

Stamford Early Learning Services
Stamford Hill School
Stamford, CT 06614

Speech and Language Evaluation

Child's Name: [REDACTED] D.O.B: [REDACTED] Age: [REDACTED]
Parents/Guardians: [REDACTED]
Address: [REDACTED] Telephone: [REDACTED]
Evaluation Period: [REDACTED] Date of Report: [REDACTED]
Grade: [REDACTED] School: **Early Learning Services**

Referral and Background Information:

[REDACTED] is a 5-year-old boy who attends Early Learning Services five days a week. He has a diagnosis of Autism and has a full time ABA therapist with him throughout his school day. He spends small increments of time in a classroom with a special education teacher and also receives 1:1 ABA instruction. In addition, he receives 2 hours of speech therapy and 2 hours of occupational therapy weekly. [REDACTED] has limited functional communication. He is non-verbal and does not use gestures independently. He has difficulty imitating motor and speech motor tasks.

[REDACTED] has mastered Phases I-IV of the Picture Exchange Communication System (PECS). He is able to scan through his book to make choices. He easily builds the "I want" sentence strip and exchanges it with several partners to obtain the desired item. Recently, [REDACTED] has demonstrated an increase in starting to build a request, then mouthing each picture before making the request. Other times, he mouths pictures, builds strip and then does not exchange it or repair it for another choice. The number of reinforcing items that [REDACTED] requests is limited. During speech therapy, he requests favorite snacks (Doritos and brownies) and this clinician's iPad. He has a group of about eight toys that he requests in the IPP room and classroom. An interesting note is that when this clinician was eliciting a list of toys from his 1:1 therapist, [REDACTED] quickly requested two of the named toys in succession. He played with one for an appropriate amount of time, then left to go get the other choice. In the past, there was a wider variety of toys and manipulatives that kept his attention and were reinforcing. His decreased motivation makes it challenging to engage [REDACTED] and many of the self-stimulatory behaviors that he exhibits also impact his availability for learning.

In addition to using PECS, [REDACTED] has been able to use single sounds to request objects. His ability to do so independently is inconsistent. His repertoire of sounds is limited at this time. It consists of: /d, t, p, b, s, ah/. A variety of approaches have been used to teach these speech sounds, as well as new target sounds. Techniques include visual, verbal, motor and kinesthetic methods (including PROPMT techniques). [REDACTED] often over-generalizes and uses the same sound to mean several different things. For example, he will use the /d/ sound to mean both Dorito and tickle, instead of switching to /t/ to request tickling. New

objectives written at his annual review on 1/16/2014 include taking learned consonants and adding vowels to create CV (consonant-vowel) sound patterns.

In addition to speech-sound goals, [REDACTED] has objectives to address his decreased functional communication skills. He is working to learn to "wait" for desired items by using a visual marker. He is also going to work on using his PECS, nod or gesture to indicate "no."

At his annual review PPT in January, [REDACTED]'s progress in speech and language was addressed. Mr. and Mrs. [REDACTED] expressed concerns regarding his limited repertoire of speech sounds and decreased functionality in his communication. An outside evaluation was requested. The team decided to assess [REDACTED] in school first. Therefore, a speech and language evaluation was recommended to formally assess [REDACTED]'s sound imitation, language skills and functional communication.

Behavioral Observations:

[REDACTED] was assessed during several sessions throughout the months of February and March. Overall, [REDACTED]'s behaviors during the evaluation were judged to be typical for him, so the findings of this assessment are considered to be a valid and reliable result of his current abilities. However, it should be noted that [REDACTED] did not respond consistently to many items. Models, visuals and repetitions are not allowed for standardized test items. When [REDACTED] didn't respond, it was unclear if the task was not of interest or if [REDACTED] did not understand what was expected from him. This may have negatively impacted his scores.

Tests Administered:

Preschool Language Scales Fifth Edition (PLS-5)

Early Functional Communication Profile (EFCP)

Kaufman Speech Praxis Test (KSPT)

Preschool Language Scales Fifth Edition (PLS-5)

The *Preschool Language Scale, Fifth Edition (PLS-5)* is an individually administered test used to identify children who have a language disorder or delay. [REDACTED] was administered both subscales: Auditory Comprehension (AC) and Expressive Communication (EC). The AC subscale evaluates how much language a child understands. The tasks designed for preschool children assess comprehension of basic concepts, vocabulary and grammatical markers. The EC subscale evaluates how well a child communicates with others. Preschool children are asked to name common objects, use concepts, prepositions, grammatical markers and sentence structures.

Subscales	Areas	Standard Score
Auditory Comprehension	Understanding of Language	50
Expressive Communication	Communication with Others	50
Total Language Score	Overall Measure of Language Ability	50

**An average score is 100 with a standard deviation of 15 making the average range 85-115.*

█████'s Total Language score was derived from both the AC and EC subscales. He obtained a standard score of 50, which falls significantly below the average range in comparison to typically developing peers his age. The lower range of raw scores derives a 50 in the scoring manual.

During the AC subscale, █████ demonstrated the ability to:

- React to sounds other than voices in the environment
- Turn his head to locate the source of a sound
- Respond to a new sound
- Shake and bang objects in play
- Anticipate what will happen next with a repetitive action
- Look for items that have fallen out of sight
- Understand what you want when you extend your hands
- Look at objects that are pointed to and named
- Understand a specific word or phrase without the use of gestural cues
- Identifying photographs of familiar objects (i.e., cookie, bird, balloon, kitty, shoe and apple)

The following areas on the AC subscale were difficult for █████:

- Actively searching for a person who is talking
- Interrupting an activity when you call his name
- Responding to an inhibitory words (i.e., *Stop, No*)
- Demonstrate functional play by stacking blocks
- Demonstrate relational play by using a ball and a comb to knock down blocks
- Demonstrating self-directed play (i.e., combing his hair, pretending to eat play food)
- Following routine directions with gestural cues and materials (i.e., put the ball in the box, give me the keys, throw the ball)
- Identifying familiar objects from a group without gestural cues (i.e., ball, cup, car)
- Following commands with gestural cues and materials (i.e., *Get the book and bring it here please. Wait! I meant to say, the duck. Get the duck and bring it here please.*)
- Identifying basic body parts on self or bear (i.e., nose, eyes, feet, hands, mouth)
- Identify things you wear (shoes, shirt, socks, pants)
- Understand verbs (eat, drink, sleep)
- Engage in pretend play

During the EC subscale, █████ demonstrated the ability to:

- Respond to speaker by smiling
- Vocalize pleasure and displeasure sounds
- Protest by gesturing and vocalizing
- Seek attention from others for squeezing and tickling
- Play simple games with another while using appropriate eye-contact
- Vocalizes 2 different consonant sounds

- Participating in a play routine with another person for at least 1 minute while using appropriate eye-contact

The following areas on the EC subscale were difficult for [REDACTED]:

- Imitating facial expressions and movements
- Taking multiple turns vocalizing
- Combine sounds
- Vocalize 2 different vowel sounds
- Babble 2 syllables together
- Using at least one word
- Producing syllable strings with inflection similar to adult speech (2-3 syllables)
- Imitating words (bubble, bear, crayon, paper)
- Produce 3 different types of consonant vowel combinations (i.e., CV, CVCV, VCV)
- Initiating a turn-taking routine or social game
- Using gestures and vocalizations to request objects
- Demonstrates joint attention
- Naming objects in photographs (ball, bird, shoe, balloon, apple, baby, cookie, dog, spoon, cat)

Kaufman Speech Praxis Test (KSPT)

The *KSPT* assesses specific oral movements along with sound production at increasing rates of difficulty. The first two parts of the assessment were given to gain information on [REDACTED] current level of motor imitation. Scores were not derived from this test at this time, but it can be used as a baseline for where [REDACTED] is currently functioning with his motor speech skills.

[REDACTED] currently has a limited repertoire of sounds that he can produce. He continues to demonstrate low levels of success with imitating sounds when given patterned or routine activities with a variety of supports including: verbal models, visual cues, tactile prompts, visual feedback (mirror) and carrier phrases. Decreased motivation and attention play a role in his performance with speech imitation as well. This should be considered when interrupting the results.

Part 1: Imitation of oral movement on command

- Open mouth
Opened mouth and voiced vowel /ah/
- Produce Voice
yes
- Protrude Tongue
Rapid protrusion and retraction
- Lateralize Tongue R/L
Alternated right to left

- Alternate Tongue Lateralization
yes
- Elevate Tongue to Alveolar Ridge
Tongue protruded out of the mouth
- Spread Lips
No Movement
- Pucker Lips
Bit lip
- Alternate spread/pucker
Tongue out, then bit lip
- Can the child control salival pooling?
Yes

Part 2: Simple Phonemic/Syllabic Level

A. Pure Vowels

- /a/ "ah"
Correct
- /ʌ/ "uh"
Produced /a/
- /u/ "oo"
Produced /bʌ/
- /i/ "ee"
Produced /ʌ/
- /ɔ/ "aw"
Produced /i/
- /ɛ/ "eh"
Produced /a/
- /ɪ/ "ih"
Produced /a/

B. Vowel to Vowel Movement

- /aɪ/ "long i"
Produced /a/
- /oʊ/ "long o"
Produced /a/
- /eɪ/ "long a"
Produced /a/
- /aʊ/ "ou"
Produced /a/
- /ɔɪ/ "oy"
Produced /ah/

C. Simple Consonant Production

- /m/
Correct
- /t/
Produced /d/
- /p/
Correct
- /b/
Correct
- /h/
No response
- /d/
Correct
- /n/
Produced /d/

D. Repetitive Syllables

- /mama/ "mama"
Produced /papa/
- /papa/ "papa"
Correct
- /b^b^/ "buh buh"
Produced /pab^/
- /bubu/ "boo boo"
Produced /baba/
- /dada/ "dah dah"
Produced /dad^/

E. Consonant to Vowel Movements

- /du/ "do"
No response
- /pe/ "pay"
Produced /pa/
- /tai/ "tie"
No response
- /bu/ "boo"
Produced /papa/
- /mi/ "me"
Produced /pa/
- /bai/ "bye"
Produced /b^/
- /de/ "day"
Produced /d/

F. Vowel to Consonant-Vowel Movement

- /um^/ "oo-muh"
Produced /m/
- /apo/ "ah-poe"
Produced /p^/
- /obo/ "oh-bow"
Produced /b^/
- /op^/ "oh-puh"
Produced /p^/

G. Repetitive Syllables with Vowel Change

- /b^bo/ "bubble"
Produced /b^b^/
- /mami/ "mommy"
Produced /b^b^b^/
- /bebi/ "baby"
Produced /b^/
- /p^pi/ "puppy"
Produced /b^b^/
- /pipo/ "people"
Produced /p^p^/
- /daedi/ "daddy"
Produced /didi/

H. Simple Monosyllabics with Assimilation

- pop
Produced /papa/
- mom
Produced /papa/
- bib
Produced /bi/
- tot
Produced /ti/
- dad
Produced /dadi/

The remaining two subtests, Simple Consonant Synthesis and Simple Bisyllabics with Consonant and Vowel Change were not administered. From the information obtained, ~~John~~ demonstrates difficulty imitating some oral motor movements, and repeating consonant and vowel sounds in isolation and in patterns. His repertoire of consonant sounds remained stable throughout the evaluation. He was able to use a wider variety of vowels in the testing, however, they were not always accurate to the stimulus presented.

Early Functional Communication Profile (EFCP)

The *EFCP* is a criterion-referenced assessment tool which gathers information on young children's foundational communication skills. Joint attention, social interaction and communicative intent are areas addressed that neurotypical children develop prior to the emergence of verbal communication. The *EFCP* outlines specific areas of communication such as: requesting objects, turn-taking, requesting continuation of actions, requesting assistance, response to greetings, receptive language and protesting. The assessment determines where a child is functioning with these skills and can be described as mastered or emerging. This dynamic assessment can be used to document small, functional change in nonverbal communication skills in children with severe disabilities and larger gains in children with moderate disabilities.

Communication Areas Targeted on The Early Functional Communication Profile:

1. Joint Attention-Requesting Objects

Desired objects (Doritos) were placed near ██████ but out of his reach.

Mastered: ██████ is able to request a desired object with a word. In ██████'s case, his "word" was a combination of using Phase IV of PECS to exchange "I want Doritos" and his spontaneous use of the sound /d/ when asked, "What do you want?"

Emerging: The next level in this area would be to say the word independently, including combining the word with nonverbal communication such as eye contact, joint referencing or a point.

2. Social Interaction-Turn Taking

An iPad with the "Angry Birds" app was used.

Mastered: ██████ requested a turn in a nonverbal exchange (patting chest) to gain access to a desired object with a hand-over-hand prompt. He also responded to verbal requests of "My turn" from an adult.

Emerging: Requesting a turn by patting his chest independently to request an object back from an adult and offering a turn spontaneously while staying in the play situation.

3. Communicative Intent-Requesting Continuation of Actions

Tickling and singing "Row, Row your Boat" with actions were used as targets.

Mastered: ██████ approached an adult who was at arm's length reach to request more tickles/Row, Row Your Boat. He demonstrated this behavior with eye contact as well, but it was inconsistent.

Emerging: Requesting continuation of actions by approaching an adult standing in front of, next to and beside him, and maintaining appropriate eye contact is emerging.

4. Communicative Intent-Requesting Assistance

Doritos were placed in a Ziploc bag to temporarily deny [REDACTED] access.

Mastered: [REDACTED] was able to make eye contact when handing a bag of Doritos to adult an arm's length away. He was able to demonstrate the skill with an adult both sitting and standing in front of him.

Emerging: The next area of development would be continuing the interaction when the adult moves to his side or behind him. Also, teaching [REDACTED] a sound or icon to request help.

5. Social Interaction-Response to Greetings

Waving and greeting with "Hello" was used.

Mastered: [REDACTED] twice imitated, and one time spontaneously waved in response to "hello" when this clinician was kneeling in front of him. He also imitated a wave when an adult was standing in front of him.

Emerging: Waving when an adult is to his side, then waving while making eye contact.

6. Joint Attention-Receptive Language

Desirable and non-desirable objects were used to elicit joint attention and "no" responses.

Mastered: In the area of joint attention, [REDACTED] was able to look at an object an adult pointed to from 2-3 feet away. He was able to do so with the items in front of and next to him.

Emerging: An emerging area in shared focus would be looking at a named object when an adult says *Look* and turning his eyes and head toward the object.

Mastered: [REDACTED] demonstrated the ability to follow learned directions with an expectant wait. The directions included: *Pick up, Stand up, Give me, and Get PECS*. He was unable to follow: *Clap hands, Put it in, Stand up and Get puzzle*. He had no response when these novel directions were given.

Emerging: Spontaneously following a wider variety of one-step directions is the next area to develop in [REDACTED]'s comprehension.

Mastered: When presented with a Dorito, [REDACTED] was able to nod "yes" in imitation when asked if he wanted one. This action is currently worked on in one of his ABA programs.

Emerging: Answering *no* when presented with non-desirable items are presented should be continued to be taught.

7. Communicative Intent-Protesting

Non-preferred items puzzle and beads were presented to determine ██████'s level of protest.

Mastered: ██████ pulled his body away when non-preferred toys were presented to him. He turned his head away and got out of his seat with each presentation.

Emerging: The next step would be for ██████ to gesture with his hand out when he's presented with non-preferred toys, then to shake his head "no."

Summary and Recommendations:

██████ is a sweet, 5-year-old boy who has been a pleasure to work with over the past two years. He demonstrated significant receptive, expressive and pragmatic language delays. He also demonstrated limited functional communication and relatedness skills, which strongly support the diagnosis of Autism.

The results of the *PLS-5* indicate significantly below average skills in both Auditory Comprehension and Expressive Communication. When allowed per protocol, items were scored based on observation. ██████ had difficulty responding to questions unsupported, that is with no demonstration and limited repetition. In Auditory Comprehension, a strength for him was pointing to pictures of named objects. He was unable to point to named body parts or clothing on himself. Expressively, ██████ was unable to imitate facial expressions, but made gross approximations and vocalizations. He also used vocalizations to protest, request and engage. ██████ has a decreased repertoire of sounds and in this assessment, was unable to combine his learned sounds. In therapy, he benefits from the use of tactile/PROMPT and visual support to elicit sounds.

Results of the *KSPT* indicate that ██████ has difficulty imitating some oral motor movements and speech sound productions. He maintained production of his mastered speech sounds throughout the testing, but was inconsistent in his ability to produce them on demand. In addition, he was unable to accurately imitate a variety of vowels and diphthongs. At this time, it is difficult to discern if his delayed motor imitation skills are due to decreased attention and comprehension of the expectation or an Apraxia (neurological motor planning disorder). The results of this evaluation do not support a diagnosis of Childhood Apraxia of Speech (CAS) at this time. Once ██████ improves his response to instruction, relatedness skills, and his attempts to imitate oral motor movements and motor speech tasks, CAS may be more evident.

The *EFCP* indicated that ██████ does well requesting desired objects using sounds and his PECS book. The list of reinforcing items is short. He often requests edibles (Doritos, brownies) and a limited number of objects. ██████ demonstrated turn-taking with hand-over-hand prompting to tap his chest. He will also vocalize or use PECS to request. He also responds to "My turn" with a hand held out. The length of time in which ██████ will

