**Initial Speech-Language Evaluation Summary**

**Name**: **Evaluation Date**:

**Date of Birth:**

**Age:**

**Relevant Background Information**

Jace, a 1-year, 9-month-old male was seen on April 1, 2022, at Innovative Pediatric Learning Center of Miami for a comprehensive speech-language evaluation. His mother, Lourdes, who served as a reliable informant, was present.

The following information was obtained via case history:

|  |  |  |
| --- | --- | --- |
| **Birth History** | Unremarkable | Remarkable |
| Notes: | | |
| **Medical History** | Unremarkable | Remarkable |
| Notes: | | |
| **Developmental Milestones** | Within Normal Limits | Reported Delayed |
| Notes: |  |  |
| **Language Development** | Within Normal Limits | Reported Delayed |
| Notes: |  |  |
| **Feeding/Swallowing** | Unremarkable | Remarkable |
| Notes: | | |
| **Language Spoken at Home** | English Spanish | Other: |
| **Primary Language** |  |  |
| **Preschool/School** | Attends | Does not attend |
| Notes: | | |

**Instrumentation**

Formal and informal measures performed during the evaluation included the following:

* Social Behavioral Observation
* Oral-Peripheral Examination
* Speech Sound Assessment
* Receptive and Expressive Language
* Language Sample
* Fluency and Voice

A credentialed speech language pathologist administered all speech and language testing. Test and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs were selected and administered so as not to be racially, culturally, linguistically, or sexually discriminatory. Child’s dominant language was considered in selecting assessment instruments. Tests have been validated for the specific areas of educational need. The results that have been provided accurately reflect the child’s current abilities as measured by the assessment procedures.

All measures were performed in Spanish with repetitions in English. Additionally, parent report was taken into consideration when scoring items on the PLS-5 and making clinical conclusions. Results of all formal and informal assessments appear to be reliable.

**Outcome of Evaluation**

**The Preschool Language Scales – 5th Edition (PLS-5)** - a standardized assessment of receptive and expressive language skills was administered in order to assess overall language skills. The PLS-5 is designed for children from birth through seven years, eleven months of age. It evaluates all aspects of an individual’s oral language and language comprehension through the use of pictures, manipulatives and observation. The test is comprised of two subscales, auditory comprehension and expressive communication. These subscales are used to evaluate how much language a child understands and how well they communicate with others.

Standard scores are based on a scale with a mean of 100 and a standard deviation of +/- 15. The following interpretation of standard scores is applicable:

|  |  |
| --- | --- |
| **Standard Score Range** | **Interpretation** |
| Above 115 | Above Average |
| 85-115 | Average/ Within Normal Limits |
| 78-84 | Marginal/Below Average/Mild |
| 71-77 | Low Range/Moderate |
| 70-50 | Very low range/Severe |
| 50 and below | Profound |

The following results were yielded:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subtests | Standard Score | Confidence Interval | Percentile Rank | Age Equivalent | Severity |
| Auditory Comprehension | 85 | 79-93 | 16% | 1-4 | Grossly Within Normal Limits |
| Expressive Communication | 87 | 80-96 | 19% | 1-4 | Grossly Within Normal Limits |
| Total Language Score | 85 | 19-93 | 16% | 1-4 | Grossly Within Normal Limits |

**Auditory Comprehension -** On the receptive portion of the PLS-5, Michael obtained a standard score of 85, yielding an age equivalent of 1 year, 4 months. This standard score is within the mean and the age equivalent is 4 months below chronological age. This standard score and age equivalent yielded receptive language skills that are grossly within normal limits. Michael demonstrated relative strength with the following receptive language tasks:

* Demonstrate functional play
* Demonstrate relational play
* Demonstrate self-directed play
* Looking at object or people the caregiver or another person looks at and points to without naming them.
* Following routine, familiar directions with gestural cues (e.g. Tirame la pelota”): Parent reported inconsistent at home

However, Michael demonstrated difficulty with the following receptive language tasks:

* Following routine, familiar directions with gestural cues (e.g. Tirame la pelota”): Parent reported inconsistent at home
* Identifying familiar objects from a group of objects without gestural cues.
* Following directions with gestural cues
* Understanding inhibitory words (other than no)
* Identifying photographs of familiar objects.

**Expressive Communication** - On the expressive portion of the PLS-5, Michael obtained a standard score of 87, yielding an age equivalent of 1 years, 4 months. This standard score is within the mean and the age equivalent is 4 months below chronological age. This standard score and age equivalent yielded expressive language skills that are grossly within normal limits. Michael demonstrated relative strength with the following expressive language tasks:

* Vocalizing two different vowel sounds
* Vocalizing two different consonant sounds
* Combining sounds
* Seeking attention from others
* Playing simple games with another while using appropriate eye contact
* Using representations gestures
* Babbling two syllables together
* Taking multiple turns vocalizing
* Producing different consonant-vowel combinations
* Using at least one word

However, Michael demonstrated difficulty with the following expressive language tasks:

* Producing a variety of consonant sounds
* Using gestures and vocalizations to request: inconsistent
* Extending a toy or object to show others: inconsistent
* Using at least 5 words

**Total Language** ­– Michael’s total language scores revealed a standard score of 85, and an age equivalent of 1 years, 4 months.

**Social Behavioral Observation:** Observation was used to assess behavioral components in various structured and unstructured activities throughout the evaluation. The following social behavioral observations were noted:

|  |  |
| --- | --- |
| Separated from parent | Parent present throughout evaluation |
| Initiated interactions with clinician | Communicative intent present |
| Joint attention established | Inconsistent joint attention |
| Age-appropriate eye contact | Inconsistent eye contact |
| Attended to task | Required redirection |
| Required repetition | Age-appropriate play skills |
| Communicated primarily via: gestures  words other: | |
| Other observations: | |

**Language Sample -** A speech-language sample was obtained in order to evaluate spontaneous speech and obtain more information about language skills in a less structured environment. A language sample can help identify the types of language behaviors in a child’s repertoire and provides an enhanced overview of language development. The language sample was collected informally through play and observed for semantic, syntactic, morphological and pragmatic language abilities using the Preschool Language Scale (PLS-5) Language Sample Checklist. The following was observed:

|  |  |
| --- | --- |
| Language Structure: |  |
| did not talk spontaneously | spoke in one-word utterances |
| spoke in successive single-word utterances | spoke in 2-3 word utterances |
| spoke in 4-5 word utterances | used expanded sentences |
| used complex sentences | used *wh-* questions |
| used *yes/no* questions |
|  |  |
| Language Content: |  |
| named objects/pictures | used action words |
| used words denoting possession (e.g. *mine, daddy* shoe, *mommy’s* coat) | used words denoting recurrence (e.g. *more, again*) |
| used words to describe objects/people  (e.g. *little* ball) | used words denoting time (e.g.  *now, before*) |
| used words denoting place (e.g. *here, up)*  used words to give reasons | used words denoting quantity  (e.g. *five, lots, few*) |

|  |  |
| --- | --- |
| Social Language: |  |
| directed attention to something |  |
| spoke in successive single-word utterances | spoke in 2-3 word utterances |
| spoke in 4-5 word utterances | used expanded sentences |
| used complex sentences | used *wh-* questions |
| used *yes/no* questions | used present tense markers |
| used past tense markers (-ed) | used irregular past tense |
| used future tense (e.g. will) | used auxiliary/copula |
| used subjective pronouns | used objective pronouns |
| used possessive pronouns | used regular plurals |
| used irregular plurals  used articles (*a, an, the*) | used possessive markers  used negatives (*no, not, don’t)* |
|  |  |
|  |  |
|  |  |

**Oral Peripheral Observation -** Informal assessment of the oral speech mechanism was performed through observation to assess the adequacy of the structures and functions of the oral-motor mechanism. No gross structural asymmetries or abnormalities were noted. At this time, oral structure and function of the oral peripheral speech mechanism was observed to be adequate for speech production.

**Impressions**

Based on the results of formal and informal assessment, as well as parent interview and clinical observation, Michael, a 1-year, 8-month old male presents with receptive and expressive language skills that are grossly within normal limits.

It is important to note that the younger a child is assessed, the less predictive test results are of later performance. Therefore, longer-term impressions about Michael’s development potential based on these test results cannot be made at this time. The results of this assessment should be interpreted in terms of relative strengths and weakness so that they may be addressed through early intervention. Future assessments may yield different results. These results may be higher or lower due to a variety of intervening factors. Based on the results from this evaluation, family support and adherence to recommendations that follow, prognosis for improved communication skills is favorable.

**Recommendations**

Based on the information obtained through the assessment tools and parent, the following recommendations are made:

1. Individual speech-language therapy 2 times a week for 30 minutes to improve overall receptive and expressive language skills and/or enrollment in school in order to increase exposure to language.
2. Goals should be reviewed and updated monthly and a re-evaluation is recommended in 6 months to evaluate progress.
3. Implement at home activities focusing on goals targeted in therapy.

It has been a pleasure meeting and working with Michael and her family. If you have any questions and/or concerns feel free to contact me directly via telephone at (786) 622-2353 or via email at [info@iplcmiami.com](mailto:info@iplcmiami.com).

Sincerely,

Alissa M. Darley, M.S., CCC-SLP

Speech-Language Pathologist