

Speech and Language Evaluation

Student Name: Jacob

School:

Grade:

Date of Birth:

Date(s) of Evaluation:

Testing Age:

Clinician: Jane Smith, M.S., CCC-SLP

Reason for Referral

This evaluation was conducted as part of Jacob's tri-annual review process. This assessment will provide updated information related to his current goals and objectives. In addition, the information gained from this assessment will help determine eligibility for Speech and Language services through special education and guide school-based support and recommendations.

Sources of Information

- Test of Pragmatic Language - 2
- Goldman Fristoe Test of Articulation - 3

Covid-19 Testing Description

This evaluation took place during the COVID-19 pandemic. The assessments were administered in person with safety measures in place. While the testing was conducted with appropriate physical distancing, protective equipment, and frequent hand and surface sanitation, all other aspects of the tests were conducted in a fashion consistent with standardized administration. Given the difference in the test administration, results of the assessment should be interpreted with some caution. In addition, it is important to keep in mind that Jacob's behavior, attention, social-pragmatic functioning, and speech and language performance have likely been impacted by the unprecedented societal changes that were brought about by the pandemic. Nonetheless, the results of this evaluation should still be regarded as a reasonable indicator of Jacob's current knowledge and skills at this time.

Background Information

Jacob is currently supported through an IEP. A complete description of Jacob's disability and the impact it has on his access to the educational curriculum can be found in his current IEP.

Behavioral Observations

Jacob was assessed at his school during the school day. He was positive and cooperative and came willingly to all sessions. Jacob maintained attention and was focused throughout all given tasks. During the testing session, his response time to test stimuli was immediate. Throughout the evaluation, he required few repetitions of verbally presented testing instructions and stimuli.

Jacob easily engaged in a reciprocal verbal conversation on a variety of topics. He responded to questions, established, and maintained the dialogue, and shifted from one topic to another within the conversation. Jacob's use of word and sentence structures was within expectations. His

articulation and intelligibility within connected speech were below age expectations and characterized by incorrect productions of most expected speech sounds. His rate of speech was not appropriate and impacted the ability to understand him within the flow of the conversation. Jacob spoke with frequent and appropriate variation in his pitch, tone, and prosody during all verbal utterances. Jacob demonstrated the appropriate use of interpersonal behaviors throughout testing. He engaged easily with the examiner and demonstrated typical and well-regulated use of eye contact, turn-taking, topic maintenance, body positioning, and gestures.

Results of Evaluation

Test of Pragmatic Language - 2

The Test of Pragmatic Language-2 (TOPL-2), measures pragmatic knowledge by asking a student to respond to a verbally presented scenario with a visual. It is designed to identify pragmatic language deficits and to determine the strengths and weaknesses of the individual. The TOPL-2 scores within the range of 90-110 are considered average.

Jacob demonstrated the following pragmatic language score:

	Standard Score	Percentile	Classification
TOPL-2 Results	108	70	Average

Jacob received a standard score of 108 with a percentile rank of 70 as compared to his same-aged peers. This indicates that Jacob scored within the average range for this standardized assessment. This suggests that he demonstrated effective and appropriate social pragmatic language within a variety of situational contexts (i.e., physical setting and audience), discourse contexts (topic and purpose), and semantic contexts (i.e., visual-gestural cues and abstraction).

Goldman Fristoe Test of Articulation - 3

The GFTA-3 is a systematic means of assessing an individual's articulation of the consonant sounds of Standard American English. The mean or average score for this standardized test is 100 with a standard deviation of 15. Therefore, scores between 85-115 are considered within the average range.

Results: Standard Score = 73, Percentile Rank = 4 (Below Average)

Interpretation: Jacob scored below the average range for sounds in words. This suggests that his articulation is developing below the range of expectation when compared to others his age and gender.

Diagnostic Impressions

Jacob was referred for this evaluation to obtain further information with respect to his current development and skill level. Articulation refers to the ability to produce sounds in words and sentences that can be understood and interpreted by others. Jacob scored below the average range on the GFTA-3. This suggests that he produced errors on sounds that were unexpected for his age.

The results from the TOPL-2 suggest that Jacob demonstrated developmentally appropriate social language within a structured setting. This suggests that he has well-developed pragmatic

language abilities and indicates that he demonstrated developmentally appropriate skills with respect to various situational, discourse and semantic features of social language. Specifically, Jacob provided appropriate responses to situations that represented situational contexts (i.e., how the physical location and audience impacted social language), discourse contexts (i.e., how the topic and purpose of a social exchange impacted the function of language), and semantic contexts (i.e., how visual-gestural cues and abstractions were used to convey an idea).

School-Based Suggestions and Strategies

To support Jacob's carryover of target sounds the following strategies are recommended:

- Recast and model sentences that correct errors or expand upon a sentence.
- Practice saying the target sound in a variety of different places and with different people.
- Identify specific times or activities that Jacob will actively practice target sounds (i.e., going to check out a book in the library). Practice what he will say beforehand so that he can focus on the sound production during the interaction.
- Use priming strategies in a low-stakes environment (i.e., 1:1 or pull-out setting) and then support generalization of the skill when Jacob is in a more high-stakes environment (i.e., group lesson, classroom).
- Encourage Jacob's caregivers or educators to point out items or sounds practiced in therapy sessions and use them in conversation.

Thank you for the opportunity to work with Jacob. The team should review the findings from all assessments, observations, and educator reports. Strategies that best support Jacob within the context of his day should be discussed and decided by the team.

Jane Smith, M.S., CCC-SLP