

Aldar Academy
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SPEECH & LANGUAGE REPORT

Annual

Name: Ying Yang
D.O.B: 8/17/2005
Age: 15
Teacher: Lindsey Chartier
School District: Sac City
Report Date: 10/15/2020
Examiner: Emily Abi-Nader, M.S. CCC-SLP

REFERRAL & BACKGROUND INFORMATION

Ying has been receiving speech and language services at Aldar Academy to improve her functional communication skills. The purpose of this report is to review Ying's progress in the speech and language program.

BEHAVIOR & PARTICIPATION

Ying has had excellent attendance during in person services as well as teletherapy. Her participation fluctuates and she often requires moderate supports and prompting to attend to the work that is presented on screen. She has made progress naming categories given visual objects to sort and a sentence frame. Naming the function of objects is still difficult for her independently; she frequently requires a visual prompt and model to do so. Ying requires support to ask for help when she is unsure of an answer.

PROGRESS TOWARDS IEP GOAL

Goal 1: By October 2020, when given sentence starters, Ying will describe the category and function of the picture/object with 70% accuracy with no more than two verbal or visual prompts across 2 of 3 sessions as measured by teacher and staff observations.

Goal partially met. Given a sentence frame and visual objects, Ying is able to name items and their categories 70% of the time. She requires a model and visual prompt to name function of objects.

SUGGESTED NEW GOALS

Baseline: Ying requires support to ask for help when she is unsure of an answer. When she is unsure of a word/answer, she will sit quietly and wait. When asked, "do you need help?" she will reply "yes". Given a verbal model "help please" and gestural model (sign for help), Ying will repeat, "help please".

Goal 1: By 10/2021, given a verbal prompt (ex: "What do you need?") Ying will request help 70% of the time as needed during structured activities as measured by clinician data and/or teacher report.

- 1. Short-term Objective:** Given a gestural sign for help and verbal prompt, "need help?" Ying will repeat "need help" 80% of the time.
- 2. Short-term Objective:** Given a gestural sign for help and verbal prompt, "What do you need?" Ying will request "need help" 50% of the time.
- 3. Short-term Objective:** Given a gestural sign for help and verbal prompt, "What do you need?" Ying will request "need help" 60% of the time.

Baseline: Teacher and parent (prior IEP) both reported concerns with Ying's ability to share when she is in pain or hurt. This is not a skill she has demonstrated functionally. When shown picture images of different parts of the body, Ying was able to name them with 90% accuracy. When given an activity where someone was hurt and asked to identify 'where', Ying did not respond.

Goal 2: By 10/2021, given a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 70% of the time during structured therapy as measured by clinician data.

- 1. Short-term Objective:** Given a sentence frame and a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 70% of the time.
- 2. Short-term Objective:** Given a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 50% of the time.
- 3. Short-term Objective:** Given a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 60% of the time.

SUMMARY & RECOMMENDATIONS

It is recommended that Ying receives 30 minutes 4 times per month of speech and language services to support her functional communication skills. ESY is also recommended for speech and language services at this time to continue over extended breaks, 30 minutes 1 time weekly.

The suggested goals and service minutes are merely recommendations, and final determination of speech and language services, minutes, and IEP goals should be determined by the IEP team based upon their review of the student need and relevant discussions. Please feel free to contact me if you have any questions or concerns.

Emily Abi-Nader

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Date