Joshua has been enrolled at Head Start in the afternoon class since the beginning of the 2011/2012 school year. He has received speech therapy and itinerant services since January 2012. Joshua will transition to Kindergarten and begin next school year.

**Observation:** In the few months that Joshua has been working with the Itinerant Teacher, Joshua demonstrated the ability to learn an activity but demonstrated difficulty generalizing the skill to other situations. One example is a book that is read to him every week that gives him clues as to which dinosaur to point to ("I'm a dinosaur big and green, I have teeth that look real mean. Which dinosaur am I?"). First time through the book, it was very difficult. Since the first time through, he is able to predict the answer but unable to point to other objects that are green or other animals/people that have mean teeth. This being stated, the material that was used to screen Joshua in this report was never viewed in this format before. Therefore, despite his sincere effort and his attention to the task, he demonstrated considerable difficulty answering questions and demonstrating his overall knowledge.

**Communication:** Joshua was screened in his classroom using the PLS-4 Articulation Screener where he correctly repeated 15 out of 38 words. This resulted in further evaluation being strongly suggested. Joshua was also screened using the PLS-4 Language Screener. At the time of the screening, Joshua was 4-years, 4-months old. He was unable to complete any of the test items on the 4-year-old screener (0 out of 5 possible points). Joshua was unable to point to objects based on a description (long hair, tall boy, short pants); point to word+er to describe "the one who..." (painter, skater, drummer), and point to pictures based on a description (find the white kitten that is sleeping). Because Joshua did not complete any of the test items on the 4-year-old screener, the 3-year old screener was presented where Joshua correctly answered 2 out of 5 test items. Joshua was able to point to parts in pictures with one descriptor (nose of the dog, wheels of the car) and he could use verb+ing words including "eating" and "sleeping." Joshua could not demonstrate an understanding of negation (show me the baby who is NOT crying), indicate the use of objects, or repeat sentences. Based on these results, it was recommended that Joshua receive a speech and language evaluation.

Joshua was assessed on November 17, 2011 and was determined to have a speech/language impairment. Joshua has begun to make progress on his goals. Joshua is able to follow directions with spatial concepts with 50% accuracy with cues and follow directions with two steps with 100% accuracy with cues. Joshua is able to identify objects with one descriptor with 10% accuracy. He is able to answer what questions with 30% accuracy and where questions with 50% accuracy. Joshua participates in therapy and appears to enjoy the sessions. He gets along well with the other students and is always willing to attempt activities.

The Kahn-Lewis Phonological Assessment and the Preschool Language Scale-5 were administered to assess Joshua’s communication skills. He demonstrated an understanding of negatives in sentences, analogies (You sleep in a bed. You sit in a ...), and inferences (Anna hurt her knees and elbows. How did Anna get hurt?). Joshua demonstrated difficulty identifying colors, understanding extended sentences (Point to the white kitten that is sleeping.), and understanding spatial concepts. He was able to name a variety of pictured objects, combine 3-4 words in spontaneous speech, and use a variety of nouns, verbs, modifiers, and pronouns in spontaneous speech. Joshua had difficulty producing a 4-5 words sentence, answering what and where questions, and naming an object when it is described. These are abilities typically seen in children within Joshua’s age range. Joshua demonstrates cluster simplifications
Joshua was observed interacting with his classmates and teachers. Joshua was unable to answer questions that were asked by his teachers. He often answered "yeah" to questions, regardless of the nature of the question. Joshua is able to follow routine classroom directions. He has difficulty following directions that are not routine.

Voice and fluency are judged to be within functional limits during play and spontaneous speech.

**PreReading Skills:** Joshua recognized the letter W (both upper case and lower case) in words. When asked to name letters, Joshua labeled most of the remainder of the letters as triangles. Joshua was able to discriminate between four symbols when asked which one different using upper case letters (4/5) and lower case letters (5/5) when asked, "Which one does not belong," rather than the required, "which one is different?" Joshua was able to recognize the signs for "stop" and "KMart." He labeled the McDonalds and Burger King signs as "fries." Joshua has some difficulty finding his name in print, he is able to name 20 pictures in a minute, but was unable to rhyme or demonstrate an understanding of alliteration on the winter Get it, Got it, Go! (GGG) assessment.

**Math Skills:** Joshua was able to rote count to 11 and then skipped to 13. He did not name any numbers (from 1-20) in print. Joshua demonstrated an understanding of the ordinal position: first. He could identify a dollar and could count three objects without error (point to and count without skipping). Joshua did not consistently demonstrate an understanding of quantitative concepts including few/many, little/big, short/tall, empty/full, and fast/slow when given a choice of two pictures.

**General Knowledge:** Joshua demonstrated emerging skills in naming opposites on 3 out of 5 trials when the statement was started: "If you are not ___, then you are____." Joshua name a star shape and named a heart as "lovin'.” Joshua is able to match colors but could not name any when asked. Joshua is able to sort objects or toys by at least one feature. He correctly named 4/8 pictures. Joshua counted up to the number 8 without error and reported his first name.

**Listening Skills:** Joshua followed general directions in class and responded appropriately to direction, occasionally with visual cues. He contributes to some conversation but does not always answer questions appropriately (e.g. "What letter is this?" "Triangle!").

**Writing Skills:** Joshua has not attended any preschool program prior to this program school year. Therefore, Joshua demonstrates the ability to scribble on paper. He is left handed and grasps writing utensils with his fingers. Joshua uses letter approximations (swirls and squiggles) to write his name. He is able to copy vertical and horizontal lines. He is unable to copy circles, a plus, an X, a square, or a rectangle, but it is uncertain whether he understood the request and whether he has had any experience prior to school. Joshua is able to correctly load scissors and use scissors to cut a 5 inch line within 1/2 inch. He was unable to demonstrate his ability to cut around a shape (triangle). Joshua used an appropriate grasp on writing utensils and appropriate pressure on the crayon. Joshua is able to build with interlocking blocks (Duplo) and other building materials.

**Gross Motor:** Joshua is able to walk/run independently. He was unable to follow the directions on the assessment including walk forward heel-and-toe five steps, hop on one foot five hops, hop on the other foot five hops, stand on one foot for ten seconds, and stand on the other foot for ten seconds. Based on
observation of his abilities on the playground equipment, it is unclear whether he could not perform the
tasks or he did not understand what was being asked of him.

Social Skills: Joshua is a quiet observer of the other children's play. He appears to enjoy engaging in
play with his peers and will attempt to participate in all preschool activities with enthusiasm. He
demonstrated excitement to give an answer to any question when asked by his teacher with enthusiasm
and without hesitation - often the answer is unrelated to the question. Joshua is able to follow
classroom routines including mealtime routines without redirection. Joshua is able to attend to small-
group activities for 10 or more minutes and appears to enjoy large group activities.

Adaptive: Joshua is able to eat and drink independently. He is able to put on some clothes and is
independently using the bathroom.