

**ECU SPEECH-LANGUAGE AND HEARING CLINIC**

**Department of Communication Sciences and Disorders  
East Carolina University  
1310 Health Sciences Building  
Greenville, NC 27858  
(252) 744-6104**

**EVALUATION REPORT  
CONFIDENTIAL**

Name: \_\_\_\_\_ Test Date: \_\_\_\_\_  
DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ ICD-9 DX Code: \_\_\_\_\_  
Parents: \_\_\_\_\_  
Address: \_\_\_\_\_

Telephone: \_\_\_\_\_  
Referred By: \_\_\_\_\_

Examiner: \_\_\_\_\_, Graduate Clinician, Speech-Language Pathology  
Supervisor: Betty L. Smith, Ph.D., CCC-SLP, Clinical Professor  
NC License: 1256

Referral and Complaint: \_\_\_\_\_ was referred by \_\_\_\_\_ to the ECU Speech-Language and Hearing Clinic for a speech and language evaluation. Concerns centered on a suspected delay in speech and language skills.

History:  
*Medical:* Based on the case history information,

*Family:*

*Developmental:* All developmental milestones were reported as having been met except in the area of speech and language development.

*Behavioral:* According to the case history report, \_\_\_\_\_

Tests Administered:

Informal Oral Mechanism Exam  
The Rossetti Infant-Toddler Language Scale (Rossetti, 1990)  
The Transdisciplinary Play-Based Assessment (Linder, 1993)

Results:

Informal Oral Mechanism Exam:

The Rossetti Infant-Toddler Language Scale (Rossetti, 1990) was utilized to assess XXXX's preverbal and verbal areas of communication and interaction, including Gesture, Play, Language Comprehension, and Language Expression.

Gesture: Gestures were assessed to determine his/her preverbal development and his/her ability to express thought and intent. \_\_\_\_\_ hugged dolls, shook her head to respond in the negative, waved bye, and pointed to objects to indicate wants and awareness. Her use of gesture was considered to be age appropriate.

Play: Play was assessed to determine \_\_\_\_\_ ability for representational thought and representation of symbolism. She exhibited the ability to choose toys selectively and demonstrated functional use of objects. Her play skills were also considered to be age appropriate.

Language Comprehension: Language comprehension was assessed to determine \_\_\_\_\_ ability to understand verbal language with and without nonlinguistic cues. \_\_\_\_\_ demonstrated a mild delay in this area, in that her mother reported that she understands less than 50 words at this time and is unable to respond appropriately to requests with prepositions. Her skills at this time fall in the 12-15 month level with scattered skills up to the 18-21 month level.

Language Expression: Language expression was assessed to determine \_\_\_\_\_ use of preverbal and verbal behaviors to communicate with others. She used vocalizations to express animal sounds and used word approximations for gaining attention of her mother and for naming objects shown during play. Her language expression skills fall primarily in the 9-12 months range with some scattered abilities shown in the 12-15 months range. This would indicate a delay of approximately 5 months.

The Transdisciplinary Play-Based Assessment (Linder, 1994) was utilized to assess further \_\_\_\_\_ abilities in the area of communication and language development.

Modality: As noted earlier, \_\_\_\_\_ communicates primarily with gestures and vocalizations.

Pragmatics: The use of gestures and vocalizations to communicate meaning places \_\_\_\_\_ at the Illocutionary stage of development (primarily gestures for intent). Her gestures implied seeking attention, requesting objects, and greeting.

Phonology: \_\_\_\_\_ used jargon and speech sounds although a wide range of consonant and vowel sounds were not heard during the evaluation.

Semantic and Syntactic Understanding: \_\_\_\_\_ demonstrated the ability to name 3 objects, but she reacted appropriately to a wide range of semantic entities (words/vocabulary) and syntactic constructions (phrases and sentences) used by her mother and the examiner.

Oral Motor Development and Other Observations: An informal observation of \_\_\_\_\_ oral motor mechanism was completed. No obvious problems were noted. Of note, however, were facial features that included wide set eyes, lack of top and bottom front teeth, and a small pointed nose. These features could indicate an underlying genetic difference that might help to explain the delay in language development. According to case history report, \_\_\_\_\_ is of "mixed" race; however the different ethnic backgrounds were not specified.

Summary: Based on case history information and on play-based assessment and observation, \_\_\_\_\_ exhibits a mild delay in receptive language skills combined with a moderate delay in the area of expressive language. She responds to a limited number of words and does not yet have an expressive vocabulary of 15 or more words as reported by her mother. \_\_\_\_\_ does not imitate new words, ask questions (What's that?), or request "more." Because her expressive vocabulary is so limited, she has not started to use a variety of consonant and vowel sounds. \_\_\_\_\_ Her diagnosis is Receptive/Expressive Language Delay ICD-9 XXXX.

Recommendations: The following recommendations and intervention objectives are made:

1. Parent and caregivers are encouraged to read this report and call Dr. Smith (252-328-4402) with any questions they might have.
  2. Parent and caregivers are encouraged to keep a running log of \_\_\_\_\_ utterances and speech sounds over the next six weeks.
  3. Parent and caregivers are encouraged to enroll \_\_\_\_\_ in speech and language therapy for remediation of her language delay.
  4. Long term and short term goals should include:
    - Long-Term Goal: To increase expressive language skills
    - Short Term Objectives:
      1. Pt. Will increase the number of utterances that serve interpersonal functions (e.g., to obtain objects, to regulate behavior of others, and to call attention to self or objects and events in the environment).
      2. Pt. Will increase number of utterances produced through joint attention activities with caregivers and SLP.
      3. Pt. will increase semantic diversity by coding Agent+Action, Agent+Object, Agent+Action+Object.
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XXXXXX  
Graduate Clinician  
Speech-Language Pathology

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C: Parents

Dr. Joe Pediatrician  
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