

*Evaluation Report for Preschooler with “Speech-Only” Concerns***INITIAL EVALUATION REPORT SUMMARY**

**Name:** Connor Pretendkid

**Report Date:** 4-10-20xx

**Age:** 3 years, 2 months

**Background**

The purpose of this speech-language evaluation was to determine eligibility and need for special education services. It consisted of parent report, record review of screening results, administration of a standardized test of articulation, and a conversational speech/language sample.

Connor is a 38 month-old boy who lives at home with his father, mother and two older sisters, ages 6 and 7. Delivery and developmental history were unremarkable. Medical history includes two occurrences of middle ear infections (otitis media) and chicken pox. Connor’s parents describe him as a smart, happy, healthy little boy.

The Ages and Stages Questionnaire (ASQ) was completed 2-10-20xx by his parents as part of Connor’s final 36 month visit from his parent educator with the Parents as Teachers program (PAT). Results of the ASQ suggest that Connor is developing age appropriate skills in the areas of communication, gross motor and fine motor skills, problem solving, and personal social development. These results are consistent with results from the initial ASQ completed by PAT approximately one year ago. Connor’s current ASQ communication score of 55 places him above the cut-off for children with possible communication delays, however his parents report concerns in the area of speech intelligibility. Connor’s parents report no other concerns related to Connor’s development, except that it is difficult for people to understand Connor much of the time. The family’s parent educator agrees that Connor is a “very smart little boy”, however it is difficult at times to understand his conversational speech. Connor’s vision screening exam completed by PAT 9-21-20xx suggests vision skills within normal limits for his age. Hearing screening results on the same date indicate normal tympanometry and pure tone testing within normal limits as well

The following information was collected from screening records and during an interview with Mrs. Pretendkid on 03/20/xx. Connor's favorite objects and toys include cars and trains. Other children usually enjoy playing/interacting with Connor because he likes to share his toys. He most often communicates with his peers using words, and will readily join a group of children in play. Children in the neighborhood will ask Connor's sisters to translate what Connor has said when they cannot understand him. When this happens, Connor sometimes appears to be embarrassed. Mrs. Pretendkid reports that teachers and peers in Sunday School do not always understand Connor. Mrs. Pretendkid estimates that she understands most of Connor's speech in context, but his intelligibility breaks down as his sentences get longer and he talks about things out of context. She believes Connor is becoming aware of this because he is starting to give short one or two-word answers instead of responding in sentences. Connor participates in all family activities, including boating, movies, and video game time. Mrs. Pretendkid reports that Connor understands and remembers things that happen in his daily routines. She would like Connor to be understood when he uses full sentences to communicate. She would like for other children to understand him when he starts preschool next year.

### **Student Strengths**

**ORAL MECHANISM EVALUATION:** When observed informally, no deviations were observed in coordination, range, or rate of the articulators (lips, teeth, tongue). Function and structure appeared adequate for speech sound production.

**LANGUAGE:** At the initiation of PAT services, Connor's communication skills as measured by the ASQ were within normal limits and appear to continue to develop normally. He was observed during home visits on 03/20/xx and 03/27/xx to combine up to seven words during spontaneous speech. Many of these utterances contained -ing endings, pronouns, and negatives. He used several prepositions: forward, backward, under, on, and over. He asked many wh- questions ("Where's the car? What's that?") Connor has a large expressive vocabulary that includes adjectives, nouns, objects, and verbs.

**FLUENCY:** Judged using a conversational speech-language sample completed on 03/27/xx, the rate and rhythm of Connor's spontaneous conversational speech appeared appropriate for his age and gender.

**VOICE:** Judged using the conversational speech-language sample, the pitch, intensity, and quality of Connor's spontaneous conversational speech appeared appropriate for his age and gender.

During an informal play interaction and observation with a neighbor in Connor's back yard on 03/27/xx, the speech language pathologist observed mostly typical verbal and nonverbal social interaction between the 2 boys. Connor's friend asked him to repeat himself four times during the 10-minute observation. Connor complied the first time but used nonverbal responses for the remaining 3 requests

### **Baseline and Needs as Related to Age Appropriate Activities**

**SPEECH SOUND PRODUCTION:** The Goldman-Fristoe Test of Articulation-2 (GFTA-2) was administered on 03/27/xx to assess speech sound production at the word level. Connor received a percentile rank of -1. Speech sound errors consisted of omissions and substitutions. A detailed explanation of errors follows:

	ADDITIONS	DISTORTIONS	OMISSIONS	SUBSTITUTIONS
<b>INITIAL</b>			-f, -/sh, -/th-voiceless, -/s	d/g, t/k, t/ch, y/l, y/j, y/v, d/z, d/th-voiced
<b>MEDIAL</b>			-/m, -/n, -/k, -/f, -/ing, -/sh, -/ch, -/th-voiceless, -/s	y/g, w/d, y/l, d/j, j/v, h/z, y/th-voiceless
<b>FINAL</b>			-/p, -/m, -/n, -/b, -/g, -/k, -/f, -/d, -/t, -/sh, -/ch, -/j, -/th-voiceless, -/v, -/s, -/z	

In addition, Connor produced the following consonant cluster errors: b/bl, b/br, d/dr, b/fl, t/kl, -/kr, p/pl, d/skw, y/sl, t/st, d/tr, -/wh. Phonological processes that appear to be persistent in his speech are: initial consonant deletion, final consonant deletion, and velar fronting. These errors are considered developmentally significant for Connor's age.

On 03/27/20xx Connor was not yet stimulable for /k/ when provided with cues, models, or prompts. Overall, Connor was fairly intelligible in context (60%-70%), but when the topic shifted to more abstract ideas or when his utterance length increased, he was significantly more difficult to

understand (30-50%). It should be noted that Connor remained attentive and focused during the entire session. He willingly cooperated with the speech-language pathologist and participated in assessment activities with enthusiasm.

**Implications/Impact on Involvement and Progress in Age Appropriate Activities Resulting from Exceptionality**

According to information collected during the speech-language evaluation, Connor demonstrates speech sound production errors that are considered developmentally significant. These errors moderately/severely affect Connor's overall intelligibility during communication, especially to an unfamiliar listener when the context is unknown. This often results in frustration when attempting to communicate with adults and peers in environments that are meaningful to him, such as home, Sunday School, or preschool.