**Initial Speech-Language Evaluation Summary**

**Name**: Connor Chau **Evaluation Dates**: November 21, 2022

**Date of Birth:** June 10, 2014 November 22, 2022

**Age:** 8 years, 5 months November 23, 2022

**Relevant Background Information**

Connor, an 8-year, 5-month old male was seen on November 21, 2022, November 22, 2022, and November 23, 2022 at Riviera Schools for a comprehensive evaluation.

As per information collected via case history, Connor was born following a full-term pregnancy via natural delivery. Birth history was reported unremarkable. Medical history is significant for seasonal allergies. Parent reported Connor is currently in good health at this time.

As per information collected via case history, developmental milestones were reported to be achieved within normal limits. Connor was diagnosed with ADHD in July, 2022. Results from this evaluation revealed a need for further testing in the areas of speech-language, as well as, reading and literacy. Refer to report from Anya Barak, Psy.D. for additional information.

At this time, Connor is exposed to English and some Chinese. Connor currently attends Riviera Schools and is in third grade.

**Instrumentation**

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

* Social Behavioral Observation
* Clinical Evaluation of Language Fundamentals- 5th Edition (CELF-5)
* Comprehensive Test of Phonological Processing -Second Edition (CTOPP -2) (Elision, Blending Words, and Phoneme Isolation)
* Social Thinking Dynamic Assessment
* Speech-Language Sample
* Oral Peripheral Observation
* Articulation/Phonology

All measures were performed in English. It should be noted that redirection, repetitions, and extra time was needed in order to complete formal assessment and obtain the scores presented. Results of all formal and informal assessments appear to be reliable.

**Outcome of Evaluation**

**Social Behavioral Observation:**

Observation was used to asses behavioral components throughout the course of the evaluation. The following relevant information was noted:

* Speech-Language evaluation was completed over the course of three sessions in order to accommodate to Connor’s attentional needs.
* All session were done in the morning, as parent and teacher reported this is when Connor’s attention is best.
* The first session, Connor appeared fidgety throughout the course of the evaluation as evident by whole body movements.
* The first session, Connor was observed to be distracted by a noise in the room. However, when asked what was distracting him, he was not able to identify the noise that was distracting.
* Connor was observed to perform better when motivated (e.g. getting recess time), as well as, when doing well and receiving positive verbal praise.
* Throughout the course of the formal assessment, Connors response time was observed to be variable based on difficulty of task, as well as, attention. At times, Connor was observed to be impulsive. However, he was also able to self-correct.
* Connor required some repetitions of stimuli.
* Attention was maintained intermittently throughout the course of the assessment.
* Connor demonstrated difficulty with overall paying attention. This affects Connor’s ability to follow spoken directions, remember things that are said to him, understand the meaning of words and new ideas, as well as, understanding social components of language.
* Connor’s overall attitude toward the testing process was variable. Connor was cooperative throughout the course of the assessment process and was able to complete all tasks with verbal praise.

**The Clinical Evaluation of Language Fundamentals- 5th Edition (CELF-5):**

The CELF-5 is an individually administered standardized assessment used to identify, diagnose, and follow-up on language and communication skills for students ages 5-21 years.

**Core Language Score and Index Scores -** The Core Language Score, Receptive Language Index score, and Expressive Language Index score provide the information needed to assist in the identification of a language disorder. These scores provide a broader, quantitative view of language abilities. The Core Language Score and Index Scores are composite scores. These scores are based on the sum of various test scaled scores. 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 |
| 86-114 | Average/ Within Normal Limits |
| 78-85 | Marginal/Below Average/Mild |
| 71-77 | Low Range/Moderate |
| 70-50 | Very low range/Severe |
| 50 and below | Profound |

The following results were obtained:

|  |  |  |  |
| --- | --- | --- | --- |
| Core Language Score and Index Scores | Standard Score | Percentile Rank | Interpretation |
| Core Language Score | 81 | 10% | Below Average |
| Receptive Language Index | 82 | 12% | Below Average |
| Expressive Language Index | 85 | 16% | Below Average |
| Language Content Index | 90 | 25% | Average |
| Language Structure Index | 81 | 10% | Below Average |

Core Language Score - The Core Language Score is a measure of general language ability and provides an easy and reliable way to quantify overall language performance. Connor received a Core Language Score of 81, yielding a percentile rank of 10%. This standard score and percentile rank place Connor in the below average range.

Receptive Language Index - The Receptive Language Index is a measure of listening and auditory comprehension skills. Connor received a Receptive Language Index score of 82, yielding a percentile rank of 12%. This standard score and percentile rank place Connor in the below average range.

Expressive Language Index -The Expressive Language Index is an overall measure of expressive language skills. Connor received an Expressive Language Index score of 85, yielding a percentile rank of 16%. This standard score and percentile place Connor in the below average range.

Language Content Index - The Language Content Index is a measure of semantic development, including vocabulary, concept and category development, comprehension of associations and relationships among words, in vocabulary and word knowledge. Connor received a Language Content Index score of 90, yielding a percentile rank of 25%. This standard score and percentile rank place Connor in the average range.

Language Structure Index - The Language Structure Index is a measure of recalling and following spoken directions. Connor received a Language Structure Index score of 81 and a percentile rank of 10%. This standard score and percentile rank place Connor in the below average range.

**Test Scaled Scores:** Test scaled scores provide performance information about the language content that each test targets. Test scaled scores are based on a scale with a mean of 10 and a standard deviation of +/- 3. Subtest scaled scores that are between 7 and 13 are considered to be within normal limits. The following interpretation of scaled scores is applicable:

|  |  |
| --- | --- |
| **Scaled Score Range** | **Classification** |
| 13 and above | Above Average |
| 8 to 12 | Average |
| 7 | Borderline/Marginal/ At risk |
| 6 and below | Low to very low |

The following scores were obtained:

|  |  |  |  |
| --- | --- | --- | --- |
| Test | Scaled Score | Age  Equivalent | Interpretation |
| Sentence Comprehension | 5 | 6-0 | Moderate to Severe Delay |
| Linguistic Concepts | 9 | 7-9 | Mild Delay |
| Word Structure | 11 | 8-11 | Within Normal Limits |
| Word Classes | 8 | 7-2 | Moderate Delay |
| Following Directions | 8 | 7-1 | Moderate Delay |

Sentence Comprehension - The Sentence Comprehension subtest assessed Connor’s ability to interpret spoken sentences of increasing length and complexity and select the pictures that illustrate referential meaning of the sentences. Connor obtained a scaled score of 5 and an age equivalence of 6 years. The scaled score is below normal limits and age equivalent is 2 years, 5 months below chronological age. This scaled score and age equivalent yield a moderate to severe delay.

Linguistic Concepts - The Linguistic Concepts subtest assessed Connor’s ability to interpret spoken directions that contain basic concepts and identify mentioned objects from among several pictured choices. Connor obtained a scaled score of 9 and an age equivalence of 7 years, 9 months. This scaled score is within normal limits and age equivalent is 7 months below chronological age. This scaled score and age equivalent yield a mild delay.

Word Structure - The Word Structure subtest assessed Connor’s ability to apply morphological rules to mark inflection, derivations and comparison as well as to select and use appropriate pronouns. Connor obtained a scaled score of 11 and an age equivalence of 8 years, 11 months. This scaled score is in the average range and age equivalent is 6 months above chronological age. This scaled score and chronological age are within normal limits.

Word Classes - The Word Classes subtest assesses ability to understand relationships based on semantic class features, function, or place or time of occurrence. Connor obtained a scaled score of 8 and age equivalence of 7 years, 2 months. This scaled score is in the lower end of average and age equivalent is 1 year 3 months below chronological age. This scaled score and age equivalent yielded a moderate delay.

Following Directions - The Following Directions subtest assesses ability to interpret spoken directions of increasing length and complexity, follow the order of presented objects with varying characteristics such as color, size, or location, and identify several pictured objects that were mentioned. Connor obtained a scaled score of 8 and age equivalence of 7 years, 1 months. This scaled score is in the lower end of average and age equivalent is 1 year 4 months below chronological age. This scaled score and age equivalent yielded a moderate delay.

**CELF-5 – Reading and Writing Supplements:** The reading and writing supplements are two supplementary tests included in the CELF-5 to enable assessment of reading and written language skills. Both the Reading Comprehension and Structured Writing supplementary test have norm referenced scaled scores. Scaled scores of 8 or above are in the average range. Scaled scores of 7 or below suggest more in depth assessment and intervention might be needed.

The following results were obtained:

|  |  |  |  |
| --- | --- | --- | --- |
| Test | Scaled Score | Percentile Rank | Interpretation |
| Reading Comprehension | 6 | 9% | Low |
| Structured Writing | 6 | 9% | Low |

Reading Comprehension - A standardized academic measure of reading achievement was administered to provide evidence as to whether or not difficulties with oral language comprehension extend to decoding and making sense of written language input, as well as, to compare oral comprehension to written comprehension. The Reading Comprehension subtest of the CELF-5 requires the student to read two paragraphs that are written at expected grade level for age. Comprehension of each paragraph is evaluated, orally, with questions that probe for factual and inferential information and conclusions.

Connor obtained a scaled score of 6. This scaled score suggests intervention in the area of reading comprehension may be needed. The following relevant information was collected through administration of this sub test:

* Connor’s overall rote reading was found to be present.
* When Connor was asked comprehension questions, he was not able to answer them immediately, rather he had to go back and reread the text after every question was asked.
* Extra time was needed in order for Connor to answer comprehension questions
* Connor demonstrated difficulty with overall comprehension when the responses to questions were not ones that could be found verbatim within the text.
* Connor demonstrated difficulties with overall comprehension in the areas of main idea, labeling details, sequencing, inferencing, and predicting.

Structured Writing – A standardized measure of written language skills was administered to evaluate Connor’s ability to use situational information given by a story title, an introductory sentence, and an incomplete sentence. The Structured Writing subtest of the CELF-5 requires the student to create and write a thematic, structured narrative using the title given, introductory sentence, and an incomplete sentence. Structural analysis of narrative provided is then completed.

Connor obtained a scaled score of 6. This scaled score suggests intervention in the area of reading comprehension may be needed. The following relevant information was collected through administration of this sub test:

* Connor’s sentences were complete, simple sentences, with grammatical errors.
* Grammatical errors included difficulty with spelling, pronouns, capitalization, and punctuation.
* Connor’s sentence structure and grammatical errors made in the Structured Writing task were consistent with results obtained from the Recalling Sentences and Formulated Sentences subtest.

**Comprehensive Test of Phonological Processing -Second Edition (CTOPP -2):**

The CTOPP-2 to assess phonological abilities

**Social Thinking Dynamic Assessment:**

The Social Thinking Dynamic Assessment Protocol was used in order to gain more information regarding Connor’s pragmatic language skills, social interactive functioning, and ability to effectively apply social knowledge to the academic curriculum.

Writing Sample - The writing sample task required Connor to fill out a form requesting basic information (e.g. name, date, date of birth, home address, parents’ name, etc.). Completion and analysis of the writing sample revealed:

* There were no difficulties with the physical act of handwriting. Connor did not become fatigued from the act of writing. This was also noted in the writing subtest of the CELF-5. It should be noted, neither of these tasks required writing for an extended period.
* Connor was limited in basic functional and personal knowledge. This affected his responses. Additionally, difficulty planning and organizing thoughts in order to assure writing had coherence was noted.
* Connor was able to ask for help when he was told that it was an option and then continued to ask for help numerous times. However, he demonstrated difficulty knowing when it is appropriate to ask for help vs when he should try on his own.
* Connor required frequent redirection to complete the task. Throughout the course of the evaluation process, it was noted that as demands increased and a tasks became more difficult, Connor became distracted.

The Double Interview - The Double Interview consists of the clinician interviewing the student about life at home and school. The student is then asked to interview the clinician. Completion and analysis of the Double Interview revealed:

* Connor demonstrated difficulty with expressive narrative skills. He tried to tell a story or sequence information; however, it was difficult to follow as a result of difficulty with organization, grammar, and word finding.
* Connor demonstrated difficulty with perspective-taking skills. He did not appear to know what the listener needed to or wanted to know. Additionally, he was not able to read the listeners body language and facial expressions. As a result, Connor was observed to be very wordy.
* When asked to interview the clinician, Connor initially demonstrated difficulty generating language and asking the clinician a question, with extra time, he asked the clinician one of the same questions that was asked to him. Then, Connor asked a question about his own areas of interest and went on to talk about what was interesting to him, ceasing to interview the clinician.
* Connor appeared to be comfortable when clinician was asking him questions and when speaking about topics of his choice. However, when asked to interview clinician, Connor became remarkably uncomfortable, demonstrated difficulty coming up with questions, and asked the same question more than once.
* Additionally, difficulty with eye contact and prosody resulted in limited communication effectiveness and impacted processing of other’s messages. He demonstrated difficulty reading body language and/or facial expressions.

Social Scenarios Pictures – The Social Scenarios Pictures assesses a student’s ability to analyze and explain various visual pictures shown that depict everyday social situations. Completion and analysis of the Social Scenarios Pictures revealed:

* Connor was able to interpret basic components of pictures (e.g. describe was is happening in the picture).
* However, Connor demonstrated difficulty identifying contextual cues. Additionally, he demonstrated difficulty understanding the main idea of the scenarios.

Assessing Organizational Skills - The Assessing Organizational Skills task assesses a student’s ability to organize self, personal environment, thoughts, . Completion and analysis of the Assessing Organizational Skills revealed:

* Connor appeared to demonstrate a motivation to participate in the class

**Speech-Language Sample:**

A speech-language sample was obtained in order to evaluate spontaneous speech and obtain more information about Connor’s language skills in a less structured environment.  A language sample can help identify the types of language behaviors in a student’s repertoire and provides an enhanced overview of language development. The language sample was collected informally and observed for semantic, syntactic, morphological and pragmatic language abilities. The following was observed:

Emily was asked to say 5 things about herself. She was able to quickly say 2 things using simple, short utterances. She then appeared to get stuck and was not able to say 3 other things about herself. The clinician provided Emily with examples by saying 5 things about herself. She required maximum prompt to come up with 5 things and required additional prompting in order to elaborate. While in conversation with the clinician, Emily talked about a recent vacation to San Francisco. The clinician asked Emily to elaborate on the trip and what she did. Her responses were brief, disorganized, and out of sequence. In conversation, Emily was able to maintain appropriate topics, but required extra time to express herself. Additionally, Emily reported that she does not like talking.

Overall, information collected through collection of spontaneous speech-language sample was consistent with results of formal assessment measure.

**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.

**Articulation/Phonology:**

The ability to produce speech sounds was assessed throughout the course of the evaluation in order to measure articulation of sounds and determine types of misarticulation. Spontaneous speech was elicited both in words and connected speech. Substitution of /d/ for /th/, as well as /f/ for /th/ was noted. Additionally, gliding of /r/ and omission of vocalic /r/ was observed. At, this time, these errors did not affect overall intelligibility. Connor’s speech intelligibility was judged to be adequate in both structured conversation and spontaneous conversation. Articulation should continue to be monitored and articulation goals should be added to intervention plan as deemed appropriate.

**Impressions**

Based on the results of formal and informal assessment, as well as parent interview and clinical observation, Connor, an 8-year, 5-month old male presents with a moderate delay in overall language skills.

Social behavior observation revealed Henry was eager to play with preferred items. He enjoyed activities that involved movement and was noted to sustain attention for longer during those activities. He demonstrated adequate communicative intent and awareness of others. In addition, appropriate eye contact and social reciprocity was present. However, Henry demonstrated impulsivity. Throughout the course of formal and informal assessment measures, Henry was observed to be easily distracted by various stimuli. Henry demonstrated difficulty successfully focusing on relevant auditory input and linguistic stimuli in order to process it. After completing the first subtest of the CELF-5, it was discontinued, as the clinician determined the assessment was too lengthy and results that would be obtained would not be valid secondary to not following standardized administration procedures. The clinician then administered the PLS-5. Throughout the course of the formal assessment, adaptations to administration procedures were made to accommodate to Henry’s motor and sensory needs (e.g. completing items on the floor vs. seated at the table, not requiring Henry to point, etc.). These variations in administration did not change the standardized test stimuli or procedures, and therefore, did not affect scoring.

On the receptive portion of the PLS-5, Henry obtained a standard score of 81, yielding an age equivalent of 4 years, 1 month. Standard score is below the mean and age equivalent is 1 year, 4 months below chronological age. This standard score and age equivalent yielded a moderate to severe receptive language delay. It should be noted that Henry’s receptive abilities might be higher than testing scores indicated due to his preference of activities and inattentiveness in testing when presented with non-preferred activities.

On the expressive portion of the PLS-5, Henry obtained a standard score of 74, yielding an age equivalent of 4 years, 1 month. Standard score is below the mean and age equivalent is 1 year, 9 months below chronological age. This standard score and age equivalent yielded a moderate to severe expressive language delay.

Henry’s total language scores revealed a standard score of 74, and an age equivalent of 4 years, 3 months.

Information collected from the speech-language sample revealed Henry’s language structure consisted predominantly of 3-4 word utterances that contained inconsistent use of tense markers, pronouns, plurals, possessive markers, and articles. Henry’s language content consisted of varying use of naming objects. Henry preferred to use “this” and “these” instead of naming objects. Social language use consisted of inconsistently using words to direct attention to something (e.g. “Look”), greeting and saying goodbye, naming objects, and inconsistently answering when talked to. However, Henry demonstrated difficulty answering when spoken to using age appropriate utterances, using expanded utterances, and maintaining conversation. Henry’s connected speech was observed to be disorganized, off topic, and out of sequence. Additionally, speech intelligibility was judged to be fair to poor.

Cursory observation of the oral motor mechanism revealed no gross structural asymmetries or abnormalities were noted. At this time, oral structure and function of the oral peripheral speech mechanism were observed to be adequate for speech production.

Articulation/Phonology assessment revealed various inconsistent distortions, deletions, substitutions, and unintelligible utterances noted in sequenced movements in spontaneous speech as a result of difficulty moving oral motor musculature appropriately during connected speech. Henry’s speech in spontaneous conversation was judged to be decodable by using context of the setting and gestures. Multiple sound substitutions, distortions, and deletions made it difficult for an unfamiliar listener to understand Henry’s utterances approximately 50% of the time. It is important to note that this information was collected informally throughout the course of the assessment. Articulation was not formally assessed due to difficulty sustaining attention, therefore, there may be additional errors that were not recorded and considered in intervention plan. Articulation should continue to be monitored and attempt to formally reassess in 6 months.

At this time, Henry would not benefit from intervention that solely focuses on articulation and intelligibility secondary to decreased attention skills required to properly participate in an effective articulation intervention, as well as, decreased receptive and expressive language skills. At this time, articulation should be addressed informally in correlation with other language goals and should begin working on articulation skills more formally once functional language skills have been established and Henry’s ability to focus on relevant auditory input and linguistic stimuli in order to process it has improved.

It is important to note that all components of attention have a role in language acquisition. A language learner must focus on relevant linguistic input, discounting irrelevant input. He or she must sustain this focus in order to take in complete input for processing. When the source of language input shifts, the language learner must also shift his or her attention to avoid missing relevant input. Finally, he or she must attend to processing the information in order to make it available for future use.

Finally, longer-term impressions about Connor’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 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, Connor’s age, family support and adherence to recommendations that follow, prognosis for improved communication skills is favorable.

Structured and unstructured reading and language tasks

Information collected from structured writing supplemental test of CELF-5 and writing sample portion of Dynamic assessment revealed that Connor’s difficulty with organizing thoughts as well as is affecting overall writing skills.

**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, expressive, and pragmatic language skills.
2. Individual reading based intervention 2 times a week for 60 minute sessions improve overall
3. It is recommended that Connor is taught classroom strategies to help facilitate full learning and full access to the classroom
4. Goals should be reviewed and updated monthly and a re-evaluation is recommended in 6 months to evaluate progress.
5. Implement at home activities focusing on goals targeted in therapy.

It has been a pleasure meeting and working with Connor and his 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 ASDCS

Speech-Language Pathologist