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## General Information

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | Gemma Bettencourt | **Date of Evaluation** | February 7, 2020 |
| **Date of birth** | January 18, 2008 | **Chronological Age** | 12 |
| **School** | Lake Ridge Academy | **Grade** | 6 |
| **Evaluator** | Jason Gonzales SLP | **Gender** | Female |

## Reason for Evaluation

The purpose of a Speech Language assessment within the school setting is to determine whether Speech services are necessary for Gemma to participate in the curriculum, and to develop and retain skills to meet academic goals. Test scores are not viewed alone in determining the need for services but are considered in the context of many other issues including, but not limited to: existing diagnosis, neurological issues, functional developmental skill level, cognitive ability, specific educational goals and objectives, and/or class placement. When a recommendation is made for therapy, the Speech Therapist and the Educational Team need to consider if support from a Speech Therapist is necessary and required for Gemma to access, participate and make progress in the educational setting. The Educational Team needs to determine if the supports recommended by the Speech Therapist require speech as an ongoing service, or if these supports and accommodations could be implemented by other Educational Team members. Speech Therapy services can be provided through skill building sessions, classroom collaboration, monitoring, consulting, or a combination of those modalities, depending on which delivery model will best serve Gemma's needs in the least restrictive environment.

Gemma is being assessed for speech therapy as part of a re-evaluation in order to determine if the she meets the eligibility standards as speech and/or language impaired. Speech therapy eligibility and service frequency will ultimately be determined at the time of the IEP meeting.

## Evaluation Criteria

Gemma uses verbal language as a mode of communication. The assessment was completed in the speech room and in the general education classroom.

###### Assessments Administered:

* Records reviews
* Parent interviews
* Teacher interviews
* Observations
* The Goldman-Fristoe Test of Articulation - 3 (GFTA-3)
* The Receptive-Expressive Emergent Language Test-Third Edition (REEL-3)
* The Stuttering Severity Instrument - 3rd edition (SSI-3)
* AAC Genie

The assessor used a combination of assessment methods and tools to provide an authentic and accurate profile of Gemma's learning style, preferences, strengths, and needs across environments and settings. The assessor used this information to identify goal areas and identify supports and strategies that are essential for her progress in her educational program. Results of this assessment are believed to be a valid representation of her abilities.

## Social Developmental History Including Caregiver Interview

The assessor gathered data about Gemma's social, medical, and developmental history through record review, parent consult, teacher consult and student interview. Ms. Bettencourt, Gemma's, mother is concerned that Gemma has difficulty communicating her needs and wants and maintaining friends.

Gemma was the product of a full-term pregnancy. Gemma has reached her gross and fine motor milestones at an appropriate age. She has a diagnosis of ADHD. She passed her most recent hearing and vision screening. Gemma does not have any allergies or history of surgeries. She currently lives with her mom, dad, and brother. Per interviewee's report, she likes to watch TV, play on her iPad, and go to gymnastics. At home, Gemma does not like reading. She appears to tolerate writing activities.

## Educational History

Gemma is a 12-year-old student currently attending Lake Ridge Academy in a 6th grade inclusion classroom. Per current Individual Education Program (IEP), Gemma's primary classification is under Specific Learning Disability (SLD). She has been receiving special education services including speech therapy, academic support and reading support.

## Teacher Input and Educational Impact

Assessor interviewed Ms. Jones, Gemma's teacher. Gemma's teacher reported that she is very helpful in the classroom and has a couple of friends. She can be shy but works well in groups. With regard to expressive language, she is able to maintain good eye contact, work in groups appropriately and express her thoughts and feelings. She has difficulty asking for help. With regard to receptive language, Gemma is able to follow verbal directions, understand what people are saying and work in groups. She has difficulty understanding new ideas and reading social cues. Currently, her performance in math and science is at grade level or above. Her performance in reading is below grade level. Gemma's teacher is concerned that she that she can be sensitive and has difficulty maintaining relationships at school. She does not ask for help when she needs it and would often shut down. A variety of strategies have been used in the classroom that include small groups, lunch bunch, and the use of Social Thinking program.

## Student Interview

Gemma reported that she likes to watch YouTube videos on her iPad, draw, gymnastics, sing, and dance. When asked what she likes about school, she responded by saying "I think school is fun, especially recess and gym". Gemma's least favorite part of school is reading, because it's boring. When Gemma grows up, she wants to be a gymnast.

## Behavioral Observations

Gemma is a pleasant and cooperative child. She came willingly to testing. The testing environment had minimal distractions, so her ability to focus was not impacted. She was able to transition between activities independently. During the evaluation process, Gemma was able to attend to sound and voices, recognize facial expressions, recognize tones of voice, respond to her own name and understand gestures. She was able to follow written, verbal and multi-step directions. Although she was able to answer questions with one-word answers or simple phrases, she needed verbal prompts to elaborate on her responses. Throughout the evaluation process, she displayed an appropriate affect. She demonstrated fleeting eye contact with assessor.

## Classroom Observation

Gemma was observed on February 3, 2020 in the general education classroom. During the observation, she participated in a math activity. She was observed sitting on a chair, in the middle of the room and away from the teacher. She was able to follow classroom routines, work in a group and interact with peers appropriately. Gemma wasn't able to answer questions or ask questions. She needed repetition, rephrasing and visual cues/demonstrations in order to participate in the activity.

## Voice / Fluency

The assessor gathered data about Gemma's voice and fluency through informal observations and the Stuttering Severity Instrument 3rd Edition (SSI-3). Compared to peers her age and gender, the assessor found her fluency to be functional.

### The Stuttering Severity Instrument - 3rd edition (SSI-3)

The Stuttering Severity Instrument-3rd edition (SSI-3) assesses three major parameters of dysfluent speech including frequency, duration, and physical concomitants. By adding the scores for the three parameters, a total overall score is obtained and compared to others in similar age ranges.

|  |  |  |
| --- | --- | --- |
| **Total Overall Score** | **Percentile** | **Descriptive Rating** |
| 112 | 58 | Below Average |

Gemma obtained a Total Overall score of 112 with a percentile of 58, which indicated that her score is equal to or better than 58% of children her age that were used to norm the test. These scores are with a mean of 100 and a standard deviation of 15. Scores falling between 85-115 are considered to be within normal limits. Gemma's scores are considered to be within the Below Average range.

Gemma demonstrated a level of stuttering that can be considered moderate. Her stuttering consisted of part word repetition. She displays secondary behaviors such as clearing her throat, word substitutions and avoidance of social situations.

Gemma's voice can be described as harsh. She tends to speak too quietly. She is often frustrated with her difficulty in speaking.

## Oral Mechanism

Examination of the structure and function of Gemma's oral mechanism was conducted to assess symmetry, coordination, range of motion, and strength.

Gemma's oral structures including musculature of the face and mouth were found to be symmetrical and within normal limits for speech production.

## Feeding and Swallowing

The assessor gathered data about Gemma's feeding and swallowing through informal observations.

At this time, there are no concerns with Gemma's feeding and swallowing capabilities.

## Articulation / Phonology

### Goldman-Fristoe Test of Articulation - 3 (GFTA-3)

The Goldman-Fristoe Test of Articulation - 3 (GFTA-3) is a standardized assessment of articulation and speech intelligibility norm referenced on individual's ages 2;0 - 21; 11. Descriptive information about the individual's articulation skills is obtained through two subtests: Sounds in words and Sounds in sentences. There are supplemental measures of stimulability, phonetic error analysis and speech intelligibility.

Sounds in Words Score Summary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Total Raw Score** | **Standard Score** | **95% Confidence Interval** | **Percentile Rank** | **Test-Age Equivalent** | **Growth Scale Value** |
| 56 | 45 | 95 | 48 | 11 | 87 |

Sounds in Sentences Score Summary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Total Raw Score** | **Standard Score** | **95% Confidence Interval** | **Percentile Rank** | **Test-Age Equivalent** | **Growth Scale Value** |
| 45 | 48 | 95 | 42 | 9-0 | 65 |

Intelligibility Rating

|  |  |  |  |
| --- | --- | --- | --- |
| **Total of Good Rating** | **Total of all Ratings** | **Overall Intelligibility Rating** | **Intelligibility Percentages** |
| 89 | 57 | 80 | 57 |

Gemma is understood by familiar adults. Overall speech intelligibility was judged to be about 80 percent to an unfamiliar listener. At Gemma's age, she should be 100% intelligible to all listeners.

When speaking, Gemma demonstrated omissions errors. She demonstrated final consonant errors at the end of words. Her difficulty with articulation impacts her ability to participate in academic activities. Gemma can become frustrated and demonstrate inappropriate behaviors. She is often difficult to understand. Due to Gemma's difficulty in speaking clearly, she can develop poor self-confidence.

## Pragmatics

Gemma demonstrated the ability to greet (e.g. hello, goodbye) and inform (e.g. I'm going to get a cookie) appropriately when speaking with peers and adults. She was not able to appropriately request (e.g., I would like a cookie, please) consistently during social interactions. She was able to change the way she talks according to the situation (e.g. talking to a baby then to an adult, or in the classroom then in the playground) and give background information to an unfamiliar listener. During conversations and/or storytelling, Gemma was able to take turns, stay on topic, use gestures and talk at an appropriate distance. She was unable to introduce topics of conversation, rephrase when misunderstood and use facial expressions.

## Language Receptive / Expressive

### The Receptive-Expressive Emergent Language Test-Third Edition (REEL-3)

The Receptive-Expressive Emergent Language Test-Third Edition (REEL-3) consists of two subtests, Receptive Language and Expressive Language, whose standard scores can be combined into an overall composite score called the Language Ability Score.

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| --- | --- | --- | --- | --- | --- |
|  | **Raw Score** | **Age Equivalent** | **Ability Score** | **Percentile Rank** | **Descriptive Rating** |
| Receptive Language | 89 | 9-0 | 56 | 48 | Average |
| Expressive Language | 75 | 8-0 | 45 | 26 | Below Average |
| Language Ability Score | 86 | 8-8 | 51 | 32 | Average |

###### Overall Language

Gemma's Language Ability Score on the REEL-3 was 51 with a percentile of 32, which indicated that her score is equal to or better than 32% of children her age that were used to norm the test. These scores are with a mean of 100 and a standard deviation of 15. Scores falling between 85-115 are considered to be within normal limits. Gemma's scores are considered to be within the Average range.

###### Receptive Language

On the REEL-3, Gemma obtained a Receptive Language Ability Score of 56 with a percentile of 48, which indicated that her score is equal to or better than 48% of children her age that were used to norm the test. These scores are with a mean of 100 and a standard deviation of 15. Scores falling between 85-115 are considered to be within normal limits. Gemma's scores are considered to be within the Average range.

Gemma can respond to her name, follow one- and two-step directions, identify familiar objects and their uses, answer yes and no questions, engage in symbolic play, understand spatial in on out and understand relationships between semantically related words. She demonstrated the ability to identify body parts, shapes, colors and letters. She is able to answer questions after hearing a story. Gemma understands basic sequential, qualitative, quantitative and temporal concepts. She is unable to answer questions after reading a story.

###### Expressive Language

On the REEL-3, Gemma obtained an Expressive Language Ability Score of 45 with a percentile of 26, which indicated that her score is equal to or better than 26% of children her age that were used to norm the test. These scores are with a mean of 100 and a standard deviation of 15. Scores falling between 85-115 are considered to be within normal limits. Gemma's scores are considered to be within the Below Average range.

Gemma displayed the ability to name pictures, use pronouns appropriately, use describing words and use social language (hi, bye, please, etc.). When retelling a story, she is able to identify the beginning, middle, and end of the story, use details and use transition words (first, then, next, etc.). She is unable to relate to the story with personal information. Gemma displayed difficulty asking for help or retelling a story. She was able to accurately answer "Who, What, Where and When" questions. She demonstrated difficulty answering "Why" questions.

## Augmentative and Alternative Assessment

###### AAC Assessments Administered

AAC Evaluation Genie: The app "ACC Genie" is an informal diagnostic tool that is intended to evaluate skill areas that relate specifically to the language representation methods commonly found on dynamic display augmentative communication systems. "ACC Genie" utilizes photographic symbols (e.g. "balloon") versus iconic symbols.

###### Daily Communication Needs

The assessor gathered data about Gemma's daily communication through record review, parent consult, caregiver consult, teacher consult and student interview.

Communication Partners:

* Immediate family
* Friends
* Teachers
* Aide
* Nurse
* Healthcare provider
* Caregiver
* Stranger
* Neighbor

Communication Environments:

* Home
* School
* Medical facility
* Community
* Phone
* Work

Communication Situations:

* 1:1 and small group conversations
* Large groups
* Family/social gatherings

Communication Activities, Abilities and Participation:

* Express physical needs/wants
* Express needs/wants in emergencies
* Express feelings and frustrations appropriately
* Protest using appropriate behavior
* Generate novel utterances
* Ask questions
* Make requests
* Initiate interactions
* Greet others
* Participate in decision making
* Participate in conversation
* Access to medical care
* Ability to report symptoms
* Share information

Gemma is not able to communicate verbally consistently. Due to her cognitive and receptive language skills, a low-tech device is not appropriate because it will not be able to generate all the communication she is capable of producing with an SGD. She has a significant expressive speech and language delay. Gemma's speech is extremely difficult or impossible to understand. She demonstrates a limited vocabulary. Low-tech methods such as PECS were attempted. She presents difficulty with the use of natural speech, PECS or sign language. PECS limits Gemma as to the type of communication she can engage in. The low-tech methods do not encourage spontaneous language or conversational turn-taking. She benefits significantly from the auditory output from a speech-generating device (SGD) in order to find and functionally use appropriate vocabulary. Literacy is not supported through low-tech method(s). She has not yet demonstrated the ability to express her wants and needs, express her feelings, express her state of being, ask questions, express protests in a socially appropriate manner, participate in decision making, report medical status and/or complaints or participate in a conversation.

Speech therapy is not a viable option to meet Gemma's communication needs because speech functioning has been static for a period of time and no improvement is expected and the results of the communication needs assessment as documented in this section indicate the majority of her daily functional communication needs cannot be met with natural speech and/or low-tech communication devices. Therefore, Gemma requires an SGD to achieve and/or maintain functional communication abilities in activities of daily living.

###### Physical Access

 Gemma was able to successfully access SGDs presented at the evaluation with the following selection technique(s):

* Direct (hands or feet)

Gemma was able to independently activate icons using her right hand. She was observed to use her pointer finger to activate buttons.

A keyguard will be necessary for Gemma to most accurately complete the direct selection access method. This accessory will aid her in isolating her finger and reduce unintended selections and corresponding frustrations due to mishits. The keyguard will also prevent other parts of Gemma's hand from touching the screen further reducing mishits. The SGD will be used by Gemma in these positions: sitting and standing. Positioning will not affect access of the SGD and She will not require multiple access methods. Modifications and accommodations may be required over time to deal with changes in physical access.

###### Visual Skills

Visual Identification: This assesses Gemma's ability to visually track and identify a single icon from 5" to 1" in size. She was required to select a repeated picture of various sizes within a field of 2 - 32 boxes.

Visual Discrimination: Gemma was able to visually track and discriminate a single motivating icon amongst a varying field size when distracting stimuli (i.e. other icons) are present.

Visual Scanning: During trialing, Gemma demonstrated visual preferences towards the top, left, bottom, right and center of the device and frequently would activate icons more towards the top, left, bottom, right and center before scanning other areas.

###### AAC Device Trials

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| **Trial of device:PECS Phase III** |
| **Description** | **Pros** | **Cons** |
| Voice output: * Digitized recording

Symbol: * Icon library
* User generated photographs via camera

Vocabulary organization: * Folder tabs emulating a traditional PECS book

Literacy features: * None

Language Trialed: * English

Access method: * Direct Select

Vocabulary trialed: * "Swings"
* "Office"

Grid size trialed: Field of 5 | * Able to activate with direct select
* Could discriminate between photographs or preferred and non-preferred items
 | * Distracted by tabs
* Unable to adequately support motor learning principles
* Limited use of core word vocabulary
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| **Trial of device:LAMP Words For Life App** |
| **Description** | **Pros** | **Cons** |
| Voice output: * Synthesized downloads

Symbol: * Photo
* Library
* Camera
* Unity

Vocabulary organization: * Grid-Based

Literacy features: * Keyboard
* Text-to-speech
* Word prediction

Language Trialed: * English

Access method: * Direct Select

Vocabulary trialed: * LAMP WFL-Full

Grid size trialed: 12x7 | * Could discriminate between photographs or preferred and non-preferred items
* Supports motor planning approach to language acquisition
 | * Lack of fringe word vocabulary
* Inconsistent initiation with this trial despite motivating stimuli
* Insufficient attention/motivation for multi-sequenced hits
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| **Trial of device:Proloquo2Go App** |
| **Description** | **Pros** | **Cons** |
| Voice output: * Synthesized downloads

Symbol: * SymbolStix
* Photo
* Library
* Camera

Vocabulary organization: * Grid-Based
* Basic/core

Literacy features: * Keyboard
* Text-to-speech
* Word prediction

Language Trialed: * English

Access method: * Direct Select

Vocabulary trialed: * Advanced Core

Grid size trialed: 7 x 11 | * Could easily access both fringe and core words, Independent use: "puzzle" and "go"
 | * Confusion of various core words
* Frequently hitting the edit buttons
 |

###### Device Recommendations & Rationale

Based on observations, parent and system trials, it is evident that Gemma would benefit from a dynamic display device in order to functionally request her wants/needs, make comments and ask/answer questions and expand her expressive language skills to include various parts of speech beyond simple nouns. Likewise, she would benefit from a system where she is able to repair communication breakdowns when her speech approximations are not understood by a listener. It is recommended that Gemma use a dynamic display communication device in order to communicate within the school/home environment(s), to participate more fully in activities with peers, and reduce maladaptive behaviors and communication breakdown.

Input Features:

* Touchscreen
* Dynamic display

Justification for Input Features:
A touchscreen is necessary on an SGD for Gemma because it is easiest for her to access and thus will increase the likelihood that Gemma will use it for functional communication. A dynamic display device (i.e. after you activate an icon the display changes) is needed because it allows for language growth that will ensure that Gemma is able to communicate functionally across all environments. A keyguard will be necessary for Gemma to most accurately complete the direct selection access method. This accessory will aid her in isolating her finger and reduce unintended selections and corresponding frustrations due to mishits. The keyguard will also prevent other parts of Gemma's hand from touching the screen further reducing mishits.

Output Features:

* Synthesized speech, male voice
* SGD Display Size: 7 x 11 grid

Justification for Output Features:
Synthesized speech is a more natural and functional way for Gemma to use her device without relying on voice recordings (i.e. digitized speech) that are not consistent from person to person and may/may not match Gemma's gender and age. Without synthesized speech, generative spelling/word prediction and grammatical morphological endings are not available in the future as her language skills progress. A vocabulary of grid sized at 7 x 11 grid will be robust enough to meet Gemma's communication needs and allows for growth over the next 5 years.

Language Characteristics:

* Generate messages using highly motivating fringe word vocabulary
* Store/retrieve whole messages for rapid communication/social phrases
* Provide word-base core vocabulary to support generation for novel utterances
* Provide grammar detail to support optimum form of communication

Justification for Language Characteristics:
Gemma is an emergent communicator and thus requires easy exposure to personal vocabulary that is highly motivating. She would benefit from storing and retrieving whole messages for rapid social communication with peers as well as in emergency situations to help her indicate needs quickly. Providing a word-based core vocabulary will help Gemma develop spontaneous functional new speech utterances in the future. Grammar detail is necessary to support optimum form of communication.

Device Features:

* Portable Device
* Vocabulary organization based on core rows for high frequency vocabulary
* Ability to adjust the number of items per display

Justification for Device Features:
Gemma possesses the capacity to learn new vocabulary and word structures. The indicated software features will aid in targeting new words for learning, therefore, expanding her expressive vocabulary. The ability to mask icons on a larger grid will allow Gemma to learn new vocabulary gradually, while still maintaining established motor plans. This allows a communicator to utilize one language system throughout their language development. Without consistent motor patterns to access words, the communicator must rely on picture recognition and screen navigation placing a greater cognitive load on her and reducing communication rate. The SGD must be portable to allow access in different locations such as the classroom, playground, therapy spaces, home, community areas, etc. A portable device will promote the most natural and functional communication for Gemma.

Additional Device Features / Accessories:

* Light weight, easy to carry
* Carrying Strap
* Battery holds a charge throughout the day
* Protective case

Justification for Additional Device Features / Accessories:
A device that is lightweight and easy to carry will improve Gemma's ability to transport it. A carrying strap will allow her (and communication partners) to easily transport the device between environments. A battery that holds a charge throughout the day will allow Gemma to access and utilize the device without needing to charge it. A durable case is recommended to protect the device from both accidental incidents and normal wear/tear.

###### Specific Device Recommendations

It is recommended that Gemma utilize a picture-based dynamic display voice output system such as the Proloquo2Go application. This SGD best offers the combination of characteristics and features that Gemma needs for functional communication.

The following device specifications are recommended:

Device Type: iPad

Access Method:

* Direct (hands or feet)

Input:

* Touchscreen
* Dynamic display

Voice output and Vocabulary Grid Size:

* Synthesized speech, male voice
* SGD Display Size: 7 x 11 grid

Symbol features:

* Symbols
* Photographs

Device Features:

* Portable Device
* Vocabulary organization based on core rows for high frequency vocabulary
* Ability to adjust the number of items per display

Language Features:

* Generate messages using highly motivating fringe word vocabulary
* Store/retrieve whole messages for rapid communication/social phrases
* Provide word-base core vocabulary to support generation for novel utterances
* Provide grammar detail to support optimum form of communication

Vocabulary:

* Quick navigation to highly preferred fringe vocabulary
* Easy access to core word vocabulary on the home page to allow for aided language stimulation
* Masked icons to decrease overwhelm
* Access to social phrases to support peer interaction

## Summary and Recommendations

###### Articulation / Phonology

 Gemma demonstrated a significant deficiency in her articulation. She does not speak clearly. At times, her peers and adults have difficulty understanding her.

###### Pragmatics

Gemma uses gestures and vocalizations appropriately to communicate. She can hold joint attention when conversing with peers and adults. She is not able to engage with peers and adults appropriately. She does not consistently use eye contact during social interactions. Gemma has difficulty asking and answering questions appropriately. She has difficulty retelling stories accurately.

###### Language Receptive / Expressive

Gemma demonstrates functional receptive language skills for the educational setting. She is able to understand and use pronouns appropriately. She is able to use words and sentences to gain attention from peers and adults. She demonstrated a significant deficiency in her comprehension. Her expressive language skills are impacting her ability to access her education. Gemma has difficulty expressing needs and wants. She has difficulty asking for help when necessary.

###### AAC

The results of this assessment reveal that Gemma would benefit from a picture-based dynamic display voice output speech-generating device. This device will allow her to functionally communicate her needs, thus empowering her to participate actively in a variety of situations such as social interactions, self-care and advocating her physical, emotional, and medical needs. Likewise, a speech-generating device will help Gemma to build her receptive and expressive language skills to initiate appropriately with peers and access the academic curriculum.

###### Recommendations

Results of the speech and language evaluation indicate that Gemma exhibits delays in her articulation and expressive language. It is recommended that Gemma receive speech therapy to improve her communication skills.

## Eligibility Statement

The assessor has concluded that Gemma is eligible for services to address the following:

###### Receptive or Expressive Language Disorder

Receptive or Expressive Language Disorder is indicated by the following:
If a student scores below the 7th percentile rank or at least 1.5 standard deviations below the norm for the chronological age or developmental level on two (2) or more standardized tests in one of the following areas of language development: semantics, morphology syntax or pragmatics.
OR
If a student scores at least 1.5 standard deviations below the mean (or the 7th percentile rank) for chronological age or developmental level on one (1) or more standardized tests in one of the language areas, AND if the student cannot demonstrate adequate ability to use receptive or expressive language as measured by a language sampling of at least 50 utterances.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Goals for Gemma Bettencourt

Goals: