**Initial Speech-Language Evaluation Summary**

**Name**: Domingo Orvananos Ortega **Evaluation Date**: March 18, 2024

**Date of Birth:** October 27, 2017 March 20, 2024

**Age:** 6 years, 4 months

**Relevant Background Information**

Domingo, a 6-year, 4-month-old male was seen on March 18, 2024 and March 20, 2024 at Innovative Pediatric Learning Center of Miami for an initial speech-language evaluation. Domingo received speech-language intervention in Mexico. A full evaluation was recommended in order to continue speech-language services in Miami.

As per information obtained from the case history, Domingo was born following a full-term pregnancy via planned cesarean section. Mother reported she was on “bed rest for almost half of pregnancy” due to Placenta Previa. However, birth and medical history were reported unremarkable. Additionally, his mother reported Domingo is in good health at this time.

Early developmental milestones were reported to be developing within normal limits with the exception of standing alone and dressing self. Domingo’s mother reported that he received occupational therapy from 2 to 3 years of age due to “low muscle tone”. Additionally, early language milestones were reported to be developing within normal limits with the exception of smiling and saying his first word. Mother reported Domingo was receiving speech-language intervention in Mexico and would like to continue services in Miami.

As per information obtained from parent interview, Kare Psychology in Mexico diagnosed Domingo with a Neuromotor disorder. Refer to report from Kare Psychology for additional information. Additionally, mother reported an informal Dyslexia assessment was performed at the Roig Academy. Mother reported the assessment revealed suspected signs of Dyslexia.

At this time, Domingo currently attends Roig Academy and is in Kindergarten. He is exposed to both English and Spanish; however, Spanish appears to be his primary language.

**Instrumentation**

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

* Social Behavioral Observation
* Clinical Evaluation of Language Fundamentals Fourth Edition- Spanish Edition (CELF-4 Spanish)
* Oral-Peripheral Examination
* Speech Sound Assessment
* Speech-Language Sample

All measures were performed in Spanish, as it appears to be Domingo’s primary language. 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:

Before entering the treatment room, Domingo appeared shy and asked his mother to accompany him to the room. Once rapport was established, Domingo was able to converse with clinician and complete all tasks willingly. During the course of the evaluation, he exhibited social reciprocity with the clinician. Domingo was able to make and respond to greetings, begin, and end conversations, and maintain appropriate eye contact. He was able to initiate interactions, ask and respond to request clarification during conversation, maintain topics using typical responses, make relevant contributions to a topic, and show sense of humor. Additionally, clinician observed inconsistent use of turn-taking rules in social interactions (e.g., active listening, maintaining conversational volley).

Throughout the course of formal assessment measures, Domingo demonstrated good initial attention to task. After administering a few items, Domingo appeared distracted by the room and often times looked out the window and would move around in his seat. Domingo appeared to exhibit some impulsivity as observed by answering questions quickly and making selections before the clinician finished the questions. However, he was very easily verbally redirected and would return to task. Overall, Domingo was compliant throughout the entire assessment. Formal assessment measures were broken down and Domingo was provided with breaks throughout.

It should be noted that when Domingo appeared to not be listening, overall comprehension was affected. During administration of the CELF-4 Spanish, it was observed that Domingo’s inconsistent attention affected overall comprehension. Throughout the portions of the CELF-4 Spanish where repetitions were allowed, Domingo required them in order to increase performance. It should be noted that visuals in the assessment were useful in aiding with overall comprehension. Generally, Domingo performed all tasks willingly and interacted well with the clinician. He attempted all tasks. Throughout the course of the evaluation, verbal praise, visuals, and breaks were proven to be effective in keeping Domingo motivated and on task.

**The Clinical Evaluation of Language Fundamentals- 4th Edition Spanish Edition(CELF-4 Spanish)** a standardized assessment of receptive and expressive language skills was administered in order to assess overall language skills. The CELF-4 Spanish is designed for students ages 5-21 years to assess language and communication skills in a variety of contexts.

**Core Language Score and Index Scores-** The Core Language Score and Index Scores are composite scores. These scores are based on the sum of various test scaled scores.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 |
| 86-114 | Average/ Within Normal Limits |
| 78-85 | Marginal/Below Average/Mild |
| 71-77 | Low Range/Moderate |
| 70-50 | Very low range/Severe |
| 50 and below | Profound |

The following results were obtained:

|  |  |  |  |
| --- | --- | --- | --- |
| Core Language Score and Index Scores | Standard Score | Percentile Rank | Interpretation |
| Core Language Score | 95 | 37% | Within Normal Limits |
| Receptive Language Index | 79 | 8% | Mild to Moderate Delay |
| Expressive Language Index | 98 | 45% | Within Normal Limits |
| Language Content Index | 89 | 23% | Grossly Within Normal Limits |
| Language Structure Index | 100 | 50% | Within Normal Limits |

Core Language Score - The Core Language Score is a measure of general language ability and provides an easy and reliable way to quantify overall language performance. The Core Language Score is derived by summing the scaled scores from Conceptos y siguiendo direcciones, Estructura de palabras, Recordando oraciones, and Formulacion de oraciones. Domingo received a Core Language Score of 95 and a percentile rank of 37%. This standard score and percentile rank are within normal limits.

Receptive Language Index - The Receptive Language Index is a measure of listening and auditory comprehension skills. The Receptive Language Index is derived by summing the scaled scores for Conceptos y siguiendo direcciones, Clases de palabras, and Estructura de oraciones. Domingo received a Receptive Language Index score of 79 and a percentile rank of 8%. This standard score and percentile rank yields a mild to moderate delay.

Expressive Language Index - The Expressive Language Index is an overall measure of expressive language skills. The subtests used to derive this score depend on the student’s age and include Recordando oraciones, Formulacion de oraciones, and Estructura de palabras. Domingo received an Expressive Language Index score of 98 and percentile rank of 45%. This standard score and percentile rank are within normal limits.

Language Content Index - The Language Content Index is a measure of vocabulary and word knowledge. The Language Content Index is derived by summing the scaled scores for Conceptos y siguiendo direcciones, Clases de palabras, and Vocabulario expresivo. Domingo received a Language Content Index score of 89 and a percentile rank of 23%. This standard score and percentile rank are grossly within normal limits.

Language Structure Index – The Language Structure Index is an overall measure of receptive and expressive components of understanding and producing different sentence forms. The Language Structure Index is derived by summing the scaled scores from Estructura de palabras, Recordando oraciones, Formulacion de oraciones, and Estructura de oraciones. Domingo received a Language Content Index score of 100 and a percentile rank of 50%. This standard score and percentile rank are within normal limits.

**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 average. The following interpretation of scaled scores is applicable:

|  |  |
| --- | --- |
| **Scaled Score Range** | **Classification** |
| 13 and above | Above Average |
| 8 to 12 | Average |
| 7 | Marginal/Borderline/At risk |
| 6 and below | Low to very low |

The following results were obtained:

|  |  |  |  |
| --- | --- | --- | --- |
| Test | Scaled Score | Age Equivalence | Interpretation |
| Conceptos y siguiendo direcciones | 8 | 5:8 | Low Average |
| Estructura de palabras | 9 | 5:3 | Low Average |
| Recordando oraciones | 9 | 5:10 | Low Average |
| Formulacion de oraciones | 11 | 6:8 | Average |
| Clases de palabras | 7 | <5:0 | At Risk |
| Estructura de oraciones | 11 | 6:6 | Average |
| Vocabulario Expresivo | 12 | 7:8 | Average |

**Conceptos y siguiendo direcciones-** The Conceptos y siguiendo direcciones subtest is used to evaluate the ability to interpret spoken directions of increasing length and complexity, containing concepts that require logical operations. Domingo obtained a scaled score of 8 and age equivalent of 5 years, 8 months. This scaled score and age equivalence are in the lower end of average. He demonstrated relative strength with following 1-level commands with no orientation and directions with one modifier. Additionally, he demonstrated relative strength with verbal commands including location (e.g., arriba, al lado, separados) and temporal concepts (e.g., mientras, antes, luego). However, Domingo demonstrated difficulty with verbal commands including inclusion/exclusion criteria, sequence, and condition.

**Estructura de palabras-** The Estructura de palabras subtest assessed Domingo’s ability to apply word structure rules and select/use appropriate pronouns to refer to people, objects, and possessive relationships. Domingo obtained a scaled score of 9 and an age equivalent of 5 years, 3 months. This scaled score and age equivalence are in the lower end of average. He demonstrated relative strength with using third-person verbs, present subjunctive verbs, regular verbs, irregular verbs, possessives, and reflexive pronouns. However, Domingo demonstrated difficulty using plurals, derivations, future tense verbs, and subjunctive verbs.

**Recordando oraciones -** The Recordando oraciones subtest is used to evaluate a child’s ability to listen to spoken sentences of increasing length and complexity, and repeat the sentences without changing word meanings, inflections, derivations, comparisons, or sentence structure. Domingo obtained a scaled score of 9 and an age equivalent of 5 years, 10 months. This scaled score and age equivalence are in the low average range. He demonstrated relative strength recalling sentences with coordination, prepositional phrases, passive voice, and subordinate clauses. However, Domingo demonstrated difficulty recalling sentences with conjunction deletion, relative clauses, verb phrases, negatives, interrogatives, and passive declarative voice. It is important to note, as length and complexity of sentences increased, he missed at least one component of the sentence.

**Formulacion de oraciones-** The Formulacion de oraciones subtest evaluates the ability to formulate complete, semantically, and grammatically correct spoken sentences of increasing length and complexity, using given words and contextual constraints imposed by illustrations. Domingo obtained a scaled score of 11 and an age equivalent of 6 years, 8 months. This scaled score and age equivalence are average. He demonstrated relative strength with formulating sentences using nouns, verbs, adjectives, and adverbs.

**Clases de palabras -** The Clases de palabras subtest is used to evaluate a child’s ability to understand relationships between words that are related by semantic class features and to express those relationships. Domingo obtained a scaled score of 7 and an age equivalent of less than 5 years. This scaled score and age equivalence are in the at-risk range. He demonstrated relative strength with school concepts, home items, food items. However, Domingo demonstrated difficulty understanding and expressing relationships of sports items, music, clothing items, vehicles, animals, and community.

**Estructura de oraciones-** The Estructura de oraciones subtest evaluates the child’s ability to interpret spoken sentences of increasing length and complexity and select the pictures that illustrate referential meaning of the sentence. Domingo obtained a scaled score of 11 and an age equivalent of 6 years, 6 months. This scaled score and age equivalence are average. He demonstrated relative strength with understanding negation, modifications, prepositional phrases, verbs, relative clauses, subordinate clauses, direct/indirect requests, interrogatives, and compound subjects.

**Vocabulario expresivo-** The Vocabulario expresivo subtest is used to evaluate the child’s ability to name illustrations of people, objects, and actions. Domingo obtained a scaled score of 12 and an age equivalent of 7 years, 8 months. This scaled score and age equivalence are average. Domingo demonstrated relative strength labeling verbs, sports, music, science terms, social studies terms, and medical terms.

**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, Domingo’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 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 Goldman-Fristoe Test of Articulation Spanish Third Editionwas administered. Additionally, spontaneous speech was elicited both in words and connected speech. 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 Domingo’s chronological age at the time of the assessment, the following relevant substitutions, omissions, and phonological processes were noted:

|  |  |
| --- | --- |
| **Error** | **Example** |
| **Substitution of /t/ for /s/** | /meta/ for /mesa/  /topa/ for /sopa/ |
| **Substitution of /p/ for /f/** | /peliz/ for /feliz/  /poto/ for /foto/ |
| **Substitution of /t/ for /h/ and omission of /h/** | /roto/ for /rojo/  /ubo/ for /jugo/ |
| **Gliding of /l/** | /lleon/ for /leon/  /chocollate/ for /chocolate/ |
| **Gliding of trilled /r/ (Inconsistent)** | /pello/ for /perro/  /guitalla/ for /guitarra/ |
| **Gliding of /r/** | /llollando/ for /llorando/  /tijella/ for /tijera/  /tenedo/ for /tenedor/ |

These sound substitutions, omissions, and phonological processes affected Domingo’s overall intelligibility at the single word level and conversational level, making it difficult for an unfamiliar listener to understand Domingo’s utterances. It is important to note, clinician observed occasional prosodic changes and inconsistent articulation errors. His intelligibility at the conversational level is understood approximately 60% of the time. By the age of 6, Domingo’s intelligibility at the conversational level should be 90-100% for an unfamiliar listener. Therefore, articulation skills were judged to be delayed for his chronological age. At this time, Domingo presents with a moderate to severe speech delay.

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

Spontaneous language consisted predominantly of five-word utterances with use of expanded utterances. Language content consisted of naming objects, using action words, using words to describe objects, and using words denoting place, possession, quantity, time, and reason.

Domingo’s social language use consisted of using 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 a recent event, maintain a conversation with the clinician, and repeat messages that were not understood. Domingo demonstrated inconsistency with following turn taking rules in social interactions. At times, he interrupted the clinician in conversation and would answer clinician’s questions before clinician finished talking.

Intelligibility in connected speech was judged to be fair to poor. Utterances were difficult to understand most of the time without relying on context clues. Intelligibility results from the language sample were consistent with results obtained from the articulation portion of the assessment.

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

**Impressions**

Based on the results of formal and informal assessment as well as parent interview and clinical observation, Domingo, a 6-year, 4-month-old male presents with a mild to moderate receptive language delay and a moderate to severe speech delay.

Social behavioral observation revealed Domingo engaged in appropriate conversation with clinician, demonstrated adequate communicative intent and awareness of others. In addition, appropriate eye contact was present. Throughout the course of formal assessment measures, Domingo demonstrated good initial attention to task. However, after administering a few items, he appeared distracted by the room. He was observed to look out of the window and move around in his seat, as well as appeared to exhibit some impulsivity whenever there was a pause between items. However, he was easily redirected and would return. Generally, he performed all tasks willingly. Formal assessment measures were broken down and Domingo was provided with breaks throughout. He required repetition to complete some assessment items. Additionally, it was noted that Domingo’s inconsistent attention affected overall comprehension. Overall, it was observed that when length and complexity of utterances increased, comprehension was affected, as evident by the scores obtained in the individual sections of the CELF-4 Spanish.

Results from administration of formal assessment measure, the CELF-4 Spanish, revealed overall core language, expressive language, and language structure are within normal limits. Additionally, language content is grossly within normal limits. However, receptive language yielded a mild to moderate delay. Information collected from the subtests of the CELF-4 Spanish revealed Domingo’s formulacion de oraciones, estructura de oraciones, and vocabulario expresivo were average. Additionally, conceptos y siguiendo direcciones, estructura de palabras, and recordando oraciones were in the low average range. His clases de palabras was in the at risk range.

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

Domingo’s intelligibility was judged to be fair to poor in both structured conversation and spontaneous conversation. It was difficult to understand most of the time without relying on context clues. Intelligibility results from the language sample were consistent with results obtained from the articulation portion of the assessment.

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

Furthermore, it is important to note that individuals with difficulties with attention exhibit some form of impairment in executive functioning. Executive functioning includes areas of working memory, cognitive flexibility, and self-regulation. Executive functioning involves higher order language and cognitive skills. These skills are highly connected with academic and life success. Goals targeted toward the areas of executive functioning should also be included in Domingo’s intervention plan.

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 minutes to improve overall speech-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 Domingo 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,

Amanda Morales, M.S., CCC-SLP

Speech-Language Pathologist

Sophia Fernandez, M.S., CCC-SLP

Lead Speech-Language Pathologist