

SPEECH AND LANGUAGE ASSESSMENT REPORT

Student:	Ryan Simpson	School:	Springfield Elementary
Date of Birth:	03/02/2004	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:	03/02/2013, 03/03/2013	Report Date:	March 11, 2013 dated 03/03/2013
Parent/Guardian:	Margie Simpson, Mother	Parent/Guardian Consent:	Yes
	Simpson	Referral:	Speech and Language Services

RELATION OF THE FOLLOWING INFORMATION:

that was assessed for educational services is shown for 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, Margie, father, Steven, and two younger sisters, Lisa, 4, 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 10/08/12, 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/Middleton (SDC/Middle) for preschool. At Ryan's most recent annual IDP dated 02/07/13, it was reported that Ryan met all classroom goals in SLI, Language Arts and Math. Ryan had also met 3/2 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/Middle. 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/Low proficiency in documented by his recent CELF-II scores. The assessment was conducted in Spanish based on CELF-II scores and Ryan educational experience with English. Ryan passed the most recent listening and music screening performed by the school nurse on 01/03/13.

Previous SLI Assessment Results

On Ryan's initial speech and language assessment dated 10/08/12 he was given the **Preschool Language Scale-2nd 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 125 and Expressive Communication standard score was 72. 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 anxious 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, standing 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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Tobias Bleicker



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Report Writing for Speech-language Pathologists Grace Middleton,1992 **A Coursebook on Scientific and Professional Writing for Speech-Language Pathology, Sixth Edition** M.N. Hegde,2022-12 A Coursebook on Scientific and Professional Writing for Speech Language Pathology Sixth Edition is a unique interactive resource to help students develop the strong writing skills necessary for a successful clinical or academic career in speech language pathology The book not only describes the principles of good writing but also contains numerous opportunities to practice writing skills replete with exemplars The Coursebook is ideal for dedicated courses on scientific and or professional writing and can also be used in courses on assessment research methods and clinical methods and practicum The first section of the book is a refresher on the basic rules of grammar punctuation and composition The second section is focused on scientific writing and explains the different types of academic publications offers tips on how to write without bias and describes the typical manuscript formatting required for scientific publications It also includes examples of the elements of scientific style such as capitalization and abbreviations how to reference sources cited within the text and how to prepare the reference list Also covered are how to submit a manuscript to scholarly journals and best practices for proofreading and making revisions The last section is focused on professional clinical writing and the various written communications speech language pathologists SLPs prepare as part of their jobs These include diagnostic reports brief and comprehensive treatment plans and progress reports The book ends with a section on report writing for SLPs working in public schools including assessment reports IEPs and SOAP notes A unique and student friendly feature of the book is its practical design The first two sections provide incorrect exemplars the user can rewrite or write correctly In the last section left hand pages show specific examples of general scientific or professional writing and the corresponding right hand pages allow students to practice writing Updates to the Scientific Writing section include The text incorporates APA 7th edition changes to reference citations and preparation of the reference list along with updates on how to cite electronic sources The bias free writing section is updated and expanded to include appropriate terms and writing style to describe LGBTQ community members A glossary is provided for easy reference Information on how to submit content to academic journals and conferences preparing electronic manuscripts and making revisions in light of the copyeditor s comments have been updated to current publishing industry standards Updates to the Professional Writing section include The text includes current clinical terminology and practice in speech language pathology A new trial by trial treatment progress recording sheet has been added to the progress report section A subjective objective assessment plan SOAP progress report written for medical settings has been added along with a new section on report writing in public schools which includes an assessment plan that helps determine whether a student meets the school district s criteria for enrollment in clinical speech language services **The Child Clinician's Report-Writing Handbook** Ellen Braaten,2019-09-02 Now revised and updated this indispensable tool streamlines the process of conducting

child and adolescent assessments and producing high quality reports In a convenient large size format the book is filled with interview questions and reproducible forms for collecting pertinent information from children parents and teachers wording to describe more than 100 commonly used tests and menus of terms and phrases for each section of a report Formats and writing tips are provided for diagnostic personality and neuropsychological reports treatment plans progress notes and more Other user friendly features include lists of medications and abbreviations and recommended print and online resources for professionals and parents Purchasers get access to a Web page where they can download and print the reproducible materials New to This Edition Revised throughout for DSM 5 and ICD 10 CM Includes the most current test batteries and rating scales Updated resources for professionals and parents Reproducible materials now available online *Assessment of Communication Disorders in Adults* M.N. Hegde, Don Freed, 2020-10-02 *Assessment of Communication Disorders in Adults* Resources and Protocols Third Edition offers a unique combination of scholarly information invaluable resources and time saving protocols on assessment of communication disorders in adults Most resource books offer limited research and scholarly information thus making them unsuitable as textbooks for academic courses on assessment and diagnosis Similarly most traditional textbooks do not include practical easy to use and time saving resources and protocols that the practicing clinicians can readily use during assessment sessions By combining the strengths of traditional textbooks with newer assessment resources and protocols this one of a kind book offers a single comprehensive source that is suitable as a textbook and useful as a practical clinical resource This bestselling and trusted text Covers the full range of communication disorders in adults from aphasia to voice disorders Gives a comprehensive outline of basic assessment procedures Provides a set of protocols that are necessary to assess any communication disorder in adults Addresses the multicultural issues in assessing communication disorders in adults and offers an integrated assessment approach that includes the most desirable features of the traditional and several alternative approaches Contains two chapters for each disorder one on resources that offers scholarly and research background on the disorder and one on resources that describes practical procedures and protocols that save preparation time and effort for the clinician New to the Third Edition Expanded emphasis and specific guidelines on making a correct differential diagnosis Latest research on the characteristics of communication disorders in adults Review of recent trends on diagnostic assessment with critical recommendations for students and clinicians Updated epidemiological research on communication disorders Revised text to offer more succinct information on assessment tools and diagnostic criteria The latest standardized and informal assessment instruments Student friendly step by step instructions on how to conduct initial interviews and share final assessment results with patients in each protocol chapter

Assessment of Communication Disorders in Children M.N. Hegde, Frances Pomaville, 2021-03-01 *Assessment of Communication Disorders in Children* Resources and Protocols Fourth Edition offers a unique combination of scholarly information invaluable resources and time saving protocols on assessment of the full range of communication disorders in

children including nonverbal or minimally verbal children Most resource books offer limited research and scholarly information thus making them unsuitable as textbooks for academic courses on assessment and diagnosis Similarly most traditional textbooks do not include practical easy to use and time saving resources and protocols that the practicing clinicians can readily use during assessment sessions By combining the strengths of traditional texts with newer assessment resources and protocols this one of a kind book offers a single comprehensive source that is suitable as a textbook and useful as a practical clinical resource This bestselling and trusted text Includes an extensive discussion of issues in using standardized tests along with detailed information on psychometric principles and offers a detailed discussion of alternative assessment approaches that minimize the problems inherent to standardized tests Describes a new comprehensive and integrated assessment approach that derives its strengths from the traditional as well as several alternative approaches Addresses the multicultural issues in assessing communication disorders in children and integrates culturally responsive assessment procedures into the assessment protocols Contains two chapters for each disorder one on resources that offers scholarly and research background and one on resources that describe practical procedures and protocols that save the clinician s preparation time New to the Fourth Edition A new section on the assessment of voice in transgender and gender diverse adolescents A new section on selective mutism in bilingual children included in alternative and integrated assessment of ethnoculturally diverse children All normative tables placed in relevant chapter appendices for quick access The content has been updated throughout to reflect the current state of research Updated diagnostic features of all childhood communication disorders All protocols streamlined and edited for precision in book and on website Updated resources for commonly used assessment instruments and standardized tests now available on the companion website All defined and key terms are now bolded Simplified writing style and reduced redundancy for increased readability and comprehension

Diagnosis of Speech and Language Disorders James E. Nation, Dorothy M. Aram, 1984 *Evaluation of National Health Interview Survey Diagnostic Reporting* ,1994 *Oral-Facial Evaluation for Speech-Language Pathologists* Barbara Ann Johnson-Root, 2015-06-09 Oral Facial Evaluation for Speech Language Pathologists guides speech language pathologists and students of speech language pathology through the process of strategically inspecting the oral facial region for structural and functional integrity This manual applies principles of evidence based practice throughout and includes a cogent review of relevant anatomy and physiology instructions for both routine and discretionary inspection procedures detailed clinical implications for a large number of structural and functional patterns strategies for organizing and writing appropriate report sections as well as implications that potentially impact plan of care In addition to explicit guidelines that prepare examiners to purposefully and competently perform oral facial inspections from a generalist perspective Oral Facial Evaluation for Speech Language Pathologists offers detailed adaptations that facilitate evidence gathering for selected special needs populations These include children in birth to five age groups individuals with social and cognitive challenges persons with

sensory limitations and older adults A stand alone comprehensive resource this manual lends itself to both professional practice and clinical teaching while promoting a rigorous evidence based model for oral facial inspection practices within the profession of speech language pathology Furthermore this manual is useful for improving efficiency accuracy and consistency of practice across the discipline from novice clinician to seasoned practitioner Key features Narrated videos that demonstrate adult and child oral facial inspections that correspond to the manual procedures Sixty eight black and white illustrations Thorough glossary of terms Foreword written by Dr Raymond D Kent *Stuttering* Ehud Yairi, Carol H. Seery, Cara M. Singer, 2025-08-06 Stuttering Foundations and Clinical Applications Fourth Edition presents a comprehensive overview of the science and treatment of stuttering intended for both undergraduate and graduate level courses It is the only text that incorporates general information on the nature of stuttering e g incidence and development a review of its theoretical and research perspectives and a substantial clinical how to guide for evaluating and managing the disorder at different ages It guides students to critically appraise different viewpoints about the nature of stuttering understand the disorder s complexities and learn about the major clinical approaches and therapies appropriate for different age groups This evidence based textbook is divided into three distinct sections Part I Nature of Stuttering offers descriptive information about stuttering including its demographics and developmental pathways Part II explores the various explanations of stuttering giving students an understanding of why people stutter Part III focuses on clinical management delving into the assessment of both adults and children as well as various age appropriate intervention approaches In the final chapter the authors explore other fluency disorders as well as cultural and bilingual issues New to the Fourth Edition A new third author Cara M Singer PhD CCC SLP brings a fresh perspective Reduced text where possible enhancing reading and freeing space for new information Chapter reorganization in some sections An additional assessment related chapter Integration of updated research Updated and expanded clinical approaches 100 new recent references Key Features Each chapter begins with a list of learner objectives to frame the chapter before new material is presented Boxes throughout the text and bolded words are used to highlight important points End of chapter summaries and study questions allow readers to review and test their understanding Infused with suggested further readings and websites Included visuals tables diagrams photos and drawings help clarify and expand on key concepts Numerous case studies and testimonies from parents in the text Please note Ancillary material such as forms and documents are not included as in the original print version of this book Assessment and Diagnosis of Neurodevelopmental Disorders in Young Children Neil Nicoll, 2021-09-16 This essential guide is a research based practical handbook for assessing global developmental delay and other neurodevelopmental disorders in young children It explains diagnostic support and treatment services available for children and their families clarifying psychological and medical terminology and global legislative and societal factors relating to assessment Designed as a comprehensive compendium for student and practicing psychologists it offers an introduction to historical perspectives

around child development and developmental disorders and how these have affected our understanding of neurodevelopmental disorders It explains professional and ethical considerations surrounding the clinical practice of developmental assessments and focuses on the crucial importance of understanding and supporting the parental experience of assessment and diagnosis Key topics covered include definitions and descriptions of genetic and chromosomal disorders and neurodevelopmental disorders eligibility criteria for support and assistance the Griffiths Scales Bayley Scales and other notable assessments for young children autism spectrum disorder the process of assessment and diagnosis diagnostic tools and report writing Including a chapter of illustrative case studies of children with developmental disorders this book will be essential reading for educational clinical and developmental psychologists working with children and their families as well as post graduate students training in the field

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