

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	Information:	SLP Emergent Bilingual Springfield, IL, USA 417/542-7890

RELATION OF THE FOLLOWING INFORMATION:

that was assessed for educational criteria as follows 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 minimal evaluation. Ryan has made significant progress with his language and articulation skills and has currently met all goals.

As Ryan's initial IDP dated 10/02/12, 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 (SLC/Middle) for preschool. As 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 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, SLP services. 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-English proficiency as documented by his recent CELF-2 scores. The assessment was conducted in English based on CELF-2 norms and Ryan educational experience with English. Ryan passed the most recent listening and music screening performed by the school nurse on 01/02/13.

Previous SLI Assessment Results

On Ryan's initial speech and language assessment dated 10/02/12 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 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, 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

Sample Speech And Language Assessment Report Sample

John K. Darby



Sample Speech And Language Assessment Report Sample:

Assessment in Speech-Language Pathology Kenneth G. Shipley, Julie G. McAfee, 2019-10-25 This thoroughly updated sixth edition of the best selling text *Assessment in Speech Language Pathology* remains an invaluable resource for instructors students and clinicians The book covers the diagnosis and evaluation of a wide range of communication disorders in adults and children This one of a kind manual provides a comprehensive package of reference materials explanations of assessment procedures practical stimulus suggestions and hands on worksheets and screening forms The highly practical resource is separated into four easy to navigate sections Part I highlights preparatory considerations Part II includes procedures and materials for obtaining interpreting and reporting assessment information Part III provides materials and suggestions for assessing communicative disorders Part IV presents a quick reference section providing information on hearing considerations and medical diagnoses This must have sixth edition reflects the latest research best practices and important trends and developments for assessment in speech language pathology New to the Sixth Edition Updated content throughout to reflect current research and practice New chapter on Selective Mutism New section covering the assessment of transgender voice Updated Sources of Additional Information in every chapter with addition of recommended mobile applications for speech language assessment Key Features Full color design with images charts and illustrations to engage readers and display key concepts Each chapter concludes with practical forms including worksheets checklists and additional sources of information Glossary of key terms Chapter tabs with separate colors for quick and easy access

Language and Literacy Connections Geraldine P. Wallach, Elaine Ocampo, 2025-06-02 *Language and Literacy Connections Intervention for School Age Children and Adolescents* Second Edition takes readers on a path of knowledge steeped in principles and practical applications Integrating language learning and disorders and literacy together in a coherent and cohesive narrative it covers the challenges facing school age students from early elementary levels through high school Using past and current research and interventions from speech language pathology SLP and reading and literacy arenas the authors present transcripts cases and detailed intervention sessions to provide a template for daily practice The text raises questions relating to why am I doing this and provides some answers to this most complex yet basic question The text has four major goals 1 to encourage readers to evaluate past and current clinical and educational practices in language intervention at school age levels 2 to present intervention goals and activities that are theoretically sound but may require further research scrutiny 3 to explore aspects of curriculum relevant language intervention for students with language learning disabilities 4 to provide guidelines for school based practitioners that clarify how professionals with diverse backgrounds and roles share responsibility in language literacy and academic programming While taking a strong language language disorders perspective the text would be a useful resource for teachers and other specialists who share students with language learning disabilities LLD with their school based speech language pathologists SLPs New to the Second Edition A new chapter

Application Activities to Stretch Your Knowledge includes problems with possible answers and rationales that review significant concepts in language and literacy with a focus on adolescents A roadmap to scenarios and reports and key information at the beginning of the text Application activities in Chapter 10 with icons that highlight easy access to key information and connections with understanding the Whys Key Features Questions at the beginning of each chapter that reflect concerns of SLPs and their teams Projects and assignments that supplement and review the material Examples of teaching modules with practical lesson plans that integrate the role of SLPs in Interprofessional Practices IPP while explicitly addressing the curriculum across a variety of subject areas Communicative Disorders Julie G. McAfee Kenneth G. Shipley, 2013-12-11 **Language Development: Foundations, Processes, and Clinical Applications** Nina Capone Singleton, Brian B. Shulman, 2013-04-15 Language Development Foundations Processes and Clinical Applications Second Edition provides an accessible overview of language development covering the typical course of language development within the clinical context of language assessment and intervention The Second Edition examines the biological developmental and environmental systems of neurotypical children and the role of these systems as linguistic input in the child's environment contributing to language development This comprehensive resource written and contributed by over 20 experts in the field provides students with an understanding of the foundations of language development in terms of each individual child's communication needs With case studies woven throughout the text students are able to follow the progress of children with normal language development as well as those showing signs of problems These cases and clinical practice applications will help students prepare for the clinical challenges they will face in their professional careers Every year new information new theories and new evidence are published about development to explain the complexities that create and facilitate the language acquisition process The authors who have contributed to this text provide the latest research and perspectives on language development among neurotypical children This valuable text bridges biological environmental technological and professional venues to advance the development of professionals and children alike What's new in the Second Edition New chapter on syntactic development including morphology New chapter covering school age language New case study highlighting school age language Expanded content on morphology including morphological analysis Instructor Resources PowerPoint Presentations Test Bank Student Resources Companion Website Every new copy of the text includes an access code for the companion website eBook offerings do not include an access code **Speech-language Pathology Services in the Schools** Joyce S. Taylor, 1992 **Survival Guide for the Beginning Speech-language Clinician** Susan Moon Meyer, 2004 Survival Guide for the Beginning Speech Language Pathologist Second Edition will guide you when taking your first clinical steps toward a career as a speech language pathologist Graduate and undergraduate students as well as beginning therapists will find this book useful and easy to understand It provides realistic practical and comprehensive overviews of clinical problems that are often encountered by beginning clinicians and offers solutions to those

problems It also prepares you for what you will experience along the way This text does not focus on the numerous principles and theories which underlie various aspects of the clinical process because these are thoroughly covered in undergraduate and graduate courses The second edition has expanded and updated information on many topics including parent conferences and the concomitant reports group therapy and play therapy preparing for public schools and more Writing quality reports remains a major focus of the book Drawing on her more than 30 years of experience the author teaches the ins and outs of report writing She provides many real world examples of reports showing what to do and what not to do You ll make the transition from theory to practice much easier using this book as your guide Let this book help you avoid common pitfalls and provide you with a solid foundation for your practice from the very first day in the clinic *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* Renee Fabus,2024-06-01 Learning to assess speech and language disorders and write diagnostic reports may be an overwhelming experience especially when most texts don t cover both topics at once With that in mind *A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology Second Edition* combines the latest assessment protocols and diagnostic techniques with vital diagnostic report writing tools into a single definitive guide Cyndi Stein Rubin Renee Fabus and their contributors recognize that clinical assessment is inextricably linked to report writing and have updated this Second Edition to synthesize the two Following the introductory chapters which discuss the basics of assessment and report writing each subsequent chapter focuses on a particular disorder provides in depth assessment tools and presents a corresponding sample report Key Features An inventory and explanation of formal and informal assessment measures A glossary of key vocabulary Sample case histories with assessment tools Relevant and useful interview questions Each disorder s background and characteristics Assessment parameters A differential diagnosis section A model report The accessible format of *A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology Second Edition* will help students learn how to assess and document speech and language disorders and will also make for a perfect reference for them as clinicians for years to come **Clinical Methods and Practicum in Speech-language Pathology** Mahabalagiri N. Hegde,Deborah Davis,1995 ASHA Reports ,1965 **Resources in Education** ,1984 **California Special Education Programs** California,2008 **California Special Education Programs** California. Division of Special Education,2008 This reference book includes state special education statutes provisions of the California Code of Regulations Title 5 and related laws and regulations affecting programs for students with special needs It also contains changes to the Education Code enacted by the California Legislature in 2008 and an extensive index of topics and code references Minutes of the Executive Committee, State Board of Education ... California. State Board of Education. Executive Committee,1987 **Handbook of Neuropsychology** François Boller,1988 Hardbound Volume 7 complements Volume 6 and focusses on language memory attention mood and noncognitive aspects of behavior Additional chapters deal with academic disorders dyslexia and

dyscalculia and with epilepsy autism and childhood psychosis The book will keep all scientists working in the field of neuropsychology abreast of recent developments and points to future paths to be explored in this rapidly expanding area

Microcomputer Applications for Speech-language Services in the Schools Jana Sanders,1986 **Learning Disabilities Sourcebook** Linda M. Shin,1998 Basic information about disorders such as dyslexia visual and auditory processing deficits attention deficit hyperactivity disorder and autism along with statistical and demographic data reports on current research initiative an explanation of the assessment process and a special section for adults with learning disabilities Resources in Education ,1997 Speech and Language Evaluation in Neurology--childhood Disorders John K. Darby,1985

Handbook of Neuropsychology Jordan Grafman,Francois Boller,1992 **Educational Standards for New Mexico Schools, Approved June 1988, Effective July 1988** New Mexico. State Board of Education,1988

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