**Initial Speech-Language Evaluation Results**

**Name**: Andres Gonzalez **Evaluation Dates:** February 8, 2023

**Date of Birth:** November 23, 2017 February 15, 2023

**Age:** 5 years, 4 months February 16, 2023

**Relevant Background Information**

Andres, a 5-year, 4-month old male was seen on February 8, 2023, February 15, 2023, and February 16, 2023 at Riviera Schools for a comprehensive evaluation. The evaluation was recommended following parent and teacher concern regarding classroom behaviors.

As per information collected via case history, Andres was born at 36 weeks gestation via natural delivery. Birth history and medical history were reported unremarkable. Andres was reported to be in good health at this time.

As per information collected via case history, early developmental milestones were reported to be achieved within normal limits. Language milestones were reported to be achieved advanced (e.g. First words reported at 6-8 months, speaking in articulate sentences reported prior to 2 years old, etc. ). Concerns regarding Andres’s development have been “on/off and ongoing since August” secondary to classroom behaviors.

Andres received occupational therapy for approximately a year. Parent reported improvements. Andres is exposed to both Spanish and English. He currently attends Riviera Schools and is in Pre-K 4.

**Instrumentation**

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

* Portions of the Clinical Evaluation of Language Fundamentals- 5th Edition (CELF-5)
* Social Behavioral Observation
* Classroom Observations
* Pragmatics Profile
* Speech-Language Sample
* Oral Peripheral Observation
* Speech-Sound Assessment

All measures were performed in English, as this is the language Andres primarily understands and uses at this time. Results of all formal and informal assessments appear to be reliable.

**Outcome of Evaluation**

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

A standardized assessment of receptive and expressive language skills was administered in order to assess overall language skills. The CELF-5 is designed for students ages 5-21 years to assess a language and communication skills in a variety of contexts.

Portions of the CELF-5 were administered in order to gather more information regarding Andre’s oral language and how it affects him within the classroom setting, as well as, to determine if possible difficulties with language may be extending into the classroom.

**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 |
| Linguistic Concepts | 11 | 5-8 | High Average |
| Following Directions | 10 | 5-2 | Average |
| Formulated Sentences | 9 | 4-10 | Low Average |
| Recalling Sentences | 10 | 5-2 | Average |
| Understanding Spoken Paragraphs | 10 | N/A | Average |

Linguistic Concepts - The Linguistic Concepts subtest assessed Andres’s ability to interpret spoken directions that contain basic concepts and identify mentioned objects among several pictured choices.

Andres obtained a scaled score of 11 and an age equivalence of 5 years, 8 months. This scaled score and age equivalent are in the high average range. He demonstrated relative strength following verbal commands containing inclusion/exclusion, location, quantity, sequence, conditionals, and temporals.

Formulated Sentences ­- The Formulated Sentences subtest assesses ability to formulate simple, compound, and complex sentences when given grammatical (semantic and syntactic) constraints.

Andres obtained a scaled score of 9 and age equivalence of 4 years, 10 months. This scaled score and age equivalent are in the lower end of average. Andres demonstrated difficulty formulating complete, semantically, and grammatically correct, spoken sentences using the given word. Andres’s sentences exhibited errors in meaning and grammar. Additionally, they made little sense.

Recalling Sentences - The Recalling Sentences subtest assesses student’s ability to recall and reproduce sentences of varying length and syntactic complexity.

Andres obtained a standard score of 10 and age equivalence of 5 years, 2 months. This scaled score and age equivalent are in the average range.

Understanding Spoken Paragraphs - The Understanding Spoken Paragraphs subtest assesses the ability to sustain attention, create meaning from oral narratives, and apply critical thinking strategies. Questions are probed to assess memory for facts and details, ability to identify main idea, and make inferences.

Andres obtained a scaled score of 10. This scaled score is in the average range. Andres was able to recall basic components of a paragraph. However, he demonstrated difficulty with main idea, details, sequencing, predictions, as well as, formulating age appropriate, grammatically correct utterances to demonstrate understanding. If the clinician did not have knowledge regarding the paragraph, Andres’s responses would have not made sense.

Based off the information collected from the portions of the CELF-5 administered, as well as, parent and teacher interview, no further testing was completed in the areas of receptive and expressive language as they were not deemed necessary at this time.

**Social-Behavioral Observation:**

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

Andres walked from classroom to treatment room independently with clinician. He demonstrated adequate communicative intent and awareness of others. Inconsistent eye contact and social reciprocity were present. Eye contact appeared to rely heavily on and influence Andres’s overall attention to task (e.g. If he was looking around the room while the clinician was talking, he would not capture what was said and then begin talking about what he saw in the room)

Throughout the course of formal assessment measure, Andres was compliant. However, at times, he did require redirection prior to administering test items and was observed to be impulsive.

**Classroom Observation:**

Andres was observed within the classroom setting on two separate occasions. The first day, Andres was observed during STEM. The following relevant observations were made:

* The clinician entered the classroom as the class was preparing to leave to STEM. The teacher asked the children to get their lunchboxes and water bottles and line up.
* As Andres grabbed his water bottle, he showed it to the girl next to him and told her he had a new water bottle. He then showed her the way it opened and started talking about it. She appeared not interested and walked away.
* While walking to STEM, Andres saw a hawk flying in the sky and he appropriately gained a classmate’s attention, pointed at the Hawk and show it to her.
* Throughout STEM, Andres was observed to listen appropriately and participate in class.
* During STEM, the class learned about healthy habits and then they tried a cucumber they had been growing. Andres appropriately tried the cucumber, did not like it, and placed it aside.
* Andres was observed to participate in class. He did speak out of turn occasionally and interrupted the teacher on one occasion while she was speaking.
* Towards the end of the class period. Andres was observed to become distracted by the rug in the classroom, he got up to go to it. However, he was able to be redirected by the teacher.

The second classroom observation took place the following day. Andres was observed during morning work, Spanish, and snack. The following relevant observations were made:

* The clinician entered the classroom as they were finishing their morning work. When the clinician entered, Andres had not yet begun his work. The teacher announced for the class to finish their morning work and turn it in. Andres quickly completed the work correctly and turned it in with the rest of the class.
* The Spanish teacher arrived and instructed the class to sit at the carpet. Andres listened and sat with the class. He tried to engage the child next to him in conversation by whispering, “I see eggs in her bag.”
* The Spanish teacher explained the activity for the day and placed circle stickers on the carpet. When one was not placed correctly, Andres immediately got up to fix the sticker. Once he fixed it, he sat back down.
* When the Spanish activity begun, Andres was initially engaged and paying attention. Then, he became distracted by letters that had fallen from the window sill and got up to fix them.
* After that, Andres required multiple redirections for the remainder of the Spanish class.
* Throughout the course of the Spanish class it was noted that when Andres was not receiving attention or being stimulated, he would become distracted and engage in something else.
* During snack, Andres was observed to appropriately engage in conversation with two classmates.

**Pragmatics Profile:**

The Pragmatics Profile from the CELF– 5, a criterion-referenced checklist, was completed to gain additional information regarding overall pragmatic language development and any pragmatic difficulties that may influence social and academic communication. Information from this checklist can be used to determine how language is being used to communicate. This can help gain more insight on ability to meet school curriculum objectives for following teacher instructions, and managing classroom behaviors and interactions. The following observations were made:

In the area of rituals and conversational skills, Andres was able to inconsistently demonstrate appropriate use of language when beginning and ending conversations, observe turn-taking rules, maintain eye contact, introduce appropriate topics of conversation, make relevant contributions to a topic during conversation, and participate during structured activities. However, all of these decreased when the topic was not of interest to Andres and varied depending on Andres’s overall attention. Andres demonstrated difficulty with maintaining topics, avoiding use of repetitive/redundant information, adjusting/modifying language based on the communication situation, and using strategies to get attention and for interrupting others.

In the area of asking, giving, and responding to information, Andres was able to demonstrate appropriate use of language when asking for help when confused. However, he demonstrated difficulty with following verbal directions, stopping a behavior when asked, knowing how someone is feeling based on nonverbal cues, understanding implied group/school rules, and telling details of an experience or story in the order they occurred.

Results from analysis of the pragmatic profile revealed Andres’s overall pragmatic language skills may be influencing him socially and academically.

**Speech-Language Sample:**

A speech-language sample was obtained in order to evaluate spontaneous speech and obtain more information about Andres’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:

Spontaneous conversation consisted predominantly of 4-5 word utterances with some expanded utterances. Expanded utterances were observed to be disorganized and off topic, at times. Andres was observed to use language to name objects and pictures, use action words, denote place, denote quantity and describe objects (e.g. color and shape). However, word finding difficulties, as well as, difficulties with using age-appropriate grammar were noted in conversation, at times.

Social language use revealed Andres’s ability to use words in basic conversation to greet someone and say goodbye, interact with clinician, protest or complain and respond when spoken to. However, it should be noted that for lengthier discussions, Andres demonstrated difficulty appropriately responding when spoken to, talking about an event or recent experience, maintaining a conversation, as well as talking about what he was doing. Connected speech was observed to be disorganized, off topic, at times, and out of sequence.

Andres was asked to say 5 things about himself after the clinician said 5 things about herself. Initially, Andres demonstrated difficulty with this. He required prompting in order to complete. However, at a later time of the evaluation, Andres reintroduced the topic and wanted to say 5 things about himself. This suggests that Andres continued to process the information given until he was able to better comprehend and think of what he wanted to say and then reintroduced the topic. The clinician engaged Andres in conversation about his favorite movie. Andres said his favorite movie was the Trolls movie. When the clinician asked Andres to explain what the movie was about, Andres demonstrated difficulty formulating an age appropriate, grammatically correct, expressive recount of the movie. His response was disorganized, out of sequence, and Andres was unable to state the main idea of the movie.

Throughout unstructured conversation, Andres was observed to perseverate on topics of choice, providing very detailed, redundant information on those topics and then to bounce from topic to topic when topics were not selected by Andres (e.g. talked about school, then a trip, then a friend, then room, then house). Additionally, Andres demonstrated difficulty with word finding and appeared to have difficulty putting into words what he was thinking. This was evident as Andres would become frustrated when he was not understood or he would require additional time and then try to repair a previous communication breakdown later in a conversation.

Intelligibility in connected speech was judged to be good to fair. Overall, information collected through collection of spontaneous speech-language sample revealed that Andres demonstrated decreased receptive and expressive language skills in spontaneous conversation.

**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, Andres’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 unremarkable with the exception of an occasional open mouth posture observed. Additionally, Lingual Control (tongue) was observed to be adequate with the exception of mild decreased lingual control observed when producing /s/.

**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. 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 Andres’s chronological age at the time of the assessment, the following relevant substitutions, distortions, and omissions were noted:

* Substitution of /s/ for /th/

Intelligibility in connected speech was judged to be good to fair.

**Impressions**

Based on the results of formal and informal assessment, as well as parent interview and clinical observation, Andres, a 5 year, 4-month-old male presents with a mild to moderate delay in overall language and communication skills.

Oral-Peripheral observation revealed Andres’s oral structure was observed to be adequate for speech production. Observation of the function of the oral motor structure revealed labial-facial control and jaw movements were observed to be unremarkable with the exception of an occasional open mouth posture observed. Additionally, Lingual Control (tongue) was observed to be adequate with the exception of mild decreased lingual control observed when producing /s/. Intelligibility in connected speech was judged to be good to fair.

Portions of the CELF-5 were administered in order to gather more information regarding Andre’s oral language and how it affects him within the classroom setting, as well as, to determine if possible difficulties with language may be extending into the classroom. Results revealed Andres’s comprehension of linguistic concepts was in the high average. His ability to recall sentences, follow directions, and demonstrate understanding of spoken paragraphs was in the average range. His ability to formulate sentences was in the low average range. Andres was able to follow verbal commands, recall and reproduce sentences of varying length and syntactic complexity, as well as, recall basic components of a paragraph. However, he demonstrated difficulty with main idea, details, sequencing, predictions, as well as, formulating complete, semantically, and grammatically correct, spoken sentences using a given word. In the Understanding Spoken Paragraphs portion of the CELF-5, Andres’s sentences exhibited errors in meaning and grammar. If the clinician did not have knowledge regarding the paragraph read, Andres’s responses would have not made sense. Based off the information collected from the portions of the CELF-5 administered, as well as, parent and teacher interview, no further formal testing was completed at this time in the areas of receptive and expressive language as they were not deemed necessary.

Andres’s difficulty with formulating sentences may reflect a difficulty integrating semantic, syntactic, and pragmatic rules and constraints while using working memory. The ability to formulate complete, semantically, syntactically, and pragmatically acceptable spoken and written sentences of increasing complexity is emphasized in storytelling, sentence completion, combination, and transformation activities, written text, and editing text and other literacy activities.

Social behavioral observation, classroom observations, and completion of Pragmatics Profile revealed Andres demonstrated adequate communicative intent and awareness of others. Social reciprocity was present. Throughout the course of formal assessment measure, Andres was compliant. However, at times, he did require redirection prior to administering test items and was observed to be impulsive. Social behavioral observation and classroom observation revealed Andres was able to demonstrate appropriate use of language when asking for help when confused, as well as, inconsistently demonstrated appropriate use of language when beginning and ending conversations, observing turn-taking rules, maintaining eye contact, introducing appropriate topics of conversation, making relevant contributions to a topic during conversation, and participating during structured activities. However, all of these decreased when the topic was not of interest to Andres and varied depending on Andres’s overall attention. Andres demonstrated difficulty with maintaining topics, avoiding use of repetitive/redundant information, adjusting/modifying language based on the communication situation, and using strategies to get attention and for interrupting others. Additionally, he demonstrated difficulty with following verbal directions, stopping a behavior when asked, knowing how someone is feeling based on nonverbal cues, understanding implied group/school rules, and telling details of an experience or story in the order they occurred.

It should be noted, eye contact appeared to rely heavily on and influence Andres’s overall attention to task (e.g. If he was looking around the room while the clinician was talking, he would not capture what was said and then begin talking about what he saw in the room). Furthermore, difficulty in carry over of following directions was noted from structured to more unstructured activities/settings. Information collected from classroom observation revealed overall pragmatic language skills may be influencing him socially, behaviorally and academically.

Speech-language sample revealed spontaneous conversation consisted predominantly of 4-5 word utterances with some expanded utterances. Expanded utterances were observed to be disorganized and off topic, at times. Word finding difficulties, as well as, difficulties with using age-appropriate grammar were noted in conversation, at times. Andres was able to to use words in basic conversation to greet someone and say goodbye, interact with clinician, protest or complain and respond when spoken to. However, it should be noted that for lengthier discussions, Andres demonstrated difficulty appropriately responding when spoken to, talking about an event or recent experience, maintaining a conversation, as well as talking about what he was doing. Connected speech was observed to be disorganized, off topic, at times, and out of sequence.

Overall, information collected through spontaneous speech-language sample revealed that Andres demonstrated decreased receptive and expressive language skills in spontaneous conversation.

Finally, longer-term impressions about Andres’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, 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 2-3 times a week for 30-minute sessions to improve overall language skills.
2. Goals should be reviewed and updated regularly and a re-evaluation is recommended in 6 months to evaluate progress.
3. Psycho-educational evaluation.
4. Continued school attendance in least restrictive environment.
5. Implement at home activities focusing on goals targeted in therapy.

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

Sincerely,

Text

Description automatically generated with medium confidence

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

Speech-Language Pathologist/Director