

# **SPEECH AND LANGUAGE ASSESSMENT REPORT**

|                         |                        |                          |                              |
|-------------------------|------------------------|--------------------------|------------------------------|
| Student:                | Ryan Simpson           | School:                  | Springfield Elementary       |
| Date of Birth:          | 01/01/2004             | Examiner:                | Shirley Dumas, M.S., CCC-SLP |
| Primary Language:       | Spanish                | English Proficiency:     | Early Bilingualism           |
| Language of Assessment: | English                | Type of Evaluation:      | Screening                    |
| Grade:                  | Kindergarten           | Age:                     | 5:11                         |
| Assessment Date:        | 01/01/2014, 01/02/2014 | Report Date:             | January 02, 2014             |
| Parent/Guardian:        | Morgan Simpson, Mother | Parent/Guardian Consent: | Yes                          |
|                         |                        | Referral:                | Speech and Language Services |

## **RELATION OF THE FOLLOWING INFORMATION:**

**that was assessed for educational services is shown in following questions:**

1. Does Ryan continue to require speech and language services to meet the listening and speaking component of the curriculum?
2. Does Ryan meet special education eligibility to receive speech and language services?
3. What are Ryan's current needs for speech and language functioning?

Ryan is a 5:11 year old kindergarten student currently enrolled in a general education setting with support from speech and language services. Ryan is currently eligible for special education services under the area of **Intellectual Disability (ID)**. Ryan currently lives with his mother, Morgan, father, Steven, and two younger sisters, Lisa, A, and Maggie, 1. Ryan often is helped by his grandfather, Adamson. Ryan's parents have expressed concern regarding his speech and language functioning, and occasional within-classroom performance. Ryan's parents want what's best for him, and have requested a full profile educational evaluation, in addition to his speech and language educational evaluation. Ryan has made significant progress with his language and articulation skills and has currently met all goals.

As Ryan's initial IDP dated 10/02/13, the multi-disciplinary team identified Ryan's primary diagnosis as **Developmentally Delayed (DD)**, with delays in cognitive functioning and language skills, and a secondary diagnosis of **Speech and Language Impairment (SLI)**. The team determined the least restrictive environment (LRE) for Ryan was a Special Day Classroom/Middle School (SDC/MS) for preschool. As Ryan's most recent annual IDP dated 02/07/14, it was reported that Ryan met all classroom goals in SLI, Language Arts and Math. Ryan had also met all speech and language goals. Based on progress made, the team changed Ryan's primary eligibility from ID to **Intellectual Disability (ID)**. The team also decided that moving forward to kindergarten, the least restrictive environment for Ryan would be general education with support from SLI, SDC/MS. It was reported that due to his young age at the time of initial testing and significant language delays that Ryan's cognitive abilities he measured were at least normal to give a better picture of his skills.

Ryan is a native Spanish speaker. Ryan's parents and grandfather speak Spanish at home. Ryan has overall Early Intermediate-High proficiency in documented by his recent CELF ID scores. The assessment was conducted in Spanish based on CELF ID scores and Ryan educational experience with English. Ryan passed the most recent listening and music screening performed by the school nurse on 01/02/2014.

## **Previous SLI Assessment Results**

On Ryan's initial speech and language assessment dated 10/02/13 he was given the **Preschool Language Scale-2<sup>nd</sup> Edition, Spanish Edition (PLS-2)**. The PLS-2 assesses comprehension and expressive communication skills in children from through 7:11. Ryan's Auditory Comprehension resulted score was 100 and Expressive Communication standard score was 70. A third Language standard score was not reported.

## **RELAY/CELF OBSERVATION/INTERVIEW:**

Ryan entered the speech room willingly. When prompted, Ryan used appropriate greetings upon entering the room, quickly made eye contact and said "hello" to the SLP. Ryan was able to answer questions about school and his family. Ryan's general affect appeared typical and happy. At times Ryan appeared excited and somewhat impulsive behaviors, such as talking over the SLP while she was reading test questions, commenting on the pictures before a question was asked, kicking his feet and legs, repeatedly tapping both his feet on the ground, moving around in his chair, and making very little eye contact. Ryan frequently asked, "Is that the last one?" and at times appeared to have difficulty focusing on the task. Ryan attempted all test questions, was well-motivated throughout testing, and did not require any breaks.

## **Speech Room Observations**

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**A Loxley**



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