CELF-P2
PRE-SCHOOL
Case Studies

The following two case studies provide examples of interpretation of CELF Preschool–2. Assessment levels used in the case studies are presented under the identifying information with each case study.

PEARSON

Anthony

3 years, 7 months

Reason for Testing: Anthony is a 3 year, 7 month old boy who has been receiving speech and language services for the past year. The Clinical Evaluation of Language Fundamentals: Preschool – Second Edition (CELF Preschool–2) was administered to determine if Anthony continues to be eligible for services; to profile his strengths and needs; and to assess his pre-literacy skills.

Background Information: Background information was collected from conversations with Anthony's parents and teacher.

Family: Anthony lives with his parents and older brother James, age 6. Anthony's father is an accountant. Anthony's mother works part-time as a sales associate for a bookstore.

Health and Development: Anthony's parents report that he was the product of a normal pregnancy and delivery. Anthony weighed 8 pounds, 2 ounces at birth. Anthony has chronic head and nasal congestion due to environmental allergies (e.g., grass, pollen, dust, and mold), and he habitually breathes through his mouth. Anthony also suffers from frequent middle ear infections.

Anthony's parents report that they became concerned with his communication development when he did not speak his first word until he was 1 year 10 months old. Because Anthony continued to learn words slowly, his parents consulted with the pediatrician who referred Anthony for a speech and language assessment.

Anthony was administered the Preschool Language Scale–Fourth Edition (PLS–4; Zimmerman, Steiner, & Pond, 2002) at age 2 years 6 months. Anthony's test scores indicated performance in the low educational performance range for his age and determined his eligibility for speech and language services. At the time of diagnosis there was no evidence of apraxia, articulation or phonological disorders and no behavioral and emotional difficulties were noted.

School: Anthony's parents enrolled him in the school district's early intervention program at age 2 years, 7 months, after he received the initial diagnosis of receptive and expressive speech and language disorder. He continues to attend the preschool program five days per week. Both Anthony's teacher and speech-language pathologist report that he has made progress in his communication skills. Anthony now follows simple two- and three-step related directions, speaks in two and three word phrases and sentences, and enjoys interacting with familiar adults and peers.

Standardized Assessment Results: Anthony's speech and language skills were assessed using the CELF Preschool–2 on May 21, 2007.

CELF PRESCHOOL 2

Record Form

Clinical Evaluation of Language Fundamentals
Preschool – SECOND EDITION

ELISABETH H. WIIG WAYNE A. SECORD ELEANOR SEMEL

Name: Anthony Gonzales
Address: 2321 Andrews Rd Fremont, OH 43420
Age: 3 Sex: ☐F ☑M Grade: PK School: Crieghton Park PK
Teacher: Debra Melton
Examiner: Chondra Masters

	Year	Month	Day
Date Tested	07	05	21
Date of Birth	03	10	19
Chronological Age	3	7	2

Subtest Scaled Score		Core Language 3-6	Receptive Language 3-4	Receptive Language 5-6	Expressive Language 3-6	Language Content 3-4	Language Content 5-6	Language Structure 3-6
Sentence Structure	SS	4	4					4
Word Structure	WS	3			3			3
Expressive Vocabulary	EV	7			7	7		
Concepts & Following Directions	C&FD		6			6		
Recalling Sentences	RS				6			6
Basic Concepts	BC		6			6		
Word Classes–Receptive	WC-R							
Word Classes–Total	WC-T							
Core Language Score and Indexes								
Sum of Subtest Scaled Scores		14	16		16	19		13
Standard Score*		69	73		73	79		67
Standard Score Points +/–		7	7		7	7		6
Confidence Interval (90 % Level)		62 to 76	66 to 80	to	66 to 80	72 to 86	to	61 to 73
Percentile Rank		2	4		4	8		1
Percentile Rank Confidence Interval		1 to 5	1 to 9	to	1 to 9	3 to 18	to	.5 to 4
		Core Language	Receptive Language		Expressive Language	Language Content		Language Structure

*See Appendix C in Examiner's Manual.

Composite Score Chart

Item	CL5	RL5	EL5	LC5	LS5
155	·	·	·	·	·
150	·	·	·	·	·
145	·	·	·	·	·
140	·	·	·	·	·
135	·	·	·	·	·
130	·	·	·	·	·
125	·	·	·	·	·
120	·	·	·	·	·
115	·	·	·	·	·
110	·	·	·	·	·
105	·	·	·	·	·
100	·	·	·	·	·
95	·	·	·	·	·
90	·	·	·	·	·
85	·	·	·	·	·
80	·	·	·	·	·
75	X	X	X	X	·
70	·	·	·	·	X
65	·	·	·	·	·
60	·	·	·	·	·
55	·	·	·	·	·
50	·	·	·	·	·
45	·	·	·	·	·

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive–Expressive Language Index*	73	73	0	11	N	—	.15/.05
Language Content–Structure Index*	79	67	12	11	Y	9.9	.15/.05

*See Tables 3.5–3.6.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval (90% Level)	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Sentence Structure	SS	3	4	2	2 to 6	2	.4 to 9	<3:0
Word Structure	WS	2	3	2	1 to 5	1	.1 to 5	<3:0
Expressive Vocabulary	EV	10	7	2	5 to 9	16	5 to 37	<3:0
Concepts & Following Directions	C&FD	3	6	2	4 to 8	9	2 to 25	<3:0
Recalling Sentences	RS	3	6	2	4 to 8	9	2 to 25	<3:0
Basic Concepts (Ages 3–4)	BC	8	6	2	4 to 8	9	2 to 25	<3:0
Word Classes–Receptive (Ages 4–6)	WC–R				to		to	
Word Classes–Expressive (Ages 4–6)	WC–E				to		to	

Sum of WC–R + WC–E scaled scores*

*Add WC–R and WC–E scaled scores. Use the Examiner's Manual Appendix B to convert the sum to the WC–T scaled score.

Word Classes–Total (Ages 4–6)	WC–T				to		to	

Scaled Score Chart

Item	SS	WS	EV	C&FD	RS	BC	WC–R	WC–E	WC–T
19									
18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8			X						
7				X	X	X			
6									
5	X								
4		X							
3									
2									
1									

Criterion Score Chart

Subtests	Raw Score	Criterion Score	Criterion
Basic Concepts (BC; Ages 5–6)			☐ Meets ☐ Does Not Meet
Phonological Awareness (PA; Ages 4–6)			☐ Meets ☐ Does Not Meet

Checklists	Raw Score	Criterion Score	Criterion
Pre-Literacy Rating Scale (PLRS)	36	≥ 46	☐ Meets ☑ Does Not Meet
Descriptive Pragmatics Profile (DPP)			☐ Meets ☐ Does Not Meet

Percentile Range Chart

Subtest	Raw Score	Percentile Range
Recalling Sentences in Context (RSC)	2	<1 to 24

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Behavioral Observation Checklist

Check the behaviors that you observed during testing. Consider the child's age as you respond to each item.

Physical Activity Level

The child's activity level throughout the test was generally:
☑ appropriate
☐ too active
☐ not active enough

Overall, the child was fidgety/restless:
☐ never
☑ some of the time
☐ most of the time

Attention to Task

The child maintained attention:
☐ throughout testing
☑ most of the time
☐ some of the time
☐ never

The child's attention to task generally lasted:
☐ more than 10 minutes
☐ 6 to 10 minutes
☑ 3 to 5 minutes
☐ less than 3 minutes

The child engaged in off-task behaviors:
☐ never
☑ occasionally
☐ often

Response Latency

Responses were generally given in:
☑ 0 to 15 seconds
☐ 16 to 30 seconds
☐ more than 30 seconds

Response rate was generally:
☐ appropriate
☑ too rapid
☐ too slow

Fatigue/Boredom/Frustration

The child evidenced fatigue, boredom, and/or frustration during the test:
☐ never
☑ rarely
☐ often

Fatigue, boredom, and/or frustration became evident:
☑ after 15 minutes
☐ after 10 minutes
☐ after 5 minutes

Level of Interaction

The child:
☑ participated willingly
☐ participated under duress
☐ refused to cooperate

The child engaged in test-appropriate conversation:
☑ most of the time
☐ sometimes
☐ very little

Interpretation of the
Standardized Assessment Results:

■ Levels 1 and 2: Diagnosis and Description of Language Disorder

The CELF Preschool–2 Record Form, page 1, summarizes the Core Language, index, and subtest scores. Anthony's Core Language score is 69 (confidence interval of 62–76 at the 90% level). This score indicates Anthony's performance in the very low developmental range and supports his eligibility and need for continuing language services.

The Receptive and Expressive Language index scores, both at 73 (confidence intervals of 66–80), indicate performance within the low developmental range with no discrepancy in performance between receptive and expressive scores. In other words, Anthony's language difficulties are both receptive and expressive in nature, a finding that supports the diagnosis made with PLS–4.

The Language Content index score is 79 (confidence interval of 72–86), indicating performance within the low average to low developmental range. The Language Structure index score is 67 (confidence interval of 61–73), indicating performance in the very low developmental range.

The 12-point difference between Anthony's Language Content and Language Structure index scores is considered significant at the .05 level and occurred in 9.9% of the standardization sample. This analysis indicates that language content as measured by the Language Content Index is a relative strength for Anthony when compared with his skills in language structure.

■ Level 3: Early Classroom and Literacy Fundamentals

The CELF Preschool–2 Record Form, page 2 provides additional information about Anthony's performance on the supplementary subtest Recalling Sentences in Context and the Pre-Literacy Rating Scale. Anthony's score on Recalling Sentences in Context is in the <1–24th percentile range. This places performance in the low range compared to his age peers. Additionally, Anthony's parents completed the Pre-Literacy Rating Scale. Anthony's raw score did not meet the criterion for his age. In combination with the findings indicating low performance on the Sentence Structure and Word Structure subtests, the Pre-Literacy Rating Scale results suggest that Anthony may benefit from interactive storytelling activities, having books read to him, and being explicitly taught syllable blends, rhyming, concepts of print, and other pre-literacy skills. In these activities, the pictured contexts support processing and interpretation of morphology and syntax; modeling and repetition of dialogue can support the development and use of linguistic structures.

■ Intervention Planning

Anthony will continue to benefit from speech and language services. Intervention goals should target receptive and expressive communication and pre-literacy skills. In planning Anthony's intervention:

- Foster Anthony's motivation to learn by beginning intervention at a level where he can feel successful before proceeding to more challenging tasks. Because Anthony shows a relative strength in language content, a good strategy is to begin each therapy session with tasks involving vocabulary or following two- and three-step directions.
- Improve Anthony's language structure:
  - Ask open-ended questions to invite a sentence response rather than a yes/no or single-word response.
  - Model sentences, emphasizing targeted morphology and syntax. Then provide opportunities for Anthony to use the targeted morphology and syntax. For example, say **"Mommy drove the car."** Then ask Anthony, **"What did Mommy do?"**
  - Expand Anthony's utterances using corrected morphology and syntax. For example, follow Anthony's utterance of "*He eat cookie*" with **"Yes, he is eating the cookie."**
- Engage Anthony in reading activities. Examples of activities include:
  - Label pictures in the books
  - Encourage Anthony to label parts of the book (e.g., cover, pages, title)
  - Assign Anthony the job of page-turner when reading a book
  - After reading a book several times, encourage, Anthony to "read" the book to you

Jennifer

6 years, 1 month

Reason for Testing: Jennifer is a 6 year 1 month old first grader who recently transferred into the school district. The Clinical Evaluation of Language Fundamentals: Preschool – Second Edition (CELF Preschool–2) was administered to determine Jennifer's communication strengths and weaknesses for intervention planning.

Background Information: Background information was collected from Jennifer's previous school records and conversation with her mother.

Family: Jennifer and her family recently moved from Denver, (too much bad association with Littleton) Colorado to San Antonio, Texas. Jennifer's father is an auto mechanic, and her mother works in the food service industry. Jennifer has twin brothers, Daniel and Robert, age 3.

Health and Development: Jennifer's mother reports that Jennifer weighed 5 pounds 7 ounces at birth. Jennifer was hospitalized for treatment of jaundice when she was three weeks old. Other than that incident, Jennifer has been healthy. Jennifer's mother reports that Jennifer seemed slower than other children in developing communication skills. However, she was not overly concerned because Jennifer learned to talk by age 3.

School: Records from the school Jennifer previously attended indicate she performed poorly on fine motor and communication measures during a kindergarten readiness screening (i.e., kindergarten roundup) and was referred for further assessment. Jennifer was diagnosed with a moderate-to-severe language disorder at age 5 years 4 months, using the Test of Language Development—Primary, Third Edition (TOLD–P:3; Newcomer & Hammill, 1997). Specific learning disabilities in the areas of auditory and memory abilities and motor skills were also identified. Jennifer has been receiving language intervention, occupational therapy, and learning disability services (SW: is there another way to say "learning disability services?") for the past year.

Standardized Assessment Results: Jennifer's speech and language skills were assessed using the CELF Preschool–2 on May 15, 2007.

CELF PRESCHOOL 2

Clinical Evaluation of Language Fundamentals
Preschool – SECOND EDITION

ELISABETH H. WIIG   WAYNE A. SECORD   ELEANOR SEMEL

Record Form

Name: _Jennifer Poleska_
Address: _19500 Bulverde San Antonio, TX 78259_
Age _6_ Sex ☑F ☐M Grade _1_ School _Solms Primary_
Teacher _Mrs. Attell_
Examiner _Perna Williams_

	Year	Month	Day
Date Tested	07	5	15
Date of Birth	01	4	10
Chronological Age	6	1	5

Subtest Scaled Score		Core Language 3-6	Receptive Language 3-4	Receptive Language 5-6	Expressive Language 3-6	Language Content 3-4	Language Content 5-6	Language Structure 3-6
Sentence Structure	SS	4		4				4
Word Structure	WS	3			3			3
Expressive Vocabulary	EV	4			4		4	
Concepts & Following Directions	C&FD			7			7	
Recalling Sentences	RS				5			5
Basic Concepts	BC							
Word Classes–Receptive	WC-R			11				
Word Classes–Total	WC-T						9	
Core Language Score and Indexes								
Sum of Subtest Scaled Scores		11		22	12		20	12
Standard Score*		63		83	65		79	65
Standard Score Points +/–		7		7	7		7	7
Confidence Interval (90 % Level)		56 to 70	to	76 to 90	58 to 72	to	72 to 86	58 to 72
Percentile Rank		1		13	1		8	1
Percentile Rank Confidence Interval		.2 to 2	to	5 to 25	.3 to 3	to	3 to 18	.3 to 3
		Core Language	Receptive Language		Expressive Language	Language Content		Language Structure

*See Appendix C in Examiner's Manual.

Composite Score Chart

Score	CLS	RLI	ELI	LCI	LSI
155	·	·	·	·	·
150	Y	·	·	·	·
145	·	·	·	·	·
140	·	·	·	·	·
135	·	·	·	·	·
130	·	·	·	·	·
125	·	·	·	·	·
120	·	·	·	·	·
115	·	·	·	·	·
110	·	·	·	·	·
105	·	·	·	·	·
100	·	·	·	·	·
95	·	·	·	·	·
90	·	·	·	·	·
85	·	X	·	·	·
80	·		·	X	·
75	·		·		·
70	X		·		X
65			·		
60	·	·	·	·	·
55	·	·	·	·	·
50	·	·	·	·	·
45	·	·	·	·	·

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive–Expressive Language Index*	83	65	18	12	Y	4.1	.15 .05
Language Content–Structure Index*	79	65	14	12	Y	6.6	.15 .05

*See Tables 3.3–3.6.

Notes:

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/−	Confidence Interval (__ % Level)	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Sentence Structure	SS	10	4	1	3 to 5	2	1 to 5	3:5
Word Structure	WS	8	3	1	2 to 4	1	.4 to 2	3:2
Expressive Vocabulary	EV	15	4	1	3 to 5	2	1 to 5	3:9
Concepts & Following Directions	C&FD	14	7	1	6 to 8	16	9 to 25	4:11
Recalling Sentences	RS	12	5	1	4 to 6	5	2 to 9	3:11
Basic Concepts (Ages 3–4)	BC				to		to	
Word Classes–Receptive (Ages 4–6)	WC–R	19	11	1	10 to 12	63	50 to 75	6:9
Word Classes–Expressive (Ages 4–6)	WC–E	12	8	1	7 to 9	25	16 to 37	5:5
Sum of WC–R + WC–E scaled scores*			19		*Add WC–R and WC–E scaled scores. Use the Examiner's Manual Appendix B to convert the sum to the WC–T scaled score.			
Word Classes–Total (Ages 4–6)	WC–T		9	1	8 to 10	37	25 to 50	<4:0

Scaled Score Chart

Raw	SS	WS	EV	C&FD	RS	BC	WC–R	WC–E	WC–T
19	·	·	·	·	·	·	·	·	·
18	·	·	·	·	·	·	·	·	·
17	·	·	·	·	·	·	·	·	·
16	·	·	·	·	·	·	·	·	·
15	·	·	·	·	·	·	·	·	·
14	·	·	·	·	·	·	·	·	·
13	·	·	·	·	·	·	·	·	·
12	·	·	·	·	·	·	[X]	·	·
11	·	·	·	·	·	·	·	·	·
10	·	·	·	·	·	·	·	·	·
9	·	·	·	·	·	·	·	·	[X]
8	·	·	·	·	·	·	·	[X]	·
7	·	·	·	·	[X]	·	·	·	·
6	·	·	·	·	·	·	·	·	·
5	·	·	·	·	[X]	·	·	·	·
4	[X]	·	[X]	·	·	·	·	·	·
3	·	[X]	·	·	·	·	·	·	·
2	·	·	·	·	·	·	·	·	·
1	·	·	·	·	·	·	·	·	·

Criterion Score Chart

Subtests	Raw Score	Criterion Score	Criterion
Basic Concepts (BC; Ages 5–6)	15	≥ 17	☐ Meets ☑ Does Not Meet
Phonological Awareness (PA; Ages 4–6)	14	≥ 19	☐ Meets ☑ Does Not Meet

Checklists	Raw Score	Criterion Score	Criterion
Pre-Literacy Rating Scale (PLRS)	74	≥ 86	☐ Meets ☑ Does Not Meet
Descriptive Pragmatics Profile (DPP)	75	≥ 72	☑ Meets ☐ Does Not Meet

Percentile Range Chart

Subtest	Raw Score	Percentile Range	
Recalling Sentences in Context (RSC)	13	<1 to 4	

Behavioral Observation Checklist

Check the behaviors that you observed during testing. Consider the child's age as you respond to each item.

Physical Activity Level

The child's activity level throughout the test was generally:
- ☑ appropriate
- ☐ too active
- ☐ not active enough

Overall, the child was fidgety/restless:
- ☑ never
- ☐ some of the time
- ☐ most of the time

Attention to Task

The child maintained attention:
- ☑ throughout testing
- ☐ most of the time
- ☐ some of the time
- ☐ never

The child's attention to task generally lasted:
- ☑ more than 10 minutes
- ☐ 6 to 10 minutes
- ☐ 3 to 5 minutes
- ☐ less than 3 minutes

The child engaged in off-task behaviors:
- ☑ never
- ☐ occasionally
- ☐ often

Response Latency

Responses were generally given in:
- ☑ 0 to 15 seconds
- ☐ 16 to 30 seconds
- ☐ more than 30 seconds

Response rate was generally:
- ☑ appropriate
- ☐ too rapid
- ☐ too slow

Fatigue/Boredom/Frustration

The child evidenced fatigue, boredom, and/or frustration during the test:
- ☑ never
- ☐ rarely
- ☐ often

Fatigue, boredom, and/or frustration became evident:
- ☑ never
- ☐ after 15 minutes
- ☐ after 10 minutes
- ☐ after 5 minutes

Level of Interaction

The child:
- ☑ participated willingly
- ☐ participated under duress
- ☐ refused to cooperate

The child engaged in test-appropriate conversation:
- ☑ most of the time
- ☐ sometimes
- ☐ very little

Interpretation of the Standardized Assessment Results

■ Levels 1 and 2: Diagnosis and Description of Language Disorder

The CELF Preschool–2 Record Form, page 1, summarizes Jennifer's Core Language, index, and subtest scores. Her Core Language score of 63 (confidence interval of 56–70 at the 90% level) is in the very low developmental range and supports continued language therapy and learning disability services.

The index scores of 83 for Receptive Language (confidence interval of 76–90) and 65 for Expressive Language (confidence interval of 58–72) differ by 18 points. This is significant at the .05 level, indicating a relative weakness on primarily expressive language tasks that occurred in 4.1% of the standardization sample.

The index scores of 79 for Language Content (confidence interval of 72–86) and 65 for Language Structure (confidence interval of 58–72) differ by 14 points, and indicate a relative weakness in linguistic structure acquisition (significant at the .05 level) that occurred in 6.6% of the standardization sample.

While the early diagnostic results with TOLD–P:3 did not indicate a significant discrepancy in listening and speaking, the CELF Preschool–2 index scores clearly point to a fluctuating overall profile.

Jennifer's relative strengths are in interpreting and using content, while her weaknesses are in learning the linguistic rules for structure (morphology and syntax). The weaknesses in linguistic structure acquisition may explain why the score for Recalling Sentences is also low.

In the subtest profile, Jennifer's Expressive Vocabulary score is in the low developmental range while scores on the other linguistic content subtests are in the typical (Word Classes–Total) or slightly lower-than-typical (Concepts & Following Directions) ranges. This discrepancy may indicate word-finding difficulties often found in the combination of language disorder and learning disability.

■ Levels 3 and 4: Early Classroom and Literacy Fundamentals and Language in Context

Jennifer's performance generally did not meet criteria on Level 3 measures. On the Recalling Sentences in Context subtest, Jennifer's performance was in the very low range (<1–4th percentile). Her pragmatics skills appear to be a strength, based on results of the Descriptive Pragmatics Profile.

In combination with the clinical findings, evaluation of the behavioral tasks pointed to a language disorder. The areas of weakness that were observed included (a) knowledge and use of linguistic rule systems (morphology and syntax); (b) recall and retrieval of vocabulary for expressive use and recall of dialogue in story contexts; and (c) phonological awareness and pre-literacy skill acquisition.

■ Intervention Planning:

The focus of Jennifer's intervention should be to improve her expressive communication skills while supporting her continued development of receptive communication skills. Specific areas to address include:

- Morphosyntactic knowledge and use
- Strategies for recalling verbally presented academic materials
- Skills related to phonological awareness (e.g., rhyme, phone segmentation and manipulation) to strengthen the acquisition of early literacy skills
- Further assessment of decoding skills for reading