

SAMPLE: ROUTINE CHILD ARTIC/LANG  
(Space down seven spaces)

September 1, 2004  
SPEECH AND LANGUAGE EVALUATION

NAME:	Shaquana XXXX	D.O.B.:	8-5-00
PARENT:	Betty Ann XXXX	AGE:	4;1
ADDRESS:	6909 Park Drive	D.O.E.:	9-1-00
	Daphne, AL 36526	REFERRAL:	William Norris, M.D.
PHONE:	626-8702	PATIENT #:	XXXXXX0000

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STATEMENT OF THE PROBLEM

Shaquana, age four years one month, was seen at the University of South Alabama Speech and Hearing Clinic for an evaluation of her communication skills. She was accompanied by her mother, Betty Ann XXXX, who provided information for the case history interview. Ms. XXXX stated her main concern to be that Shaquana "can't say her words correctly".

HISTORY INFORMATION

In discussing birth and medical history, Ms. XXXX reported no problems with her pregnancy or with Shaquana's delivery and described her condition at birth as "healthy". Ms. XXXX related that Shaquana is a generally healthy child and has had only an occasional ear infection since pressure equalization tubes were inserted at age 2;6. Prior to that time, she experienced numerous ear infections. In describing her daughter's early motor development, Ms. XXXX reported that Shaquana began sitting at five months of age, crawling at six to seven months of age, and was walking by nine months of age. Self-help skills were also reported to have occurred on schedule. Shaquana was feeding herself by the age of one and one-half years and was assisting with bathing herself by two years of age. Ms. XXXX stated that toilet training was complete by two and one-half years of age and that Shaquana was dressing herself at three.

When asked to describe her daughter's personality, Ms. XXXX related that she considers Shaquana to be an outgoing little girl. Her relationships with both family and friends reportedly vary from situation to situation and can be both "wonderful and horrible". Shaquana's behavior is a problem at times, and Ms. XXXX disciplines her by spanking her or requiring her to take a nap. Ms. XXXX stated that Shaquana loves to play outside and has a pair of three-year old twins who live across the street as playmates. Shaquana is around many children, especially on the weekends, according to her mother, and plays with other children reasonably well. Shaquana has not been enrolled in preschool, but will attend kindergarten when she reaches age five.

Early speech and language developmental milestones were reported to be slightly delayed, with first words occurring at 16 months and word combinations at two years, according to Ms. XXXX. Shortly after that time, Ms. XXXX became concerned that Shaquana was not pronouncing words clearly and that she might not be hearing well. She received a hearing evaluation at her ENT physician's office and was found to have a conductive hearing loss. Pressure equalization tubes were placed in her ears at age 2;6, and Ms. XXXX noted improvement in Shaquana's response to sounds. At the present time, Shaquana's speech is fairly

intelligible to family members, but often not understandable to those outside the family. Shaquana reportedly becomes frustrated when others have difficulty understanding her and usually discontinues her efforts to communicate in those situations. Shaquana's mother has observed no significant difficulties in her daughter's vocabulary development, her use of grammar or with her ability to follow verbal instructions. Ms. XXXX stated that her attempts to help Shaquana have included helping her pronounce difficult words. Family history of communication problems included the father's history of a unilateral conductive hearing loss.

## EVALUATION RESULTS

ARTICULATION/PHONOLOGY: Shaquana's articulation skills were tested in single words using the Goldman Fristoe Test of Articulation-2. She made 24 errors out of 77 total test items, which placed her in the eleventh percentile when compared with other girls her age. This score suggests that her sound production skills are somewhat below those of other children her age, but that they are not seriously delayed. Shaquana's primary errors included the following substitutions: w/r (wed/red), s/sh (so/show), b/v (ban/van) and f/th (fum/thumb). Another pattern that was observed was Shaquana's tendency to omit or weakly produce sounds which occurred at the ends of words (du/duck). Although these errors made her speech slightly harder to understand, Shaquana was usually successful in making herself understood. It should be noted that Shaquana produced some of the test items only after they were named by the examiner. This may have improved her overall score somewhat.

LANGUAGE: The Preschool Language Scale-4 was used as a measure of Shaquana's receptive and expressive language skills, particularly in the areas of vocabulary and linguistic concepts. Standard scores between 85 and 115 are considered to be within the range expected for her age. Her scores were as follows:

Auditory Comprehension	84
Expressive Communication	82
Total Language Score	82

Although her receptive and expressive language skills appeared to be fairly evenly developed, the scores did represent a mild delay in language skills. Shaquana had difficulty, for example, with color and number concepts, recognizing pictured objects by function ("show me what we eat with") and in explaining physical needs ("what do you do when you're sleepy?"). As noted earlier, Shaquana was not able to name several of the pictures on the articulation test, a further indication of vocabulary deficiency. Syntactic skills were evaluated informally during the diagnostic session since Shaquana was very verbal and inquisitive about test procedures. She used sentences of adequate length and construction. Although occasional errors were noted (e.g., "her jumping the rope"), these were not considered to be significant at her age. Pragmatic skills were also evaluated informally during conversational play and judged satisfactory. Shaquana interacted very readily with the examiner and was highly verbal. She demonstrated good conversational turn-taking skills and used language for a variety of purposes, e.g., to question, to inform and to greet.

VOICE/FLUENCY: Shaquana's vocal pitch and loudness were considered normal, but her voice

quality was slightly hoarse. She did have a cold at the time of testing which may have been the cause of the hoarseness. Conversational fluency and speech rate were judged to be normal.

ORAL EXAMINATION: An examination of the oral mechanism revealed this to be structurally and functionally adequate for speech production purposes. Shaquana demonstrated adequate mobility of the lips, tongue and soft palate. The dental occlusion was normal, although a diastema was present between the upper central incisors. Shaquana exhibited a possible tongue thrust swallow pattern. This may require further evaluation when she is older.

HEARING: Shaquana conditioned easily to respond to pure tone audiometric screening at the frequencies 1000, 2000 and 4000 Hz at 20 dBHL. She passed the screening test in both ears. Tympanometric results were consistent with the presence of open PE tubes.

#### BEHAVIORAL OBSERVATIONS

Shaquana presented as a friendly, talkative youngster. While she expressed interest in playing with objects around the room, it was possible to redirect her attention without difficulty. Her attention was excellent during the majority of the diagnostic session.

#### IMPRESSIONS/PROGNOSIS

Shaquana exhibited mildly depressed scores in articulation/phonology skills and in receptive and expressive language skills. Her articulation errors were considered to be developmental in nature and did not seriously lower her intelligibility. Language deficiencies occurred primarily in the areas of vocabulary and linguistic concepts, with syntactic and pragmatic skills representing strengths. Given her good attention skills and her responsiveness, she should be able to benefit a great deal from both speech/language therapy and a preschool class.

#### RECOMMENDATIONS

Shaquana should be enrolled in speech/language therapy during the coming academic year with emphasis upon improved articulation and stronger vocabulary and concept skills. These services are available to her at this clinic or through the Baldwin County Public Schools. She would also benefit from enrollment in a preschool class. Her mother indicated her intention to enroll her within the next few weeks.

XXXX, B.S.  
Graduate Student Clinician

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XXXX, M.S., CCC/SLP  
Speech-Language Pathologist

cc: Parents  
Dr. Norris