

Evaluation Report for Preschooler with “Speech-Only” Concerns**INITIAL EVALUATION REPORT SUMMARY****Name:** Rachel Family**Report Date:** 9/19/20xx**Age:** 4 years, 1 month**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, speech and language assessments, and a conversational speech/language sample.

Rachel is a female who is 4 years and 1 month of age. She lives at home with her mother, older brother (12) and older sister (7). She has a history of asthma, allergies, and ear infections. Her mother reported that Rachel takes Benadryl PRN. She had pressure equalization (PE) tubes inserted due to frequent ear infections when she was 2 and had a second set of PE tubes inserted over the summer.

Rachel participated in a Child Find Screening on 8/15/xx due to her mother’s concerns with her speech intelligibility. The Developmental Indicators for the Assessment of Learning – third edition (DIAL-3) was used to assess the need for further evaluation in the areas of cognition, speech/language, fine motor, gross motor and social development. Results from the screening indicated that Rachel appears to be developing typically in the areas of cognition, motor and social development. Concerns with speech and language development indicated a need for further evaluation.

The following information was collected from screening records and during an interview with Mrs. Family on 8/31/xx. According to her mother, Rachel enjoys playing by herself most of the time. She plays with her “babies” and will act out a variety of scenarios using her dolls and stuffed animals. During her play she talks to her dolls in short (1 to 2 word) utterances. She plays most often with her sister, but seldom stands up for herself. When she “gets tired of her sister bossing her around”, she will leave the room and entertain herself. Rachel has had infrequent opportunities to play with other children her age. She is in a home childcare setting for approximately 40 hours each week. The home childcare provider watches Rachel, a 2 year old and an 18 month old. Rachel’s mother reports that when Rachel plays with younger children she will play alongside them and share her toys, however when playing with her sister, Rachel will play cooperatively and acts out different play scenarios. According to her mother, Rachel can name 8 basic colors, count to 20, and write the first letter of her name while playing school with her sister. She also reported that Rachel is her “little helper” and is always willing to help with chores such as sweeping the floor with a hand brush, folding laundry or picking up her toys. Rachel’s mother brought her to the Child Find because she is concerned with Rachel’s speech intelligibility. Rachel is difficult for even familiar listeners to understand. Her mother reports that she only understands about 50% of Rachel’s utterances. She uses both short phrases and gestures to make her wants and needs known. She will repeat an utterances when asked, but often gives up and refuses to repeat herself if the first attempt is not understood. Rachel passed both the vision and hearing screenings during the Child Find on 8/15/xx. In the Motor, Concepts, Self-Help and Social Areas of the DIAL-3, Rachel had scaled scores, which placed her in the “OK” range for her age. Rachel’s scaled scores in the Language area indicated a potential delay. She was able to answer questions about personal information (name,

age, sex) and identify objects and actions. She demonstrated difficulty with speech sound production at the single word level, responded primarily with single word responses and had difficulty with phonemic awareness tasks. Mrs. Family is concerned that Rachel will have difficulty with Kindergarten next year if her speech is not more intelligible.

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.

FLUENCY: Judged using a conversational speech-language sample completed on 9/13/xx, the rate and rhythm of Rachel's spontaneous conversational speech appear appropriate for her age and gender.

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

During an informal play interaction and observation in a district preschool classroom on 9/13/xx, the speech language pathologist observed mostly typical nonverbal social interaction between Rachel and the other children in the classroom. Rachel was not hesitant to interact with the other children in the classroom, however she did not initiate any verbal interactions. She did respond to the lead of her peers in play. In the housekeeping area, one of the girls told Rachel to cook dinner and make her some "some smashed potatoes". Rachel went to the stove, stirred a pan and then pretended to put some food on a plate at the table. In the art center, Rachel was observed to share materials, but when she needed a material that was out of reach, she got up from her seat and went to get the item rather than ask a peer or make a request to the teacher. Rachel did respond verbally to her peers on a few occasions. When asked to repeat an utterance, Rachel usually made an attempt and added gestures as appropriate (e.g. pointing to the item she was requesting). If the first attempt was not successful, Rachel would either walk away to another center or return to her play and say "never mind."

Baseline and Needs as Related to Age Appropriate Activities

LANGUAGE: Rachel was evaluated on 9/3/xx using the Clinical Evaluation of Language Fundamentals Preschool – second edition (CELF-P2) and an informal language sample.

Additionally, an informal observation in a district preschool classroom was completed on 9/13/xx.

During formal testing, Rachel was cooperative and maintained appropriate attention throughout the evaluation. Rachel's scores on the CELF-P2 are as follows: On this test a score of 100 represents the performance of a typically developing child of a given age with a standard deviation of 15.

Core Language Score – Standard Score = 79, percentile rank = 8. This score is in the borderline range of developmental functioning.

Receptive Language Index - Standard Score = 81, percentile rank = 10. This score is in the borderline range of developmental functioning.

Expressive Language Index - Standard Score = 75, percentile rank = 5. This score is in the low range of developmental functioning.

Rachel demonstrated the ability to understand and state positional (in front, behind), qualitative (big, biggest, small, hot, colors), quantitative (one, one more), and temporal (today, yesterday) concepts. She followed two-step unrelated directions and was able to describe what she was doing using a combination of 3 to 4 word utterances and gestures. She asked questions and was able to answer simple questions that could be answered using short phrases. Rachel had more difficulty expressing herself using longer utterances. She used primarily 2 to 4 word utterances. It appears

that Rachel's expressive language skills are impacted by her speech intelligibility and she has compensated by using shorter sentences and adding gestures to communicate. Her articulation/phonology also impacts her use of grammatical structures. She was not observed to use auxiliary verbs, singular verb forms, plurals, possessives, -ing or past tense, however was able to receptively identify differences in grammatical structures through pointing tasks. Rachel had some difficulty with short-term memory tasks and did not imitate more than 3 words or numerals. On the Phonological Awareness Skills Test (PAST), Rachel was not able to discriminate words, recognize when two words rhyme, generate a rhyme for a given word, blend syllables to generate a word, segment words into syllables or isolate the beginning sounds of a given word.

SPEECH SOUND PRODUCTION: The Goldman-Fristoe Test of Articulation-2 (GFTA-2) was administered on 9/13/xx to assess speech sound production at the word level. Rachel uses very few consonants in her expressive speech. Speech sound errors consisted primarily of omissions and substitutions. A detailed explanation of errors follows:

	ADDITION S	DISTORTION S	OMISSIONS	SUBSTITUTION S
INITIAL			p, b, t, d, k, g, h, f, v, ch, j, s, z, th, l, r,	y/m, y/n
MEDIAL			-/k, -/g, -/sh, -/ch, -/th, -/j, -/r	n/t, m/d, m/b, t/f, t/v, t/s, d/z, y/w, y/l
FINAL			-/p, -/m, -/n, -/b, -/g, - /k, -/f, -/d, -/t, -/sh, - /ch, -/j, -/th-voiceless, -/v, -/s, -/z	

Phonological processes that appear to be persistent in Rachel's speech are: reduction of syllableness, initial consonant deletion, final consonant deletion, deletion of consonant sequences, deletion/substitution of stridents, deletion of velars, and gliding. These errors are considered developmentally significant for Rachel's age.

On 9/13/xx, Rachel was stimulable for production of two syllable words and initial m, n, and p when provided with cues, models, or prompts. Overall, Rachel was significantly unintelligible in context (50% - 60% unintelligible) in connected speech.

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

According to information collected during the speech-language evaluation, Rachel demonstrates speech sound production errors that are considered developmentally significant and impact her expressive language skills. These errors severely affect Rachel's overall intelligibility during communication. Rachel compensates by using shorter utterances and gestures to convey her meaning. When interacting with peers or unfamiliar listeners, Rachel is hesitant to initiate interactions or use verbal language in meaningful ways to convey information, get her needs met or play with her peers.

Supplemental Assessment Information

As part of the Initial Evaluation, the Multidisciplinary Team also administered the Assessment, Evaluation, and Programming System (AEPS). Below are the results:

Fine Motor: Area Goal Score of 9 falls within the range for typically developing children. Rachel was able to: write using a three-fingered grasp, draw representational figures, and copy complex shapes. When writing her name, she can write an R from memory but needs a model for the other letters of her name.

Gross Motor: Area Goal Score of 7 falls within the range for typically developing children. Rachel was able to run avoiding obstacles, alternate her feet while walking up and down stairs, jump and balance on one foot and catch, kick and throw a ball. She is learning to skip and rides a tricycle at home.

Adaptive: Area Goal Score of 10 falls within the range for typically developing children. Rachel eats and drinks a variety of foods and uses utensils appropriately. She has age appropriate personal hygiene skills. Rachel carries out all toileting functions independently, needing help occasionally to wipe herself. She brushes her own teeth and helps to wash herself during baths. She is able to put on and take off clothes, needing help with fasteners and zippers. Rachel is able to put on her own shoes and is interested in learning to tie her shoelaces.

Cognitive: Area Goal Score of 21 falls within the range for typically developing children. Rachel was able to demonstrate understanding of 8 colors, 5 shapes, 6 different size concepts, 10 qualitative concepts, 8 quantitative concepts, 12 spatial relations concepts, and 7 temporal relation concepts. She can group objects on the basis of function and physical attribute. Rachel recalls events that occur on the same day with contextual cues and is able to give possible causes for some events. She use imaginary props in play and will take on a role in play with peers. Rachel can count at least 20 objects, recognizes some printed numerals and maintains participation in adult lead activities.

Social-Communication: Area Goal Score of 9 falls below the range for typically developing children. Rachel uses words and short phrases to obtain information and inform. She uses conversational rules and will alternate between speaker/listener roles. She responds to topic changes initiated by others and asks questions for clarification. She uses socially appropriate physical orientation and asks simple questions.

Social: Area Goal Score of 19 falls within the range for typically developing children. Rachel interacts with play partners, she establishes and maintains proximity to others in play and will initiate greetings with familiar adults. She is able to initiate and complete age-appropriate activities, joins others in cooperative play and shares and exchanges objects. Rachel interacts appropriately with materials. She watches, listens and participates during large and small group activities and is able to follow group directions. She is able to meet her physical and social needs in socially appropriate ways and seeks adult permission when needed. Rachel is able to understand affect/emotions of others and can state personal information when requested (name, age, sibling's names).