**Pragmatics Profile -** The Pragmatics Profile from the CELF– 5, a criterion-referenced checklist, was completed to gain additional information regarding overall pragmatic language development and any pragmatic difficulties that may influence social and academic communication. Information from this checklist can be used to determine how language is being used to communicate. This can help gain more insight on ability to meet school curriculum objectives for following teacher instructions, and managing classroom behaviors and interactions. The following observations were made:

In the area of rituals and conversational skills, Alejandro demonstrated difficulty with appropriate use of language when beginning and ending conversations, observing turn-taking rules, maintaining eye contact, introducing appropriate topics of conversation, making relevant contributions to a topic during conversation, and participating during structured activities. Additionally, Alejandro demonstrated difficulty with using strategies to get attention and for interrupting others.

In the area of asking, giving, and responding to information, Alejandro demonstrated difficulty with following verbal directions, stopping a behavior when asked, knowing how someone is feeling based on nonverbal cues, understanding implied group/school rules, and telling details of an experience or story in the order they occurred.

Results from analysis of the pragmatic profile revealed Alejandro’s overall pragmatic language skills may be influencing him socially and academically.

**Social-Behavioral Observation-** Observation was used to assess social-behavioral components in various structures and unstructured activities throughout the course of the evaluation. The following social behavioral observations were noted:

During the initial session of the evaluation, Alejandro exited the classroom with the clinician independently, demonstrating familiarity and comfort due to prior experience working with clinicians. He demonstrated adequate communicative intent and awareness of others. However, as the evaluation process progressed, Alejandro became increasingly resistant and required frequent redirection and motivation to complete the formal assessment measures. Strategies such as verbal praise, frequent breaks, and tangible rewards were effective in encouraging Alejandro to remain engaged.

Throughout the evaluation, Alejandro displayed frequent off-task behaviors and exhibited escape behaviors aimed at avoiding the assessment process. These included attempts to kick the clinician’s shoes, take the clinician’s belongings, change the topic, or respond with "I don’t know." Alejandro also required frequent breaks and consistent redirection to maintain focus and complete the assessment tasks. Additionally, it should be noted that Alejandro demonstrated extreme difficulty with attention to task, which further impacted his ability to participate in the evaluation process.

When assessments were administered in Spanish, Alejandro expressed frustration and reluctance to speak the language, further impacting his engagement. Despite these challenges, the clinician utilized various strategies to support Alejandro’s participation and gather the necessary information for the evaluation.

As per information obtained from the school, Alejandro tends to exhibit more behavioral challenges within the classroom setting than were observed in the one-on-one evaluation environment.

**Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)**

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) (Sundberg, 2008) was utilized to evaluate barriers to language and skill acquisition, focusing on behaviors that hinder learning. The assessment revealed several barriers that need to be addressed as part of Alejandro’s intervention plan:

* Negative behaviors: Alejandro exhibits severe negative behaviors on a daily basis, which interfere with his ability to participate in structured learning activities.
* Difficulty with instructional control: Alejandro frequently engages in escape and avoidance behaviors, particularly when faced with instructional demands, demonstrating significant noncompliance throughout the day.
* Impaired manding: Alejandro demonstrated difficulty with manding (requesting) secondary to language and articulation delay. There is a need to strengthen this area to promote more consistent and functional communication.
* Weak listener repertoires: Alejandro demonstrated severe difficulty responding to verbal cues and instructions. Attempts to improve these skills often resulted in escape and avoidance behaviors, indicating that Alejandro struggles with receptive language tasks.
* Hyperactive behavior: Alejandro demonstrated various impulsive behaviors. He required maximum verbal prompt to remain seated and stay on task throughout the course of the assessment. This hyperactive behaviors are affecting his ability to focus and learn effectively.