



**COVINA VALLEY UNIFIED SCHOOL DISTRICT  
STUDENT SERVICES**

**Confidential Information-For Professional Use Only**

**SPEECH AND LANGUAGE INITIAL ELIGIBILITY EVALUATION**

<b>Student:</b>	Lucia Torres	<b>Grade:</b>	Preschool
<b>Birthday:</b>	10/7/2021	<b>Age:</b>	3;8
<b>Date of Evaluation:</b>	5/9/2025	<b>Report Date:</b>	6/17/25
<b>Primary Language:</b>	Spanish/English	<b>Eligibility:</b>	TBD
<b>Examiner:</b>	Brandon Brewer, M.A. CCC-SLP		

**I. REASON FOR REFERRAL**

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Lucia is a 3-year, 8-month old girl who was referred for a psycho-educational assessment by parent request due to concerns regarding difficulty combining words into sentences and autistic-like behaviors.

**II. BACKGROUND INFORMATION**

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*A. Relevant Cultural/Familial Background*

Lucia currently lives with her parents, Bibiana (age 40) and Fernando Torres (age 54), as well as older sibling, Fernanda Torres (age 7). Her mother works as a stay at home mom and her father is a party rental business owner. English and Spanish are the languages spoken in the home. Parent reported that Lucia's dad and older sister speak to her solely in English while mom speaks in Spanish. Lucia uses more words in English than Spanish.

*B. Early Intervention History*

Lucia was initially referred to the San Gabriel/Pomona Regional Center in March of 2023 and was found to have an eligibility of Developmentally Delayed in the areas of Communication and Cognition per the IFSP dated March 2, 2023. Consultation with Guadalupe Ruiz, the Service Coordinator for Lucia through Regional Center, indicates that she received an Infant Education Program for 1x60 minutes per week through Families Fuertas, Speech Services 2x30 minutes per week through insurance - Medical, and Occupational Therapy 1x60 minutes per week through Therapeds. A transition meeting was held via Google Meets with parents, Regional Center, and the Covina-Valley Unified School District preschool assessment team in attendance. Parent concerns at this time included speech and language, specifically for Lucia to start using more sentences. Lucia was referred for a speech and language assessment by the San Gabriel/Pomona

Regional Center to determine if she is eligible for special education services after the age of three.

The most current evaluation completed through the Regional Center was performed by Liana Paula Villanueva. The report dated February 15, 2024 indicates the following developmental levels at a chronological age of 28 months per the Developmental Assessment of Young Children – Second Edition (DAYC-2), records review, clinical observation, and parent/caregiver interview: Cognition – 26 months, Gross Motor – 22 months, Fine Motor – 19 months, Social/Emotional – 21 months, Adaptive – 23 months.

Due to being unable to gather necessary documents and limited ability to get in contact with parent, Lucia's file was closed and then reopened in February of 2025. Parent reached out at this time to request a speech and language evaluation. Lucia was first observed by the district's speech/language pathologist on February 28, 2025. The SLP noted that Lucia presented with difficulty combining words into sentences and autistic-like behaviors. Due to the concerns presented, Lucia was referred to the preschool search and serve team for a full psycho-educational assessment in order to determine if he will qualify for special education services.

In addition to this, parent shared that a Psychological Evaluation was completed with Lucia through San Gabriel/Pomona Regional Center. Per parent report, Lucia was given a diagnosis of Autism Spectrum Disorder.

### *C. Relevant Health & Developmental History*

An Initial Health Assessment was completed through the Covina-Valley Unified School District and was performed by Anna Valenzuela, RN. The Health Assessment was completed on May 27, 2025 and yielded the following results:

**Health Summary:** *(information obtained through school health record review, student observation, and interview with mom [Bibiana Torres])*

**Birth History:** Lucia was born at 38 weeks gestation via cesarean section due to COVID-19. During pregnancy, prenatal testing indicated that Lucia had 47 chromosomes instead of the typical 46. Mom was informed that this may lead to health risks/complications which may be noted after birth. Immediately after birth, Lucia was monitored for approximately 30 minutes to evaluate for any immediate complications. No health concerns were identified at that time, and she was subsequently returned to her mother's bedside and discharged with continued follow up care/monitoring.

**Developmental milestones:** Developmental milestones were reportedly within expected ranges, with the exception of speech.

**Medical Diagnosis:** Lucia has a prenatal finding of 47 chromosomes, but no specific chromosomal diagnosis has been identified at this time as she has not undergone further genetic testing. She is currently in good physical health with no significant concerns.

**Medications:** No routine medications

**Side effects:** No medications

**Allergies:** No known allergies

**Hospitalizations/ER visits:** Lucia was seen in the Emergency Room approximately 2 years ago

and diagnosed with COVID-19. She was only tested due to being a close contact to a confirmed case but she did not exhibit any symptoms and was discharged home with no follow up needed.

**Medical/surgical procedures:** Lucia has not undergone any medical or surgical procedures. However, she did wear a corrective helmet for several months during infancy to address a misshapen head, a condition often related to positional molding. No further medical intervention was required.

**Outside Services:** Lucia received speech therapy and occupational therapy through the Regional Center until she turned 3 years.

**Mobility/Communication/Feeding/Toileting:** Lucia ambulates independently without the use of any assistive devices. She uses both verbal and non-verbal cues to communicate. Lucia is on a regular diet and able to eat independently. She requires assistance with toileting as she has not yet established bowel and bladder control.

**Vision:** Lucia passed the C-VUSD vision screening of both eyes on 05/27/2025 using the photoscreener which screens far and near vision.

**Hearing:** Lucia passed the C-VUSD hearing screening of both ears on 05/27/2025 using otoacoustic emissions (OAE).

The district nurse indicated that physical health is not an area of need for Lucia and that she does not require accommodations/modifications related to physical health at this time.

### III PARENT REPORT

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Parent reported that Lucia uses jargon throughout the day, lines up toys and becomes upset if anyone jumps over the toys, exhibits fleeting eye contact and rigidity with toys. Her main concern is being able to put words together to form simple phrases and sentences, and to be understood more clearly.

### IV. ASSESSMENT TOOLS & RESULTS

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*Tests used for the assessment have been selected with consideration for age, ethnicity, and social and economic background; and are the most appropriate available. All tests administered have been validated for the specific purposes for which they were used.*

#### A. Testing Observation

*A play-based language sample provides crucial insight into a child's natural communication abilities during unstructured, motivating activities. During play, children demonstrate their authentic language use, including vocabulary, sentence structure, social communication skills, and play schemes. This context allows the examiner to observe how the child initiates communication, responds to others, follows play themes, and uses language functionally - skills that may not be captured in standardized testing. The sample provides valuable information*

*about the child's highest level of independent language performance in a naturalistic setting, helping guide treatment planning and establish baseline communication abilities.*

Lucia engaged in 1-step pretend play making the Minnie Mouse doll “eat” food. Per parent report she engages in peek-a-boo or “sorpresa” social game across multiple turns. Her ability to imitate gestures as well as identify body parts remain in development at this time. Spontaneous language during the testing session included *goodnight, jump, agua, fi (five), six* at least 1 occasion of combining words together *baby monkey*. The evaluator attempted to elicit “go” and “my turn” using highly preferred items/objects using a model (simple sign). She imitated words/signs in 0/7 trials. Per teacher report Lucia pointed to familiar objects in pictures when named.

*B. The Communication Matrix Profile is a research-based assessment tool that objectively evaluates an individual's communication skills across a developmental continuum—from pre-intentional communication to fully symbolic language. It measures both receptive and expressive modalities to identify emerging behaviors and areas in need of support, thereby informing targeted intervention planning and goal setting. The profile provides a clear, data-driven snapshot of current communication abilities and is used to monitor progress over time.*

Lucia currently uses unconventional communication (requesting more of an object, making choices, requesting new objects, showing affection; 6-12 months), conventional (requesting attention, directing attention; 12-18 mos.) and abstract symbols (requesting a new action, new object or absent object, naming things/people; 18-24 mos.) demonstrating scattered skills between 6 and 24 months of age.

For *REFUSAL* Lucia uses no or pushes items away with her hand. To *OBTAIN* Lucia cries or whines to request more of an action, can request a new action with “help me”, requests more of an object by grabbing, makes choices by grabbing, requests a new object by pulling the listener or requesting “donas”, “water” or “pizza”. To connect with others on a *SOCIAL* basis Lucia requests attention with a point or word “mommy”, shows affection by bringing her fist to her mouth or grazing another's cheek with her hand. Greeting, offering or sharing and using polite social forms remain in development at this time. The exchange of *INFORMATION* includes the use of abstract symbols to name things or people and ask *What's that?*. However, she has yet to answer yes/no questions or make comments

*C. The CSBS DP Infant-Toddler Checklist is a standardized caregiver-report screening tool that evaluates early social-communication and symbolic behavior skills in infants and toddlers. It assesses key areas such as language use, social engagement, and play, helping to identify children who may be at risk for developmental delays or disorders. The checklist offers clinicians*

*and families a practical, efficient method to monitor early developmental progress and supports timely decisions regarding further assessment and intervention.*

Lucia *frequently* conveys basic internal emotions and smiles or laughs when others look at her and *at times* will look towards an adult as she plays or follow an adult's point. She *frequently* asks for help and attempts to gain the caregiver's attention. *At times* Lucia tries to make her parents laugh but has *not yet* offered or shown an object to parents.

Although Lucia does *not yet* wave hello or goodbye or indicate in the affirmative or negative with a head shake, she *sometimes* gives objects to her parents or show

Lucia *frequently* uses sounds or words to call attention to herself or ask for help, and *frequently* strings together sounds. Per parent report she possesses more than 8 words but less than 30. Lucia's ability to combine words remains in development at this time.

*At times* Lucia responds to her name being called but has difficulty understanding oral language without prompting or gestures.

*C. The MacArthur-Bates Communicative Development Inventories (CDI) provides valuable insights into young children's early language development, including vocabulary comprehension, production, and early gesture use. The tool helps identify which words the child understands and uses, their early grammatical development, and emerging communication skills. When used qualitatively, the CDI can reveal patterns in vocabulary acquisition and highlight the child's strengths and emerging skills in ways that might not be captured through direct assessment.*

Lucia produces the following words as reported by parent in the home setting, which identifies semantic categories for growth:

CDI	
Animal & Object sounds	beep, moo, pío-pío, miao
Animals	sheep, cat, dog, pig, frog, cow
Vehiculos	car
Food and Drink	agua, cracker/cookie, ice cream, egg, icedtea, apple, bread, carrot
Clothing	
Body parts	mouth, arm, lips, nose, ear

Toys	balloon, ball
House utensils	
Furniture & Rooms	
Outside items	flower
Outside places	
People	mom, dad
Routine/Social Routines	adios/bye
Actions/verbs	
States	
Qualities & Attributes	
Time	
Pronouns/Modifiers	
Questions	
Prepositions/Articles	
Quantifiers/Adverbs	
Locatives	
Connector words	

Additional parent report from the CDI indicates that Lucia has yet to relate experiences from the past, speak about objects that are removed from the immediate environment, talk about future situations, follow directions involving objects in another room or comment on an object by way of its owner.

**Table A**

	Strengths	Areas for Growth	Test Results	Classroom Impact
<b>Pragmatics &amp; Prelinguistic Skills</b>	Requests new action (outside), attention (mommy), new/absent objects (pizza/donas), names things Enacts 2-step pretend play Asks <i>What's that?</i>	Using abstract symbols to make choices, request more, offer/share & make comments Increased joint attention	Parent report CMP CSBS DP Informal observation CDI	Building relationships with peers and adults
<b>Receptive Language</b>	Turns to her name occasionally Identifies basic shapes and other familiar concepts in pictures	Responding to yes/no questions, basic wh-questions, following 1-step directions	Parent report CMP CSBS DP Informal observation CDI	Building relationships with peers and adults
<b>Expressive Language</b>	Animals, sounds, vehicles, food & drink, body parts, toy	Verbs, quantifiers, prepositions	Parent report CMP CSBS DP Informal observation CDI	Using and understanding vocabulary
<b>Articulation &amp; Oral Motor Skills</b>	Produces more than 8 consonant sounds including /m n b d g p l y s/ (per parent report)	Articulation should be monitored given further development of expressive vocabulary and joint attention skills	Parent report CSBS DP Informal observation	None at this time
<b>Voice and Fluency</b>	Lucia's voice and fluency skills	Fluency and voice skills should be monitored given further development of language skills	Informal observation CMP CSBS DP Informal observation	None at this time

## V. ELIGIBILITY

A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:

Speech & Language Domain	Eligible	Ineligible
<b>Articulation:</b> The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance. 2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern. [56441.11(b)(2)(A)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Language:</b> The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria: 1. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or 2. The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan. [56441.11(b)(2)(B)(C)(D)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Voice:</b> a pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness. [56441.11(b)(2)(E)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Fluency:</b> a pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener. [56441.11(b)(2)(F)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>



## V. SUMMARY & RECOMMENDATIONS

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Results from parent interview, formal assessment tools, and direct observation indicate that Lucia Torres, a 3;8-year-old girl, demonstrates emerging strengths in her ability to use single words, animal sounds, and some basic phrases to communicate her wants and needs (e.g., “agua,” “dog,” “goodnight”). She is able to identify basic shapes and responds to her name on occasion. Lucia uses communication for a variety of purposes, such as making requests (e.g., requesting “pizza” or “donas”), expressing attention (“mommy”), and participating in social games like peek-a-boo (“sorpresa”). She also shows the ability to engage in basic pretend play, such as making a doll “eat” food.

At the same time, Lucia’s expressive and receptive language skills remain below age expectations. She demonstrates limited use of verbs and combining words into short sentences, and she often relies on gestures or jargon instead of spoken language to express more complex ideas. Lucia does not yet consistently answer yes/no or wh-questions or follow multi-step directions, and she is continuing to develop the ability to share information, comment, or initiate conversations with peers or adults. Her articulation, voice, and fluency skills should be monitored as her language expands. Her communication difficulties are likely to impact her ability to participate fully in classroom activities and interact with peers.

It is recommended that Lucia be considered eligible for speech and language support and services to address her language needs, pending IEP team discussion and agreement.

It was a pleasure working with your family. If you have any questions, comments or concerns, feel free to reach via phone (626) 472-6330 or email [Bbrewer@C-VUSD.org](mailto:Bbrewer@C-VUSD.org).

Sincerely,

A handwritten signature in black ink, appearing to read 'Brandon Brewer', with a stylized, cursive script.

Brandon Brewer, M.A., CCC-SLP  
Licensed Speech Language Pathologist  
Children’s Center, Covina-Valley Unified School District

6/17/25