

Outcomes and Impressions Following a Speech Language Evaluation

Student Name: _____

Date of Testing: _____

Reason for Referral

Describe the child during the testing session. Check all that apply:

- Peer Communication
- Articulation Phonology
- Receptive Language
- Expressive Language
- Fluency
- Voice
- Other

If other, please explain:

Were the following areas tested?

<u>Yes</u>	<u>No</u>	<u>Communication Area</u>
<input type="checkbox"/>	<input type="checkbox"/>	Articulation and Phonology
<input type="checkbox"/>	<input type="checkbox"/>	Receptive and Expressive Language
<input type="checkbox"/>	<input type="checkbox"/>	Pragmatic Language
<input type="checkbox"/>	<input type="checkbox"/>	Voice
<input type="checkbox"/>	<input type="checkbox"/>	Fluency

Are cultural and/or lifestyle factors the primary influence in this student's learning and behavioral patterns?

- Yes
- No

If yes, please explain:

Has a lack of previous educational opportunities been indicated?

- Yes
- No

If yes, please explain:

Does the student currently receive special education services?

- Yes
- No

If yes, which services. Check all that apply:

- An Autism Spectrum Disorder
- Deaf-Blindness
- Deafness
- An Emotional Disturbance
- A Hearing Impairment
- An Intellectual Disability
- Multiple Disabilities
- An Orthopedic Impairment
- Other Health Impairments
- A Specific Learning Disability
- A Speech or Language Impairment
- A Traumatic Brain Injury
- A Visual Impairment, including Blindness

Outcomes and Impressions Following a Speech Language Evaluation

Is additional testing being conducted by a school psychologist or diagnostician to address academic concerns?

- Yes
- No

Were there concerns regarding oral motor abilities?

- Yes
- No

If yes, please explain:

Behavior During Testing

Describe the child during the testing session. Check all that apply:

- Friendly
- Active
- Shy
- Talkative
- Focused
- Quiet
- Other:

Describe the interactions. Choose one:

- Established rapport
- Had to be prompted to interact

Describe the testing session. Choose one:

1. Maintained attention throughout the evaluation and completed all testing tasks.
2. Was able to complete testing tasks with support. If so, what support was provided?
 - Was tested across more than one session due to difficulties with attention span
 - Completed testing with several breaks
 - Needed continual prompting
 - Often needed items to be repeated
 - Other. Supports provided? _____
3. Was not able to complete testing tasks. If not, why?: _____

Any other testing considerations? (Full sentences required)

Was this a Bilingual Evaluation?

- Yes
- No

If so, which language(s) was testing completed in? Check all that apply.

- English
- Spanish
- Other: _____

This bilingual evaluation was conducted by: (choose one)

1. A bilingual speech language pathologist testing in all languages spoken
2. A speech language pathologist working with an interpreter

If so, how was the interpreter participating?

- Participating in person
- Participating remotely

Do you want to include more details about the interpreter? (Use complete sentences).

Outcomes and Impressions Following a Speech Language Evaluation

If Articulation and Phonology Skills Were Tested

What date did you complete this testing? _____

Articulation and Phonology results were:

- Within Normal Limits
Below Normal Limits.

Which non-standardized measures were used? (Check all that apply):

- Observation
Speech sampling
Sound imitation
Trial therapy
Dynamic assessment
Other _____

Were standardized measures used?

- Yes. The following standardized measure(s) were used:

Table with 5 columns: Raw Score, Standard Score, Percentile, Confidence Level, Confidence Interval

- No. Standardized measures not used because (check all that apply):
There were no reported or observed concerns in this communication area.
Available standardized measures have not been normed on children in this age group.
Available standardized measures have not been normed on children speaking this child's language.
Child was unable to complete standardized testing because of difficulties with attention.
Child was unable to complete standardized testing because of difficulties with behavior.
Child was unable to complete standardized testing because of difficulties with vision, hearing, or mobility.
Non-standardized testing revealed skills that were significantly below age-level expectations.
Other (Use complete sentences. Teacher reported child could not be understood but it was due to...)

Articulation and phonology skills were:

- Within Normal Limits
Below Normal Limits.

If used, were results of standardized testing consistent with and non-standardized testing?

- Consistent with non-standardized testing
Inconsistent with non-standardized testing

If not, please explain: (Use full sentences.)

Were results of testing consistent with parent report?

Outcomes and Impressions Following a Speech Language Evaluation

- Consistent with Parent Report
 - Inconsistent with Parent Report
- If not, please explain: (Use full sentences.)

Were results of testing consistent with teacher report?

- Consistent with Teacher Report
 - Inconsistent with Teacher Report
- If not, please explain: (Use full sentences.)

Impressions or explanation:

Optional Charts to help organize speech findings:

English Phoneme Errors

		Initial	Medial	Final			Initial	Medial	Final			Initial	Medial	Final
4+	p				5+	t				7.5+	l			
4+	b				5+	d				7.5+	R			
4+	m				5+	k				7.5+	s			
4+	n				5+	g				7.5+	tʃ			
4+	h				7+	ŋ				7.5+	ʃ			
4+	w				7+	v				8.5+	ð			
5+	f				7.5+	dʒ				8.5+	z			
5+	j				7.5+	er				8.5+	θ			

Blends: 7.5+

Blend:	Error:	Blend:	Error:	Blend:	Error:
bl		gR		sl	
bR		kl		sp	
dR		kR		st	
fl		kw		sw	
fR		pl		tR	
gl					

- indicates an omitted sound

Spanish Phoneme Errors

		Initial	Medial	Final			Initial	Medial	Final			Initial	Medial	Final
3+	p				4+	f				5+	ñ			
3+	b				4+	j				5+	r			
3+	m				4+	t				5+	tʃ			
4+	n				4+	l				6+	x			
4+	k				5+	d				6+	s			
4+	w				5+	g				7+	r			

Outcomes and Impressions Following a Speech Language Evaluation

Phonological Processes

Suppressed by:		Pattern	English Example	Spanish Example	Frequency
Spanish *	English*	Syllabic Patterns			
Age 3 (rare)	Age 3 (rare)	Initial Consonant Deletion	"at" for "cat"	"an" for "pan"	
Age 3	Age 3	Final Consonant Deletion	"ca" for "cat"	"lapi" for "lapiz"	
Age 3	Age 4	Medial Consonant Deletion	"ki-y" for "kitty"	"la-iz" for "lapis"	
Age 5	Age 4	Cluster Reduction	"fat" for "flat"	"faco" for "flaco"	
Age 3	Age 4	Weak Syllable Deletion	"telphone" for "telephone"	"tefono" for "telefono"	
		Substitution Patterns			
Age 5	Age 3	Stopping	"bat" for "fat"	"cape" for "café"	
Age 3	Age 4	Fronting	"bat" for "kat"	"teso" for "queso"	
Age 3	Age 3	Assimilation	"tato" for "taco"	"tato" for "taco"	
Age 3	Age 3	Backing	"kat" for "bat"	"kos" for "dos"	
Age 5	Age 7	Liquid Simplification	"wake" for "lake"	"wapiz" for "lapis"	
NA	Age 7	Vocalization	"powah" for "power"	NA	
Age 5	NA	Flap/Trill Deviation	NA	"daton" for "raton"	
Age 5	Age 7	Gliding	"bwack" for "black"	"pwato" for "plato"	

* Based on the work of Goldstein (Spanish) and Shriberg (English).

Outcomes and Impressions Following a Speech Language Evaluation

If Expressive and Receptive Language Skills Were Tested

What date did you complete this testing? _____

Expressive Language results were:

- Within Normal Limits
- Below Normal Limits.

Receptive Language results were:

- Within Normal Limits
- Below Normal Limits.

Which expressive language non-standardized measures were used? (Check all that apply):

- Observation
- Language sampling
- Repetition and Imitation
- Trial therapy
- Dynamic assessment
- None
- Other _____

Which receptive language non-standardized measures were used? (Check all that apply):

- Observation
- Comprehension questions
- Following directions
- Answering questions
- Trial therapy
- Dynamic assessment
- None
- Other _____

Were standardized measures used?

- No.** Standardized measures not used because (Check all that apply):
 - There were no reported or observed concerns in this communication area.
 - Available standardized measures have not been normed on children in this age group.
 - Available standardized measures have not been normed on children speaking this child's language.
 - Child was unable to complete standardized testing because of difficulties with attention.
 - Child was unable to complete standardized testing because of difficulties with behavior.
 - Child was unable to complete standardized testing because of difficulties with vision, hearing, or mobility.
 - Non-standardized testing revealed skills that were significantly below age-level expectations.
 - Other (Use complete sentences. *Teacher reported child could not be understood but it was due to...*) _____

Were standardized measures used?

- Yes.** The following standardized measure(s) were used:

Language Area	Raw Score	Standard Score	Percentile	Confidence Level	Confidence Interval

Outcomes and Impressions Following a Speech Language Evaluation

- No.** Standardized measures not used because (check all that apply):
 - There were no reported or observed concerns in this communication area.
 - Available standardized measures have not been normed on children in this age group.
 - Available standardized measures have not been normed on children speaking this child's language.
 - Child was unable to complete standardized testing because of difficulties with attention.
 - Child was unable to complete standardized testing because of difficulties with behavior.
 - Child was unable to complete standardized testing because of difficulties with vision, hearing, or mobility.
 - Non-standardized testing revealed skills that were significantly below age-level expectations.
 - Other (Use complete sentences. *Teacher reported child could not be understood but it was due to...*) _____

<p>Expressive language skills were:</p> <ul style="list-style-type: none"><input type="checkbox"/> Within Normal Limits<input type="checkbox"/> Below Normal Limits <p>If used, results of standardized and non-standardized testing were consistent.</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No<input type="checkbox"/> N/A	<p>Receptive language skills were:</p> <ul style="list-style-type: none"><input type="checkbox"/> Within Normal Limits<input type="checkbox"/> Below Normal Limits <p>If used, results of standardized and non-standardized testing were consistent.</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No<input type="checkbox"/> N/A
--	---

If used, were results of standardized testing consistent with and non-standardized testing?

- Consistent with non-standardized testing
 - Inconsistent with non-standardized testing
- If not, please explain: (Use full sentences.)

Were results of testing consistent with parent report?

- Consistent with Parent Report
 - Inconsistent with Parent Report
- If not, please explain: (Use full sentences.)

Were results of testing consistent with teacher report?

- Consistent with Teacher Report
 - Inconsistent with Teacher Report
- If not, please explain: (Use full sentences.)

Impressions or explanation:

If Pragmatic Language Skills Were Tested

What date did you complete this testing? _____

Which non-standardized measures were used? (Check all that apply):

- Observation
- Conversational sampling
- Trial therapy
- Dynamic assessment
- Other _____

Were standardized measures used?

- Yes.** The following standardized measures were used: _____

If yes, what were the results of testing? _____

- Not used.** If standardized procedures were not used, please explain: (Use full sentences)

Pragmatic language was:

- Within Normal Limits
- Below Normal Limits.

If used, were results of standardized testing consistent with and non-standardized testing?

- Consistent with non-standardized testing
- Inconsistent with non-standardized testing

If not, please explain: (Use full sentences.)

Were results of testing consistent with parent report?

- Consistent with Parent Report
- Inconsistent with Parent Report

If not, please explain: (Use full sentences.)

Were results of testing consistent with teacher report?

- Consistent with Teacher Report
- Inconsistent with Teacher Report

If not, please explain: (Use full sentences.)

Impressions or explanation:

If Vocal Quality Was Tested

What date did you complete this testing? _____

Which non-standardized measures were used? (Check all that apply):

- Observation
- Speech sampling
- Trial therapy
- Dynamic assessment
- Other _____

Were standardized measures used?

- Yes.** The following standardized measures were used: _____

If yes, what were the results of testing? _____

- Not used.** If standardized procedures were not used, please explain: (Use full sentences)

Vocal quality was:

- Within Normal Limits
- Below Normal Limits.

If used, were results of standardized testing consistent with and non-standardized testing?

- Consistent with non-standardized testing
- Inconsistent with non-standardized testing

If not, please explain: (Use full sentences.)

Were results of testing consistent with parent report?

- Consistent with Parent Report
- Inconsistent with Parent Report

If not, please explain: (Use full sentences.)

Were results of testing consistent with teacher report?

- Consistent with Teacher Report
- Inconsistent with Teacher Report

If not, please explain: (Use full sentences.)

Impressions or explanation:

Outcomes and Impressions Following a Speech Language Evaluation

If Fluency Skills Were Tested

What date did you complete this testing? _____

Which non-standardized measures were used? (Check all that apply):

- Observation
Speech sampling
Sound imitation
Trial therapy
Dynamic assessment
Other _____

Were standardized measures used?

- Yes. The following standardized measures were used (check all that apply):
Stuttering Severity Instrument-4th Edition (SSI-4)
SS _____ Confidence Interval Level _____ Confidence Interval Range: ____ to ____
Percentile: _____
Other: _____

What were the results of testing? _____

Three horizontal lines for writing results.

- No. If standardized procedures were not used, please explain: (Use full sentences)

Three horizontal lines for explaining non-standardized procedures.

Fluency was:

- Within Normal Limits
Below Normal Limits.

If used, were results of standardized testing consistent with and non-standardized testing?

- Consistent with non-standardized testing
Inconsistent with non-standardized testing
If not, please explain: (Use full sentences.)

Three horizontal lines for explaining consistency.

Were results of testing consistent with parent report?

- Consistent with Parent Report
Inconsistent with Parent Report
If not, please explain: (Use full sentences.)

Three horizontal lines for explaining consistency with parent report.

Were results of testing consistent with teacher report?

- Consistent with Teacher Report
Inconsistent with Teacher Report
If not, please explain: (Use full sentences.)

Three horizontal lines for explaining consistency with teacher report.

Impressions or explanation: