

## Laura Summary

Laura participated in 10 sessions, which included participation in “odd man out” tasks and a variety of language and reading assessment. Laura demonstrated strengths with articulation, nonverbal ability, vocabulary, phonological processing, and following directions.

On the *Goldman-Fristoe Test of Articulation*, Laura presented with inconsistent distortion of /s/, “ch” and “dj”, most likely due to the orthodontic device she is currently wearing. All other phonemes were accurately produced.

On the Matrices subtest of the *Kaufman Brief Intelligence Test*, a measure of nonverbal cognitive ability, Laura was required to choose a picture from an array to complete a verbal analogy. Laura achieved a standard score of 128, which placed her in the 97<sup>th</sup> percentile.

Laura also scored above the average range on the *Peabody Picture Vocabulary Test, III*, which was administered as a measure of single-word receptive vocabulary. For this test, Laura was required to choose a picture from a group of 4 that best illustrated a given word. Laura achieved a standard score of 122, which corresponded to a percentile rank of 93, indicating strong understanding of single words. During this test, Laura also demonstrated successful problem-solving and testing-taking skills by eliminating definite wrong answers and making educated guesses for unknown words.

On the Segmenting Nonwords subtest of the *Comprehensive Test of Phonological Processing*, Laura achieved a standard score of 9, which was within the average range. Laura showed some difficulty segmenting the words into individual phonemes, and instead she often segmented the words into syllables.

Two subtests of the *Clinical Evaluation of Language Fundamentals-4* were administered. With a standard score of 11, Laura scored above the average range on Concepts and Following Directions, a task in which she listened to increasingly complex auditory directions and completed the directions by pointing to pictures on a page. Laura scored significantly below the average range on Recalling Sentences (SS 5). For this subtest, Laura was required to listen to increasingly complex, auditory sentences and to repeat the sentences verbatim. Errors were characterized by expressing the gist of the sentence, paraphrasing sentences, substituting synonyms or related words, transposing words in a list, and omitting information.