

Speech-Language Evaluation Report

Heading

REASON FOR REFERRAL

XY, a __-year-old male/female, was referred for a speech-language evaluation at the State University of New York (SUNY) New Paltz Speech, Language, and Hearing Center (SLHC) by _____ for _____(presenting concerns).

BACKGROUND HISTORY

Background history was obtained from _____ (e.g., case history form, current IEP, interview with client/family, etc.).

History of current concern (medical info, academic info, other therapies received for current problem, developmental milestones if child, general health, any medications, or potentially complicating diagnoses)

Social history (language, family, living, interests, impact of presenting problem on communication)

Any other relevant history that doesn't fit in the previous two sections

EVALUATION MEASURES

X participated in a _____ minute speech-language evaluation at the SUNY New Paltz SLHC consisting of:

List of measures (Italicize titles of published tests, as you would the title of a book. Include acronym in parenthesis, if applicable, and you can use acronym throughout the rest of the report. The items in the list do not need to be bolded)

OBSERVATIONS

This section notes observations that help in the interpretation of test data. This part should include information about the client's affect, level of participation, and level of effort during the evaluation. Any fatigue or inattentiveness should be noted. Add other behavioral observations of note here. Add a statement about whether or not the client's communication on day of eval was typical and whether or not this testing is considered to be a valid measure of X's communication ability (and why/why not).

(sample beginning) X's mother accompanied him to the evaluation. He separated easily from his mother and interacted appropriately with the clinician during formal and informal aspects of testing. X was cooperative and participated fully in all aspects of the evaluation. cont....

HEARING SCREENING

A hearing screening was administered to _____. Then add a statement to explain how it was measured and whether or not X passed the screening. If X did not pass, include a statement recommending a full audiological evaluation.

ORAL-PERIPHERAL EXAMINATION

An oral-peripheral examination was conducted to assess _____. X's face was observed to be _____ at rest. The strength, range of motion, and coordination of X's (list artic structures assessed) was found to be _____. He was able to _____.

He had difficulty _____ (, which may impact _____). It was noted that (any special observation and potential impact on speech or swallowing). A diadochokinetic task, requiring X to repeat the syllables _____ quickly and accurately was administered to assess _____. X was able to _____. He had difficulty _____. Results of the oral-peripheral exam indicated _____ and are consistent/inconsistent with (interpret results in context of what you know about his conversational speech production, results from other speech assessments done, presenting concern, and relevant background information). (Organize reporting of results from observation at rest to simple non-speech movements to more complex speech tasks – more on this later)

SPEECH

Introduce the section, explain how it was measured, then report results from each aspect (articulation, fluency, voice, prosody).

X’s speech production, his ability to intelligibly and effectively communicate with others when speaking, was assessed formally through administration of the _____ (in this case, *GFTA-2*) and informally in conversation throughout the evaluation.

Articulation

X’s articulation of speech sounds in multiple positions (initial, medial, final) in words and sentences was assessed through standard administration of the *GFTA-2*, which required him to _____. Results are summarized in Table 1 and discussed below.

Table 1. *GFTA-2 Results*

Results of the *GFTA-2* indicated _____. Error patterns included _____, which are typical/not typical for an English-speaking child of his age. Articulation errors included _____ (provide examples to illustrate) and were consistent/inconsistent with what was observed in his conversational speech.

Fluency

Fluency of X’s connected speech, _____ (brief explanation of what fluency is), was observed throughout the evaluation and were noted to be _____ (typical for a child his age/or describe atypical features and suggest further assessment)

Voice

X’s voice quality was informally observed as he talked throughout the evaluation and was noted to be _____ (typical for a child his age/gender or describe atypical features and suggest further assessment).

Prosody

The prosody of X’s speech, _____ (brief explanation of what prosody is), was informally observed as he talked throughout the evaluation and was noted to be _____ (typical for a child his age or describe atypical features and suggest further assessment).

(conclude section with overall statement about speech production)

Overall, X's speech production _____ (, which can impact _____.)
Integrate what you found across the speech data with what you know about his conversational speech production, the presenting concern, and relevant background information.

LANGUAGE

Introduce the section, explain how it was measured, then report results from each aspect (receptive, expressive, pragmatics, literacy).

Aspects of X's language ability were assessed formally through administration of the *CELF-P2* and *KLPA-2* and informally through observation in play and conversational contexts.

The *CELF-P2* is a standardized test that measures _____. _____ (all, core, select, etc.) subtests were administered, yielding a core language score, domain-specific language scores, and an overall total language score. Results are summarized in Table 2 and discussed below.

Table 2. *CELF-P2* Results

Results of the *CELF-P2* indicated _____. (discuss overall results and strengths/weaknesses)

Receptive Language

Receptive language, the ability to understand written and spoken language (brief explanation of what receptive language is), was assessed (formally through any relevant subtests of *CELF* or other standardized measure and informally through any observations, probes, other activities during assessment). Results on _____ indicated _____. X was able to _____. (provide illustrative examples, if needed). He had difficulty _____. (provide examples). This is consistent/inconsistent with _____.

Expressive Language (include phonological processes in this section)

Expressive language, the ability to use spoken and written language to express oneself (brief explanation of what expressive language is), was assessed (formally through any relevant subtests of *CELF*, *KLPA*, or other standardized measure and informally through any observations, probes, other activities during assessment). Results on _____ indicated _____. X was able to _____. (provide illustrative examples, if needed). He had difficulty _____. (provide examples). This is consistent/inconsistent with _____.

New paragraph under same heading for phonological processes. Follow same format, explaining what phonological processes are and how they were assessed. Include chart, summarize results, brief explanation of results below chart (why it's relevant to report this for a child of his age), and illustrative examples.

Pragmatics

Pragmatics, the social use of language, was assessed through _____. In the *Descriptive Pragmatics Profile* subtest of the *CELF-P2* completed by his mother, X was noted to _____. This was consistent/inconsistent with (clinician observation through the eval) and with (concerns from parent from home/school).

Literacy

Pre-literacy skills, (explain that that means), were assessed through (how you measured them). X was able to _____. He had difficulty with _____. His difficulties with _____ were consistent/inconsistent with phonological processes noted in the *KLPA*, suggesting _____.

Overall, X's language _____, which can impact _____. Integrate what you found across the language data with what you know about his language use in the context of the eval, the presenting concern, and relevant background information.

COGNITIVE-LINGUISTIC SKILLS

Cognitive-linguistic skills, aspects of cognition such as attention, memory, and executive functioning that directly relate to one's ability to effectively use language to communicate, were assessed formally through _____ (list formal measures, if used) and informally through _____ (list informal measures, probes, and observations). During the evaluation, X maintained attention through all testing activities, motivated by receiving a sticker as a reward for completing each task. In conversation during free play with the clinician, he recalled scientific names of three dinosaurs he likes to play with at home, recounted a the story of meeting Mickey Mouse on a recent family vacation, and listed all of the steps of brushing his teeth. Additionally, he used the strategy of arranging all puzzle pieces face-up and working on the edges of the puzzle first to complete a challenging 50-piece puzzle. These informal observations of X's attention, memory, and executive functioning suggest that he has the cognitive ability to use language well in everyday contexts.

SUMMARY OF FINDINGS

This is your interpretation of the evaluation results. No new information should appear here. Consider this section to be an executive summary of the evaluation, pulling together your integrative statements from the previous sections into one cohesive picture of your client's communication. Begin with a brief statement about who the client is, the presenting concern, and anything known beforehand that contributes to his presenting concern. Then make an assessment statement based on your results, followed by a couple more specific statements supporting/substantiating your broad assessment statement. This is where you note whether or not the client has a communication disorder, the type and severity of the communication disorder, and the support behind why you made that statement. If you concluded that the client does have a communication disorder, then make a statement about the functional impact that communication disorder has on his/her everyday communication (school, work, relationships, participation in society).

e.g., X is a 5 year, 8 month old boy who was referred to the SUNY New Paltz SLHC because of parent and teacher concerns about his speech production, ability to communicate with peers in Kindergarten, and ability to keep up with increasing language demands in the classroom. He participated in a 120-minute

speech-language evaluation that indicated he has _____ (e.g., moderately severe speech sound disorder), characterized by _____ (prominent characteristics of his speech sound disorder). Additionally, he demonstrated difficulty with essential pre-literacy skills such as segmenting words, counting syllables, holding a book upright, and identifying all letters of the alphabet. His difficulty with speech production impacts his ability to interact with and establish relationships with peers and his incomplete mastery of pre-literacy skills may hinder his ability to learn to read when he begins first grade. Further investigation of pre-literacy skills is warranted.

RECOMMENDATIONS

Based on the findings of this evaluation, it is recommended that X:

- Any referral indicated (occupational therapy, GI, neurological, psychology, etc...)
- Areas of any follow-up testing (to follow up more thoroughly on something revealed during this eval;)
- Any speech-language therapy to address areas of need identified in eval
- Any follow-up/re-eval in the future if tx not recommended at this time

Make prognostic statement. Prognosis for _____ (change/improvement in specific speech, language, communication skill) is _____ (good, fair, guarded, poor, fair-good, etc.) based on _____ (prognostic factors such as: current speech-language diagnosis, severity, underlying cause of communication disorder, motivation, family support, cognitive skills, age, nature of co-occurring factors, premorbid speech/language, education, time post onset, general health, previous treatment, etc.)

It was a pleasure to work with X. Please contact us at the SUNY New Paltz Speech, Language and Hearing Center if you need further information or have any questions.

(your name and credentials)
Graduate Clinician

(supervisor's name and credentials)
Clinical Supervisor