Student **Steven Stevenson**    Student Number  **0000019**    Date of Birth  **9/19/1999**

**Introduction**

Steven is a 14 year old 9th grade student at Main Street High School. He is bright and highly interested in computers. Due to concerns regarding peer interactions, and social functioning, Steven was referred for a pragmatic language evaluation as part of an Exceptional Education evaluation. This report is based on standardized testing, parent and teachers' reports, observations, and antidotal records.

**Standardized Global Measure (Not required under new ASD Rule April 2015)**

The Clinical Evaluation of Language Fundamentals 4 (CELF 4) was administered on 2/1/2014. Standard Scores: Core Language 118, Receptive Language 115, Expressive Language 114-Not Significant

**Pragmatics Component:**

Pragmatics Profile (CELF 4) did not meet Criterion -Significant for Pragmatics

Social Communication Worksheets -Parents and teachers (5 of 7) noted significant concerns compared to peers. Results include the following:

Steven is polite and friendly to teachers. His computer teacher notes that he is helpful to peers. Other teachers and parents noted that Steven lacks tact, has difficulty seeing another's perspective, misunderstands social interactions, and would prefer not to interact with others. - Significant for Pragmatics

**Observations:**

12/13/2013 during lunchtime, Steven sat among other students but did not interact. He ate quickly, hurried to the media center and spent the remainder of the time on the computer. Supervision personnel confirmed this is typical for Steven.

12/20/2013 in World History class, Steven entered in a hurry, and took his seat. He did not participate in the discussion, keeping his head down, and looking at the floor. Later he drew in his notebook. This continued while other students started their assigned homework or talked among themselves. Teacher reported today was typical although sometimes Steven will add to the discussion if it is of interest to him.

**Antidotal records:**

10/20/2013 Steven was threatened by another student in class. This student said that he had threatened Steven because, "He is annoying and never stops talking!"

11/15/2013 two students had a conflict with Steven. The class was using the computer lab for a few days and students had staked their claims. Steve had sat a one of the student's computer who asked "What are you doing?" "I am working on the computer." The other student replied "These
are our spots." to which Steven responded "I am already logged in, one of you can sit here (to his left) and the other here (to his right) and I will lean back and you can talk across me." One of the students pulled the chair out from under Steven, who fell to the floor. Another student who observed the interaction stated that she felt sorry for Steven, "He doesn't get it."

12/8/2014 Steven was interacting with another student at lunch and said, "You have really bad dandruff." to which the student replied, "Lots of people do." Steven responded "No, you have really bad dandruff and should do something about it!"

Summary

Steven a 14 year old 9th grade student at Main Street High School was referred for a Pragmatics evaluation to access social functioning and peer interactions. Global Language Measure (CELF-4) was Not Significant. Pragmatic Language measured by CELF-4 Pragmatics Profile and Social Communication Worksheets were significant for Pragmatics. Observation and antidotal records support social interaction concerns.

Recommendations

This evaluation is relevant regarding programming consideration by the Exceptional Education team. Please see Appendix A for Multi-Tiered System of Supports information.

Dietrich Browne MA, CCC-Speech Language Pathologist
Appendix A

Multi-Tiered System of Support
Tier 3 intervention was accomplished by intensive intervention provided by the Speech Language Pathologist for 30 minutes per week over a 6 week period.

Ongoing Progress Monitoring
Between the baseline and outcome measures, Steven participated in instruction and discussion regarding Social Communication (Pragmatics). Weekly a scenario was presented with questions and follow up discussion. The following data was obtained:

<table>
<thead>
<tr>
<th>Date</th>
<th>Scenario</th>
<th>Percentage</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/24/2013</td>
<td>Can we talk about something else?</td>
<td>18/18</td>
<td>100%</td>
</tr>
<tr>
<td>11/1/2013</td>
<td>Going off in the media center</td>
<td>24/24</td>
<td>100%</td>
</tr>
<tr>
<td>11/7/2013</td>
<td>No tact Jack</td>
<td>15/18</td>
<td>83%</td>
</tr>
<tr>
<td>11/14/2013</td>
<td>Poor Sport</td>
<td>12/15</td>
<td>80%</td>
</tr>
<tr>
<td>11/21/2013</td>
<td>Facebook</td>
<td>9/15</td>
<td>60%</td>
</tr>
<tr>
<td>12/5/2013</td>
<td>Critical Carla</td>
<td>15/15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Baseline and Outcome Measures
For baseline and outcome measures a Teacher Likert Questionnaire was created based on 5 teachers’ agreement on The Social Communication Worksheets. Baseline Measure was completed on 10/14/2013. After the 6 weeks of intervention. Outcome Measure was completed on 12/6/2013.

Teachers responded to the following Questions based on a Likert Scale:
1-Strongly Agree  2-Agree  3-Disagree  4-Strongly Disagree

Steven lacks tact and comes across as blunt to his peers.
Baseline: 5/5 Agreed
Outcome: No Change

Steven interacts like his peers.
Baseline: 4/5 Disagreed (3 of the 4 Strongly Disagreed)
Outcome: 5/5 Disagreed (4 of the 5 Strongly Disagreed)

Steven can make repairs to communication breakdowns like his peers.
Baseline: 4/5 Disagreed
Outcome: No Change

Steven has a good understanding about how others view him.
Baseline: 4/5 Disagreed (1 Strongly Disagreed)
Outcome: No Change
Social Communication Worksheet (Secondary-Teacher)
Dietrich Browne M.A., C.C.C.-Speech Language Pathologist  May, 2014

Student: Steven  Age: 14
Completed by:  Date:

Strengths/Interests: Computers, types 120 wpm, wants to help.

Please provide feedback regarding the following compared to peers.
Circle or highlight significant descriptors and expand comment sections as needed.

Communication  circle one of the following: Like Peers  Concern  Problem
Difficulties with conversational turn-taking, staying on topic, or interrupting? Providing too much detail or lacking needed information? Problems asking or answering questions? Failure to use communication to solve problems? Sticking to preferred topics only? Confused by humor, sarcasm or figurative language? Frequent misunderstandings? Inability to make repairs? Frustration?
Comments: Gets lost in the details; talks about computers

Social Awareness  Like Peers  Concern  Problem
Difficulties with meeting the social expectations of the situation? Problems predicting what to do? Missing nonverbal cues like gestures or facial expressions to adjust their behavior? Inability to see another's perspective, mood, or intentions? Failure to see how their actions impact others? Lacking tact? Know-it-all tone?
Comments: Can't see that his behavior is unexpected, or read the intent of another.

Interactions  Like Peers  Concern  Problem
Difficulty interacting with peers? Failures with small talk, or showing interest in another? Limited schemes for interacting? Problems sharing, turn-taking, negotiating or problem solving? Rigidly enforcing rules? Insisting on their own way? Failure to see their part in the difficulty? Preoccupied by things peers show little interest in? One interest only? Few or no friends? Difficulty initiating interactions? Avoiding?
Comments:

Transitions/Schedules  Like Peers  Concern  Problem
Rigidly follows/enforces routines? Difficulty with breaks or changes in schedule or personnel? Problems adjusting to new or different situations? Problems transitioning from one activity to the next?
Comments:

Emotions  Like Peers  Concern  Problem
Comments: Hard to tell when he is upset, avoids by going to the clinic.

Functioning  Like Peers  Concern  Problem
Hygiene problems? Difficulty changing tasks, getting started, or maintaining focus? Failure to complete or turn work in? Organization difficulties? Monopolizing discussions or not participating? Problems with group work? Refusal of assignments seen as "stupid"? Rigid/literal thinking? Own agenda?
Comments: Doesn't like to work in groups.

What is the first thing that should be addressed?
Using tact, peer interactions
Student: ________________________________ Age: _____________________
Completed by: ___________________________ Date:____________________

Strengths/Interests:

Please provide feedback regarding the following compared to peers.
Circle or highlight significant descriptors and expand comment sections as needed.

**Communication**

*circle one of the following:
Like Peers  Concern  Problem*

Difficulties with conversational turn-taking, staying on topic, or interrupting? Providing too much detail or lacking needed information? Problems asking or answering questions? Failure to use communication to solve problems? Sticking to preferred topics only? Confused by humor, sarcasm or figurative language? Frequent misunderstandings? Inability to make repairs? Frustration?

Comments: ________________________________________________________

**Social Awareness**

*Like Peers  Concern  Problem*

Difficulties with meeting the social expectations of the situation? Problems predicting what to do? Missing non-verbal cues like gestures or facial expressions to adjust their behavior? Inability to see another’s perspective, mood, or intentions? Failure to see how their actions impact others? Lacking tact? Know-it-all tone?

Comments: ________________________________________________________

**Interactions**

*Like Peers  Concern  Problem*

Difficulty interacting with peers? Failures with small talk, or not showing interest in others? Limited schemes for interacting? Problems sharing, turn-taking, negotiating or problem solving? Rigidly enforcing rules? Insisting on their own way? Failure to see their part in the difficulty? Preoccupied by things peers show little interest in? One interest only? Few or no friends? Difficulty initiating interactions? Avoiding?

Comments: ________________________________________________________

**Transitions/Schedules**

*Like Peers  Concern  Problem*

Rigidly follows/enforces routines? Difficulty with breaks or changes in schedule or personnel? Problems adjusting to new or different situations? Problems transitioning from one activity to the next?

Comments: ________________________________________________________

**Emotions**

*Like Peers  Concern  Problem*


Comments: ________________________________________________________

**Functioning**

*Like Peers  Concern  Problem*

Hygiene problems? Difficulty changing tasks, getting started, or maintaining focus? Failure to complete or turn work in? Organization difficulties? Monopolizing discussions or not participating? Problems with group work? Refusal of assignments seen as “stupid”? Rigid/literal thinking? Own agenda?

Comments: ________________________________________________________

What is the first thing that should be addressed?
My Toolbox:

_Are You in the Zone?_ And other great resources by Tim Kowalski

[www.socialpragmatics.com](http://www.socialpragmatics.com)

_The Incredible 5 Point Scale, A 5 is Against the Law, and The Social Times_

By Kari Dunn Buron  [www.5pointscale.com](http://www.5pointscale.com)

_The Unwritten Rules of Social Relationships_ Book by Temple Grandin and Sean Barron


_Crucial Conversations_ -Not an Aspie/ASD book but for improving communication skills


More resources:

Tony Attwood PhD Psychologist and Asperger’s/ASD Specialist for 30 years.


Temple Grandin PhD famous individual with ASD.


If you haven’s see the biographical movie about her life you should!


Stephen Shore PhD another individual with ASD/Asperger’s and keen insights.

[http://autismasperger.net/](http://autismasperger.net/)

Sarah Ward- Executive Function


Michelle Garcia Winner -Social Thinking


Lots of Interesting and Helpful Stuff

[http://wrongplanet.net/](http://wrongplanet.net/)

And finally... the shameless pug! Blogs, and other Resources

[www.captainslpman.com](http://www.captainslpman.com)