



Sacramento City Unified School District Special Education Department

Language and Speech Triennial Records and Review Report

Name: Skylar Xiong

Date of Birth: 10/29/2013

Grade: 1st

IEP Date: 3/16/2021

Student Number: 3530525703

Case Manager: Abigail Clayton

Speech Pathologist: Abigail Clayton M.A. CCC-SLP

School of Attendance: Yav Pem Suab Academy

	CPT Code	Assessment Type
	92521	Evaluation of speech fluency
X	92522	Evaluation of speech sound production
	92523	Evaluation of speech sound production with evaluation of language comprehension and expression
	92524	Behavioral and Qualitative analysis of voice and resonance

BACKGROUND INFORMATION:

Skylar has been receiving speech and language sessions since preschool in 2018. Hmong is the primary language spoken in the home; however, Skylar primarily communicates in English with her siblings. There is no pertinent medical history. Skylar passed her hearing and vision screenings at her wellness exams in 2017. Previous speech and language targets include increasing intelligibility through her speech sound production.

PREVIOUS GOALS:

- 1) By February 2021, Skylar will produce "sh" and "ch" in all position of sentences with 80% accuracy in 4 out 5 trials as measured by LSHS data and observation.
- 2) By February 2021, Skylar will produce the "dzh" sound with 80% accuracy in all positions at word level in 4 out 5 trials as measured by LSHS data.
- 3) By February 2021, Skylar will produce /l/ and l-blends within a structured conversation with 80% accuracy in 4 out 5 trials as measured by LSHS data.

SUMMARY OF PROGRESS ON GOAL:

Skylar has made progress in her ability to produce all speech sound targets. For production of the “sh” and “ch” sound she is currently able to produce these sounds in self-generated sentences with greater than 95% accuracy. For the “dzh” as in “beige” or “television” she is able to produce with 95% accuracy. She continues to intermittently have difficulty producing /l/ blends during structured conversations. Within the speech and language environment she is presents with less than 1 error during 5-minute structured conversation. It also has been observed that she has difficulty with the /r/ phoneme and often substitutes this sound for a /w/ or vowelizes it to an “uh” sound. She is stimuable for these sounds. With /r/ blends she is able to produce at the word level, however has difficulty at the sentence level.

CURRENT TESTING INFORMATION:

At the time of this evaluation, conducting in-person testing was not permissible per the California Department of Education and local health agencies due to the COVID-19 Pandemic. As a result, this examiner utilized relevant, accessible sources of data in order to determine the student’s current functioning in order to support academic progress. Should the IEP team determine that additional data is necessary, the IEP team reserves the right to reconvene and request additional assessment, specifically in-person testing, once it is deemed safe to resume in-person testing per health officials.

REVIEW OF PREVIOUS SPEECH ASSESSMENTS:

Speech Sound Production & Intelligibility

Skylar’s speech sound production was informally assessed through structured speech activities. Her speech sound production is marked with misarticulations for /r/ phoneme. However, as her rate of speech increases, she has a difficulty producing multisyllabic words and her overall intelligibility decreases. Speech and language sessions will continue to target the production with the /r/ phoneme.

Voice, Fluency, Oral Motor Skills

Skylar’s oral motor skills, voice and fluency were informally assessed during conversation. Her facial features appeared to be within symmetrical limits for communication and demonstrated good jaw and lip control. She spoke with good volume and demonstrated good posture. Her voice was judged to be rough for her age which may indicate an underlying dysphonia. Her speech rate is judge to be appropriate.

Language

Skylar’s language skills were informally assessed through conversation. Her language presents as typically developing when compared to same aged peers. She is able to ask and answer questions, follow the topic of a conversation, and demonstrate appropriate turn-taking abilities. She is able to produce both simple, compound, and complex sentences with age-appropriate syntax and semantics. At the time of this last assessment review of records did not indicate the

need for formal receptive and expressive language testing.

SUMMARY OF ASSESSMENTS & RECOMMENDATIONS:

Skylar has made progress in her ability to produce age-appropriate phonemes but continues to have difficulty producing the /r/ phoneme. She is able to produce this sound at the word level in blends, but has difficulty using it in sentences and will substitute it for a /w/ or vowelize it to an “uh” sound. Her voice quality is observed to be rough for her age which may indicate an underlying dysphonia.

It is recommended that Skylar continue to receive speech and language services 30 minutes for 30 sessions yearly to address speech sound production.

The IEP team will discuss and determine if any other supports for school personnel, or for student, or on behalf of the student are needed during the IEP meeting.

This report will be presented to the team for further review and discussion.

Abigail Clayton M.A. CCC-SLP