



## Speech and Language Evaluation Report

### **IDENTIFYING INFORMATION:**

Name: [REDACTED]  
Date of Birth: 04/13/15  
Mother: [REDACTED]

Date of Evaluation: 11/09/2017  
C.A.: 2 years, 6 months  
Parent Contact: [REDACTED]

Evaluating Therapist: Kari Comer, M.S., CCC-SLP  
School: Panaga School, Brunei

### **REASON FOR REFERRAL:**

[REDACTED], a 2-year, 6 month old male, was seen on November 9, 2017 online for a complete speech and language evaluation. He was referred to *International Diagnostic Solutions* by his mother, [REDACTED], and teachers, Catriona Docherty and Shelagh Green, due to concerns regarding language development.

### **HISTORY:**

#### ***Family, Social, and Educational Background:***

[REDACTED] lives in Brunei with his biological parents and is an only child. His mother reported that he is a dual language learner and he is exposed to English and Russian at home and with extended family. [REDACTED] is in preschool in Panaga School in Brunei and English is the primary language spoken at school but his teachers speak with different accents.

He has attended preschool at Panaga School since September, 2017. His mother and teachers describe [REDACTED] as a sweet yet slow to warm up child. However, he has shown increased comfort with his new surroundings and peers. They also stated that [REDACTED] shows a strong interest in animals, books, cars, trains, music, and dancing. [REDACTED] teachers reported that he does not initiate play with peers but will engage in parallel play if they approach him and that he likes to fixate on items and engages in repetitive play, such as rolling a car back and forth.

#### ***Speech and Language Development***

According to [REDACTED] mother, [REDACTED], he is not producing words at this time but is producing animal like sounds, understands simple verbal commands, will retrieve familiar items when named, and responds to his name when called. His teachers reported that he will match toy animals to pictures of animals around the classroom, will produce animal noises that match toy animals during play, and will vocalize to protest or point + vocalize to request.

#### ***Feeding Development***

[REDACTED] mother reported that he is a picky eater and only eats dry cereal, chicken nuggets, and rice. He previously ate milk with cereal and yogurt but has recently stopped.

#### ***Motor Development***

Exact milestones were not reported but no concerns regarding fine or gross motor development were noted by [REDACTED] mother or teachers.

#### ***Medical History***

[REDACTED]'s mother stated that he was evaluated for possible Autism Spectrum Disorder on November 8, 2017 and according to the evaluating Doctor, [REDACTED] 'shows some signs of ASD but shows more signs that he does not have it'. A full report has not been received at this time.

[REDACTED] saw a dentist on November 4, 2017 due to concerns regarding a tongue tie. According to mom, the dentist did not find evidence of a tongue tie. His mother and teachers also reported that [REDACTED] shows some sensory seeking behaviors, specifically rubbing items on his face and putting objects in his mouth. Mom also reported that his hearing will be tested on January 16, 2018. No other significant medical history was reported.

**ASSESSMENTS ADMINISTERED:**

The following assessment tools were administered online in English:

- *Preschool Language Scale 5<sup>th</sup> Edition (PLS-5)*
- Informal Speech and Language Sample

**ASSESSMENT RESULTS:*****Hearing Screening***

A hearing screening was not administered. ██████'s mother reported that he has a hearing evaluation scheduled on January 16, 2018.

***Oral Mechanism Examination***

A formal or informal oral mechanism examination could not be administered at this time.

***Voice and Fluency***

Vocal parameters and fluency are informally assessed in conversation. However, due to ██████'s limited expressive language, these areas could not be observed at this time.

***Articulation***

A formal articulation measure could not be administered due to ██████'s limited expressive language skills. Vocalizations were noted during the evaluation such as squealing, laughing, occasional sing-song reduplicated babbling with vowel sounds, and single syllable productions of vowel sounds.

***Language***

The *Preschool Language Scale-5 (PLS-5)* was administered to formally assess ██████'s expressive and receptive language skills in comparison to children his chronological age. Methods of assessment used include: caregiver report, observation, and elicitation. The *PLS-5* assesses 3 areas:

- Auditory Comprehension: Measures listening and auditory comprehension
- Expressive Communication: Measures expressive language abilities
- Total Communication: Measures overall language ability

Standard scores of the areas listed are based on a median score of 100 and a standard deviation of +/- 15, indicating that standard scores between 85 and 115 fall within normal limits. His standard scores on the subtests are as follows:

Area	Standard Score	Interpretation
Auditory Comprehension	52	Severe
Expressive Communication	56	Severe
Total Communication	50	Severe

██████'s total communication language score of 50 indicates that his expressive and receptive language skills are in the severely delayed range for his age and gender. ██████'s greatest areas of difficulty with receptive language include pointing to a variety of items when named, responding to 'no' or 'wait', and following a variety of verbal directions and routines. ██████'s greatest areas of difficulty with expressive language include labeling items or pictures, requesting actions and items verbally, and imitating words. ██████'s areas of relative strength in receptive language include following some routine directions, locating familiar and preferred items when named, and responding to his name with a head turn. ██████'s areas of relative strength in expressive language include vocalizing with a point to request, vocalizing to protest, and beginning to produce longer utterances of reduplicated babbling (vowels) that vary in pitch and inflection.

***Informal Observations***

An informal speech and language sample was gathered during the evaluation and from videos sent by ██████'s teachers to assess various aspects of his speech and language in play.

Verbal language refers to one's ability to express (expressive) and understand (receptive) thoughts and ideas through verbal communication. Expressively, ██████ was noted to point and vocalize one time to request a desired item but he did not produce whole words, label items, or imitate words. He did vocalize to squeal, laugh, and occasionally in response to the clinician's prompts or questions. One time he was noted to vocalize in an attempt to imitate the clinician's prompt during play. He was also noted to produce single syllable strings of vowels as well as

reduplicated syllable strings of vowels using varied pitch and inflection. Vowels heard include: 'ae', 'uh', and 'oo'. Receptively, [REDACTED] was noted to retrieve the ball and pointed to a car when labeled by his mother but it's been reported by his mother and teachers that [REDACTED] struggles to generalize this skill of pointing to a variety of items when labeled.

Pragmatics is the use of language in socially communicative interactions with others and includes certain communicative behaviors that are expected (e.g. eye contact, personal space, etc.). Eye contact was difficult to observe but it appeared that [REDACTED] was using fleeting eye contact to indicate interest in the speaker or an activity. [REDACTED] initiated a game by first running to the kitchen and waiting for his mom follow. He would run across the room and run back. Upon return he referred to her visually to see when he could take another turn to run and waited for his mom's gesture or verbal direction before running.

He showed affect by smiling and laughing during the videos and the running game. Joint attention was difficult to observe but his mother and teachers reported that the enjoys being read to and looking at the pictures together.

Speech refers to production of sounds, intelligibility level, loudness, and vocal quality. [REDACTED] has a limited phonological repertoire that mainly consists of vocalizing to laugh, squeal, cry or protest, and produce single syllable strings, mainly of vowels. Vowels heard include: 'ae', 'uh', and 'oo'.

### **BEHAVIOR**

[REDACTED] is a busy and curious little boy. He was hesitant to begin the session and mom stated he wanted a phone with his games. He became engaged when videos with song began playing. He attended to the videos for several minutes but quickly lost interest once they were stopped. [REDACTED] enjoyed running around and playing with preferred toys in between structured activities. He did have some difficulty transitioning away from the games on his phone and protested by crying or trying to move his phone to another area. Although, [REDACTED] could be easily redirected to another activity if it was highly motivating for him like the ball, bubbles, or videos.

### **SUMMARY**

[REDACTED] is a 2 year, 6 month old male who is a preschooler at Panaga School in Brunei. [REDACTED] presents with a severe receptive-expressive language delay, which negatively impacts his ability to interact with a variety of communication partners and participate in the classroom setting.

### **Recommended Goals:**

#### Long Term Goal 1:

1. [REDACTED] will improve his receptive language skills to a more functional level.

#### Short Term Goals:

- 1.1 [REDACTED] will independently follow 1-2 step simple verbal directions in 8/10 trials.
- 1.2 [REDACTED] will independently point to items from a field of 2-3 when named by the clinician in 8/10 trials.
- 1.3 [REDACTED] will independently point to common body parts when named by the clinician in 8/10 trials.
- 1.4 [REDACTED] will follow a 'look' + point to show joint interest in an activity or object in 4/5 trials.

#### Long Term Goal 2:

2. [REDACTED] will improve his expressive language skills to a more functional level

#### Short Term Goals:

- 2.1 [REDACTED] will imitate CV, CVC, and VC words in 8/10 trials.
- 2.2 [REDACTED] will independently request desired actions or items using words, vocalizations, or picture exchange in 8/10 trials.
- 2.3 [REDACTED] will independently answer yes/no questions (verbally or with a gesture) related to items desired in 8/10 trials.

### **Recommendations:**

1. It is recommended that [REDACTED] receive speech therapy 1-2x weekly for 50 minute sessions to address goals.
2. See the attached chart of at home and in school recommendations for addressing [REDACTED]'s goals.
3. Some of the noted challenges for [REDACTED] may be indicative of a more global delay in development. In order to understand this more fully, a psychological screener is recommended. IDS can provide this, please contact Katie Holloran ([holloran@idsalliance.com](mailto:holloran@idsalliance.com)) for more information.

4. It is recommended that [REDACTED] receive an evaluation by an Occupational Therapist to assess his need for a sensory diet
5. It is recommended that [REDACTED] receive an evaluation by an Occupational Therapist and Speech-Language Pathologist to assess his eating preferences.

If you have any questions or concerns please email [Comer@idsalliance.com](mailto:Comer@idsalliance.com)

*Kari Comer, M.S., CCC-SLP*

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<b>International Diagnostic Solutions: Speech and Language Recommendations for [REDACTED]</b> (Strategies recommended for immediate support at home and in school)		
AREA OF NEED	SCHOOL	HOME
<b>Language</b>	<ol style="list-style-type: none"> <li>1. Make language more visible- use pictures and gestures to reinforce the meaning of key terms when teaching and giving directions/explanations. When visual aides aren't available, stress key words.</li> <li>2. Give 1 step directions at a time and simplify the wording to 3-5 words. Use a gesture or model to increase comprehension.</li> <li>3. To encourage expressive language, ask open-ended questions (generally wh questions; ex. 'what do you want') vs closed-ended questions (generally yes/no questions; ex. 'do you want the ball?'). Hold up the choices for [REDACTED] to point to.</li> <li>4. Use explicit transition comments when changing activities (ex. 'now it's time for ...' or 'first .../ then...')</li> <li>5. Use small groups to encourage verbal interaction in a variety of activities</li> <li>6. Encourage [REDACTED] to vocalize or imitate a sound before giving him items he wants.</li> <li>7. Layout 2-3 items and tell [REDACTED] to point to one of them. Reward him with something he likes afterwards like bubbles or the ball.</li> </ol>	<ol style="list-style-type: none"> <li>1. Simplify verbal directions to 1 step. When necessary, simplify to 3-5 words or less and use a model or gestures</li> <li>8. To encourage expressive language, ask open-ended questions (generally wh questions; ex. 'what do you want') vs closed-ended questions (generally yes/no questions; ex. 'do you want the ball?'). Hold up the choices for [REDACTED] to point to.</li> <li>2. Use explicit transition comments when changing activities (ex. 'now it's time for ...' or 'first .../ then...')</li> <li>3. Read stories to [REDACTED] and point out the pictures and characters. Ask him to point to specific pictures too.</li> <li>4. Encourage [REDACTED] to vocalize or imitate a sound before him items he wants.</li> <li>5. Have [REDACTED] find a variety of items around the house and bring them to you. Reward him with something he likes afterwards like bubbles or the ball.</li> <li>6. Narrate while completing daily activities and during play. Focus on key words, action words, and descriptors.</li> <li>7. Hold items in front of face to encourage eye contact before providing a toy to [REDACTED].</li> </ol>

		8. When playing together, take turns rolling balls and cars back and forth to each other.
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