

Template for Pragmatic Section of Report: Client age: 10-3

Pragmatic Language:

The **Test of Pragmatic Language-2 (TOPL-2)** (Phelps-Terasaki, Phelps-Gunn, 2007) was administered to comprehensively assess XXXX's ability to use pragmatic, or social language in a structured setting. The following results were obtained:

| | Raw Score | Pragmatic Language Usage Index | Percentile Rank | Descriptive Rating |
|--|------------------|---------------------------------------|------------------------|---------------------------|
| | 37 | 121 | 92 | Superior |

Interpretation: The Pragmatic Language Usage Index scores is a standard score with a mean of 100 and a standard deviation of 15. A score of 100 on these scales represent the performance of the typical student of a given age. Scores between 90 and 110 are considered "average" by the test authors. XXXX's score was in the "Superior" range.

Selected subtests from the **Comprehensive Assessment of Spoken Language (CASL)** (Carrow-Woolfolk, 1999) were administered to assess XXXX's nonliteral language and inferencing skills and her pragmatic judgment in a structured setting. The following results were obtained:

| CASL Subtest | Raw Score | Standard Score | Percentile Rank |
|---------------------|------------------|-----------------------|------------------------|
| Nonliteral Language | 39 | 135 | 99 |
| Inference | 43 | 138 | 99 |
| Pragmatic Judgment | 65 | 131 | 98 |

Interpretation: Index scores are available as standard scores with a mean of 100 and a standard deviation of 15. A score of 100 on these scales represent the performance of the typical student of a given age. Scores within one standard deviation of the mean (between 85 and 115) are considered "average." All of XXXX's scores were well above this range.

Description of CASL Tests (paraphrased from author's descriptions):

Nonliteral Language: Measures a student's ability to understand the meaning of spoken messages when the literal meaning does not convey the message.

Inference: Measures a student’s ability to use previous knowledge to obtain the meaning from inferences in spoken language.

The Pragmatic Judgment subtest from the CASL was administered to assess XXXX’s “knowledge and use of pragmatic rules of language by having a respondent 1) judge the appropriateness of language used in specific environmental situations, or 2) actually use language appropriate to given environmental conditions.”

The Pragmatic Profile from the Clinical Evaluation of Language Fundamentals-5 (CELF-5) (Wiig, Semel, & Secord, 2013) was provided to XXXX’s mother, Ms. Y, her teacher, Ms. Z, and classroom Instructional Assistant (IA) Ms. T, in order to assess XXXX’s pragmatic, or social language, in social and academic settings.

The profile consists of a 50 question survey which ranks pragmatic skills as Never or Almost Never (1), Sometimes (2), Often (3), and Always or Almost Always (4). Skills rated with “1” (Never or almost never) and “2” (Sometimes) point scores are of the most concern. They are shown in bold, below. Skills rated as a “3” (Often) indicate that the targeted skill is emerging, and skills rated as a “4” (Always) indicate appropriate development and use of the target skill.

| | Personnel & Date Completed | | |
|--|----------------------------|------------------|-------------|
| <i>Pragmatic Skills:</i> | Parent Ms. Y | Teacher Ms. Z | IA MS. T |
| <i>Rituals and Conversation Skills :</i> <i>The student demonstrates culturally appropriate use of language when:</i> | | | |
| Making/responding to greetings to/from others | 3 | 2 | 4 |
| Beginning/ending conversations (face to face, phone, etc.) | 3 | 2 | 3 |
| Observing turn-taking rules in the classroom or in social interactions | 3 | 2 | 2 |
| Maintaining eye contact/gaze | 4 | 3 | 2 |
| Introducing appropriate topics of conversation | 3 | 2 | 2 |
| Maintaining topics using typical responses (nods, responds with “hmm...,” etc.) | 3 | 3 | 2 |
| Making relevant contributions to a topic during conversation/discussion | 2 | 2 | 2 |
| Avoiding use of repetitive/redundant information | 3 | 2 | 3 |
| Asking for/responding to requests for clarification during conversations | 3 | 3 | 2 |
| Adjusting/modifying language based on the communication situation (communication partner[s], topic, place) | 3 | 3 | 2 |

| | | | |
|---|---|---|---|
| Telling/understanding jokes/stories that are related to the situation | 3 | 3 | 2 |
| Showing sense of humor during communication situations | 2 | 2 | 2 |
| Joining or leaving an ongoing communicative interaction | 3 | 3 | 3 |
| Participating/interacting in structured group activities | 2 | 3 | 2 |
| Participating/interacting in unstructured group activities | 2 | 3 | 2 |
| Responding to introductions and introducing others | 2 | 2 | 2 |
| Using strategies for getting attention | 3 | 3 | 2 |
| Using strategies for responding to interruptions and interrupting others | 3 | 3 | 3 |
| <i>Asks For, Gives, and Responds to Information: The student demonstrates culturally appropriate use of a language when:</i> | | | |
| Giving/asking for directions | 2 | 3 | 2 |
| Giving/asking for the time of events | 3 | 3 | 2 |
| Giving/asking for reasons and causes for actions/conditions/choices | 3 | 3 | 2 |
| Asking for help from others | 3 | 2 | 2 |
| Offering to help others | 2 | 2 | 2 |
| Giving/responding to advice or suggestions | 3 | 2 | 2 |
| Asking others for permission when required | 3 | 2 | 3 |
| Agreeing and disagreeing | 2 | 3 | 2 |
| Asking for clarification if he/she is confused or if the situation is unclear | 3 | 3 | 3 |
| Accepting/rejecting invitations | 3 | 3 | 2 |
| Starting/responding to verbal and nonverbal negotiations | 2 | 3 | 2 |
| Reminding others/responding to reminders | 3 | 2 | 3 |
| Asking others to change their actions/states (e.g., please move, stop tapping) | 2 | 3 | 2 |
| Apologizing/accepting apologies | 2 | 3 | 2 |
| Responding when asked to change his/her actions (by accepting/rejecting) | 2 | 3 | 3 |
| Responding to teasing, anger, failure, disappointment | 3 | 3 | 2 |
| Offering/responding to expressions of affection, appreciation | 3 | 3 | 3 |
| Knowing how someone is feeling based on nonverbal cues | 2 | 2 | 3 |
| Reading the social situation correctly and behaving/responding to it | 3 | 3 | 3 |
| Understanding posted and implied group/school rules | 3 | 3 | 3 |
| <i>Non-Verbal Communication Skills: The student reads and interprets the following nonverbal messages accurately</i> | | | |
| Facial cues/expressions | 2 | 2 | 2 |
| Making/responding to greetings to/from others | 3 | 2 | 2 |

| | | | |
|--|------------------------|------------------------|------------------------|
| Making/responding to farewells to/from others | 2 | 2 | 3 |
| Beginning/ending conversations | 3 | 2 | 2 |
| Tone of voice | 3 | 2 | 2 |
| <i>The student demonstrates culturally appropriate use of the following nonverbal support</i> | | | |
| Facial cues/expressions | 2 | 2 | 2 |
| Body language/gestures | 2 | 2 | 2 |
| Voice intonation (pitch, inflection, tone, or cadence) | 3 | 2 | 3 |
| Expresses messages by using gestures or facial expressions | 2 | 2 | 2 |
| Uses gestures and/or facial expressions according to the situation | 2 | 2 | 2 |
| Adjusts body distance (sits/stands) according to the situation | 3 | 2 | 2 |
| Presents matching gestures/facial expressions with verbal messages | 3 | 3 | 3 |
| Total Raw Score: | 112 | 103 | 99 |
| Scaled Score: | 3 | 3 | 2 |
| Classification: | Low to Very Low | Low to Very Low | Low to Very Low |

Interpretation: Scores are available as scaled scores with a mean of 10 and a standard deviation of 3. A score of 10 on this measure represents the performance of the typical student of a given age. Scores in the range of 8 to 12 are considered “Average.” Scores at or more than one standard deviation below the mean (7 and below) indicate that the student is demonstrating below average to very low social communication abilities relative to age peers. Such scores may or may not significantly impact academic achievement and participation in classroom activities. Information obtained from teachers and family members can help inform decisions about strategies to employ in the classroom and at home or in a direct intervention program.

All of XXXX’s raters’ scores were within the “Low to Very Low” range.

Overall, the results of this profile were used as a comprehensive list of pragmatic skills and behaviors.

Areas of concern in more than one setting included:

- Observing turn-taking rules in the classroom or in social interactions
- Introducing appropriate topics of conversation
- Making relevant contributions to a topic during conversation/discussion
- Showing sense of humor during communication situations
- Participating/interacting in structured group activities
- Responding to introductions and introducing others
- Giving/asking for directions
- Asking for help from others

- Offering to help others
- Giving/responding to advice or suggestions
- Agreeing and disagreeing
- Starting/responding to verbal and nonverbal negotiations
- Asking others to change their actions/states (e.g., please move, stop tapping)
- Apologizing/accepting apologies
- Knowing how someone is feeling based on nonverbal cues
- Facial cues/expressions
- Making/responding to greetings to/from others
- Making/responding to farewells to/from others
- Beginning/ending conversations
- Tone of voice
- Facial cues/expressions
- Body language/gestures
- Expresses messages by using gestures or facial expressions
- Uses gestures and/or facial expressions according to the situation
- Adjusts body distance (sits/stands) according to the situation

Observations

XXXX was informally observed by this examiner in three settings/during three activities:

Note: The Pragmatic Activities Checklist from the CELF-5 can help with this...

XXXX was observed on xx/x/2014, xx/x/2014, and xx/x/2014.

Insert observations here

XXXX was observed on xx/xx/xx.

Insert observations here

XXXX was observed on xx/xx/xx.

Insert observations here

SUMMARY/RECOMMENDATIONS

XXXX's ability to interpret and understand nonliteral language and inferences and her social language skills are all well above the average range upon standardized testing in a structured environment. She frequently thought things through and discussed/explained options before responding. Observation of her use of social pragmatic skills in unstructured settings revealed concerns, however, particularly in the area of eye contact, transitioning into and out of social groups, and self-regulation during activities requiring increased focus. The CELF-5 Pragmatics Profile was completed by her mother, her teacher, and a classroom Instructional Assistant. Her scaled scores were below average across three raters. Concerns common to more than one environment were noted in 25 areas. This type of discrepancy between formal, structured testing and informal, unstructured observation is not uncommon for children exhibiting social pragmatic deficits: The ability to apply some learned social knowledge in the home and school settings can be difficult or inconsistent.

Based on this examiner's observations, the pragmatic profiles completed by school staff, and her teacher's report, XXXX's ability to succeed in the classroom setting is being affected by her difficulties with pragmatic skills.