. Use the Examiner's Manual Appendix B to convert the sum to the WC-T scaled score.
Word Classes-Total (Ages 4-6)	WC-T				to

Scaled Score Chart										
Raw	SS	WS	EV	C&FD	RS	BC	WC-R	WC-E	WC-T	
18	.	.	.	.	.	.	.	.	.	.
17	.	.	.	.	.	.	.	.	.	.
16	.	.	.	.	.	.	.	.	.	.
15	.	.	.	.	.	.	.	.	.	.
14	.	.	.	.	.	.	.	.	.	.
13	.	.	.	.	.	.	.	.	.	.
12	.	.	.	.	.	.	.	.	.	.
11	.	.	.	.	.	.	.	.	.	.
10	.	.	.	.	.	.	.	.	.	.
9	.	.	.	.	.	.	.	.	.	.
8	.	.	.	.	.	.	.	.	.	.
7	.	.	.	.	.	.	.	.	.	.
6	.	.	.	.	.	.	.	.	.	.
5	[X]	.	.	.	.	.	.	.	.	.
4	[X]	[X]	.	.	.	.	.	.	.	.
3	.	.	.	.	.	.	.	.	.	.
2	.	.	.	.	.	.	.	.	.	.
1	.	.	.	.	.	.	.	.	.	.

Behavioral Observation Checklist	
Check the behaviors that you observed during testing. Consider the child's age as you respond to each item.	
<b>Physical Activity Level</b>	
The child's activity level throughout the test was generally:	<input checked="" type="checkbox"/> appropriate <input type="checkbox"/> too active <input type="checkbox"/> not active enough
Overall, the child was fidgety/restless:	<input type="checkbox"/> never <input checked="" type="checkbox"/> some of the time <input type="checkbox"/> most of the time
<b>Attention to Task</b>	
The child maintained attention:	<input type="checkbox"/> throughout testing <input checked="" type="checkbox"/> most of the time <input type="checkbox"/> some of the time <input type="checkbox"/> never
The child's attention to task generally lasted:	<input type="checkbox"/> more than 10 minutes <input type="checkbox"/> 6 to 10 minutes <input checked="" type="checkbox"/> 3 to 5 minutes <input type="checkbox"/> less than 3 minutes
The child engaged in off-task behaviors:	<input type="checkbox"/> never <input checked="" type="checkbox"/> occasionally <input type="checkbox"/> often
<b>Response Latency</b>	
Responses were generally given in:	<input checked="" type="checkbox"/> 0 to 15 seconds <input type="checkbox"/> 16 to 30 seconds <input type="checkbox"/> more than 30 seconds
Response rate was generally:	<input type="checkbox"/> appropriate <input checked="" type="checkbox"/> too rapid <input type="checkbox"/> too slow
<b>Fatigue/Boredom/Frustration</b>	
The child evidenced fatigue, boredom, and/or frustration during the test:	<input type="checkbox"/> never <input checked="" type="checkbox"/> rarely <input type="checkbox"/> often
Fatigue, boredom, and/or frustration became evident:	<input type="checkbox"/> never <input checked="" type="checkbox"/> after 15 minutes <input type="checkbox"/> after 10 minutes <input type="checkbox"/> after 5 minutes
<b>Level of Interaction</b>	
The child:	<input checked="" type="checkbox"/> participated willingly <input type="checkbox"/> participated under duress <input type="checkbox"/> refused to cooperate
The child engaged in test-appropriate conversation:	<input checked="" type="checkbox"/> most of the time <input type="checkbox"/> sometimes <input type="checkbox"/> very little

Criterion Score Chart			
Subtests	Raw Score	Criterion Score	Criterion
Basic Concepts (BC; Ages 3-6)			<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Phonological Awareness (PA; Ages 4-6)			<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Checklists	Raw Score	Criterion Score	Criterion
Pre-Literacy Rating Scale (PLRS)	36	$\geq 46$	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet
Descriptive Pragmatics Profile (DPP)			<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Percentile Range Chart			
Subtest	Raw Score	Percentile Range	
Recalling Sentences in Context (RSC)	2	<1 to 24	

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## Interpretation of the Standardized Assessment Results:

### ■ Levels 1 and 2: Diagnosis and Description of Language Disorder

The CELF Preschool–2 Record Form, page 1, summarizes the Core Language, index, and subtest scores. Anthony's Core Language score is 69 (confidence interval of 62–76 at the 90% level). This score indicates Anthony's performance in the very low developmental range and supports his eligibility and need for continuing language services.

The Receptive and Expressive Language index scores, both at 73 (confidence intervals of 66–80), indicate performance within the low developmental range with no discrepancy in performance between receptive and expressive scores. In other words, Anthony's language difficulties are both receptive and expressive in nature, a finding that supports the diagnosis made with PLS–4.

The Language Content index score is 79 (confidence interval of 72–86), indicating performance within the low average to low developmental range. The Language Structure index score is 67 (confidence interval of 61–73), indicating performance in the very low developmental range.

The 12-point difference between Anthony's Language Content and Language Structure index scores is considered significant at the .05 level and occurred in 9.9% of the standardization sample. This analysis indicates that language content as measured by the Language Content Index is a relative strength for Anthony when compared with his skills in language structure.

### ■ Level 3: Early Classroom and Literacy Fundamentals

The CELF Preschool–2 Record Form, page 2 provides additional information about Anthony's performance on the supplementary subtest Recalling Sentences in Context and the Pre-Literacy Rating Scale. Anthony's score on Recalling Sentences in Context is in the <1–24th percentile range. This places performance in the low range compared to his age peers. Additionally, Anthony's parents completed the Pre-Literacy Rating Scale. Anthony's raw score did not meet the criterion for his age. In combination with the findings indicating low performance on the Sentence Structure and Word Structure subtests, the Pre-Literacy Rating Scale results suggest that Anthony may benefit from interactive storytelling activities, having books read to him, and being explicitly taught syllable blends, rhyming, concepts of print, and other pre-literacy skills. In these activities, the pictured contexts support processing and interpretation of morphology and syntax; modeling and repetition of dialogue can support the development and use of linguistic structures.

### ■ Intervention Planning

Anthony will continue to benefit from speech and language services. Intervention goals should target receptive and expressive communication and pre-literacy skills. In planning Anthony's intervention:

- Foster Anthony's motivation to learn by beginning intervention at a level where he can feel successful before proceeding to more challenging tasks. Because Anthony shows a relative strength in language content, a good strategy is to begin each therapy session with tasks involving vocabulary or following two- and three-step directions.
- Improve Anthony's language structure:
  - Ask open-ended questions to invite a sentence response rather than a yes/no or single-word response.
  - Model sentences, emphasizing targeted morphology and syntax. Then provide opportunities for Anthony to use the targeted morphology and syntax. For example, say *"Mommy drove the car."* Then ask Anthony, *"What did Mommy do?"*
  - Expand Anthony's utterances using corrected morphology and syntax. For example, follow Anthony's utterance of *"He eat cookie"* with *"Yes, he is eating the cookie."*
- Engage Anthony in reading activities. Examples of activities include:
  - Label pictures in the books
  - Encourage Anthony to label parts of the book (e.g., cover, pages, title)
  - Assign Anthony the job of page-turner when reading a book
  - After reading a book several times, encourage, Anthony to "read" the book to you

# Jennifer

6 years, 1 month

**Reason for Testing:** Jennifer is a 6 year 1 month old first grader who recently transferred into the school district. The Clinical Evaluation of Language Fundamentals: Preschool – Second Edition (CELF Preschool–2) was administered to determine Jennifer’s communication strengths and weaknesses for intervention planning.

**Background Information:** Background information was collected from Jennifer’s previous school records and conversation with her mother.

**Family:** Jennifer and her family recently moved from Denver, (too much bad association with Littleton) Colorado to San Antonio, Texas. Jennifer’s father is an auto mechanic, and her mother works in the food service industry. Jennifer has twin brothers, Daniel and Robert, age 3.

**Health and Development:** Jennifer’s mother reports that Jennifer weighed 5 pounds 7 ounces at birth. Jennifer was hospitalized for treatment of jaundice when she was three weeks old. Other than that incident, Jennifer has been healthy. Jennifer’s mother reports that Jennifer seemed slower than other children in developing communication skills. However, she was not overly concerned because Jennifer learned to talk by age 3.

**School:** Records from the school Jennifer previously attended indicate she performed poorly on fine motor and communication measures during a kindergarten readiness screening (i.e., kindergarten roundup) and was referred for further assessment. Jennifer was diagnosed with a moderate-to-severe language disorder at age 5 years 4 months, using the Test of Language Development—Primary, Third Edition (TOLD–P:3; Newcomer & Hammill, 1997). Specific learning disabilities in the areas of auditory and memory abilities and motor skills were also identified. Jennifer has been receiving language intervention, occupational therapy, and learning disability services (SW: is there another way to say “learning disability services?”) for the past year.

**Standardized Assessment Results:** Jennifer’s speech and language skills were assessed using the CELF Preschool–2 on May 15, 2007.



# CELF PRESCHOOL 2

Clinical Evaluation of Language Fundamentals  
Preschool - SECOND EDITION  
ELISABETH H. WIG WAYNE A. SECORD ELIZABETH SEMEL

## Record Form

Name: Jennifer Poleska  
 Address: 19500 Bulverde San Antonio TX 78259  
 Age: 6 Sex:  F  M Grade: 1 School: Solms Primary  
 Teacher: Mrs. Attell  
 Examiner: Perna Williams

	Year	Month	Day
Date Tested	07	5	15
Date of Birth	01	4	10
Chronological Age	6	1	5

		Core Language		Receptive Language		Expressive Language	Language Content		Language Structure
		3-6	3-4	5-6	3-6	3-4	5-6	3-6	
Subtest Scaled Score									
Sentence Structure	SS	4		4					4
Word Structure	WS	3				3			3
Expressive Vocabulary	EV	4				4		4	
Concepts & Following Directions	CFD			7				7	
Recalling Sentences	RS					5			5
Basic Concepts	BC								
Word Classes-Receptive	WC-R			11					
Word Classes-Total	WC-T							9	
<b>Core Language Score and Indexes</b>									
Sum of Subtest Scaled Scores		11		22		12		20	12
Standard Score*		63		83		65		79	65
Standard Score Points +/-		7		7		7		7	7
Confidence Interval (90% Level)		56 to 70	to	76 to 90	to	58 to 72	to	72 to 86	58 to 72
Percentile Rank		1		13		1		8	1
Percentile Rank Confidence Interval		2 to 2	to	5 to 25	to	3 to 3	to	3 to 18	3 to 3
		Core Language		Receptive Language		Expressive Language		Language Content	Language Structure

\*See Appendix C in Examiner's Manual.

Score	CLS	RI	LI	SI	LI
121					
120					
119					
118					
117					
116					
115					
114					
113					
112					
111					
110					
109					
108					
107					
106					
105					
104					
103					
102					
101					
100					
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97					
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21					
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive-Expressive Language Index*	83	65	18	12	Y	4.1	.15/05
Language Content-Structure Index*	79	65	14	12	Y	6.6	.15/05

\*See Tables 3.3-3.8.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval (Level)	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Sentence Structure	SS	10	4	1	3 to 5	2	1 to 5	3:5
Word Structure	WS	8	3	1	2 to 4	1	.4 to 2	3:2
Expressive Vocabulary	EV	15	4	1	3 to 5	2	1 to 5	3:9
Concepts & Following Directions	C&FD	14	7	1	6 to 8	16	9 to 25	4:11
Recalling Sentences	RS	12	5	1	4 to 6	5	2 to 9	3:11
Basic Concepts (Ages 3-4)	BC				to		to	
Word Classes-Receptive (Ages 4-6)	WC-R	19	11	1	10 to 12	63	50 to 75	6:9
Word Classes-Expressive (Ages 4-6)	WC-E	12	8	1	7 to 9	25	16 to 37	5:5
Sum of WC-R + WC-E scaled scores*		19		*Add WC-R and WC-E scaled scores. Use the Examiner's Manual Appendix B to convert the sum to the WC-T scaled score.				
Word Classes-Total (Ages 4-6)	WC-T	9	1		8 to 10	37	25 to 50	<4:0

Scaled Score Chart									
Raw	SS	WS	EV	C&FD	RS	BC	WC-R	WC-E	WC-T
10	.	.	.	.	.	.	.	.	.
9	.	.	.	.	.	.	.	.	.
8	.	.	.	.	.	.	.	.	.
7	.	.	.	.	.	.	.	.	.
6	.	.	.	.	.	.	.	.	.
5	.	.	.	.	.	.	.	.	.
4	.	.	.	.	.	.	.	.	.
3	.	.	.	.	.	.	.	.	.
2	.	.	.	.	.	.	.	.	.
1	.	.	.	.	.	.	.	.	.

Criterion Score Chart			
Subtests	Raw Score	Criterion Score	Criterion
Basic Concepts (BC; Ages 3-4)	15	≥ 17	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet
Phonological Awareness (PA; Ages 4-6)	14	≥ 19	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet
Checklists	Raw Score	Criterion Score	Criterion
Pre-Literacy Rating Scale (PLRS)	74	≥ 86	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet
Descriptive Pragmatics Profile (DPP)	75	≥ 72	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Percentile Range Chart			
Subtest	Raw Score	Percentile Range	
Recalling Sentences in Context (RSC)	13	< 1 to 4	

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Behavioral Observation Checklist	
Check the behaviors that you observed during testing. Consider the child's age as you respond to each item.	
<b>Physical Activity Level</b>	
The child's activity level throughout the test was generally:	<input checked="" type="checkbox"/> appropriate <input type="checkbox"/> too active <input type="checkbox"/> not active enough
Overall, the child was fidgety/restless:	<input checked="" type="checkbox"/> never <input type="checkbox"/> some of the time <input type="checkbox"/> most of the time
<b>Attention to Task</b>	
The child maintained attention:	<input checked="" type="checkbox"/> throughout testing <input type="checkbox"/> most of the time <input type="checkbox"/> some of the time <input type="checkbox"/> never
The child's attention to task generally lasted:	<input checked="" type="checkbox"/> more than 10 minutes <input type="checkbox"/> 6 to 10 minutes <input type="checkbox"/> 3 to 5 minutes <input type="checkbox"/> less than 3 minutes
The child engaged in off-task behaviors:	<input checked="" type="checkbox"/> never <input type="checkbox"/> occasionally <input type="checkbox"/> often
<b>Response Latency</b>	
Responses were generally given in:	<input checked="" type="checkbox"/> 0 to 15 seconds <input type="checkbox"/> 16 to 30 seconds <input type="checkbox"/> more than 30 seconds
Response rate was generally:	<input checked="" type="checkbox"/> appropriate <input type="checkbox"/> too rapid <input type="checkbox"/> too slow
<b>Fatigue/Boredom/Frustration</b>	
The child evidenced fatigue, boredom, and/or frustration during the test:	<input checked="" type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> often
Fatigue, boredom, and/or frustration became evident:	<input checked="" type="checkbox"/> never <input type="checkbox"/> after 15 minutes <input type="checkbox"/> after 10 minutes <input type="checkbox"/> after 5 minutes
<b>Level of Interaction</b>	
The child:	<input checked="" type="checkbox"/> participated willingly <input type="checkbox"/> participated under duress <input type="checkbox"/> refused to cooperate
The child engaged in test-appropriate conversation:	<input checked="" type="checkbox"/> most of the time <input type="checkbox"/> sometimes <input type="checkbox"/> very little

## Interpretation of the Standardized Assessment Results

### ■ Levels 1 and 2: Diagnosis and Description of Language Disorder

The CELF Preschool–2 Record Form, page 1, summarizes Jennifer’s Core Language, index, and subtest scores. Her Core Language score of 63 (confidence interval of 56–70 at the 90% level) is in the very low developmental range and supports continued language therapy and learning disability services.

The index scores of 83 for Receptive Language (confidence interval of 76–90) and 65 for Expressive Language (confidence interval of 58–72) differ by 18 points. This is significant at the .05 level, indicating a relative weakness on primarily expressive language tasks that occurred in 4.1% of the standardization sample.

The index scores of 79 for Language Content (confidence interval of 72–86) and 65 for Language Structure (confidence interval of 58–72) differ by 14 points, and indicate a relative weakness in linguistic structure acquisition (significant at the .05 level) that occurred in 6.6% of the standardization sample.

While the early diagnostic results with TOLD–P:3 did not indicate a significant discrepancy in listening and speaking, the CELF Preschool–2 index scores clearly point to a fluctuating overall profile.

Jennifer’s relative strengths are in interpreting and using content, while her weaknesses are in learning the linguistic rules for structure (morphology and syntax). The weaknesses in linguistic structure acquisition may explain why the score for Recalling Sentences is also low.

In the subtest profile, Jennifer’s Expressive Vocabulary score is in the low developmental range while scores on the other linguistic content subtests are in the typical (Word Classes–Total) or slightly lower-than-typical (Concepts & Following Directions) ranges. This discrepancy may indicate word-finding difficulties often found in the combination of language disorder and learning disability.

### ■ Levels 3 and 4: Early Classroom and Literacy Fundamentals and Language in Context

Jennifer’s performance generally did not meet criteria on Level 3 measures. On the Recalling Sentences in Context subtest, Jennifer’s performance was in the very low range (<1–4th percentile). Her pragmatics skills appear to be a strength, based on results of the Descriptive Pragmatics Profile.

In combination with the clinical findings, evaluation of the behavioral tasks pointed to a language disorder. The areas of weakness that were observed included (a) knowledge and use of linguistic rule systems (morphology and syntax); (b) recall and retrieval of vocabulary for expressive use and recall of dialogue in story contexts; and (c) phonological awareness and pre-literacy skill acquisition.

### ■ Intervention Planning:

The focus of Jennifer’s intervention should be to improve her expressive communication skills while supporting her continued development of receptive communication skills. Specific areas to address include:

- Morphosyntactic knowledge and use
- Strategies for recalling verbally presented academic materials
- Skills related to phonological awareness (e.g., rhyme, phone segmentation and manipulation) to strengthen the acquisition of early literacy skills
- Further assessment of decoding skills for reading