

SAMPLE REPORT: SCHOOLAGE FLUENCY

November 2, 2004

SPEECH AND LANGUAGE EVALUATION

NAME:	Danny Brant	D.O.B.:	10/29/96
PARENTS:	Mamma Brant	AGE:	8;0
ADDRESS:	222 Emmy St. Mobile, AL 36606	D.O.E.:	11/2/2004
PHONE:	222-222-2222	REFERRAL:	Dr. Yolane Civil
		PATIENT#:	BRANT0001

STATEMENT OF THE PROBLEM

Danny Brant, age 8 years and 0 months, was seen for an evaluation of a possible stuttering problem. He was accompanied by his social worker, Ruth Tucker, who served as an informant. Ms. Tucker was particularly concerned about Danny's repetitions, prolongations and stuttering.

HISTORY INFORMATION

Limited background information was available due to the fact that Danny is in DHR custody. However, Ms. Tucker was able to provide some information. According to her, Danny has been living in a foster home with his brothers and sisters since February of this year. Due to his shyness, stuttering was not evident at first, but has now become more noticeable. Danny reportedly sings or prolongs words when he has difficulty getting them out and repeats words or phrases.

Danny is currently enrolled in self-esteem therapy at BIS. However, he currently receives no speech therapy. Danny attends Ella Grant Elementary in the second grade. According to Ms. Tucker, Danny enjoys school and is a straight-A student. She went on to report that children at school tease Danny because of his stuttering. His foster mother, Mamma Brant, also reported to Ms. Tucker that he is teased at home by his brothers and sisters. She felt that Danny's schoolwork could eventually be impacted due to the teasing.

Ms. Tucker reported that when Danny begins to stutter, he is told to "slow down and take his time." Ms. Tucker stated that Danny does not become frustrated when people do not understand him. It was noted that Danny is aware of his stuttering problem, but does not like to discuss it.

EVALUATION RESULTS

FLUENCY: Fluency rate was within normal limits; however, several disfluencies were noted in conversational speech and during testing (see attached conversational sample). The disfluencies included blocks, interjections, part and whole-word repetitions, as well as phrase repetitions. Danny had initial repetition of sounds (e.g., m-m-my), whole word repetitions with interjections (e.g., um we, um we) and phrase repetitions (e.g., um last time, um last time). Danny also exhibited silent blocks and long pauses. Out of a 485 word conversational sample, Danny exhibited 37 moments of disfluency (13%).

ARTICULATION/PHONOLOGY: Articulation skills were assessed informally and considered to be normal for Danny's age.

LANGUAGE: Danny's language processing skills were assessed using the Language Processing Test Revised (LPT-R). Standard scores between 85-115 are considered to be within the range expected for his age. Danny's scores were as follows:

Subtests:	Standard Scores:
Associations	49
Categorization	104
Similarities	83
Differences	68
Multiple Meanings	86
Attributes	119
Total Test	97

Danny's Total Test Score of 97 places him within normal limits. His strengths included, categorization, (e.g., name three colors), multiple meanings, (e.g., "spring: season, spring: water") and attributes (e.g., car: seat, trunk, made of metal). Danny had difficulty with associations and stating differences between objects, scoring below age expectations in those two areas.

VOICE: All parameters for voice, including pitch, quality and loudness, were judged to appropriate for Danny's age and gender.

ORAL EXAMINATION: An examination of Danny's oral mechanism was performed to determine structural and functional adequacy for speech. Lip symmetry and strength were normal. Teeth condition and spacing was normal, but a mild class II occlusion was noted. Tongue size and shape were judged to be normal. During protrusion exercises, fasciculations of the tongue were noted. Lateral tongue strength on the left side was weak.

HEARING: A bilateral pure tone air conduction screening at 20dB for 1000, 2000 and 4000 Hz at 20 dBHL indicated hearing within normal limits.

BEHAVIORAL OBSERVATIONS

Danny maintained attention during all tasks of the evaluation. However, near the end of the evaluation he appeared fatigued. Danny was eager to perform and cooperated well with the clinician. These results are felt to be an accurate representation of his communication skills.

IMPRESSIONS/PROGNOSIS

Danny was noted to have several disfluencies in his conversational speech. Therapy is recommended. Receiving speech therapy for his stuttering in a school setting would be ideal for treatment success. An important part of fluency treatment is the transfer and generalization of skills learned in therapy to environments that are typical daily speaking situations. Therefore, a school setting is an ideal setting where the speech pathologist can monitor transfer activities throughout the school involving various school personnel who can interact with the child. With therapy, prognosis for managing disfluent speech is judged to be good. With discrepancies of the subtest scores on the LPT-R, further language testing is recommended

RECOMMENDATIONS

Danny should be enrolled in a formal speech/language therapy program as soon as possible. Danny can receive services through the Mobile County Public School System, at this Clinic and/or through private practices.

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Cc: Department of Human Resources