



PSYCHOEDUCATIONAL EVALUATION

Confidential/Privileged

Student Name: Redwan Jahangir
Date of Birth: 03/18/2004
School: Non-Attend
Classification: N/A
Evaluation Date: 10/24/2022
Student NYCID#: 259214500

Gender: Male
Age: 18 years, 7 months
Grade: N/A
Program: General Education
Language(s): Bengali
Examiner: Navila Riaz, M.S.Ed.
Bilingual School Psychologist

REASON FOR REFERRAL & BACKGROUND INFORMATION

Redwan Jahangir is an 18.7-year-old male student who is a non-attend and recently migrated from Bahrain. He has a clinical diagnosis of Autism, ADHD and dyslexia. The present assessment is being conducted as part of his evaluation to determine appropriateness of programs and services in meeting his needs. For in-depth background, please refer to social history update.

An interview was conducted with Redwan's father, Mr. Tapader. Mr. Tapader reported Redwan attended public school with no special education support in Bahrain from kindergarten until 7th grade and received instruction in English and Bengal. In 7th grade, due to behaviors, parents were asked to seek an appropriate educational placement that would meet Redwan's special needs. Parents placed Redwan in a private special education school for approximately 3 months, which resulted in no success. Parents than placed Redwan in a residential facility in Bangladesh for two years while the family returned to Bahrain. Redwan's aunt and uncle visited him on a weekly basis. When the family returned to Bangladesh, father noted no progress and declined in behavior. Father reported Redwan failed to recognize his family and was depressed. At that time, he was moved back to Bahrain to stay with the family and received no formal education. Mr. Tapader stated that Redwan relapses monthly where he wants to leave the house. If he is stopped, he often gets destructive and attempts to hit. Redwan has a history of wandering. The family has filed a missing person report on 2-3 occasions. At times, Redwan leaves the house and does not return for hours.

ASSESSMENT METHODS & TOOLS

Wechsler Adult Intelligence Scale- Fourth Edition (WAIS-IV)- attempted
Wechsler Individual Achievement Test - Fourth Edition (WIAT-4)- attempted
Vineland Adaptive Behavior Scales, Third Edition (Vineland™-3)
Gilliam Autism Rating Scale- Third Edition (GARS-3)
Behavioral Observation
Review of Student Record

BEHAVIORAL OBSERVATION

Redwan is 18.7 years quiet and reserved adolescent who arrived at the testing session accompanied by his father and uncle. Testing took place at the CSE 3 office, in a well-lit quiet room that was free from distractions and interruptions. The father and uncle provided

interpretation when needed. Redwan was able to respond to some questions in Bangla. He was unable to spell his name. When asked to write his name, he wrote "OOB." He was unable to identify his age or grade. Redwan stated he likes cell phones and headphones. He inspires to be a police officer after graduating from high school. He did not respond in English. He presented with fleeting eye contact.

TEST RESULTS AND INTERPRETATIONS

Cognitive Functioning

It must be noted that intelligence tests measure only a portion of the competencies involved in human intelligence. The intelligence results are best seen as predicting performance in school and reflecting the degree to which a person has mastered information that is often culturally dependent.

To assess Redwan's overall global functioning, the cognitive and academic testing was attempted and discontinued. Redwan had difficulty understanding and comprehending the directions. Even when items were translated into Bengal, he had difficulty executing the tasks. Informally, Redwan was unable to correctly identify the letters of the alphabet. He was able to name primary colors; however, not any shapes. Redwan was able to state numbers 1-10; however, he was not able to identify them. He was unable to write his name.

Redwan's parents was administered the Gilliam Autism Rating Scale-Third Edition. The GARS-3 is a standardized instrument designed for assessment of persons who have autism spectrum disorder (ASD) and other severe behavioral disorders. Redwan obtained an Autism Index of 93, indicating that it is very likely that Redwan has autism spectrum disorder. This score was composed from six subscales that were administered: Restricted/Repetitive Behaviors (7), Social Interaction (10), Social Communication (11), Emotional Responses (10), Cognitive Style (9), and Maladaptive Speech (8) (with scaled scores in parenthesis). The larger the scaled score, the more severe the autistic behavior it represents.

Redwan's adaptive functioning was assessed using the Vineland-3. The Adaptive Behavior Composite (ABC) provides an overall summary measure of Redwan's adaptive functioning. Their ABC standard score is 41, with a percentile rank of <1.

The Communication domain measures how well Redwan exchanges information with others. Their Communication standard score is 34, which corresponds to <1. Redwan's Communication domain standard score is based on their scores on three subdomains: Receptive, Expressive, and Written. The Receptive subdomain assesses attending, understanding, and responding appropriately to information from others. Redwan's Expressive score reflects their use of words and sentences to express themselves verbally. The Written subdomain score conveys an individual's use of reading and writing skills. Redwan's v-scale scores are 2 for Receptive, 8 for Expressive, and 1 for Written. Pairwise difference comparisons among these scores show that the Receptive score is significantly lower than the Expressive score and that the Expressive score is significantly higher than the Written score.

The Daily Living Skills domain assesses Redwan's performance of the practical, everyday tasks of living that are appropriate for their age. Their standard score for Daily Living Skills is 38, with a 90% confidence interval of 34 to 42 and a percentile rank of <1. Redwan's Daily Living Skills domain standard score is derived from their scores on three subdomains: Personal, Domestic, and Community. Their Personal subdomain score expresses their level of self-sufficiency in such areas as eating, dressing, washing, hygiene, and health care. Their Domestic score reflects the extent to which Redwan performs household tasks such as cleaning up after themself, chores, and food preparation. The Community subdomain measures an individual's functioning in the world outside the home, including safety, using money, travel, and rights and responsibilities. Redwan received v-scale scores of 7 for Personal, 3 for Domestic, and 1 for Community. Pairwise difference comparisons among these scores show that the Personal score is significantly higher than the Domestic score, the Personal score is significantly higher than the Community score, and the Domestic score is significantly higher than the Community score.

Redwan's score for the Socialization domain reflects their functioning in social situations. Their Socialization standard score is 36, with a 90% confidence interval of 33 to 39. The percentile rank is <1. Redwan's Socialization domain standard score is based on their scores on three subdomains: Interpersonal Relationships, Play and Leisure, and Coping Skills. Interpersonal Relationships assesses how an individual responds and relates to others, including friendships, caring, social appropriateness, and conversation. Redwan's Play and Leisure score reflects how they engage in play and fun activities with others. Their Coping Skills score conveys how well they demonstrate behavioral and emotional control in different situations involving others. Redwan's v-scale scores are 1 for Interpersonal Relationships, 6 for Play and Leisure, and 3 for Coping Skills. Pairwise difference comparisons among these scores show that the Interpersonal Relationships score is significantly lower than the Play and Leisure score, the Interpersonal Relationships score is significantly lower than the Coping Skills score, and the Play and Leisure score is significantly higher than the Coping Skills score.

SUMMARY & RECOMMENDATIONS

Redwan is 15.11 old male who is a non-attend and recently migrated from Bangladesh. Redwan's first language is Bengal. Standardized testing was attempted; however, discontinued due to Redwan's inability to comprehend and understand directions. He has limited language. The GARS-3 endorsed rating of Very Likely of having autism spectrum disorder. Adaptively, on the Vineland-III, Redwan performed below the <1st percentile in his adaptive functioning. Final determination of eligibility and recommended services is strictly reserved for the CSE meeting, which consists of review of all pertinent information including but not limited to the findings of this evaluation.

Navila Riaz

Navila Riaz, M.S.Ed.
NYS Certified Bilingual School Psychologist

Vineland- 3 Parent/Caregiver Form

Adaptive Behavior Composite- Standard Score 41 at the <1st %ile

Communication- Standard Score 34 at the <1st %ile

Daily Living Skills- Standard Score 38 at the <1st %ile

Socialization-Standard Score 36 at the <1st %ile



LEVEL I VOCATIONAL INTERVIEW-PARENT/GUARDIAN

Date: 10/21/2022

Student Name: Redwan Jahangir

NYC ID: 259214500

DOB: 03/18/2004 **Grade:** 10th Grade

Language of Assessment:

VOCATIONAL NEEDS

After graduation from school, what do you think your child will be doing?

- Vocational School/Training
- College
- Seeking employment; if so, what type?
- Other

What are your child's special interests?

Family outings, car drives

What are your child's strengths?

He is able to dress and feed himself independently

What kind of jobs does your child seem interested in?

He does not know but with job training, he may be able to learn sorting.

What skills do you think need to be developed to help your child reach his goals?

Communication, travel training, self care and following directions.

Does your child have any medical conditions that would affect his ability to work or go to college or vocational school?

Autism Spectrum Disorder and ADHD but no medical conditions.

INDEPENDENT LIVING/PERSONAL MANAGEMENT

What chores or responsibilities does your child currently have at home?

None

What other tasks would you like your child to perform at home?

N/A

After graduation from school, where and with whom do you expect your child to live?

At home or in group home

Would your child be able to travel to and from work?

No

How does your child spend his leisure time?

Going on car drives, family outings to shopping mall.

In which of the following areas of independent living does your child need instruction?

<input checked="" type="checkbox"/> Clothing care	<input checked="" type="checkbox"/> Time management	<input checked="" type="checkbox"/> Consumer skills
<input checked="" type="checkbox"/> Meal preparation	<input checked="" type="checkbox"/> Organization	<input checked="" type="checkbox"/> Interpersonal skills
<input checked="" type="checkbox"/> Hygiene / grooming	<input checked="" type="checkbox"/> Getting along with others	<input checked="" type="checkbox"/> Safety
<input checked="" type="checkbox"/> Travel training	<input checked="" type="checkbox"/> Self-advocacy	<input checked="" type="checkbox"/> Appropriate behavior
<input checked="" type="checkbox"/> Community awareness	<input checked="" type="checkbox"/> Household management	<input checked="" type="checkbox"/> Problem solving
<input checked="" type="checkbox"/> Financial management	<input checked="" type="checkbox"/> Health / first aid	

GENERAL

How would you like the school district to help you plan for your child's needs after he graduates?

He is currently non attend and requires an appropriate educational placement to meet Redwan's special needs.

ADDITIONAL COMMENTS

Please indicate any additional comments that will help us plan for your child's future.
Redwan should learn vocational skills so that he can become independent.

Mohammad Tapader

Name of Parent/Guardian completing this form

10/21/2022

Date of Assessment



SOCIAL HISTORY EVALUATION

Date of Interview : 10/21/2022

STUDENT DATA

Student Name: Redwan Jahangir

NYC ID: 259214500

DOB: 03/18/2004

School: 28CS03:CSE Location 03

Grade: 10th Grade

Parent/Guardian Name: Mohammad Tapader

Preferred Language of Parent: Bengali

Parent Home Address: 12-45 119th. street , Queens, NY 11356 **Relation:** Father

Home Phone: **Work Phone:** **Alternate Phone:** 3475678602

Name of person interviewed: Mohammad Tapader

Language of interview: Bengali

Reason for referral:

Redwan Jahangir is an 18.7-year-old male student who is a non-attend and recently migrated from Bahrain on October 7, 2022. His father, Mr. Mohammad Tapader presented at CSE3 Office and initial bilingual social history update was conducted in Bengali via Bengali Interpreter ID# 1392. Mr. Tapader informed that he is fluent in comprehending, reading and writing in English but interpretation services were used in Bengali to ensure that parent understood due process rights. Parental concern is that Redwan has been diagnosed with ADHD and Autism Spectrum Disorder by physicians in Bahrain and requires special education services and appropriate school placement. Mr. Tapader stated that Redwan presents with expressive and receptive speech/language delays, deficits in ADL skills, cognition and socialization skills.

Reason for referral(other):

HEALTH - MEDICAL BACKGROUND:

Medical alerts:

Father furnished medical documents from Bahrain and Redwan has been diagnosed with Autism Spectrum Disorder, ADHD and dyslexia. Presently, Redwan is utilizing pharmaceutical intervention with psychotropic medications to alleviate symptoms of irritability, impulsivity and hyperactivity.

Developmental history, includes developmental milestones:

Redwan was born in a hospital in Bangladesh via normal delivery at full term gestation. No complications were reported for mother and infant after birth.

Father reported that he could not recall earlier developmental milestones, however Redwan's milestones were significantly delayed. Reportedly, Redwan would communicate his needs through single words of "baba" and "ma" till 4 years of age. Parent reported that Redwan was evaluated at 5 years of age at Adolescent Psychiatric Clinic in Bahrain where he was diagnosed with ADHD and Autism Spectrum Disorder. Presently, Redwan will communicate his needs through pointing, taking things for himself and using functional words e.g. milk and water. Parent is seeking speech therapy evaluation at this time.

Mr. Tapader reported that Redwan is not fully independent with his ADL skills as he still requires help with toileting, bathing and washing himself. Redwan is able to eat independently and dress/undress with mother's assistance.

Health - medical background:

- includes any medical alerts which may be needed to be included on page one

Redwan is reported to within normal parameters for height and weight development. Father informed that Redwan has poor sleep pattern where he has been observed to remain awake for 3-4 days in a month. Reportedly, Redwan engages in self injurious and destructive behaviors of breaking household items, getting physically aggressive with caregivers and siblings and laughing out of context. Redwan was followed by psychiatrists at Adolescent and Psychiatric Facility at Bahrain Hospital for assessment of ADHD and Autism Spectrum Disorder. Mr. Tapader informed that Redwan is currently prescribed psychotropic medication to manage symptoms of restlessness, poor impulse control, hyperactivity, irritability and poor concentration. He utilizes Depakine (500 mg PO OD), Aripiprazole (15 mg BID), Seroquel (BID) and Kemadrin (5mg BID). Family is in the process of finding primary care physician for Redwan and have applied for Health Insurance coverage.

EDUCATIONAL BACKGROUND:**Family Composition and Relevant Family History:**

Redwan resides with his parents and two siblings in a two-bedroom apartment in Flushing, Queens, NY. Father informed that family has recently migrated from Bahrain on October 7, 2022. Father, Mr. Mohammad Tapader is currently unemployed and will be seeking employment once family settles down. Redwan's mother, Ms. Shamima Sarmil Ruma is a home maker. Redwan's sister, Sara Jehan (17 years) is enrolled at Queens High School in 11th grade while his brother, Mohammad Abdullah (8 years) is attending PS 129Q. Father informed that both parents' have Master's degrees as their highest level of education and father is a civil engineer. Parents are born and raised in Bangladesh and Bangla is the dominant language being used at home. There are no reported changes in family status.

Student's Behavior at Home:

Father reported that Redwan gets easily frustrated when denied preferred activity of his choice especially regarding food items. Redwan is unable to comprehend daily household routine and chores. Parental concerns are with Redwan's oppositional, defiant and physically aggressive behaviors which get triggered when he is not on medication. Mr. Tapader expressed that Redwan requires adult supervision at all times as he is gets easily frustrated and emotionally dysregulated. Family has observed that Redwan has inconsistent sleep pattern where he has been reported to keep awake for 2-3 days without falling asleep. Father mentioned that Redwan becomes very irritable, and parents calm him by taking Redwan outside for long drives. Presently, Redwan is restricted to remaining at home as he is not attending school. Father reported that during leisure time, Redwan enjoys family outings to local park, shopping mall and spending time with caregivers. Redwan is scared of pets especially cats and dogs.

Educational Background:

Mr. Mohammad informed that family migrated to Bahrain from Bangladesh due to employment. Redwan was enrolled in Kindergarten at Bangladeshi School, Bahrain where medium of instruction was both in Bangla and English. Redwan reportedly completed grade 7 in Bahrain but parents were asked to seek an appropriate educational placement as school could not meet his special needs. Mr. Tapader responded that Redwan was admitted in a private school but no special education support services were provided. Redwan has not had formal schooling since 2014 and has remained home with mother.

Parent's View of School Performance and Referral:

Father stated that due to diagnosis of ADHD and Autism Spectrum Disorder, Redwan exhibits significant delays in areas of cognition, communication, adaptive and social-emotional functioning. Redwan needs adult support for ADL skills of using bathroom, showering, dressing/undressing, washing and wiping himself. Currently, Redwan presents with limited attention span, hyperactivity, impulsivity, poor eye contact, stereotypical behaviors of flapping hands, lack of self-care, irritability and restlessness. Mr. Mohammad informed that Redwan becomes physically aggressive, oppositional and violent when he does not take prescribed psychotropic medication. According to father, Redwan presents with safety concerns of self-injurious behaviors of head banging, self stimulatory behaviors and slapping himself on face.

School Performance:

Currently, Redwan does not recognize numbers, alphabets, colors and shapes. Father reported that Redwan has not

- had formal schooling since 2014 and is functioning at Pre-Kindergarten level in all areas of reading, mathematics and writing.

Recreation/Interests:

Father has observed that Redwan does not display interest in music and television. Redwan enjoys family outings to shopping mall, park and going on long car drives.

Due Process/Consent:

The initial bilingual social history interview was conducted with parents in Bengali and English via Bengali speaking interpreter ID# 1392. Family was provided with the Part B procedural Safeguard Notice, a copy of the Family Guide to Special Education Services Booklet and explained their due process rights in English and Bengali. Father, Mr. Tapader reiterated that he was fluent in speaking, reading, writing and comprehending English. Mr. Tapader signed consent for the evaluation and was provided an opportunity to ask questions. Consent for Request for Release of Records, Home Language Survey and Authorization for Release of Health Information Pursuant to HIPPA were obtained. Father expressed an understanding of his rights and consent to a comprehensive evaluation to include classroom observation, psycho-educational and speech/language evaluation. This writer reviewed the evaluation and review process with parent.

Summary:

Redwan Jahangir is an 18.7-year-old male student who is a non-attend and recently migrated from Bahrain on October 7, 2022. Parental concern is that Redwan has been diagnosed with ADHD and Autism Spectrum Disorder by physicians in Bahrain and requires special education services and appropriate school placement. Mr. Tapader stated that Redwan presents with expressive and receptive speech/language delays, deficits in ADL skills, cognition and socialization skills. Redwan reportedly presents with safety concerns and self-injurious behaviors of hurting self and caregivers.

Currently, Redwan utilizes psychotropic medication to alleviate symptoms of irritability and hyperactivity. There are no medical alerts reported.

Redwan is not attending any educational program presently and is awaiting placement pursuant to comprehensive multi-disciplinary evaluation.

Parents were informed that placement issues will be addressed upon completion of multidisciplinary evaluation. A recommendation of services will be determined at CSE review meeting.

Evaluator's Name: Amrita Vasishtha

Telephone #: _____

Discipline: _____

Language: _____

Provider Type: DOE, 28CS03:CSE Location 03

Date of Report: 10/21/2022



SPEECH/LANGUAGE EVALUATION

Date of Assessment: 12/09/2022

Student Name: Redwan Jahangir

NYC ID: 259214500

DOB: 03/18/2004 **Grade:** 12th Grade

Language of Assessment: Bengali

Background Information: (Include but not limit to reason for referral, area of concern, current school placement and related services, speech/language history)

Speech and Language Evaluation

Name: Redwan Jahangir

Age: 18 years, 9-month-old

Date of Birth: 3/18/04

Date of Evaluation: 12/09/22

Date of Report: 1/5/22

Speech Evaluator: Regine Lamy, M.S., CCC-SLP, TSSLD

Language of Assessment: English and Bengali

I. BACKGROUND INFORMATION:

Redwan Jahangir is an 18 year, 9-month-old male who is currently enrolled in the 10th grade at P.S. 28CS03 Queens, NY. He was referred for an evaluation by the district to clarify his abilities and develop an appropriate IEP, due to concerns with his skills and behavior. This evaluation was performed to determine Redwan's eligibility for Special Education Services, which includes Speech and Language services. Redwan's father served as the primary informant during an interview. This evaluation was conducted in English, with Bengali translations.

As per parent report, Redwan is autistic, and he is currently working with the district to find a special school that includes all therapies. As per parent report, the whole family moved to New York in October from Bangladesh. The father stated that Redwan is hyperactive and is excited to go to school. As per parent report, Redwan takes medication three times a day, is not fully potty trained, can clothe themselves, and can speak/make requests. Also, Redwan does not immediately interact with new people. Lastly, Redwan is also able to bathe himself but still needs help and can be aggressive at times.

Redwan did not formally begin schooling at the time of the evaluation, due to this there is no teacher report available.

Summary & Conclusions: (Include but not limit to communication concern in student's educational settings, discrepancy from peers, reviews, etc.)

SUMMARY/IMPRESSIONS

Redwan Jahangir is an 18 year, 9-month-old male who is currently enrolled in the 10th grade at P.S. 28CS03 Queens, NY. He was referred for an evaluation by the district to clarify his abilities and develop an appropriate IEP, due to concerns with his skills and behavior. This evaluation was performed to determine Redwan's eligibility for Special Education Services, which includes Speech and Language services. The Clinician observed Redwan to be a shy and mild-mannered young man. Redwan remained calm throughout the evaluation, without consistent redirection needed to complete the tasks. Redwan presented with inconsistent eye contact throughout the session and greeted me by while keeping his head down, looking at floor. Redwan did not respond to informal questions about personal

events. He did not engage in conversation, nor demonstrate appropriate verbal turn taking with the evaluator. Redwan did not begin or end conversations, nor demonstrate understanding and use of facial cues and expressions, as well as body language and consistent gestures or appropriate tone of voice. Redwan presents with pragmatic delays, which can affect classroom language use, interpretation of nonverbal communication skills, knowledge of social scripts (situations), and understanding of both posted and implied rules, which are required in curricular and non-curricular activities.

Results from the language assessment indicates that Redwan presents with a dominance in Bengali verbally and in comprehension. The usage of English is still emerging, but his academic skills are low functioning in both languages.

Results from the language assessment indicates that Redwan presents with severe receptive language deficits and severe expressive language deficits.

His overall performance demonstrates difficulty with sentence structure and grammar, writing ability, decoding/reading comprehension and listening comprehension, are extremely delayed, which are required for successful academics.

His overall performance demonstrates reduced functional communication abilities. For example, limited facial expressions and gestures. Redwan is unable to initiate communication, appropriately maintain communication interactions, nor appropriately terminate or respond to communication interactions. Redwan also isn't able to express feelings, he struggles to answer/ask basic questions and produces short sentences or utterances. Redwan is able to follow one-step directions with moderate verbal cues and can identify objects.

RECOMMENDATIONS

It is recommended that bilingual speech and language services be considered at this time to address Redwan's expressive and receptive delays.

Goals should include but are not limited to the following:

- Within one year, Redwan will improve his receptive language skills to increase listening comprehension and decoding/reading comprehension.
- Within one year, Redwan will increase his receptive language skills in order to complete classroom tasks and demonstrate understanding with 80% accuracy, measured by session data and clinician observations.
- Within one year, Redwan will increase his comprehension of "WH" questions (who, what, where, why, when) within structured language activities, with 80% accuracy, measured by session data and clinician observations.
- Within one year, Redwan will improve his expressive language skills in order to increase writing abilities, and formulate/organize his own ideas/thoughts while responding to questions in the classroom in order to demonstrate understanding with 80% accuracy, measured by session clinician observations.

Testing: (Must include but not limited to authentic assessment, dynamic assessment, etc.)

II. EVALUATION RESULTS

Assessment Tools:

- Teacher Interview
- Parent Interview
- Clinical Observation
- Select Modified Subtests of the Clinical Evaluation of Language Fundamentals-5 (CELF-5)
- Formal Language Assessment
- School-Age Language Assessment
- Informal Pragmatic Skills Assessment

A. Clinical Observation:

The speech and language evaluation was performed at Redwan's home in a quiet room, with his parents present. He appeared comfortable in his environment, sitting quietly. Redwan was very shy and mild-mannered throughout the evaluation and completed the tasks to the best of his ability. Redwan presented with inconsistent eye contact and moved further away the clinician moved closer to present him with an item. Redwan did not respond to informal questions about personal events. He responded to assessment questions asked in both English and Bengali. Redwan is also able to speak both languages.

B. Hearing

Difficulties with hearing were not noted; however, a formal audiological evaluation was not conducted.

C. Oral-peripheral Mechanism Evaluation

Gross examination of the oral-peripheral speech mechanism revealed structures to be within typical limits in size, symmetry, shape, color and function.

D. Speech/Voice/Fluency

Redwan's articulatory abilities were observed, recorded, and noted throughout the evaluation. Redwan presented with adequate stress and intonation patterns when answering/asking questions and making statements. Redwan's articulation skills were judged to be adequate during discourse and speech tasks. Redwan's articulation skills and intelligibility were judged to be fair for communication purposes. Parameters of fluency, pitch, volume, and rate appeared to be appropriate for Redwan's age and gender.

E. Formal Language Assessment

The Clinical Evaluation of Language Fundamentals-5 (CELF-5) The CELF-5 is a norm referenced test designed to assess a person's language and communication skills to detect the presence or absence of a disorder from 5 through the age of 21;11. The CELF-5 is composed of nine subtests. This assessment is used to assess the ability to understand relationships between words, recalling and executing directions, recalling and producing sentences, interpreting information, defining words and describing word features, connecting words and formulating grammatically correct sentences, interpreting semantic relations and verbal and nonverbal communication. The subtests that were administered for Redwan's evaluation was: Word Class. The subtest was used qualitatively to gain the most appropriate information.

Word Classes

The Word Classes subtest evaluates the student's ability to comprehend relationships between words based on semantic features, function, or place/time of occurrence. This was an extremely challenging subtest for Redwan, as he was unable to answer many items without mod cues and picture prompts. This may indicate difficulty with manipulating and applying varied concepts solely through unimodal presentation or auditory of stimuli. Redwan responded to items correctly from the semantic class category, for example 'milk, apple, banana (cola)' and 'marker, pencil, strawberry' with cues provided. As the assessment continued, Redwan repeated either one or all three of the items presented to him. For example, when presented with alligator, caterpillar, butterfly, Redwan repeated all three options. Redwan's performance placed him in the below average range. Redwan may benefit from multiple vehicles of presentation and supports (i.e. auditory, visual, tactile, etc.) in the classroom to maximize comprehension and learning. The knowledge and precise use of words for expressing meanings in written text is emphasized by comparing and contrasting related words for shared and non-shared meaning features, classifying words by semantic classes to form concept categories and semantic networks, and using antonyms and synonyms. This skill is critical for utilizing the core curriculum. This task was completed in both Bengali and English.

Pragmatics Profile

The Pragmatics Profile is a checklist used to gain information about the student's verbal and nonverbal pragmatic skills that may influence social and academic communication. These questions are completed with input from parents, teachers, and other informants. The father stated that Redwan is hyperactive and is excited to go to school. Redwan does not immediately interact with new people and can be aggressive at times. The Clinician observed Redwan to be a shy and mild-mannered young man. Redwan remained calm throughout the evaluation, without consistent redirection needed to complete the tasks. Redwan presented with inconsistent eye contact throughout the

session and greeted me by while keeping his head down, looking at floor. Redwan did not respond to informal questions about personal events. He did not engage in conversation, nor demonstrate appropriate verbal turn taking with the evaluator. Redwan did not begin or end conversations, nor demonstrate understanding and use of facial cues and expressions, as well as body language and consistent gestures or appropriate tone of voice. Redwan presents with pragmatic delays, which can affect classroom language use, interpretation of nonverbal communication skills, knowledge of social scripts (situations), and understanding of both posted and implied rules, which are required in curricular and non-curricular activities.

SUPPLEMENTAL TESTING

Dog Comes Home

Redwan was provided with sequencing cards regarding a little girl finding a stray dog and secretly bringing it home, while knowing her mother would not allow it. Redwan was unable to place them in order nor identify the events in the pictures independently.

Evaluator Redwan

1. What is happening in this picture?

The girl finds a dog hiding under a porch. sister

2. What is she doing with the dog in this picture?

The girl is playing with the dog. rabbit

3. What is the girl doing in this pic?

The girl is thinking of her mom not allowing dogs. Dog

4. Where are they and what do you see?

The girl returns home with the dog in her backpack. dog

Redwan demonstrated great difficulties correctly responding to questions independently and with prompts or rephrasing. He struggled formulating clear/precise sentences. He was able to identify one item (dog) in the pictures, when provided with encouragement and or cues. At this age, narratives should include at least 3-5 story elements. Redwan does not demonstrate the ability to formulate basic narratives and was unable to complete the task. This task was completed in Bengali and English.

Picture Cards:

Redwan was presented with various picture cards to assess his ability to identify and describe various items.

Card: Redwan:

Ice cream Ice cream

Dog Dog

Cat Cat

Umbrella Umbrella

Elephant Elephant

Egg Dam (Egg in bengali)

Turtle Anarush (Pineapple in bengali)

Heart Happy birthday

Zebra Giraffe

Goat Jebra (zebra in Bengali)

Pig Dolphin

Rabbit Mouse

Redwan was able to identify some of the items presented to him. He benefited from repetitions of instructions to complete the task.

Reading Comprehension

Redwan was not provided with a short paragraph to read and to respond to the corresponding questions due to his inability to sustain attention and focus while reading paragraphs of increasing lengths and complexity. Redwan was provided with words and short phrases, and he was unable to decode them. He was able to identify the letters 'H, A, X, L, D, Q, W, N' without any assistance. Redwan was also able to identify the numbers 1, 2, 3, 4, 7, 8, 9 without assistance. Redwan is unable to discuss, describe or demonstrate full comprehension of what he read. A strong linguistic foundation is required to decode and comprehend written language accurately and efficiently. Redwan's performance does not support his ability to complete curriculum-based classroom activities, meet his academic potential, and complete curriculum-based tasks independently.

WRITING SAMPLE

The writing sample objective is typically to evaluate student's ability to use situational information given by a visual stimulus. In this assessment, Redwan was presented with a picture of a classroom teacher explaining C is for carrot (presented on the blackboard), while one of the students has a rabbit in his book bag. Redwan was asked to write what he saw on the picture. Redwan was not able to complete the writing task. The clinician then asked him to write his name, he then wrote 'hefie'. The clinician then wrote 'Redwan' and he was able to copy it successfully. Redwan's writing ability is not complex and is struggling in all areas. Redwan is unable to formulate written sentences nor verbally express complete sentences. His performance indicates great difficulties in the generative language aspects related to planning and producing written language during curriculum-based activities essential for school assignments across the subjects.

LANGUAGE ASSESSMENT RESULTS

Redwan's receptive and expressive language abilities were assessed via clinical observations of spontaneous language.

Language Sample

Redwan's speech and language abilities consisted of analysis of his natural/everyday expressive language, his comprehension during discourse and assessment of pragmatic skills were also included. Redwan's used simple phrases/utterances to communicate with the Clinician.

Redwan's spontaneous language consisted of:

Clinician: Hi, I'm Ms. Regine, what's your name?

Redwan: Tamim (a nickname) (gives a thumbs up)

Clinician: How old are you?

Redwan: fine

Redwan: 18 (when asked 'How old are you?' in Bengali)

Clinician: What are some things you like to do for fun?

Redwan: bus

Redwan: music (when asked 'What are some things you like to do for fun?' in Bengali)

Redwan's utterances were very simple, and his expressions were completed independently. He benefitted from the translations to respond to the questions accurately.

Evaluator's
Name:

Regine Lamy

Telephone
#:

6/18/24, 12:43 PM

Discipline: _____

Speech and Language for Redwan Jahangir (214500)

Language: _____

Provider

DOE, 00OBDE:Apex

Date of Report: 01/05/2023

Type: _____