



Sacramento City Unified School District Special Education Department

Language and Speech Triennial Records and Review Report

Name: Richard Thao **Date of Birth:** 01/18/2009 **Grade:** 5th

IEP Date: 5/25/21 **Student Number:** 2626630356

Case Manager: Linda Huyhn **Speech Pathologist:** Abigail Clayton M.A. CCC-SLP

School of Attendance: Yav Pem Suab Academy

BACKGROUND INFORMATION: Richard has received speech and language services since March of 2016 with goals targeting articulation, expressive and receptive language skills. He was later referred for a psycho-educational assessment and determined eligible to receive additional academic services. Richard speaks Hmong and English only, and Hmong is his primary language. No significant developmental, or medical history is reported aside from having his tonsils removed in 2015. He passed his hearing and vision testing last in April of 2017.

PREVIOUS GOALS:

- 1) By March 2020, following a short grade-level passage read aloud Richard will answer comprehension questions, make inferences, identify relevant details and main idea with 80% accuracy in 4 of 5 trials as measured by LSHS observations and/or charting.
- 2) **By March 2020**, Richard will demonstrate knowledge of literacy-related vocabulary (rhyme, syllables, base/root words, prefixes, suffixes, compound words) in various structured activities with 80% accuracy, given minimal cuing, in 4 of 5 trials, as measured by LSHS observation and/or **charting**
- 3) **By March 2020**, Richard will demonstrate knowledge of literacy-related vocabulary (rhyme, syllables, base/root words, prefixes, suffixes, compound words) in various structured activities with 80% accuracy, given minimal cuing, in 4 of 5 trials, as measured by LSHS observation and/or **charting**

SUMMARY OF PROGRESS ON GOAL:

Richard has been attending teletherapy sessions during distance learning and has had consistent attendance. During this time Richard has made progress in his ability to respond to comprehension questions verbally from a below grade-level passage, however is has been noted that he continues to have difficulty answering comprehension questions when presented with a grade-level passage. For identifying main idea statements, when given a field of 4 choices for a 4th grade level paragraph, he is able to identify the main idea in approximately 65% of opportunities presented. He is able to identify relevant details when asked wh- questions from a text. When asked to define vocabulary within a text he requires maximum prompting to use context clues to understand the meaning of words.

CURRENT TESTING INFORMATION:

At the time of this evaluation, conducting in-person testing was not permissible per the California Department of Education and local health agencies due to the COVID-19 Pandemic. As a result, this examiner utilized relevant, accessible sources of data in order to determine the student's current functioning in order to support academic progress. Should the IEP team determine that additional data is necessary, the IEP team reserves the right to reconvene and request additional assessment, specifically in-person testing, once it is deemed safe to resume in-person testing per health officials.

REVIEW OF PREVIOUS SPEECH ASSESSMENTS: April 2018

Speech Sound Production & Intelligibility

Richard's articulation was observed informally during conversation and connected speech tasks. He did not demonstrate speech sound errors that interfered with communication or intelligibility. He previously had difficulties with his articulation abilities, however since has remediated these deficits.

Voice, Fluency, Oral Motor Skills

Richard's vocal quality and speech fluency were judged to be unremarkable. He was not observed to have difficulty with oral motor movements.

Language (Results from previous testing)

Test Administered: The Clinical Evaluation of Language Fundamentals- 5 (CELF-5). This test "is an individually administered clinical tool for the identification, diagnosis, and follow-up evaluation of language and communication disorders in students 5-21 years old (Semel, Wiig, & Secord, 2013)." The results from this test were as follows.

	Standard Score	Percentile	Score Description
Core Language Score	45	<0.1	Severe
Language Structure Index	49	<0.1	Severe

Interpretation: These scores and indexes have a mean of 100 and a standard deviation of 15. A score of 100 on these scales represents the performance of the typical student of a given age. Scores within one standard deviation of the mean (between 86 and 114) are considered “average”. All of Richard’s scores fell below the average range.

Richard’s Core Language score and Index Scores were in the low to very low range, indicating significant difficulty with overall language skills when compared with same- age, monolingual English-speaking students

SUMMARY OF ASSESSMENTS & RECOMMENDATIONS:

Richard continues to present with limited expressive and receptive language skills which continue to impact his ability to access the general education curriculum. It has been observed that he presents with difficulty when grasping academic vocabulary (i.e. parts of speech, fact vs. opinion, synonyms vs. antonyms) and understanding grade level texts. It is recommended that Richard continue speech and language therapy to further increase his ability to respond to comprehension question both literal and inferential and understand vocabulary within a text using context clues.

Target the following new goal:

1) By March 2021, following a short grade-level passage read aloud Richard will answer comprehension questions, make inferences, identify relevant details and main idea with 80% accuracy in 4 of 5 trials as measured by LSHS observations and/or charting

This records review will be presented to the IEP team for review and planning purposes.

Abigail Clayton M.A. CCC-SLP