## Impact Language Rating Scale Report Summary

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| Student Name  Amazing Spiderman | |
| Parent Name  Pirates of the Amazing Island | |
| Teacher Name  Superhero Teacher | |
| Clinician Name  Adriana Lavi | |
| |  | | --- | | *The IMPACT Language Functioning Rating Scale* is a norm-referenced rating scale that is designed with three separate forms for clinicians, parents, and teachers to complete. In order to fully understand and interpret a child’s language abilities, it is important to obtain information on how a child performs across different environments in everyday situations. By observing a child’s language via informal observation, examinees (i.e., clinician, teacher, and parent) can observe how the child understands language and uses language (e.g., express needs and wants, make requests, converse with peers/friends, etc.), as well as the potential impact a language disorder may have on a child’s academic and social life.  Parents and teachers can be incredible resources and provide valuable information regarding a child’s language functioning in both the home and in the classroom environment during the diagnostic process (Bishop & McDonald, 2010; Gilmore & Vance, 2007; Williams, 2006; Fletcher, Tannock, & Bishop; Dale, 1997). Parent and teacher input may be beneficial during a language evaluation because they are already familiar with the child and their observations take place in an authentic and natural setting. In addition, parents and teachers will inform intervention goals and activities that address a child’s language learning needs (Gillam & Gillam, 2006).  *The IMPACT Language Functioning Rating Scale* measures a child’s spoken language comprehension, oral expression, language processing and integration, literacy, and social language skills. The current rating scale asks parents, teachers, and clinicians to rate the various components of language functioning on a 4-point scale (“never,” “sometimes,” “often,” and “typically”) and yields a percentile and standard score. By utilizing the *IMPACT Language Functioning Rating Scale*, we are able to develop a better understanding as to how a student’s language abilities may impact their academic performance, progress in school, and social interactions.  In order to investigate specific aspects of Amazing’s language functioning, the *IMPACT Language Functioning Rating Scale* was administered to teacher, parent, and clinician and yielded the following results: | | |
| Clinician's Rating Scale Scores  |  |  | | --- | --- | | Standard Score  60 | Percentile Rank  <1 | | Educational and Social Impact?  Results indicaticate that the student's pragmatic language skills could negatively impact their everyday social interactions and academic performance. | | | |
| Based on observations and information obtained in the raing scale, **Amazing** presented with strengths in the following areas:  Understanding of Spoken Language Social Interactions Language and Literacy | |
| Based on observations and information obtained in the raing scale,**Amazing** presented with weaknesses in the following areas:  Language Processing and Integration Oral Expression | |
| |  | | --- | | Description of Testing Areas | | |
| |  | | --- | | **Language Comprehension.**The language comprehension rating scale items look at how well an individual understands spoken language. For example, rating scale items look at a child’s ability to understand grade level stories, vocabulary, narratives, and his/her ability to answer questions regarding a given story. Additional test items in this area look at an individual’s ability to follow along with a conversation, lecture, or discussion, and the ability to recognize when something he/she hears does not make sense.  **Oral Expression** The *oral expression* rating scale items look at how well an individual is able to use spoken language. For example, test items investigate if the individual is able to appropriately ask and answer questions, initiate conversations, use narrative storytelling, grade level vocabulary, correct word order, and grammar. Additional test items in this area look at an individual’s ability to add comments and questions to a conversation, maintain the topic, form thoughts and ideas, problem solve, negotiate, and use critical thinking skills.  **Language and Literacy** The *language and literacy* rating scale items look at an individual’s ability to comprehend and understand what he/she is reading, to distinguish between the main idea and supporting details, and to use his/her own experiences to predict what might happen in grade-level stories.  **Language Processing and Integration** The *language processing and integration* rating scale items look at how an individual follows multi-step instructions, understands figurative language, analogies, and inferences, and sequences details or events. Additionally, rating scale items look at whether an individual’s ability to comprehend and use spoken language impacts his/her reading abilities.  **Social Interactions** The *social interactions* rating scale items look at how spoken language comprehension and use may impact an individual’s social interactions. For example, rating scale items may look at whether an individual is aware of his/her language deficits and how he/she expresses their feelings towards their language disorder. Additionally, rating scale items investigate an individual’s confidence regarding his/her communication and how this impacts their participation in conversations and activities with peers, friends, and family. | | |
| Teacher's Rating Scale Scores  |  |  |  | | --- | --- | --- | |  | Standard Score  60 | Percentile Rank  <1 | | Educational and Social Impact?  Results indicaticate that the student's pragmatic language skills could negatively impact their everyday social interactions and academic performance. | | | | |
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| Parent's Rating Scale Scores  |  |  |  | | --- | --- | --- | |  | Standard Score  60 | Percentile Rank | | Educational and Social Impact?  Results indicaticate that the student's pragmatic language skills could negatively impact their everyday social interactions and academic performance. | | | | |
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| Additional Observations:  Additional observations go here | |
| Recommendations:  Additional recommendations go here | |
| Clinician's Signature |  |