**Speech-Language Re-evaluation Summary**

**Name**: Javier Cortina **Evaluation Date**: September 22, 2022

**Date of Birth:** August 7, 2020 **Diagnosis:** Autism Spectrum Disorder **(F84.0)**

**Age:** 2 years, 1 month **Secondary Diagnosis:** Mixed Receptive-Expressive Language disorder **(F80.2)**

**Relevant Background Information**

Javier, a 2-year, 1-month old male was seen for a re-evaluation at Innovative Pediatric Learning Center (I.P.L.C.) of Miami on September 22, 2022. Javier has been receiving speech-language intervention through I.P.L.C. since the end of March, 2022. At the age of 2 Javier was diagnosed with an Autism Spectrum Disorder by his pediatrician. He currently receives speech-language therapy for 30-minute session to address a receptive, expressive, and pragmatic language delay secondary to an Autism Spectrum Disorder. In addition to speech-language therapy he also receives occupational therapy and is currently being evaluated for ABA therapy. Javier currently attends a half day language stimulation program Monday, Wednesday, and Friday. The primary language spoken is Spanish. However, Javi is also exposed to English.

**Instrumentation**

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

* Preschool Language Scales – Fifth Edition Spanish (PLS-5 Spanish)
* Speech-Language Sample
* Social Behavioral Observation
* Articulation/Phonology
* Oral Peripheral Observation

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

**Outcome of Evaluation**

**Preschool Language Scales – Fifth Edition Spanish (PLS-5):** The Preschool Language Scales – Fifth Edition Spanish (PLS-5) was administered in order to assess receptive and expressive 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 | Percentile Rank | Age Equivalent | Severity |
| Auditory Comprehension | 82 | 12% | 1-8 | Mild to Moderate Delay |
| Expressive Communication | 79 | 8% | 1-6 | Moderate |
| Total Language Score | 79 | 8% | 1-7 | Moderate Delay |

**Auditory comprehension:** On the receptive portion of the PLS-5, Javier obtained a standard score of 82, yielding an age equivalence of 1 year, 8 months. Standard score is 1 standard deviation below the normal limits mean and age equivalent is 5 months below chronological age. This standard score and age equivalence yielded a mild to moderate receptive language delay.

Javier demonstrated strength in the following receptive language tasks:

* Demonstrating functional play
* Demonstrating relational play
* Demonstrating self-directed play
* Following routine, familiar directions with gestural cues
* Understanding inhibitory words (other than *No*)
* Identifying photographs of familiar objects
* Identifying basic body parts
* Looking at objects or people the caregiver or another person looks at and points to without naming them (inconsistent)
* Following commands with gestural cues (inconsistent)

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

* Consistently looking at objects or people the caregiver or another person looks at and points to without naming them
* Identifying familiar objects from a group of objects without gestural cues
* Consistently following commands with gestural cues

**Expressive communication:** On the expressive portion of the PLS-5, Javier obtained a standard score of 79, yielding an age equivalence of 1 year, 6 months. Standard score is 1 standard deviation below the normal limits mean and age equivalent is 7 months below chronological age. This standard score and age equivalence yielded a moderate expressive language delay.

Javier demonstrated strength with the following expressive language tasks:

* Taking multiple turns vocalizing
* Producing different types of consonant-vowel (C-V) combinations
* Producing a variety of consonant sounds
* Using at least one word
* Using gestures and vocalizations to request objects
* Participating in a play routine with another person for at least 1 minute while using appropriate eye contact

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

* Extending toy or pointing to object to show others
* Using at least five words
* Initiates a turn-taking game or social routine

**Total language:** Javier’s total language scores revealed a standard score of 79, yielding an age equivalence of 1 year, 7 months. This standard score and age equivalence yielded a moderate language delay.

**Speech-Language Sample:** A speech-language sample was gathered in order to evaluate spontaneous speech and obtain more information about Javier’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 speech-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:

Javier’s language structure consisted predominantly of babbling with different C-V combinations paired with gestures and some word approximations that were mostly prompted. Language content consisted of some word approximations used to label objects. This was observed to be very inconsistent and predominantly prompted. Javier’s social language use was inconsistent. Javier was able to use greetings and farewells appropriate, pairing gestures with word approximations. Javier used gestures and vocalizations to request *abre, mas*, and *acabamos.* However, this was inconsistent and prompted at times. Javier was not observed to try and get clinician attention or try to initiate with clinician.

Overall, observations collected from speech-language sample were consistent with results obtained from the formal assessment.

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

The evaluation was completed at I.P.L.C. Miami. Javier was able to separate from parent and entered treatment room independently. He closed the treatment door and wanted to sit in cube chair. He required prompting to sit on the floor and engage in spontaneous, less structured tasks. Throughout the course of the evaluation, Javier demonstrated appropriate eye contact, joint attention, and response to name. Additionally, parent reported and clinician has observed Javier comforting others in the waiting room, enjoying social play with other children, enjoying frolic play, and showing jealousy at attention given to others.

At times, Javier demonstrated difficulty attending to adult-directed task. He was observed to go from toy to toy and demonstrated difficulty maintaining appropriate play with a toy. Much of his interactions with toys were observed to be learned from individual intervention. At times, Javier required prompting and gestural cues to engage in pretend play and turn-taking. Additionally, Javier was not observed to independently initiate social interactions with clinician or try to get clinician attention to show toys or get help.

Javier communicated primarily via gestures and vocalizations with some word approximations, that were prompted.

**Articulation/Phonology:** Articulation was not formally assessed at this time due to decreased verbal output, as well as, Javier’s chronological age at the time of the assessment. Articulation should continue to be monitored as expressive language continues to improve and formally assessed at 2 years, 7 months, if needed.

**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 the formal and informal assessment, as well as clinical observation and parent report, Javier, a 2 year, 1 month old male presents with moderate receptive language delay, expressive language delay, and pragmatic language delay secondary to an Autism Spectrum Disorder.

On the receptive portion of the PLS-5 Spanish, Javier obtained a standard score of 82, yielding an age equivalence of 1 year, 8 months. Standard score is 1 standard deviation below the normal limits mean and age equivalent is 5 months below chronological age. Javier was able to demonstrate functional play, demonstrate relational play, demonstrate self-directed play, follow routine, familiar directions with gestural cues, demonstrate understanding of inhibitory words (other than *No*), identify photographs of familiar objects, identify basic body parts, look at objects or people the caregiver or another person looks at and points to without naming them (inconsistent), and follow commands with gestural cues (inconsistent). However, he demonstrated difficulty with consistently looking at objects or people the caregiver or another person looks at and points to without naming them, identifying familiar objects from a group of objects without gestural cues, and consistently following commands with gestural cues

On the expressive portion of the PLS-5, Javier obtained a standard score of 79, yielding an age equivalence of 1 year, 6 months. Standard score is 1 standard deviation below the normal limits mean and age equivalent is 7 months below chronological age. Javier was able to take multiple turns vocalizing, produce different types of consonant-vowel (C-V) combinations, produce a variety of consonant sounds, use at least one word, use gestures and vocalizations to request objects, and participate in a play routine with another person for at least 1 minute while using appropriate eye contact. However, he demonstrated difficulty with extending a toy or pointing to object to show others, using at least five words, and initiating a turn-taking game or social routine

Javier’s total language scores revealed a standard score of 79, yielding an age equivalence of 1 year, 7 months.

Speech-language sample revealed Javier’s language structure consisted predominantly of babbling with different C-V combinations paired with gestures and some word approximations that were mostly prompted. Language content consisted of some word approximations used to label objects. This was observed to be very inconsistent and predominantly prompted. Javier’s social language use was inconsistent. Javier was able to use greetings and farewells appropriate, pairing gestures with word approximations. Javier used gestures and vocalizations to request *abre, mas*, and *acabamos.* However, this was inconsistent and prompted at times. Javier was not observed to try and get clinician attention or try to initiate with clinician. Overall, observations collected from speech-language sample were consistent with results obtained from the formal assessment.

Social behavior observation revealed Javier demonstrated appropriate eye contact, joint attention, and response to name. Additionally, parent reported and clinician has observed Javier comforting others in the waiting room, enjoying social play with other children, enjoying frolic play, and showing jealousy at attention given to others. However, Javier required prompting to engage in spontaneous, less structured tasks and demonstrated difficulty attending to adult-directed task. He was observed to go from toy to toy and demonstrated difficulty maintaining appropriate play with a toy. Much of his interactions with toys were observed to be learned from individual intervention. At times, Javier required prompting and gestural cues to engage in pretend play and turn-taking. Additionally, Javier was not observed to independently initiate social interactions with clinician or try to get clinician attention to show toys or get help. Javier communicated primarily via gestures and vocalizations with some word approximations, that were prompted.

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

Articulation and phonology were not assessed at this time due to Javier’s age and limited verbal output. Continue to monitor and formally assess at 2 years, 7 months, as needed.

Finally, 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 Javier’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 Javier to improve overall 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 4 times a week for 30 minutes to improve overall receptive, expressive language, and pragmatic language 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.

It has been a pleasure meeting and working with Javier 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

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