UNIVERSITY OF OREGON

University of Oregon
Speech-Language-Hearing Center
ASSESSMENT REPORT

March 14. 2014
11:30-1:00

Client: Matthew
Age: 5 years, 1 month
Clinicians: Sara Starlin, MA, CCC-SLP and Heather Moore, PhD., CCC-SLP

REFERAL INFORMATION

Matthew's parents, Kay and Michael, brought Matthew to the University of Oregon Speech-Language-Hearing Center due to concerns about his articulation negatively impacting his speech intelligibility.

BACKGROUND INFORMATION

Matthew was adopted from China at 13 months and his parents noticed around 18 months that his speech was not developing typically. Matthew said his first word at two-years old but his family did not understand what he was saying for at least a month. Early words included "water", "mama", "dada", "no", and "go". According to his parents, Matthew was slow to add words to his vocabulary and did not produce two-word utterances until at least three years old.

His parents reported that Matthew is becoming increasingly frustrated when he is not understood. They believe that he avoids speaking at school and in play situations. When he becomes frustrated he sometimes cries and will occasionally become aggressive.

At Matthew's recent 5-year well-child check, his pediatrician indicated concern regarding his vision and hearing and referred him to specialists. He was diagnosed with astigmatism in both eyes and was fitted for glasses that will provide partial correction. As his eyes adjust, he will receive new lenses with full correction. Matthew also had a hearing evaluation with [redacted], audiologist. The assessment indicated that Matthew is demonstrating a hearing loss, especially with low frequency sounds. Bone conduction testing was within normal limits and no middle ear fluid was present, indicating a possible middle ear problem. Matthew's mother reported that there might be further testing and then there will be an appointment with Dr. [redacted], an otolaryngologist, to determine what should happen next.

Matthew attends the "4's" class at Big Little School and will be transitioning to kindergarten in Fall 2014. He receives speech services, from [redacted], and special education support, from [redacted], as part of his Individual Family Service Plan (IFSP) through Early Childhood CARES.

Matthew lives with his mother, father, and 8-year-old sister. He enjoys playing with Legos, art projects, playing games, and reading books.

EVALUATION RESULTS

Matthew completed the following assessments related to his articulation, receptive language, and early literacy skills.

Speech Sound Testing

Matthew completed the Phonology Assessment component of the Diagnostic Assessment of Articulation and Phonology (DEAP), which evaluates a child's error patterns at the word level. He received a scaled score of 1, which places him at the 1st percentile compared to same age peers. Matthew exhibited the following error patterns:

Process	Number of occurrences	Percentage of occurrences	Likely Age of Disappearance
Stopping Substituting a stop consonant (such as "b", "t") for a fricative ("f" or "s"), liquid ("l"), or nasal ("n"), such as "tat" for "sat".	24	100%	4 years
Prevocalic Voicing Substuting a voiced consonant (such as "b") for a voiceless consonant ("p") before a vowel, such as "gat" for "cat".	16	100%	6 years
Cluster Reduction Omitting one or more consonants in a sequence of consonants, such as "top" for "stop".	14	52%	4 years
Postvocalic Devoicing Substituting a voiceless final consonant (such as "k") for a voiced consonant ("g"), such as "bak" for "bag".	4	33%	5 years
Fronting Substituting a sound made in the back of the mouth (such as "g") for a sound made in the front of the mouth ("d"), such as "dum" for "gum".	5	22%	4 years
Gliding Substituting a "w" or a "j" for another consonant, such as "wun" for "run".	2	10%	7 years
Vocalization of Liquids Substituting a vowel sound for a liquid ("l" or "r") sound, such as "peopo" for "people".	1	11%	No information available
Weak Syllable Deletion Deletion of an unstressed syllable, such as "puter" for "computer"	1	4%	4 years

Five speech-sound probes were also administered to determine Matthew's baseline performance across suspected error patterns.

Speech-Sound Probe	Number Correct/ Number Possible	Percentage Correct
r-cluster This probe contained words starting with a consonant + /r/, such as "brush", "crash", "grass", and "train".	0/35	0%
stopping This probe contained words starting with "long" sounds, such as "sh", "s", and "f".	0/28	0%
s + stop & s + nasal This probe contained words starting with "s" + a short sound (such as /t/, /p/, as in "stop" and "spot") and "s" + /n/ or /m/ (such as "snap" and "smart")	0/35	0%
final consonant + /s/ or /z/ This probe contained words ending in a consonant + /s/ (such as "bats") and consonant + /z/ (such as "cabs"	8/40	20%
prevocalic voicing probe This probe contained words with sounds that are not voiced, including /t/ (as in "top"), /p/ (as in "pop") and /k/ (as in "can").	4/24	17%

Early Literacy Testing

To evaluate Matthew's early literacy skills, three probes were administered.

Probe	Number Correct/ Number Possible	Comments
Letter-Sound Knowledge	4/9	Matthew provided the correct sounds for the letters "s", "p", "t", and "k" but was unable to provide the correct sounds for "m", "n", "b", "s", and "d"
Initial Sound Identification	4/8*	Matthew correctly identified the first sounds in words starting with "m", "b", "n", and "d", but incorrectly identified the first sounds in words starting with "s", "f", "p" and "t". *These are consistent with his articulation errors, which suggests that Matthew may have known the first sounds in these words, but was unable to produce them.
Blending	n/a	Matthew could not learn the task during the practice items, so test items were not administered.

Receptive Language Testing

Matthew completed the Sentence Structure subtest of the Clinical Evaluation of Language Fundamentals, Preschool, 2nd Edition to evaluate his receptive language skills. He received a scaled score of 16 which places him at the 98th percentile compared to same-age peers.

SUMMARY AND IMPRESSIONS

The results of the DEAP indicate that Matthew's articulation skills are well below average for his age. Stopping of fricatives, deletion of final sounds in consonant-blends, and prevocalic voicing appear to be problematic error patterns, which are negatively influencing Matthew's speech intelligibility. Matthew is developing some early literacy skills, however, poor phonological processing skills may impact continued literacy development. Matthew's receptive language skills appear to be above average.

RECOMMENDATIONS

Speech-language therapy is recommended 50 minutes/ 1 time per week. A meta-phonological approach will be utilized to address both speech sound and early literacy skills. The therapy program will also include a home program to ensure daily practice of targeted skills.

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