**Initial Speech Evaluation Summary**

**Name**: Maya Chorney **Evaluation Date**: November 4, 2022

**Date of Birth:** August 3, 2019

**Age:** 3 years, 3 months

**Relevant Background Information**

Maya, a 3-year, 3-month-old female was seen for an initial articulation evaluation at Innovative Pediatric Learning Center of Miami on November 4, 2022. The evaluation was scheduled following a speech-language screening conducted on September 26, 2022 with Kids Therapy Connection. Results from the screening indicated that Maya appeared to be developing typically in the areas of receptive language and pragmatic language. Concerns with articulation and expressive language indicated a need for further evaluation in order to obtain additional information.

As per information obtained from the case history, Maya was born following a full-term pregnancy via planned cesarean section. Birth history is significant for frequent colds/viruses. Maya’s mother reported Maya is in good health at this time.

Early developmental milestones were reported to be developing within normal limits. As per information obtained from case history, concerns regarding speech intelligibility began “recently”. Mother reported no concerns with Maya’s receptive, expressive, or pragmatic language skills.

At this time, Maya currently attends Aguamarina Preschool. She is exposed to both Spanish and English at home, as well as, at school.

**Instrumentation**

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

* Language Sample
* Oral-Peripheral Examination
* Speech Sound Assessment
* Connected Speech Sample

All measures were performed in English. Results of all formal and informal assessments appear to be reliable.

**Outcome of Evaluation**

**Language Sample:** A language sample was collected and observed in order to obtain more information about Maya’s 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:

Initially, Maya’s spontaneous language consisted predominantly of 1-word utterances. However, after building rapport with the clinician, she used 2-3 word utterances. It was observed that Maya preferred using 1-word utterances and gestures in order to be better understood by unfamiliar listeners. Maya’s language content consisted of naming various objects, using words to describe objects, and using words denoting possession. She also used words for greetings and answering clinician’s questions. At this time, no major concerns regarding expressive language skills were noted. Therefore, based off of information collected from parent, as well as, language sample, no further testing in the area of expressive language was completed at this time. However, expressive language should continue to be monitored as Maya’s intelligibility increases.

**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. Cursory observation revealed:

Structure – The face was observed to be symmetrical in shape. The mandible and maxilla were in proper alignment, height, shape, and size. Dental occlusion, the palatal arch and oral/dental structures were observed to be unremarkable based on chronological age. At this time, Maya’s oral structure was observed to be adequate for speech production.

Function – The body, trunk, and facial tone were observed to be normal. All reflexes were inhibited (no observable reflexes when eating or performing verbal tasks). Phonation and breath support were adequate (1-3 seconds of sustained phonation), for single voiced, nasal and un-voiced phonemes could be produced. Labial-facial control and jaw movements were observed to be adequate. Lingual Control (tongue) was observed to be adequate.

**Speech Sound Assessment:** 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. The Clinical Assessment of Articulation and Phonology - 2nd Edition (CAAP-2)was administered. Additionally, spontaneous speech was elicited both in words and connected speech. Data was collected and analyzed using the Age of Customary Consonant Production chart as recommended by The American Speech-Language-Hearing Association (ASHA). The acquisition of speech sounds is a developmental process and children often demonstrate "typical" errors and phonological patterns during this acquisition period. Developmentally appropriate error patterns were taken into consideration during assessment of speech sounds in order to differentiate typical errors from those that are not.

Based on Maya’s chronological age at the time of the assessment, the following relevant phonological processes, substitutions, and omissions were noted:

|  |  |
| --- | --- |
| Error | Example |
| Fronting of /d/ for /g/ | /pid/ for /pig/  /dod/ for /dog/  /date/ for /gate/ |
| Fronting of /t/ for /k/ | /tade/ for /cage/  /tin/ for /king/  /wate/ for /rake/ |
| Initial consonant deletion of /h/ | /out/ for /house/  /i/ for /hive/  /art/ for /heart/ |
| Inconsistent final consonant deletion of /b/ and /d/ | /be/ for /bed/  /we/ for /web/  /tu/ for/ tub/ |
| Substitution of /n/ for /ŋ/ | /tin/ for /king/  /win/ for /ring/ |
| Devoicing of /s/ for /z/ | /soo/ for /zoo/  /tees/ for /cheese/ |

In addition, the following errors were found to be developmentally appropriate at this time, but should be monitored based on chronological age and sound development:

|  |  |
| --- | --- |
| Error | Example |
| Stopping of /t/ for /ch/ | /tees/ for /cheese/  /wat/ for /watch/ |
| Stopping of /d/ final /dʒ/ | /tade/ for /cage/  /daw/ for /jar/ |
| Fronting of /s/ for /sh/ | /seet/ for /sheep |
| Gliding of /w/ for /r/ | /win/ for /ring/  /taw/ for /car/ |
| Substitution of /t/ for /th/ | /bat/ for /bathe/  /teet/ for /teeth/ |
| Stopping /b/ for /v/ | /ban/ for /van/ |
| Stopping /t/ for /f/ | /nite/ for /knife/  /olat/ for /olaf/ |
| Cluster Reduction | /town/ for /clown/  /tool/ for /school/  /bit/ for /bridge/ |

These sound phonological processes, substitutions, and deletions affected Maya’s overall intelligibility at the single word level and conversational level, making it difficult for an unfamiliar listener to understand Maya’s utterances more than 70% of the time. By the age of 3, Maya’s intelligibility at the conversational level should be 75% for an unfamiliar listener. Therefore, articulation skills were judged to be severely delayed for Maya’s chronological age.

**Connected Speech Sample:** A connected speech sample was obtained in order to evaluate spontaneous speech and obtain more information about Maya’s articulation and overall intelligibility in a less structured environment. A speech sample was collected informally through play and observation. The following was observed:

Maya engaged in conversation with the clinician while playing with Peppa Pig toys. Intelligibility in connected speech was judged to be poor. It was difficult to understand most of the time without relying on context clues and/or gestures. Better production of 1-2 syllable words/utterances with simple movements was noted. Length and complexity of movements required to articulate the word and/or utterance contributed to unintelligibility. Maya’s speech in spontaneous conversation was judged to be decodable by using context of the setting and gestures. Overall, intelligibility results from the connected speech sample were consistent with results obtained from the articulation portion of the assessment.

**Impressions**

Based on the results of formal and informal assessment as well as parent interview and clinical observation, Maya, a 3-year, 3-month-old female presents with a severe speech delay.

Results from speech-language screening provided indicated that Maya appeared to be developing typically in the areas of receptive language and pragmatic language and should be considered a relative strength for Maya. Additionally, based off of information collected from parent, as well as, language sample, no further testing in the area of expressive language was completed at this time. Expressive language should be monitored as Maya’s intelligibility increases.

Cursory observation of the oral speech mechanism revealed that the face was observed to be symmetrical in shape. No gross structural asymmetries or abnormalities were noted at this time. Maya’s oral structure was observed to be adequate for speech production.

Speech sound assessment revealed various phonological processes, omissions, substitutions, and unintelligible utterances noted in speech at both the word level and conversational level. These multiple phonological processes, sound substitutions, and omissions made it difficult for an unfamiliar listener to understand Maya’s utterances more than 70% of the time.

Connected speech sample revealed intelligibility in connected speech was judged to be poor. It was difficult to understand most of the time without relying on context clues and/or gestures. Overall, intelligibility results from the connected speech sample were consistent with results obtained from the articulation portion of the assessment.

Based on the results from this evaluation, Maya’s age, 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 therapy 2-3 times a week for 30 minutes to improve articulation skills.
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.
4. Continue to monitor expressive language as intelligibility increases.

It has been a pleasure meeting and working with Maya 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,

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