

SPEECH PATHOLOGY ASSESSMENT REPORT

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Name: Titus Lachman
Address: 47 Upper Hilton Road, Claremont, TAS
Parents: Katie Lachman
School: Home-schooled
Grade: NA

Date of Birth: 07/10/2013
Date of Assessment: 5th, 12th and 18th Nov 2024
Age at Assessment: 11 years
Date of report: 08/12/2024
Speech Pathologist: Laurin Hudspeth

SECTION 1 - BACKGROUND INFORMATION

Titus is a delightful and curious 11-year-old boy who recently attended a Speech Pathology assessment at Hobart Communication Clinic as a part of his NDIS plan. The purpose of this report is to outline Titus's initial assessment results.

Titus is diagnosed with Autism Spectrum Disorder (ASD) Level 2 and Attentional-Deficit Hyperactivity Disorder (ADHD).

Titus lives at home with his parents, Katie and David, and his five siblings. Titus is home-schooled, and currently has a modified program due to ongoing learning difficulties. Titus's mother, Katie, supports him with a neurodiversity-affirming approach throughout his education considering Titus's emotional and sensory needs.

Titus enjoys playing outside with his siblings, as well as solo play within creative and tactile activities (e.g. magnet blocks, building). Titus attends Scouts once a week, as well as sports groups with other children who are home-schooled.

Titus is also supported by his paediatrician, Dr Bronwyn Fitzgerald at Hobart Paediatric Group, and Occupational Therapist Mikailah Lehmann at Moving the Dots.

Titus has previously received Speech Pathology support targeting his speech sounds. **Titus's mother, Katie, reports that her current concerns are regarding Titus' oral and written language skills, which are significantly impacting his learning and participation in everyday activities.**

SECTION 2 - ASSESSMENTS USED

- Test of Integrated Language and Literacy (TILLS)
- Daz Roberts Test of Articulation
- Connected Speech Sampling
- Perceptual observation of voice and fluency

SECTION 3 - GENERAL OBSERVATIONS

Titus presented as a very pleasant young boy, who participated well in all assessment tasks. His communication was assessed over three, 50-minute blocks (each block two weeks apart).

Observations of Titus's engagement during the assessment are as follows:

- Titus's attitude towards testing was positive and cooperative.
- Titus maintained attention to tasks throughout testing.
- Titus's response time to test stimuli was variable based on the difficulty of the task.

SECTION 4 - ASSESSMENT RESULTS

Voice

Perceptual observation of Titus's voice revealed mild hypernasality. No other abnormalities of quality, rate, volume, or resonance were observed.

Fluency

Titus's mother, Katie, did not report any concerns regarding a potential stutter.

During initial assessment and throughout conversation, Titus occasionally presented with dysfluencies. These dysfluencies were typically at the beginning of words and when Titus was tasked with questions which appeared difficult for him.

It is difficult to ascertain whether these dysfluencies were typical or indicative of a possible stutter. It is recommended that Titus's fluency continues to be monitored upon commencement of therapy.

Oral structure and function

Titus's oral structures and function were not examined during initial assessment due to time required for comprehensive language and literacy assessment, which was the parent's priority for assessment and intervention.

Titus has a history of orofacial myofunctional difficulties which have been previous targets of intervention. These include:

- Removal of ankyloglossia (tongue tie) in 2023, which has reportedly supported his clarity of speech and lingual (i.e. tongue) structure and function.
- Removal of tonsils and adenoids in February 2024 due to reported snoring.
- History of thumb-sucking – recently ceased in 2023.

Further assessment of Titus's oral structures and function will be examined, as necessary, upon commencement of therapy.

Articulation and Phonology (speech sound production)

Titus's production of speech sounds was assessed at single word level using the DAZ Roberts Test of Articulation. Additionally, Titus's sound patterns were assessed during a conversation sample to determine if his speech sound patterns are consistent in single words and conversation.

Based on initial assessment, Titus presents with moderate a speech sound disorder, likely secondary to a combination of articulation errors and residual phonological errors.

Articulation disorders focus on errors in production of individual speech sounds. Phonological disorders focus on predictable, rule-based errors that affect more than one sound. It is often difficult to cleanly differentiate between articulation and phonological disorders; therefore, the broader term, "speech sound disorder," is used when referring to speech errors of unknown cause.

The following speech sound errors were present in Titus's speech:

Speech sound error	Position in Word	Example	Age Developed *	Therapy Required
Cluster reduction	When a consonant cluster	pram → pam	4 years	Yes

	is reduced to a single consonant	plane → pane splash → slash		
Stopping of affricates (ch, j)	A short sound (t, d) replaces a long affricate sound (ch, j)	scratch → scrash giraffe → dewaf	4 ½ years	Yes
r → w		carrot → cawot brush → bwush	5 years	Yes

* Age sound is produced correctly 75% of time. Norms taken from McLeod and Crowe, 2018

Titus also presented with some speech sound errors that are not typically present in developing children. The following atypical errors were present in Titus's speech:

Error	Description	Example	Therapy Required?
Vowel Errors and Distortion	The vowel sound is produced atypically and sounds different.	window → windaiw goat → gawt carrot → cairwet	Yes

Norms taken from Baker, 2016.

Oral and Written Language

Titus's oral and written language skills were formally assessed using the Test of Integrated Language and Literacy Skills (TILLS). The TILLS is a comprehensive assessment of spoken and written language within sounds, words, and sentences.

Titus's overall performance is demonstrated in the Sum of Identification Core Standard Score. Titus's Sum of Identification Core Standard Score in the TILLS assessment was 22. The cut score for his age group (8-11 years) is 34. This is **consistent with the presence of a language/literacy disorder**. A **percentile rank of 8** for the Total and Composite TILLS scores indicates **severe difficulties**.

*Please refer to Appendix A to review these scores.
Further breakdown of subtest scores can be found in Appendix B at the end of this report.*

Oral Language (Listening and Speaking)

Titus's oral language was assessed using sound/word level subtests and sentence/discourse level subtests. This means his oral language (e.g. *talking and listening*) was assessed and understood both in single words and in sentences. This helps us to understand possible underlying word level difficulties that may be impacting sentences. The following subtests were used to assess Titus's oral language:

Sound/Word Level Oral Language	
Phonemic awareness: This subtest evaluates the student's awareness of the individual speech sounds of language (phonemes). These are the units of sound that make up spoken words. This assesses a student's ability to isolate single sounds within real words or nonsense words and manipulate them. The student has to say the word back to the examiner without the first sound.	Titus's score Scaled score: 4 Percentile rank: 6



Titus had difficulty manipulating cluster initial sound words (e.g. skeep → keep). He had difficulty with the ability to manipulate tri-cluster words. Titus would often remove the first two sounds, rather than the initial sound on its own. For example; strip to rip rather than trip.	
<p>Non word repetition: This subtest evaluates the student's speech perception which is the ability to hold a sequence of speech sounds in their immediate memory and the ability to reproduce those speech sound sequences accurately. This is an essential skill for reading and spelling unknown words.</p> <p>Titus was able to repeat up to 5 syllable nonsense words accurately.</p>	<p>Titus's score Scaled score: 12</p> <p>Percentile rank: 61</p>
<p>Digit span forward: This subtest assesses a student's working memory in which they must mentally manipulate the stimuli in order to reproduce the digit names in reverse order. A student is presented with a series of numbers and asked to repeat them back in the same order as it was told to them. The length of the number sequence increases as the child progresses.</p> <p>Titus was able to repeat number sequences forwards up to 6 numbers. He was unable to repeat number sequences of 7 numbers forward. This indicates mildly impaired working memory skills.</p>	<p>Titus's score Scaled score: 10</p> <p>Percentile rank: 49</p>
<p>Digit span backwards: This subtest assesses a student's working memory in which they must mentally manipulate the stimuli in order to reproduce the digit names in the reverse order. A student is presented with a series of numbers and asked to repeat them back in reversed order to the examiner. The length of the number sequence increases as the child progresses.</p> <p>Titus was able to repeat number sequences backwards up to 3 digits. He was unable to repeat number sequences of 4 digits in backwards order. This indicates he has some difficulty with the manipulation and analysis of orally presented information which may impact his auditory memory.</p>	<p>Titus's score Scaled score: 6</p> <p>Percentile rank: 5</p>
Sentence/Discourse Level Oral Language	
<p>Vocabulary Awareness: This subtest evaluates the student's ability to identify a pair of semantically related words from a list of three words then switch sets to identify a second semantic pairing. (i.e. stomach, swallow, cardinal). This assesses a student's knowledge of words and their meanings. The student will tell which two words go together and the reason why.</p> <p>Titus was able to organise language by concrete groups (e.g. pen and paper) however had difficulty with less literal or more abstract ways that language could go together (e.g. conceal and hide). At times, he had difficulty explaining the reasons why vocabulary items were related to one another and often replied that they simply "mean the same thing".</p>	<p>Titus's score Scaled score: 9</p> <p>Percentile rank: 25</p>
<p>Listening Comprehension: This subtest evaluates the student's ability to comprehend the complex syntax of language and make inferences based on the text. They must have the ability to detect when the text does not provide sufficient information to answer a particular question definitively. A student is presented with a series of very short stories and asked yes/no questions after each story. If the story doesn't clearly tell you the answer, the student is instructed to answer "Maybe".</p> <p>Titus was able to answer literal questions (e.g. Is Teresa's kitten black?) and some questions which required him to inference based on the information he had heard.</p>	<p>Titus's score Scaled score: 7</p> <p>Percentile rank: 12</p>



<p>Following Directions: This subtest evaluates the student's ability to listen to a sequence of directions, to understand them and hold them in short term memory long enough to carry them out. These consist of a series of graphic symbols (including pictured objects, shapes and letter/number symbols). These are covered as the instructions are given. Students are directed to move the card covering the stimuli, to recall the instructions which include visual spatial (up, down), directional (left, right), sequential (first, next) and conditional (if-then) linguistic components by marking a paper. (i.e. "Cross out the circle").</p>	<p>Titus's score Scaled score: 13 Percentile rank: 82</p>
<p>Titus was able to follow complex 2 and 3-step instructions containing visual spatial, directional, sequential, and conditional information.</p>	
<p>Digit span backwards: This subtest assesses a student's working memory in which they must mentally manipulate the stimuli in order to reproduce the digit names in the reverse order. A student is presented with a series of numbers and asked to repeat them back in reversed order to the examiner. The length of the number sequence increases as the child progresses.</p>	<p>Titus's score Scaled score: 6 Percentile rank: 5</p>
<p>Titus was able to repeat number sequences backwards up to 3 digits. He was unable to repeat number sequences of 4 digits in backwards order. This indicates he has some difficulty with the manipulation and analysis of orally presented information which may impact his auditory memory.</p>	
<p>Story Retell: This subtest evaluates the student's ability to listen to, comprehend, and retell a story. This assesses a student's ability to understand and remember the key events of stories, emotional responses to story events, and character's motivations for taking certain actions. The student must listen to a story and tell it back to the examiner in the same manner that it was told to them. Next, they are asked comprehension questions about the story.</p>	<p>Titus's score Scaled score: 2 Percentile rank: 0</p>
<p>Titus recalled some of the main idea of the story, such as the character and broad themes, however he was not able to recall most of the specific details of the story. When asked to retell the story, Titus excluded most of the information provided in the story he had just heard. He was able to answer literal comprehension questions after the story however had difficulty answering more abstract questions (e.g. when asked what a "fast talker" means, Titus answered that it means "to talk fast") demonstrating a literal interpretation.</p>	
<p>Delayed Story Retell: In this subtest, the student is asked to retain narrative information over a period of 20-30 minutes. This measured longer term memory skills. The performance on the Story Retelling subtest and this subtest can be compared to each other. The student is asked to retell the story that was read to them earlier and to remember as much as they can.</p>	<p>Titus's score Scaled score: 4 Percentile rank: 2</p>
<p>Titus was able to recall some of the main idea of the story after 20 minutes. However, he excluded most of the detail from the original story, including the sequence of events and key details which help tell the story. He benefitted from comprehension questions being asked after the initial story retell, which helped to solidify the information from working memory to short term memory.</p>	
<p>Social Communication: This subtest assesses a student's pragmatic ability to formulate responses to fit a social context including in their tone of voice. It requires the ability to understand language describing social situations (particularly vocabulary associated with communicative intentions) as well as the ability to think about how people with certain characteristics or intentions might respond in complex social situations. The student is provided with a really short scene and asked to tell what one of the people would say and how they would say it in the scene. (i.e. "Rita wants to argue with her friend about whose</p>	<p>Titus's score Scaled score: 5 Percentile rank: 8</p>



turn it is to go first playing a game. What do you think Rita would say"). There are separate questions indicated for boys and girls separately.

Titus had good ability to think of appropriate responses to social scenarios during testing. He had significant difficulty modulating his voice and intonation to express the feelings of most scenarios. Titus often had difficulty coming up with a creative response to the scenario provided due to literal thinking – for example, when asked to act out a scene in which a child argues with his siblings to take the first turn in a game, Titus said "but it depends on the game – sometimes in games, the youngest goes first". Titus at times had difficulty fully understanding the vocabulary terms use in the subtest including 'brag', 'criticise', 'flatters'.

Overall, the results of the **Oral Language component** of the assessment show that Titus's difficulties fall within the **severe range**. Titus finds it difficult to apply skills that require working memory and longer-term memory skills, and he has significant difficulty with narrative language and tasks that require him to relay events or stories. Titus may have difficulty structuring and sequencing his thoughts and ideas and may find tasks such as comprehending spoken language during home-schooling activities challenging. These difficulties would impact activities such as engagement during learning. **To support Titus's oral language, speech pathology intervention is recommended.**

Written Language (Writing and Reading)

Titus's written language was assessed using sound/word level subtests and sentence/discourse level subtests. This means his written (e.g. writing and reading) language was able to be assessed and understood both in single words and in sentences. This helps us to understand possible underlying word level difficulties that may be impacting sentences. The following subtests were used to assess Titus's written language:

Sound/Word Level Oral Language

Non-Word Reading: This subtest is designed to measure reading decoding. It uses nonwords that follow the orthographic rules of English in order to assess the student's ability to decode words that are not recognisable as real words.

Titus was able to accurately read CVC non words (e.g. bup). He had difficulty blending together sounds in some words that were multisyllabic (e.g. more than one syllable) or words that had long vowel sounds. This shows that Titus has difficulty applying known segmenting and blending skills to new or unknown words to accurately read and spell.

Titus's score
Scaled score:
5
Percentile
rank: 8

Reading Fluency: This subtest is designed to assess automatic word recognition. Similar to the Nonword Reading subtest, this subtest is used to assess the accuracy of reading ability at the word level. This subtest is different due to the fact that it uses real words, the real words are presented in sentences that tell a story and the student must read the words accurately and fluently to receive credit for them.

Titus was able to read simple sentences fluently and at a rapid pace.

Titus's score
Scaled score:
13
Percentile
rank: 71

Non word Spelling: This subtest evaluates the student's ability to represent phonemic and morphemic components of novel spoken words by spelling them with conventional letter sequence patterns. Nonwords are used for this task to reduce the effect of experience and memorised spelling of real words. The same list of words are presented to the student as in the nonword repetition subtest but this time the student is asked to spell the words using their background knowledge about real words.

Titus was able to accurately spell short three sound words (e.g. gid) however had difficulty with four sound words (e.g. skep) or words containing multisyllables or long vowel rules. This shows Titus has difficulty applying known spelling rules to new or unknown words to accurately read and spell.

Titus's score
Scaled score:
6
Percentile
rank: 10



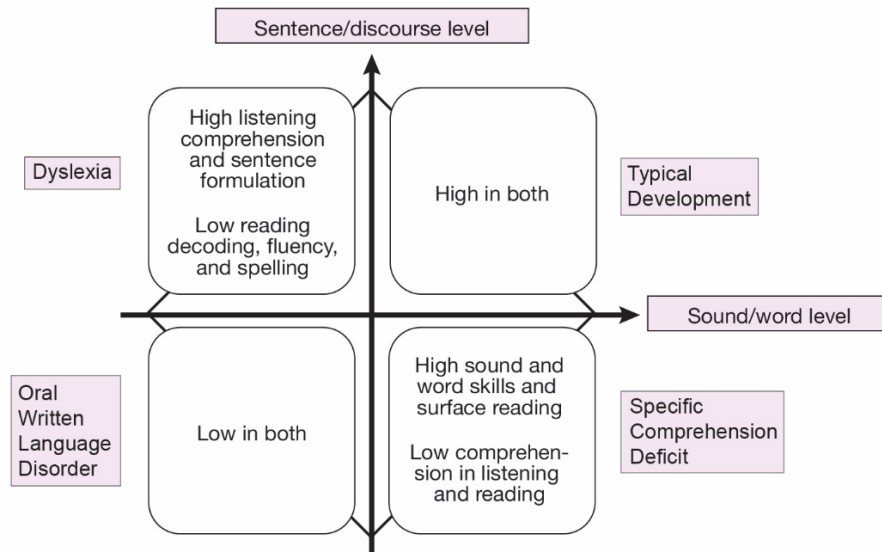
Written Expression: Word Level: This subtest requires students to rewrite the facts from age-appropriate stories. The same story that was used in the Reading Fluency subtest is utilized. The student is required use the ability to select & spell real words in meaningful contexts. This skill is essential for producing written language.	Titus's score Scaled score: 10 Percentile rank: 25
Titus appeared to have difficulty spelling some words, and was noted to copy word spelling from the list of facts provided. He also sometimes omitted words that were required to make the sentence grammatical.	

Sentence/Discourse Level Oral Language	
Reading Comprehension: This subtest parallels the Listening Comprehension subtest, and the results can be compared directly when this subtest is administered immediately after. This subtest assesses a student's ability to read a passage and answer comprehension questions that follow. Responses again will be in a yes/no or maybe format.	Titus's score Scaled score: 10 Percentile rank: 38
Titus did well to accurately read and appropriately answer most questions. He had some difficulty with questions that were more abstract or required inferencing. He also had some difficulty referencing back to the text he had read to check his answers.	
Written Expression: Discourse Level & Sentence Level This subtest assesses a student's written expression skills at the sound/word level and the sentence/discourse level. This is administered immediately after the reading fluency subtest. This task required students to rewrite the facts from age-appropriate Reading Fluency stories. It requires the use of sentence level skills for combining simple sentences into more complex ones and word level skills for spelling real words in sentence contexts.	Titus's score Discourse scaled score: 0 Discourse percentile rank: 0 Sentence scaled score: 10 Sentence percentile rank: 40
After some initial confusion about the task requirements, Titus was able to focus for his 20 minutes of writing. He had significant difficulty producing a piece of written work of an appropriate length and produced a very short story. He was not always able to use sentence structures effectively to combine multiple ideas, instead copying or only slightly modifying the sentences already provided. Titus struggled with the ability to consistently use correct grammar, and did not use any punctuation in writing.	

Overall, the results of the **Written Language component** of the assessment show that Titus's difficulties fall within the **severe range**. Titus finds it difficult to apply skills including non-word decoding for reading and spelling and sequencing ideas into written format. This means that he would find tasks such as reading and spelling unfamiliar words or writing longer pieces of work challenging, which would impact activities such as classroom engagement. **To support Titus's written language, Speech Pathology intervention is recommended.**

SECTION 5 - COMMUNICATION SUMMARY:

Patterns of strengths and weaknesses can be understood better when they are compared to the TILLS quadrant model, as illustrated here. As this model shows, the four quadrants are defined by plotting scores from low-to-high along the Sound/Word Level and Sentence/Discourse Level areas. Low scores for the Sentence/Discourse Level are plotted on the lower half of the model, and low scores for the Sound/Word Level are plotted on the left side of the model. Average-to-high scores are plotted on the right side for the Sound/Word Level and on the top half for the Sentence/Discourse Level.



Titus scored below average on both sound/word and sentence/discourse composite scores (lower left quadrant). This shows he has difficulty in both oral and written language modalities. Titus's scores indicate a **Severe Oral-Written Language Disorder**. This means Titus experiences difficulties with reading decoding, spelling, listening comprehension and reading comprehension. Titus's low vocabulary score indicates that he has difficulty with language meaning as well as structural aspects of expression (both verbal and written). Titus's difficulties make it challenging for him to understand and use language. This may impact his ability to understand conversations, understand instructions, retain new information, respond to questions, express themselves clearly, and participate fully with academic tasks.

Several strategies can be employed to support Titus's communication, including:

- Additional time to complete schoolwork and other tasks.
- Allowing work to be presented in a different mode (e.g., verbally or visually, rather than written).
- Use of visuals, graphic organisers or real objects to assist comprehension.
- Highly explicit, direction instructions with repetition and demonstration.
- Ask for demonstration or explanation of tasks to check for understanding.
- Use of auditory memory strategies (e.g., recalling key information, repeating back to self, visualisation).
- Support to create to do lists and frequent check-ins to make sure the task has been clearly understood.
- Printed notes, rather than needing to copy from the board.
- Encourage highlighting if key information and re-reading texts to refresh memory.
- Make use of explicit vocabulary instruction (pre-teaching and reinforcement) as well as word banks/glossaries to assist with vocabulary development.
- Use of brainstorming, mind mapping and visual scaffolding for planning work.
- Encourage proofreading and editing work including use of spell check or similar alternatives.
- Use of simplified written language (e.g., information broken down into key points or steps 1, 2, 3 etc. rather than large paragraphs).



SECTION 6 - RECOMMENDATIONS

Titus is a delightful and curious 11-year-old boy who is diagnosed with Autism Spectrum Disorder (ASD) Level 2 and Attentional-Deficit Hyperactivity Disorder (ADHD).

Based on initial speech pathology assessment, Titus presents with a moderate speech sound disorder, and a severe oral and written language disorder.

Titus's difficulties are having a significant impact on his ability communicate, using oral and written language, with his family, peers, and other members of his community. This has significantly reduced Titus's functional capacity to participate in academic environments and community-based activities. **He requires Capacity Building support from a Speech Pathologist to maintain the current level of function and prevent skill deterioration.** Without access to formal supports now, Titus is at risk of requiring substantially increased supports in the future.

Hence, it is strongly recommended that Titus receive Speech Pathology support to develop and strengthen these skills. The following schedule of intervention is recommended:

Capacity Building Supports					
Improved Daily Living	Description of support	Frequency	No of units	Rate	Cost
	Face to Face services <i>Includes in-person or telehealth appointments for therapy, assessment, and planning meetings with family.</i>	Weekly	50	\$193.99 per hr	\$9,699.50
	Non-Face to Face services <i>Includes non-face to face activities including report writing, program development resource generation or team care meetings.</i>	As required	10	\$193.99 per hr	\$1,939.90
Total: \$11,639.40 (per year) for Speech Pathology services					

It is my professional opinion that these recommendation are reasonable and necessary according to the criteria outlined in Section 34 of the National Disability Insurance Scheme Act 2013:

- The support will assist Titus to pursue the goals, objectives and aspirations included in his statement of goals and aspirations;
- The support will assist Titus to undertake activities, so as to facilitate his social and academic participation;
- The support represents value for money in that the costs of the support are reasonable, relative to both the benefits achieved and the cost of alternative support;
- The support will be, or is likely to be, effective and beneficial for the participant, having regard to current good practice;
- The support is most appropriately funded or provided through the National Disability Insurance Scheme and is not more appropriately funded or provided through other general systems of service delivery or support services offered by a person, agency or body, or systems of service delivery.

To discuss the outcome of this assessment in further detail, or with any questions or queries, please contact me on laurin@hobartcommunicationclinic.com.au or **6244 1479**.

Laurin Hudspeth
Speech Pathologist
Hobart Communication Clinic

cc. The family
School
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Appendix A: TILLS overall summary and standard scores

TILLS Overall Summary Score

Age Range	Sum of Identification Core and Standard Score	Cut Score	Consistent with literacy/language disorder
Years 8-11	22	34	Yes

TILLS Overall Standard Scores

Sum of the Subtest Standard Scores	Standard Scores of the TILLS Total and Composites	Percentile Ranks for the TILLS Total and Composites
128	77	8

(A percentile rank between 16-85 is considered age appropriate.)

Appendix B: TILLS subtest scores

Oral Language			Written Language		
Subtest	Standard Score	Age Appropriate	Subtest	Standard Score	Age Appropriate
Sound/word level					
Phonemic Awareness - Assesses awareness of individual speech sounds critical for reading decoding & spelling.	4	No	Non-Word Reading - Assesses reading decoding ability, which contributes to reading comprehension & academic success.	7	Borderline
Non-Word Repetition - Assesses ability to perceive & reproduce the phonological structure of spoken words. Related to reading decoding & spelling	12	Yes	Reading Fluency - Assesses ability to read real words in context automatically, providing an index of reading proficiency in context.	13	Yes
Digit Span Forward - Assesses ability to listen attentively to a series of numbers & hold auditory information in memory.	10	Yes	Non-Word Spelling - Assesses ability to spell novel words using knowledge of sounds, morphemes, & letter patterns.	6	No
Digit Span Backward - Assesses working memory for listening attentively to auditory input & manipulating it mentally.	6	No	Written Expression - Word - Assesses ability to select & spell real words in meaningful contexts, which is essential for producing written language.	10	Yes
Sentence Discourse level					
Vocabulary Awareness - Assesses ability to identify & explain semantic relationships from a set of three words, as required for language comprehension & formulation.	9	Yes			
Listening Comprehension - Assesses the ability to understand spoken language with complex academic syntax & relational terminology & to monitor language comprehension, as required for academic learning.	7	Borderline	Reading Comprehension - Assesses the ability to read & understand written language with complex academic syntax & relational terminology & to monitor language comprehension, as required for learning from texts.	10	Yes
Following Directions - Assesses ability to follow spoken directions involving shapes & symbols, as required for academic, & other forms of procedural instructions.	13	Yes			
Story Retelling - Assesses ability to listen to & retell a story as required for participating actively in conversations & interpreting human goals & interactions.	2	No	Written Expression- Discourse - Assesses ability to include complete information when rewriting a story, reflecting complex integrated skills for understanding & producing written language.	0	No
Delayed Story Retelling - Assesses ability to retell a story later, which is an important skill for remembering narrative material across the curriculum.	4	No	Written Expression- Sentence - Assesses ability to combine short sentences into more complex ones when rewriting, reflecting complex integrated skills for understanding & formulating written language	10	Yes
Social Communication - Assesses ability to say what a character would say in a social situation & how the character would say it, as required for understanding & participating in social situations.	5	No			
Oral Language Composite score	77	No	Written Language Composite Score	84	No