**Initial Speech-Language Evaluation Summary**

**Name**: Lucia Gonzalez **Evaluation Date**: September 24, 2024

**Date of Birth:** October 23, 2021

**Age:** 2 years, 11 months

**Relevant Background Information**

Lucia, a 2-year, 11-month old female was seen for an initial speech-language evaluation at Innovative Pediatric Learning Center of Miami on September 24, 2024. Her father, who served as a reliable informant, accompanied her to the evaluation. Her mother also served as a reliable informant, providing details through a completed case history form and a phone call with the clinician.

As per information obtained from case history, Lucia was born following a full-term pregnancy with no reported complications. Her birth history was described as unremarkable and her developmental milestones were reported to be within normal limits. Medical history is significant for frequent ear infections and recurrent colds. Concerns about her speech and language development were first noted approximately 12 months ago. Lucia is exposed to both Spanish and English, with English being the primary language spoken at home. She currently attends Pineview Preschool and is enrolled in the PK-3 program.

**Instrumentation**

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

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

**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 | Age Equivalent | Severity |
| Auditory Comprehension | 90/79 | 2-4 | Mild - Moderate Delay |
| Expressive Communication | 95/85 | 2-6 | Mild Delay |
| Total Language Score | 92 | 2-5 | Grossly Within Normal Limits/ Mild Delay |

It is important to note that, given Lucia’s chronological age at the time of the evaluation (2 years, 11 months), the standard scores obtained were derived from the 2 years, 6 months to 2 years, 11 months age bracket on the assessment. If Lucia had been assessed one month later, her scores would have been calculated within the next age bracket, resulting in significantly different standard scores. To provide a comprehensive view, both sets of standard scores are presented here, with age equivalency used as the primary factor in determining the severity of her language skills from the PLS-5.

**Auditory Comprehension -** On the receptive portion of the PLS-5, Lucia obtained a standard score of 90 for 2 years 11 months and 79 for 3 years, yielding an age equivalent of 2 year, 4 months. This standard score and age equivalent yielded a mild to moderate receptive language delay.

Lucia demonstrated relative strength with the following receptive language tasks:

* Identifying body parts.
* Identifying things you wear (inconsistent).
* Understanding the verbs *eat, drink,* and *sleep* in context.
* Engaging in pretend play (brushed dog’s teeth).
* Engaging in symbolic play (inconsistent, not fully generalized).
* Recognizing actions in pictures.
* Making inferences.
* Understanding analogies
* Identifying colors

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

* Identifying things you wear consistently.
* Understanding pronouns (*me, my, your*).
* Following commands without gestural cues.
* Consistently engaging in symbolic play.
* Understanding use of objects (e.g, “Look at all of these pictures. Show me what you.. can ride.”).
* Understanding spatial concepts (*in, on, out of, off)* without gestural cues.
* Understanding quantitative concepts (*one, some, rest, all*).
* Understanding negatives in sentences.
* Understanding sentences with post-noun elaboration.

It should be noted that Lucia required some repetition and extra time secondary to decreased processing speed.

**Expressive Communication** - On the expressive portion of the PLS-5, Lucia obtained a standard score of 95 for 2 years 11 months and 85 for 3 years, yielding an age equivalent of 2 year, 6 months. This standard score and age equivalent yielded a mild expressive language delay.

Lucia demonstrated relative strength with the following expressive language tasks:

* Using at least 5 words.
* Using gestures and vocalizations to request objects.
* Demonstrating joint attention.
* Naming objects in photographs
* Using words more often than gestured to communicate
* Using words for a variety of pragmatic functions.
* Using different word combinations.
* Combining three or four words in spontaneous speech (Inconsistent and many phrases appeared to be rote, memorized phrases)
* Using a variety of nouns, verbs, modifiers and pronouns in spontaneous speech (Inconsistent).

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

* Naming a variety of pictured objects.
* Consistently combining three or four words in spontaneous speech.
* Consistently using a variety of nouns, verbs, modifiers and pronouns in spontaneous speech.

**Total Language** ­– Lucia’s total language scores revealed a standard score of 95 for 2 years 11 months, and an age equivalent of 2 years, 5 months. This yielded a mild total language delay.

**Social-Behavioral Observation-** Observation was used to asses social-behavioral components throughout the course of the evaluation. The following relevant information was noted:

At the onset of the evaluation, Lucia appeared shy and was initially hesitant to separate from her parent to enter the treatment room with the clinician. However, with minimal verbal coaxing, she successfully separated and engaged in the evaluation independently. Lucia explored the toys in the room and demonstrated appropriate play skills given her chronological age. Lucia demonstrated appropriate social behaviors, including greeting the clinician and establishing suitable eye contact. She also showed age-appropriate joint attention by sharing focus on activities and objects throughout the course of the evaluation.

Once acclimated to the environment, Lucia initiated interactions with the clinician, using various age-appropriate utterances, such as “Where it going?” and “Look at this.” She demonstrated the ability to answer "wh" questions in conversation, though her responses were somewhat inconsistent. Lucia was able to complete the formal assessment tasks with minimal need for redirection or repetition, indicating good task engagement and willingness to participate in structured activities.

**Speech-Language Sample-** A speech-language sample was obtained in order to evaluate spontaneous speech and obtain more information about Lucia’s language skills in a less structured environment while playing with toys that were in the room. 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:

Lucia engaged in conversation with the clinician throughout the course of the assessment. Lucia’s language structure consisted predominantly of 1-4 word utterances. Expanded sentences were observed. However, it should be noted that most expanded utterances appeared to be scripted utterances versus fully spontaneous. Social language use consisted of initiating, requesting, asking questions, and getting attention. She also used words for greetings and answering clinician’s questions. Additionally, Lucia was observed imitating age-appropriate pretend play skills, and repeating phrases that are familiar to her during play.

Speech intelligibility in connected speech was judged to be good. Overall, information obtained from the speech-language sample revealed that Lucia’s language skills in conversation were consistent with results obtained from the administration of the PLS-5.

**Articulation/Phonology -** Articulation was not formally assessed at this time as overall intelligibility in conversation was judged to be good and it was not a primary concern. Articulation should continue to be monitored assessed as deemed appropriate by speech-language pathologist.

**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 no gross structural asymmetries or abnormalities noted. The structure and function of the oral motor 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, Lucia, a 2-year, 11-month-old female presents with a mild receptive and expressive language delay.

When considering the results of the PLS-5, It is important to note that, given Lucia’s chronological age at the time of the evaluation (2 years, 11 months), the standard scores obtained were derived from the 2 years, 6 months to 2 years, 11 months age bracket on the assessment. If Lucia had been assessed one month later, her scores would have been calculated within the next age bracket, resulting in significantly different standard scores. To provide a comprehensive view, both sets of standard scores were presented, with age equivalency used as the primary factor in determining the severity of her language skills from the PLS-5.

On the receptive portion of the PLS-5, Lucia obtained a standard score of 90 for 2 years 11 months and 79 for 3 years, yielding an age equivalent of 2 year, 4 months. This standard score and age equivalent yielded a mild to moderate receptive language delay. On the expressive portion of the PLS-5, Lucia obtained a standard score of 95 for 2 years 11 months and 85 for 3 years, yielding an age equivalent of 2 year, 6 months. This standard score and age equivalent yielded a mild expressive language delay. Lucia’s total language scores revealed a standard score of 95 for 2 years 11 months, and an age equivalent of 2 years, 5 months. This yielded a mild total language delay.

Social-behavioral observation revealed that, though initially shy, Lucia adjusted quickly to the clinical setting, engaging independently with age-appropriate play and social behaviors, including greeting, maintaining eye contact, and joint attention. Once comfortable, she actively participated, using age-appropriate phrases, answering "wh" questions, and completing assessment tasks with minimal redirection.

Her conversational language included 1-4 word utterances, along with some expanded phrases. Socially, she demonstrated strong skills by initiating, requesting, asking questions, and engaging in pretend play. Speech intelligibility was good, and her language abilities in unstructured play/ conversation aligned well with the PLS-5 results.

Articulation was not formally assessed at this time as overall intelligibility in conversation was judged to be good and it was not a primary concern. Articulation should continue to be monitored assessed as deemed appropriate by speech-language pathologist.

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 Lucia’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, Lucia’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-language therapy 2 times a week for 30 minutes to improve overall receptive and expressive 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.
4. Continue to monitor speech sounds and assess as needed.
5. Continue to monitor ear infections and refer to ENT as deemed appropriate.
6. Continued school attendance in least restrictive environment.

It has been a pleasure meeting and working with Lucia 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