



Language to Literacy Program Post Program Summary

Name	"John" "Doe"
Address	Somewhere in IL
Caregiver	XXX (Mother)
Pre-Testing Date	6/25/2020
Post-testing Date	8/5/2020
D.O.B	XX/XX/2011
C.A.	8 years,

The purpose of this report is to compare "John"'s language literacy skills and formal test results prior to attending Phase I of CHAT's Language to Literacy Program (LLP) to their language literacy skills and formal test results after completing the program. Pre-program evaluations, program, and post-program evaluations were completed via telehealth.

OBSERVATIONS

This evaluation was provided via telehealth. "John" did not experience any technological barriers during testing. He attended to tasks when provided with movement breaks, positive verbal reinforcement, and reminders to actively listen. "John" put forth his best effort and had a positive demeanor throughout all portions of testing.

LANGUAGE AND LITERACY SKILLS

Phase I of the LLP addresses language and literacy skills in a hierarchical way. Skills addressed include early phonological skills and attention, listening, and memory skills in the context of listening. **Following Phase I, improvement is expected in phonological skills and listening comprehension.** It is not until Phase II of the LLP that significant improvement is expected in reading comprehension and decoding skills, as then students begin to work on applying learned phonological skills to decoding, expanding beyond phonological skills to improve spelling and decoding, and directly addressing reading comprehension. Foundational skills must be laid in Phase I in order to achieve these later goals. Test results involving these skills will serve as a baseline measure if student continues into Phase II of the program and provide information regarding current skill level.

¹Test-retest effects refer to concept that administering the same test within a short period of time may result in increased scores due to prior experience with the test, rather than a true change in performance or skill.

²Natural variation in formal test scores refers to the concept that although children receive a specific standard score (e.g., score = 100), this score is only one within a range of possible scores that could have been obtained during a given testing period due to natural error and variation in testing (e.g., true score = somewhere between 96-104).

Quantitative Results

The **Phonological Awareness Test-Second Edition (PAT-2)** and portions of the **Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5)** were administered pre-program and post-program as formal measures in order to obtain quantitative scores reflecting phonological awareness and listening comprehension skills. It is significant to note that post-program standard scores and percentile ranks should be interpreted with caution due to possible test-retest effects¹ and natural variation in formal test scores². Post-program scores were obtained approximately 4-6 weeks following pre-program scores. ***Please refer to "John"s initial evaluation report for thorough speech and language assessment results. This current report focuses solely on pre- to post-program progress.***

The **Phonological Awareness Test-Second Edition (PAT-2)** was administered to assess "John"s ability to hear, identify, and manipulate sounds of spoken language (i.e., phonemes). Phonological skills include rhyming; blending and decoding words, syllables, and phonemes; and knowledge and use of sound/symbol correspondence. These skills are essential for successful listening and reading. Scores were as follows (WFL = within functional limits) Highlighted areas include areas of improvement.

Subtest	Pre-Program Scores			Post-Program Scores		
	Standard Score	Percentile Rank	Severity	Standard Score	Percentile Rank	Severity
Rhyming	<63	<1	Severe	79	8	Mild
Segmentation	71	3	Moderate	91	26	WFL
Isolation	N/A	N/A	N/A	67	1	Severe
Deletion	N/A	N/A	N/A	86	18	WFL
Substitution	N/A	N/A	N/A	69	2	Severe
Blending	N/A	N/A	N/A	<62	<1	Severe
PHONOLOGICAL AWARENESS TOTAL	N/A	N/A	N/A	<64	<1	Severe
Graphemes	N/A	N/A	N/A	67	2	Severe
Decoding	N/A	N/A	N/A	70	2	Severe
PHONEME-GRAPHEME TOTAL	N/A	N/A	N/A	68	2	Severe
TEST TOTAL	N/A	N/A	N/A	<63	<1	Severe

Mean Standard Score of 100 and Standard Deviation of 15.

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Subtest	Pre-Program Raw Score	Post-Program Raw Score
Rhyme - Discrimination	6/10	7/10
Rhyme - Production	0/10	5/10
RHYMING TOTAL	6/20	12/20
Segmentation - Sentences	7/10	9/10
Segmentation - Syllables	8/10	10/10
Segmentation - Phonemes	0/10	2/10
SEGMENTATION TOTAL	15/30	21/30
Blending - Syllables	0/10	8/10
Graphemes - Consonants	20/21	21/21
Graphemes - Long & Short Vowels	4/10	4/10

The subtests of *Rhyming*, *Segmentation*, *Isolation*, *Deletion*, *Substitution*, and *Blending* were administered to assess "John"'s phonological awareness skills. Informal analysis of pre-to-post testing results for *Rhyming* and *Segmentation* subtests revealed improvements. "John" greatly improved his ability to discriminate and produce rhymes, as well as segment sentences and syllables. He should continue to target segmentation of phonemes. Pre- to post-testing raw scores for *Blending-Syllables* shows strong growth. Overall, scores indicate continued need for explicit instruction and practice with phonological awareness skills, especially rhyming, isolation, substitution, and blending skills.

The *Graphemes* subtest assessed "John"'s knowledge of sound-symbol correspondence for the following phoneme groups: consonants, long and short vowels, consonant blends, consonant digraphs, r-controlled vowels, vowel digraphs, and diphthongs. "John" was unable to complete all portions of the *Graphemes* subtest in pretesting, therefore pre- to post-testing analysis was unable to be made. Pre- to post-testing raw scores for *Graphemes-Consonants* and *Graphemes-Long and Short Vowels* show slight growth and consistency of skills. Overall, scores indicate strengths in knowledge of sound-symbol correspondence for consonants and a need for further explicit instruction and practice with sound-symbol correspondence for all other groups (long and short vowels, consonant blends, consonant digraphs, r-controlled vowels, vowel digraphs, and diphthongs).

The *Decoding* subtest assessed "John"'s ability to generalize his knowledge of sound-symbol correspondences and to blend sounds into unknown words given words containing the following structures: VC (vowel-consonant), CVC, consonant digraphs, consonant blends, vowel digraphs, r-controlled vowels, CVCe, and diphthongs. "John" was unable to complete the *Decoding* subtest in pretesting, therefore pre- to post-testing analysis was unable to be made. Overall, scores indicate that "John" would benefit from explicit instruction and practice learning and using decoding rules.

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Portions of the **Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5)** were administered to measure receptive and expressive language skills. Scores were as follows (WFL = within functional limits) Highlighted areas include areas of improvement.

Subtest	Post-Program Standard Score	Post-Program Percentile Rank	Post-Program Severity
Understanding Spoken Paragraphs	1	0.1	Severe

Mean Scaled Score of 10 and Standard Deviation of 3.

The *Understanding Spoken Paragraphs* subtest assesses listening comprehension skills at the paragraph level, specifically, the ability to interpret factual and inferential information presented in a paragraph. Comprehension of spoken paragraphs is essential for understanding classroom lectures and written text and influences reading comprehension skills. Difficulties with this task may stem from problems in recalling information and/or understanding sentences of increasing length and syntactic complexity. Pre-testing, "John" informally listened to two stories (one intended for children ages 5-6, another intended for children 7-8). Post-testing, "John" formally completed the subtest with the three stories corresponding to his age group (7-8). For this reason, formal pre- to post-testing analysis was unable to be completed. Overall, scores indicated significant difficulty with listening comprehension. "John" demonstrated difficulty across all question types (e.g., main idea, detail, sequential, prediction, etc.) Informally during program, "John" was observed to answer comprehension questions with significantly greater ease and accuracy, as visuals were present, he was actively involved in read alouds, and his use of comprehension/memory strategies was supported. This information indicates that "John" comprehends best with written and visual supports.

Qualitative Results

The following table outlines specific strategies and targets that are introduced and implemented in program, as well as progress from pre- to post- program.

LLP Focus Area	Strategies/ Skills	Progress
Attention/ Listening	-Whole body listening/Active Listening -First listen, then do	Following explicit instruction and practice, "John" made progress with attention and listening strategies throughout program. It was observed that sustaining attention and listening for long periods of time was challenging for "John". He benefited from the use of visual schedules, consistent routines, frequent review of active listening expectations, visual supports, movement breaks followed by 3 deep breaths, and

		<p>active participation in lessons (e.g., reading aloud with clinician, class job to lead group in 3 deep breaths, etc.) Following explicit instruction on distractions (self-advocacy skill), "John" began to independently recognize his distractions in order to remove/ignore them and refocus (e.g., asking his brothers to leave the room during sessions). At times, "John" needed verbal redirections to remove distractions and maintain attention. He should continue to target improved active listening in order to build greater self-awareness and independence. Beneficial strategies discussed above should be implemented within school to support active listening.</p>
<p>Comprehension/ Memory</p>	<ul style="list-style-type: none"> -Visualize -Key words & Say it to yourself to remember -Context clues 	<p>Following explicit instruction and practice, "John" made progress in his ability to understand and use comprehension and memory strategies. "John" showed improvement in his ability to visualize (make a picture/video in your mind) and use context clues (pictures or words from the story to help define words/answer questions) to help recall and comprehend information. He was most successful within structured tasks, targeting one concept at a time. He showed emerging skills with identification of "key words". He would often provide answers related to the question, but not explicitly answering the question. He benefited from verbal and visual emphasis of the key words in order to improve comprehension (e.g., saying key word louder, circling key word with pointer). "John" also benefited from choices and sentence starters when answering questions. Context clues appeared to be the most helpful strategy for supporting "John"'s comprehension within language tasks.</p>

<p>Self-Advocacy</p>	<ul style="list-style-type: none"> -Ask for help -Ask for repetition -Ask for more information -Give your best guess -Remove distractions -Use resources 	<p>Following explicit instruction and practice, "John" exhibited improvement in his understanding and use of self-advocacy skills. In instances where he had missed information due to poor listening, he appeared hesitant to advocate for repetition as he did not want to draw attention to his distraction. He benefited from reminders that advocating for what you need is better than giving a random guess or saying "I don't know". "John" was always open to attempting answers and giving his "best guess". At times when he was rushing to answer, he benefited from reminders to take his time and think through/check on his answers in order to give his true "best guess". Towards the end of program, he was demonstrating emerging skills with "using resources" accurately and independently. He was often able to use the teacher as a resource but could benefit from reminders/examples of other resources (e.g., peers, books, internet, etc.).</p>
<p>Receptive-Expressive Language</p>	<ul style="list-style-type: none"> -WH-questions -Higher-order thinking questions (e.g., main idea, inference, prediction, etc.) -Defining vocabulary terms -Using vocabulary terms -Sentence Formulation -Following Directions -Auditory Closure (fill in the missing word) 	<p>"John" worked hard to improve listening comprehension and oral expression skills. When completing language tasks, he benefited significantly from emphasis of key words, visual supports, and explanation of the targeted language concepts within the activity (e.g., "This question is asking us to make an inference - a best guess using information from the story and from what we already know!"). Repeated exposure to the same story improved his understanding, indicating that routines and repetition of information/lessons would be helpful for "John"'s comprehension in school. "John"'s ability to answer comprehension questions, especially higher order thinking questions, was largely dependent on his background knowledge within the topic. He would benefit from continuing to explore various</p>

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		<p>themes and topics in-person or remote (e.g., virtual field trips, discussing scenes/experiences in movies, etc.). "John" often needed sentence starters or direct models for grammatically and syntactically correct sentence formulation. Receptive-expressive language skills continue to be an area for targeted growth.</p>
<p>Phonological Awareness</p>	<p>-Rhyming - Word/Syllable/Phoneme awareness, isolation, segmenting, blending, manipulation</p>	<p>"John" practiced phonological awareness skills along a hierarchical model. Overall, "John"'s raw scores showed progress in all pre- to post- tested phonological awareness skills. He showed specific improvement with his ability to produce and discriminate rhymes, as well as segment words and syllables. While growth was observed, "John" continued to exhibit particular difficulty with the majority of phonological awareness tasks, especially those involving phonemes (i.e., isolating, segmenting, blending, manipulating sounds). He was most successful targeting one concept at a time (e.g., one activity focused on blending phonemes) versus activities in which multiple phonological awareness concepts were targeted, as he would often get confused (e.g., providing a syllable instead of a phoneme).</p>
<p>Letter Sound Knowledge</p>	<p>-Sound-symbol correspondence</p>	<p>Program targeted sound-symbol correspondence for consonant sounds, including singleton letters (e.g., L, R, H, P, etc.) and consonant digraphs (e.g., SH, WH, TH, CH). "John" increased his confidence with sound-symbol correspondence in structured tasks and increased his willingness to participate in read alouds. As demonstrated on pre- to post-testing, "John" made minimal growth in the areas of consonants and long/short vowels and showed overall difficulty with sound-symbol</p>

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		correspondence. These skills should continue to be explicitly taught and practiced in the future.
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SUMMARY

"John" was a pleasure to have in the Language to Literacy Program through CHAT. Overall, they made gains in their language and literacy skills throughout program.

The three strategies/supports that "John" benefited from most:

- Whole body listening (active listening) + Removing distractions (self-advocacy). "John" benefits from clear expectations for whole body listening, along with specific prompts to remove distractions prior to beginning any task. He also benefits from movement breaks.
- Clapping out words, tapping out syllables along his arm, and tapping out sounds on his fingers. Having a different symbol/hand motion helps "John" understand and remember the difference between different phonological awareness concepts (e.g., words vs. syllables vs. sounds vs. letters).
- "John" benefits from structure and clear expectations, such as visual schedules, consistent routines, and frequent review of active listening expectations. He also benefits from active participation in lessons (e.g., reading aloud with clinician, class job to lead group in 3 deep breaths, etc.).

The three areas that "John" should continue to target:

- Phonological awareness skills.
- Sound-symbol correspondence.
- Receptive-expressive language skills (e.g., answering comprehension questions, sentence formulation, vocabulary understanding/use, etc.) and strategies (e.g., visualization, key words, context clues, etc.)

RECOMMENDATIONS:

To continue supporting language and literacy skills, the following are recommended:

1. "John" and their family continue to work at home to promote carryover of skills per speech- language pathologist suggestions and use of the Parent Carryover Packet provided to them following the Language to Literacy Program.
2. Consider "John"'s participation in the Language to Literacy Program Phase II this fall. Phase II will be scheduled for October 5-December 17 for two sessions per week. Phase

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Il continues to move through the back-to-basics hierarchy of Phase I, along with movement beyond phonological skills into prefix/suffix awareness, creation of mental images of words, and explicit learning of spelling rules and patterns.

3. Consider "John"'s participation in individualized speech-language therapy to address receptive-expressive language, phonological awareness, and sound-symbol correspondence skills.
4. "John" continue to receive speech-language services per their school districts recommendations.
5. The following suggestions may be shared with classroom teachers to facilitate academic success:
 - Read directions on tests/homework to ensure comprehension. When possible, allow student to both see and hear information being presented or tested.
 - Provide written outlines for new classroom information being verbally presented.
 - Check for comprehension by asking the student to recall/paraphrase the information/directions.
 - Encourage the student to repeat the key words aloud or to self until the information/directions are complete.
 - Preferential seating.
 - "John"'s comprehension is best when they both hear and see the information. Teachers may want to provide directions in both verbal and written form, allow them to listen and follow along with print when reading a story, and allow them to read out loud rather than silently in order to maximize their comprehension.
6. Continue to support reading comprehension, fluency, and decoding skills. Try the following:
 - **Try to make reading fun and functional!** Finding readings of interest - comics, reading about favorite topics, reading jokes, etc. Targeting literacy during daily functional activities or routines promotes the importance of reading and makes *daily practice* more likely (e.g., meal times - reading labels, recipes, ingredients, etc.; getting ready for bed - segmenting syllables in the word "pajamas", identifying the first sound in "tooth paste", etc.)
 - **Re-read the same story with different targets.** Just as we do in program, re-reading stories can be a great task for building confidence and allowing your child to focus on skill development. You can differentiate the target of each reading day. For example, day one targets listening to you read and following along, day two targets identifying rhyming patterns and helping you fill in the missing rhyming word, day three targets copying a sentence you have read

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while following along with each word, day four targets reading a sentence in unison with you or on their own.

- **Practice sight words.**
- **Read out loud.** Giving them a model of great fluent reading using appropriate speed, accuracy and expression is important!
- **Partner reading.** Take turns reading out loud together using rhymes, poems or chapter books. Short poems are a great way to promote mastery, as they can hear your model and then practice the same piece. Have fun with it—let the whole family have a turn performing a silly poem!
- **Choral Reading.** Read a book or poem out loud at the same time. Have fun with it—have the whole family perform a silly poem together!

Please feel free to contact CHAT at (630) 652-0200 or email me at sarah@chatwithus.org if you have any questions.

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8/17/2020

Date