**Initial Speech-Language Evaluation Summary**

**Name**: Alfredo Izaguirre **Evaluation Date**: September 13, 2023

**Date of Birth:** February 19, 2015

**Age:** 8 years, 6 months

**Relevant Background Information**

Alfredo, an 8-year, 6-month-old male was seen for an initial speech-language evaluation at Innovative Pediatric Learning Center of Miami (I.P.L.C.) on September 13, 2023. The evaluation was recommended following Neuropsychological Evaluation.

As per information obtained from the case history, Alfredo was born following a full-term pregnancy via unplanned cesarean section. Birth history was significant for asthma and vision problems. At the age of 3, Alfredo was hospitalized for asthma. Mother reported he takes one puff of his inhaler medication daily to help treat the Asthma. In regard to Alfredo’s vision, a formal vision evaluation revealed he is nearsighted. Alfredo currently wears glasses to aid with his vision. At this time, his mother reported Alfredo is in good health.

Early developmental milestones were reported to be developing within normal limits with exception of fine and gross motor coordination. Mother reported that he received occupational therapy at Nicklaus Children’s Hospital from 2019 to 2020. Mother also reported a Neuropsychological evaluation was conducted by Dr. Norella Jubiz in June 2023 through July 2023. Results from evaluation revealed Alfredo was diagnosed with Autism Spectrum Disorder (ASD), as well as, Generalized Anxiety Disorder. Additionally, it was noted an attentional disorder was present. Refer to report from Dr. Norella Jubiz for additional information.

Alfredo currently attends school at St. Thomas the Apostle and is in the third grade. He primarily speaks English but is also exposed to Spanish at home and at school.

**Instrumentation**

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

* Social Behavioral Observation
* Portions of Clinical Evaluation of Language Fundamentals- Fifth Edition (CELF-5)
* Social Scenarios
* Oral-Peripheral Examination
* Speech-Language Sample

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

**Outcome of Evaluation**

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

Alfredo entered the treatment room independently and appeared to be shy at first. Rapport was established by playing a game informally. Once rapport was established, he appeared to enjoy engaging with the clinician.

Alfredo was observed to make and respond to greetings, begin/end conversations, and ask clinician questions. He also engaged in age-appropriate conversation with clinician and introduced appropriate topics. Additionally, he inconsistently maintained appropriate eye contact. However, he demonstrated difficulty turn taking in social interactions, maintaining topics, and making relevant contributions to a topic. He was also observed using repetitive/redundant information and speaking very fast. He preferred to speak about topics of interest to him and demonstrated difficulty reading nonverbal cues.

**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 language and communication skills in a variety of contexts.

Portions of the CELF-5 were administered in order to gather more information regarding Alfredo’s receptive and expressive language to determine if difficulties with overall language extended to pragmatic skills.

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 average. The following scores were obtained:

**Sentence Comprehension-** The Sentence Comprehension subtest is used to evaluate the ability to interpret spoken sentences of increasing length and complexity and select the picture that illustrates referential meaning of the sentences. Alfredo obtained a scaled score of 9 and age equivalence of 8 years, 2 months. This scaled score and age equivalence are in the average range. He demonstrated relative strength with understanding negations, modifications, prepositional phrases, direct/indirect objects, infinitives, verb phrases, relative clauses, subordinate clauses, interrogatives, passive, indirect requests, and compound sentences. However, Alfredo demonstrated difficulty with understanding definitive and direct requests.

**Formulated Sentences-** The Formulated Sentences subtest assesses ability to formulate simple, compound, and complex sentences when given grammatical (semantic and syntactic) constraints. Alfredo obtained a scaled score of 17 and an age equivalence of 12 years, 7 months. This scaled score and age equivalence are in the above average range. He demonstrated relative strength with formulating sentences using nouns, pronouns, verbs, adjectives, adverbs, prepositions, coordinating clauses, subordinating clauses, and correlative clauses.

**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. The following observations were made:

Alfredo was able to make and respond to greetings. Additionally, he was able to begin a conversation and enjoyed talking with the clinicians. He asked clinician questions and was able to answer questions. Alfredo was respectful towards personal space of others when communicating.

Eye contact was inconsistent. Alfredo demonstrated difficulty with turn taking in a social interaction and preferred to control the conversation. Additionally, he preferred to speak about topics of interest to him and demonstrated difficulty with maintaining appropriate topics. It was noted that, at times, Alfredo provided too much information, made unrealistic comments, and said things that did not make sense logically. While in conversation, Alfredo spoke very fast and used repetitive and redundant information. Additionally, Alfredo demonstrated difficulty understanding figurative language.

Results from analysis of the pragmatic profile revealed an overall pragmatic language delay.

**Social Scenarios** were administered informally in order to further assess and gain more insight on Alfredo’s social skills. Various social scenarios were provided to Alfredo with and without visuals to determine his ability to take the perspective of others, as well as, recognize a range of emotions in himself and others. The following was observed:

Alfredo was presented with social scenario visuals in which he had to explain what was wrong with the picture being presented. Alfredo was observed to interpret all the visuals quickly and efficiently. He was able to identify what was occurring in the picture, as well as how it could be corrected.

Additionally, Alfredo was presented with social scenarios without visuals. The social scenarios were presented orally in which the child had to explain the emotion/feeling that was being felt or that can be felt as a result of the scenario. Alfredo was observed to express the feelings of being sad, mad, happy, upset, and scared effectively. However, he had difficulty expressing the emotions of being worried, anxious, concerned, surprised, or disgusted. Overall, Alfredo was observed to have a limited range of emotion words to express feelings in self and/or others.

**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, Alfredo’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 also observed to be adequate.

**Speech-Language Sample:** A speech-language sample was observed in order to evaluate spontaneous speech and obtain more information about Alfredo’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 and observed for semantic, syntactic, morphological, and pragmatic language abilities. The following was observed:

Alfredo enjoyed talking about history and his family. His language structure consisted of utterances that were age appropriate in length, expanded utterances, and complex sentences. However, expanded utterances were observed to be off topic, at times.

Alfredo’s social language use consisted of using phrases and sentences to request, get the clinician’s attention, talk about what he was doing, naming an object, greeting the clinician, answering the clinician’s questions, and asking the clinician questions. Additionally, he was able to talk about recent events, and maintain a conversation with the clinician. Alfredo demonstrated difficulty turn taking in social interactions and preferred to control the conversation. He often times interrupted the clinician in conversation. Additionally, he preferred to speak about topics of interest to him and demonstrated difficulty maintaining conversational topics. He demonstrated difficulty repeating messages that were not understood.

Intelligibility in connected speech was judged to be good.

Overall observations collected from the speech-language sample were consistent with results obtained from the formal and informal assessments, as well as, information collected via case history and parent interview.

**Impressions**

Based on the results of formal and informal assessment and clinical observation, Alfredo, an 8-year, 6-month-old male presents with a pragmatic language delay secondary to Autism Spectrum Disorder (ASD).

Social behavioral observation revealed Alfredo appeared to be shy at first. Once rapport was established, he engaged in appropriate conversation with clinician and demonstrated adequate communicative intent. Eye contact was inconsistent. Alfredo demonstrated difficulty turn taking in social interactions, maintaining topics, and making relevant contributions to a topic. He was also observed using repetitive/redundant information and speaking very fast. He preferred to speak about topics of interest to him and demonstrated difficulty reading nonverbal cues.

Information collected from the portions of the subtests of the CELF-5 revealed Alfredo’s sentence comprehension and formulated sentences were in the average range. Pragmatic Profile subtest revealed Alfredo demonstrated difficulty with turn taking, maintaining appropriate topics, and understanding figurative language. Additionally, he was observed providing too much information, making unrealistic comments, and saying things that did not make sense logically. Alfredo spoke very fast and used repetitive and redundant information. Results from analysis of the pragmatic profile revealed an overall pragmatic language delay.

Informal assessment of Social Scenarios revealed Alfredo was able to quickly and efficiently interpret visuals to identify what was occurring, as well as how it could be corrected. However, he was observed to have a limited range of emotion words to express feelings in self and/or others.

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. Alfredo’s oral structure was observed to be adequate for speech production.

Alfredo’s intelligibility in connected speech was judged to be good.

Overall, observations collected from the speech-language sample were consistent with results obtained from the formal and informal assessments, as well as, information collected via case history and parent interview.

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 times a week for 45 minutes to improve overall pragmatic language skills.
2. Goals should be reviewed and updated monthly and a re-evaluation is recommended in 6 months to evaluate progress.
3. Continue to place Alfredo in group activities in order to increase exposure to social skills.
4. Implement at home activities focusing on goals targeted in therapy.

It has been a pleasure meeting and working with Alfredo 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,

Sophia Fernandez, M.S., CCC-SLP

Leas Speech-Language Pathologist