

# COMMUNICATION ASSESSMENT REPORT

Name:	Date of Assessment:
D.O.B.:                      Age:	Speech-Language Pathologist:
Parents:	Accompanied by:
<p>The assessment process, which includes an evaluation of receptive and expressive language skills, play skills, social communication skills and speech production, was explained to the parents. Verbal consent was obtained to proceed with this assessment.</p>	

SUMMARY	No Concerns	Areas to Address	Monitor	Needs Further Assessment
Social Communication				
Play				
Receptive Language ( <i>understanding language</i> )				
Expressive Language ( <i>using language</i> )				
Speech ( <i>pronunciation</i> )				
Fluency ( <i>stuttering</i> )				
Voice/Resonance				
<p><b>Overall Impressions:</b> Please see below for complete details of the assessment, recommendations and service plan.</p>				

HISTORY	
Birth History:	<input type="checkbox"/> Unremarkable <input type="checkbox"/> Other:
Medical History:	<input type="checkbox"/> Unremarkable <input type="checkbox"/> Other:
Motor Milestones:	<input type="checkbox"/> Within Normal Limits <input type="checkbox"/> Delayed
Feeding/Swallowing:	<input type="checkbox"/> No Concerns <input type="checkbox"/> Concerns: <input type="checkbox"/> Picky Eater (i.e., Preferences)
Speech/Language Milestones:	<input type="checkbox"/> Within Normal Limits <input type="checkbox"/> Delayed <input type="checkbox"/> Lost skills <input type="checkbox"/> Plateau (i.e., stopped developing language)
Sleeping:	<input type="checkbox"/> No Concerns <input type="checkbox"/> Concerns:

	<input type="checkbox"/> Doesn't fall asleep easily	
	<input type="checkbox"/> Doesn't sleep through the night	
<b>Hearing:</b>		
<i>History of ear infections:</i>	<input type="checkbox"/> No	<input type="checkbox"/> Yes, # of infections:
<i>Screening at birth:</i> (concerns)	<input type="checkbox"/> No	<input type="checkbox"/> Yes (normal) <input type="checkbox"/> Yes
<i>Assessment:</i>	<input type="checkbox"/> No	<input type="checkbox"/> Yes
When:		
Results:		
<b>Language(s) Spoken in the Home:</b>		
<b>Family Speech and Language History:</b>		
<b>Family (Siblings &amp; Ages):</b>		
<b>Daily Program:</b>		
<b>Other Agencies Involved:</b>		

<b>SOCIAL COMMUNICATION</b>	
<input type="checkbox"/> No apparent concerns	<input type="checkbox"/> Concerns <input type="checkbox"/> Monitor <input type="checkbox"/> Needs further assessment
YES/NO	
	Attends to familiar adult
	Attends to unfamiliar adult
	Tolerates adult proximity
	Tolerates adult involvement in an activity
	Tolerates adult directed activity
	Displays joint attention (shifts eye gaze between people and objects of interest) <input type="checkbox"/> To request <input type="checkbox"/> For social purposes
	Responds to own name Needs to be called <input type="checkbox"/> once <input type="checkbox"/> more than once
	Uses a social smile
	Shows object of interest to others
	Follows when someone points at an object with/without verbal support
	Reportedly shows interest in other children <input type="checkbox"/> Same age <input type="checkbox"/> Older <input type="checkbox"/> Younger
	Plays people games (e.g., peek-a-boo) <input type="checkbox"/> Initiates <input type="checkbox"/> Responds
	Shifts focus of attention (e.g., child looks up during play when a baby is crying outside the room)
	Responds to interactions
	Initiates interactions
	Maintains interactions (i.e., remains in play for a number of turns)

	Ends interactions appropriately (versus walking away or using inappropriate behaviours)
	Follows routines
	Tolerates changes in routines
	Has back and forth conversations # of turns:
	Maintains topic of conversation
	Uses appropriate intonation (i.e., pitch, tone, volume) when speaking
	Repeats/Modifies his/her message when not understood (i.e., repairs communication breakdown)
	Provides listener with enough information when sharing a story/idea
	Understands other people's points of view
	Understands feelings
	Expresses feelings
	Understands non-verbal communication (e.g., gestures, facial expressions, intonation)
	Understands personal space (i.e., maintains appropriate distance from partner)
<b>Additional comments:</b> Social communication skills were assessed informally using clinical observations made during play, and parental reports. (Child was sociable and interacted well with his parent and the clinician, and reportedly with other children).	

<b>BEHAVIOUR</b>	
<input type="checkbox"/> No apparent concerns <input type="checkbox"/> Concerns <input type="checkbox"/> Monitor	
YES/NO	
	Demonstrates appropriate attention span
	Understands consequences
	Complies with adult expectations
	Demonstrates appropriate behaviour
	<b>Emotional Regulation:</b>
	Calms him/herself down
	Seeks comfort
	Can be comforted
	Calms down easily
	Uses repetitive behaviours (e.g., hand flapping, spinning, rocking, opening/closing doors)
	<b>Sensory Likes/Dislikes:</b>
	Visual: (e.g., finger waving, looks at items from a particular angle, increased sensitivity to light)
	Olfactory Preferences (Smell): (e.g., increased sensitivity to smells)
	Tactile (Touch): (e.g., teeth grinding, deep pressure, sticky/dirty hands or face, different textures, body tensing, toe walking)
	Auditory: (e.g., loud noises)

**Additional comments:** Behaviour was assessed informally using parental report and observations made during play.

<b>PLAY</b>	
<input type="checkbox"/> No apparent concerns	<input type="checkbox"/> Concerns
<input type="checkbox"/> Monitor	<input type="checkbox"/> Needs further assessment
YES/NO	
	Interested in toys
	Uses toys appropriately
	Engages in exploratory play - manipulates toys/objects (e.g., mouths, shakes, throws)
	Plays with <b>cause-effect</b> toys
	Engages in <b>constructive</b> play: combines toys/objects in play (e.g., stacks blocks)
	Engages in <b>simple pretend</b> play: pretends to do things he/she has seen adults do, uses a toy object for the real thing (e.g., pretending to sweep the floor with a toy broom)
	Engages in <b>sequenced pretend</b> play: performs a series of pretend actions in the correct order, uses a similar shaped object for the real thing (e.g., pretending to bathe and dry a baby doll)
	Engages in <b>sociodramatic</b> play: uses make-believe with characters and objects, uses language to develop a "story"
	Plays simple games with rules (e.g., pop-up-pirate)
	Has a variety of interests (e.g., Thomas, dinosaurs, wheels)
	Takes turns
	Waits for turn
	Enjoys looking at a book with an adult
	Participates non-verbally when sharing a book with an adult
	Participates verbally when sharing a book with an adult
<b>Additional comments:</b> Play skills were assessed informally using clinical observations made during play, and parental reports.	

<b>EMERGENT LITERACY</b>	
<input type="checkbox"/> No current concerns	<input type="checkbox"/> Suggestions provided to family
<p>A parent checklist was used to informally evaluate the family's home literacy practices and _____'s emergent literacy skills. Based on this checklist, the following general suggestions were provided to the family.</p> <p>The <u>Test of Preschool Early Literacy (TOPEL)</u> was used to assess _____'s emergent literacy skills using 3 subtests:</p>	

*Print Knowledge: Evaluates.....*  
 \_\_\_\_ **achieved:** \*Scaled score=      \*\*Percentile rank=  
*Definitional Vocabulary: Evaluates.....*  
 \_\_\_\_ **achieved:** \*Scaled score=      \*\*Percentile rank=  
*Phonological Awareness: Evaluates.....*  
 \_\_\_\_ **achieved:** \*Scaled score=      \*\*Percentile rank=

**Suggestions Provided to Family:**

Home Literacy Practices  
 Oral Language  
 Letter Recognition  
 Phonological Awareness  
 Print Awareness  
 Emergent Writing Skills  
 Print Motivation

**Additional Comments:** (e.g., hyperlexia)

<b>RECEPTIVE LANGUAGE</b>	
<input type="checkbox"/> No apparent concerns	Delay: <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Significant
	<input type="checkbox"/> Monitor <input type="checkbox"/> Needs further assessment
YES/NO	
<i>Earlier Skills</i>	
	Makes <b>choices</b> (e.g., "Juice...cookie?") with visual support
	Identifies major <b>body parts</b> (e.g., ears, eyes, nose)
	Understands basic <b>objects</b> (i.e., routine/daily items)
	Understands basic <b>actions</b> (e.g., sleeping, eating, running)
	Understands basic <b>descriptive concepts</b> (e.g., up/down, fast/slow, wet/dry, big/little)
	Understands early <b>prepositions</b> (e.g., in/out, on/off, over/under)
	Understands the <b>concept of gender</b> (e.g., boy vs. girl)
	Understands early <b>pronouns</b> (e.g., me, my, I, you, your)
	Understands <b>plurals</b> (e.g., The boy <u>s</u> ran)
	Follows <b>novel/unfamiliar directions</b> (e.g., "Make the truck fly")
	Follows <b>1-step familiar directions</b> with/without gestures/objects/pictures
	Follows <b>2-step related directions</b> (e.g., "Open the box and get the bear")
	Follows <b>2-step unrelated directions</b> (e.g., "Shake the keys and give me the car")
	Understands <b>words within a specific activity</b> (e.g., while reading a book, playing a game, etc.)
	Understands <b>words outside of a specific activity</b> (i.e., talking about something without object/picture)

	Understands <b>yes/no questions</b> (e.g., “Is that a banana?”)
	Understands <b>simple “WH” questions</b> (e.g., What, Where, Who, What __ doing)
	Understands <b>rote questions</b> (e.g., “How are you?”, “What’s your name?”)
<b>Later Skills</b>	
	Identifies minor <b>body parts</b> (e.g., chin, elbow, wrist)
	Understands a <b>variety of objects</b> (e.g., clothing, vehicles, food, household items, farm& zoo animals)
	Understands a <b>variety of actions</b> (e.g., spilling, climbing, catching)
	Understands later <b>descriptive concepts</b> (e.g., tall/long/short, empty/full, same/different, first/last)
	Identifies <b>categories of objects</b> in pictures (e.g., “Show me all the things we eat”)
	Understands <b>negatives</b> in sentences (e.g., “Show me the baby who is <u>not</u> crying”)
	Understands <b>inferences</b> (e.g., “I’m hungry. What should I do?”)
	Understands later <b>prepositions</b> (e.g., in front of, behind, beside, between)
	Understands later <b>pronouns</b> (e.g., him/her/them, he/she/they, his/her/their)
	Understands <b>modal questions</b> (e.g., “Can I have ...?”, “Do you want ...?”)
	Understands <b>present/past/future tenses</b> (e.g., Show me, “She jumped rope”, Show me, “He will eat”, Show me “She is going to shop”)
	Understands <b>time concepts</b> (e.g., morning/day/night)
	Understands <b>complex sentences</b> (e.g., “The baby in the crib needs a bottle”)
	Follows <b>3-step directions</b> (e.g., “Get your boots, put them by the door, and go see Daddy”)
	Follows <b>complex directions</b> (e.g., “Kiss the doll after you give her a hug”)
	Understands <b>higher-level questions</b> (e.g., Why, How, When, What would you do if...)
<b>Formal Test and Results:</b>	
<p><b>The Rossetti Infant-Toddler Language Scale:</b> This test assesses the language skills (preverbal and verbal) of children from birth to 36 months of age based on clinical observations and parent report.</p>	
<p><b>The Receptive-Expressive Emergent Language Test – 3<sup>rd</sup> Edition (REEL-3):</b> This test assesses the receptive language skills of infants and toddlers up to 3 years of age through a caregiver interview.</p>	
<p>_____ <b>achieved:</b> *Ability score=                      **Percentile rank=</p>	
<p>*Ability scores between 90 and 110 are within normal limits  **Percentile ranks between 25 and 75 are within normal limits</p>	

**Clinical Evaluation of Language Fundamentals—Preschool 2<sup>nd</sup> Edition (CELF-P2):** This test assesses the language skills and communication strengths and needs of children 3 to 6 years of age.

**Sentence Structure Subtest:** Evaluates a child's ability to understand sentences as they become longer and more complex. Example: "Point to *the bear is in the wagon*", Point to *the boy who is sitting under the big tree is eating a banana*."

\_\_\_\_ achieved: \*Scaled score=           \*\*Percentile rank=

**Concepts and Following Directions Subtest:** Evaluates a child's ability to understand directions that become longer and more complex and remember the names and order of the words in the directions. Example: Point to *the elephant that is next to the giraffe*".

\_\_\_\_ achieved: \*Scaled score=           \*\*Percentile rank=

**Basic Concepts Subtest:** Evaluates a child's knowledge of various concepts (e.g., size, location, quantity, equality). Example: *Point to the one that is cold*.

\_\_\_\_ achieved: \*Scaled score=           \*\*Percentile rank=

\* Scaled/Standard scores between 7 and 13 are within normal limits

\*\*Percentile ranks between 16 and 84 are within normal limits

**Preschool Language Scale—4<sup>th</sup> Edition (PLS-4):** The Auditory Comprehension subscale assesses a child's understanding of language. Skills tested include: basic vocabulary, concepts, grammatical elements, complex sentences, inferences, etc.

\_\_\_\_ achieved: \*Standard score=           \*\*Percentile rank=

\* Scaled/Standard scores between 85 and 115 are within normal limits

\*\*Percentile ranks between 16 and 84 are within normal limits

**Test for Auditory Comprehension of Language—3<sup>rd</sup> Edition (TACL-3):** This test assesses a child's ability to understand the structure (syntax) of spoken language.

**Vocabulary Subtest:** Evaluates the child's understanding of nouns, verbs, adjectives and adverbs.

\_\_\_\_ achieved: \*Standard score=           \*\*Percentile rank=

**Grammatical Morphemes Subtest:** Evaluates a child's understanding of grammatical elements.

\_\_\_\_ achieved: \*Standard score=           \*\*Percentile rank=

**Elaborated Phrases and Sentences Subtest:** Evaluates a child's understanding of sentence structure. Example: Show me *After he cut her hair, the hairstylist took a coffee break*."

\_\_\_\_ achieved: \*Standard score=           \*\*Percentile rank=

\* Scaled/Standard scores between 7 and 13 are within normal limits

\*\*Percentile ranks between 16 and 84 are within normal limits

**Peabody Picture Vocabulary Test—3<sup>rd</sup> Edition (PPVT-3):** This test assesses a child's understanding of words (Receptive Vocabulary).





	Imitating vocalizations
	Imitating words
	Imitating phrases
<b>Child communicates for the following reasons:</b>	
	Gain attention
	Request object
	Request action
	Request help
	Protest / Refuse
	Label
	Comment
	Greet
	Answer Questions
	Ask Questions
	Request information
<b>Vocal/Verbal Communication:</b>	
	Babbling
	Vocalizing (e.g., sounds)
	Jargoning (nonsense speech)
	Single words (# reported: )
	2-word combinations
	Short sentences
	Immediate echolalia (repeats immediately what is said)
	Delayed echolalia (repeats what is said at a later time, e.g., words/phrases/paragraphs)
	Perseveration (i.e., repeats something over and over again)
<b>Vocabulary Skills:</b>	
	Specific vocabulary (versus general terms such as “that one”, “here”, etc.)
	A variety of <b>object words</b> (e.g., clothing, vehicles, food, household items, farm & zoo animals)
	A variety of <b>action words</b> (e.g., sleeping, eating, running, spilling, climbing)
	A variety of <b>descriptive words</b> (e.g., up/down, fast/slow, wet/dry, big/little)
	Appropriate vocabulary without word finding difficulties
<b>Grammatical Skills:</b>	
<b>Early Skills</b>	
	Plurals (e.g., cows, horses)
	Noun Possession (e.g., Mommy’s hat)
	Present Progressive verb-“ing” (e.g., running, eating)
	Pronouns (e.g., it, mine, my, me, you)
	Contracted Copula (e.g., I’m hot , Mommy’s hungry)
	Negatives (e.g., no, not)
	Questions (What ...?, Where ...?, Who ...?)
	Prepositions (e.g., in, out, on, off, up, down)

<b>Mid Skills</b>	
	Pronouns (e.g., I, your, we, him, her, he, them)
	Present tense verbs (e.g., I walk, Daddy walks)
	Future tense marker (e.g., I'm <b>gonna</b> get it)
	Uncontracted Copula (e.g., I <b>am</b> hungry, He <b>is</b> cold, The girls <b>are</b> happy)
	Contracted/Uncontracted Auxiliary (e.g., I'm eating, He <b>is</b> running, The girls <b>are</b> dancing)
	Early irregular past tense (e.g., was, got, did, had, went)
	Negatives (e.g., don't, can't)
	Questions (e.g., What's ...?, Where's ...?, "Am/Is/Are ...?")
	Prepositions (e.g., beside, in back of)
	Articles (e.g., a, the)
<b>Late Skills</b>	
	Pronouns (e.g., she, they, their, his, hers, us, himself)
	Future tense markers (e.g., He <b>will</b> paint, He <b>is going to</b> paint)
	Regular past tense "ed" (e.g., opened)
	Irregular past tense (e.g., ran, ate)
	Contracted Copula + negative (e.g., isn't, aren't, doesn't)
	Modal Questions (e.g., <b>Can I</b> have a turn?, <b>Do you</b> want a cookie?)
	Questions (e.g., How ...?, Why ...?, When ...?)
	Prepositions (e.g., behind, in front of, through, around, between)
	Conjunctions (e.g., and, because, so, then)
	Two phrases in combination (e.g., " <b>The girl is pushing the wagon and the boy is kicking the ball</b> ".)
	Sufficient language and narrative skills to retell a sequence of events
<b>Average Sentence Length:</b>	
<b>Language Sample:</b>	
<b>Formal Test and Results:</b>	
<b>The Rossetti Infant-Toddler Language Scale:</b> This test assesses the language skills (preverbal and verbal) of children from birth to 36 months of age based on clinical observations and parent report.	
<b>The Receptive-Expressive Emergent Language Test – 3<sup>rd</sup> Edition (REEL-3):</b> This test assesses the expressive language skills of infants and toddlers up to 3 years of age through a caregiver interview.	
____ achieved: *Ability score=                      **Percentile rank=	
*Ability scores between 90 and 110 are within normal limits	
**Percentile ranks between 25 and 75 are within normal limits	
<b>Structured Photographic Expressive Language Test—Preschool-2<sup>nd</sup> Edition (SPELT-P2):</b> This test assesses a child's use of grammar.	
____ achieved: *Standard score=                      **Percentile rank=	

\* Scaled/Standard scores between 85 and 114 are within normal limits

\*\*Percentile ranks between 16 and 84 are within normal limits

**Clinical Evaluation of Language Fundamentals—Preschool 2<sup>nd</sup> Edition (CELF-P2):** This test assesses the language skills and communication strengths and needs of children 3 to 6 years of age.

**Word Structure Subtest:** Evaluates a child’s use of grammar.

\_\_\_\_ achieved: \*Scaled score=      \*\*Percentile rank=

**Expressive Vocabulary Subtest:** Evaluates a child’s ability to name pictures of people (e.g., fireman), objects (e.g., calculator), and actions (e.g., riding).

\_\_\_\_ achieved: \*Scaled score=      \*\*Percentile rank=

**Recalling Sentences Subtest:** Evaluates a child’s ability to correctly repeat back sentences.

\*Scaled score=      \*\*Percentile rank=

**Word Classes—Expressive Subtest:** Evaluates a child’s ability to describe how words are related.

Example: “How do the words crayon and pencil go together?”

\_\_\_\_ achieved: \*Scaled score=      \*\*Percentile rank=

\* Scaled/Standard scores between 7 and 13 are within normal limits

\*\*Percentile ranks between 16 and 84 are within normal limits

**Preschool Language Scale—4<sup>th</sup> Edition (PLS-4):** The Expressive Communication subscale assesses how well a child uses language with others. Skills include: naming common objects, concepts, locations, etc.

\_\_\_\_ achieved: \*Standard score=      \*\*Percentile rank=

\* Scaled/Standard scores between 85 and 115 are within normal limits

\*\*Percentile ranks between 16 and 84 are within normal limits

**Expressive Vocabulary Test (EVT):** This test assesses a child’s ability to name objects, actions, locations, etc.

\_\_\_\_ achieved: \*Standard score=      \*\*Percentile rank=

\* Scaled/Standard scores between 85 and 115 are within normal limits

\*\*Percentile ranks between 16 and 84 are within normal limits

**Expressive One-Word Picture Vocabulary Test (EOWPVT):** This test assesses a child’s ability to name objects, actions, locations, etc.

\_\_\_\_ achieved: \*Standard score=      \*\*Percentile rank=

\*Standard scores between 90 and 110 are within normal limits

\*\*Percentile ranks between 25 and 75 are within normal limits

**The Renfrew Language Scales—Bus Story Test, A Test of Narrative Speech:** This test is used to screen a child’s ability to retell a story. A story is read to the child using a picture book and the child is then asked to re-tell the story. \_\_\_\_\_ **achieved:**  
 Information Score: \*Standard score=                      \*\*Percentile rank=  
 Sentence Length: \*Standard score=                      \*\*Percentile rank=  
 Complexity Score: As Expected                      Below Expectation  
 Independence Score: As Expected                      Below Expectation

\* Scaled/Standard scores between 85 and 115 are within normal limits  
 \*\*Percentile ranks between 16 and 84 are within normal limits

**Additional Comments:** Expressive language skills were assessed using a combination of clinical observations made during play, parental reports and formal testing. (Child is said to use language X better than language Y.)

<b>SPEECH</b>			
<input type="checkbox"/> No apparent concerns	Delay: <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Significant	<input type="checkbox"/> Monitor	<input type="checkbox"/> Needs further assessment
YES/NO	PHONOLOGY		
	Has age appropriate consonants (C)		
	Has age appropriate vowels (V)		
	Has variety of syllable shapes (CV, VC, CVCV, CVC, CVCVC)		
<b>Child demonstrates following speech errors (Phonological Processes):</b>			
	Deletes initial consonants (e.g., “ot” for “hot”)		
	Deletes final consonants (e.g., “ca” for “cat”)		
	Assimilates (e.g., “gog” for “dog”)		
-----	Stopping of consonants:		
	/f/ (e.g., “pour” for “four”)		
	/s/ ( e.g., “tee” for “see”)		
	/z/ (e.g., “doo” for “zoo”)		
	“sh” (e.g., “teep” for “sheep”)		
	Velar fronting (e.g., “tootie” for “cookie”)		
	Backing of consonants (e.g., “cop” for “top”)		
-----	Consonant blends/cluster reduction		
	s-blends (e.g., “soon” or “poon” for “spoon”, “tar” or “sar” for “star”, etc.)		
	l-blends (e.g., “cown” for “clown”, “gasses” for “glasses”)		
	r-blends (e.g., “bown” for “brown”, “tuck” for “truck”)		
	Gliding of liquids (e.g., “wamp” for “lamp”)		
	Deletes unstressed syllables in multi-syllabic words		
	Other:		
<b>Formal Test and Results:</b>			
<b>The Goldman Fristoe Test of Articulation – 2<sup>nd</sup> Edition (GFTA-2):</b> This test assesses a child’s ability to produce a variety of speech sounds in single words and in sentences.			

\* Scaled/Standard scores between \_\_\_\_\_ are within normal limits

\*\*Percentile ranks between 16 and 84 are within normal limits

**Structured Photographic Articulation Test – 2<sup>nd</sup> Edition (SPAT-D2):** This test assesses a child's ability to produce a variety of speech sounds in single words or sentences.

**Stimulability** (i.e., child's ability to produce the speech sound correctly on imitation):

**Additional Comments:** Articulation skills were assessed informally using a speech sample taken during play, and parental report.

Speech production skills were not formally assessed due to limited verbal output. This will be monitored and assessed in the future if concerns arise, and as expressive language develops.

YES/NO	MOTOR SPEECH CONTROL
<b>Muscle Tone:</b>	
	Has sufficient muscle tone in body to support speech
<b>Phonation:</b>	
	Turns voice on and off
	Controls duration of phonation
	Controls pitch (adequate prosody) (e.g., "UH-oh")
	Produces voiceless sound (/h/), nasal sound (/m/), and voiced sound (/b/)
	Controls voice onset time (VOT) (e.g., "pop")
	Has oral – nasal control (e.g., "nana", "done")
<b>Jaw:</b>	
	Has basic jaw control (close→open, open→close)
	Has appropriate jaw excursion
	Has midline movement (no side-to-side jaw sliding, anterior thrusting)
	Has graded jaw control (mid height vowels /ε/ (as in "bet"), /ɪ/ (as in "bit"), /ʌ/ (as in "but")
<b>Lips:</b>	
	Has adequate lip rounding for /o/ (as in "no") and /u/ (as in "boot")
	Has adequate lip retraction for /i/ (as in "eat")
	Has adequate lip contacts for bilabials /p/, /b/, /m/ (independent from jaw)
	Moves lower lip by itself for /f/
<b>Tongue:</b>	
	Moves tongue independent of jaw
	Uses tip of the tongue for /t/, /d/, /n/, and /s/
	Elevates blade of the tongue for /i/ (as in "bee") and /j/ (as in "yes")
	Elevates back of the tongue for /k/ and /g/
<b>Integrated Movement:</b>	
	Coordinates movement between horizontal and vertical planes (e.g., diphthongs /aɪ/ (as in "buy"), /eɪ/ (as in "bay"), /oʊ/ (as in "cow")
	Coordinates movement between horizontal, vertical, and anterior/posterior planes (e.g., "puppy", "ducky", "bunny")

	Able to maintain sound and syllable integrity at the phrase and sentence level
<b>Other:</b>	
	Has difficulties with: <input type="checkbox"/> drooling <input type="checkbox"/> chewing <input type="checkbox"/> swallowing <input type="checkbox"/> feeding (picky eater)
<b>Additional comments:</b>	

<b>FLUENCY (stuttering)</b>	
<input type="checkbox"/> No apparent concerns	<input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Significant % of Syllables Stuttered:
	<input type="checkbox"/> Monitor <input type="checkbox"/> Needs further assessment
<b>Fluency History</b>	
<b>Age of initial onset of stuttering:</b>	
<b>Time since initial onset:</b> <input type="checkbox"/> Less than 6 months <input type="checkbox"/> Between 6 and 12 months <input type="checkbox"/> 12 or more months	
<b>Course of the stuttering:</b> <input type="checkbox"/> Increasing <input type="checkbox"/> Decreasing <input type="checkbox"/> Stable <input type="checkbox"/> Fluctuating	
<b>Nature of the stuttering:</b> <input type="checkbox"/> Continuous <input type="checkbox"/> Episodic	
<b>Family history of stuttering:</b> <input type="checkbox"/> Negative <input type="checkbox"/> Positive/recovered <input type="checkbox"/> Positive/Unrecovered Specifics:	
<b>Handedness:</b> <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Ambidextrous <input type="checkbox"/> Undetermined	
<b>YES/NO</b>	<b>Child communicates using:</b>
<b>Types of Stuttering:</b>	
	Phrase repetitions (e.g., "What is the...what is the...what is the answer?")
	Whole-word repetitions (e.g., "My my my name is Michael.")
	Part-word repetitions (e.g., "I saw a ba-ba-ba-baby.")
	Prolongations (e.g., "LLLLLet's go now!")
	Blocks (trouble getting the words out)
	Interjections (e.g., "like", "um")
<b>Stuttering Characteristics:</b>	
	Starter behaviours (e.g., "Can I tell you something?")
	Audible effort (e.g., hard glottal attacks, disrupted airflow, vocal tensions, pitch rise)
	Fast, irregular repetitions
-----	Number of unit repetitions: Typical #:    Highest #:
-----	Duration of prolongations/blocks: <input type="checkbox"/> Fleeting <input type="checkbox"/> Between 1 and 2 seconds <input type="checkbox"/> 3 or more seconds
<b>Secondary Behaviours:</b>	
	Facial grimaces/articulatory posturing
	Eye blinking, eye widening, eye aversion
	Head/body movement
<b>Additional Comments:</b>	

**VOICE/RESONANCE**

- No apparent concerns                       Concerns                       Monitor                       Needs further assessment

Additional comments (e.g., hoarseness, hypo/hypernasal):

**RECOMMENDATIONS**

- Hearing Test: It is recommended that your child be seen for an audiological assessment. Speak to your family doctor or pediatrician for a referral for an audiological assessment.
- Referral to CITY KIDS - Requesting
  - Child Care Placement                       Consultation to Child Care
  - Service Coordination                       Parenting Support
  - Occupational Therapy                       Other:
- Developmental Assessment
- Community children's program: Get \_\_\_\_\_ involved in a children's program on a regular basis (e.g., Ontario Early Years Centre, Library Program, daycare, etc.). Regular exposure to same-age children is an important part of a child's overall development for the learning of language, social skills, play skills, and behaviour.
- Other

**TPSLS FUTURE PLAN**

- Hanen Program for Parents: More Than Words®
- Parent-Child Program
- Fluency Workshop for Parents
- Child Care Consultation
- Direct Therapy: Therapy is recommended. The family will be contacted in \_\_\_\_\_ to arrange therapy dates and times for \_\_\_\_\_. Until then, the family is asked to continue to help improve their child's language skills during daily interactions by using the strategies on the following page, as discussed during the assessment.
- Home Program
- Discharge
- Other:

-----  
SLP Signature and Contact Information

Date signed

Original to:                      File

Cc:     Family

# How to Help Your Child Communicate

- **Be face to face:** Get down to your child's physical level (e.g., sit on the floor, bend down). Hold objects to your **eyes** so your child looks at you.
- **Get involved in your child's play:** Playing with others will give your child many chances to learn language. Try to make time to play with your child, and show your child how to play with new toys.
- **Keep your language simple:** Use 1- to 3-word phrases. Speak slowly and clearly.
- **Speak from your child's point of view:** Use the words that your child might say (e.g., "I want juice").
- **Make words fun:** Use your voice, facial expressions, gestures and pictures to help your child pay attention to words (e.g., say the word "eat" and pretend to eat at the same time).
- **Don't say "Say \_\_\_":** Reduce pressure on your child. You say the word for him/her (e.g., Say the word "ball" instead of "Say ball").
- **Wait, wait, wait:** Give your child a chance to respond to what you have said or done by waiting (stop talking, count to 10 in your head).
- **Label/name:** Talk about what your child sees and does:
  - objects: clothing, body parts, food, toys, important people, etc.
  - actions: wash, open, eat, etc.
  - locations: in, out, on, off, up, down, etc.
  - concepts: high, low, big, small, fast, slow, etc.
  - fun sounds: beep-beep, moo, meow, uh-oh, yuk, yum, etc.
- **Add language:** Talk about what you are doing during daily activities so that your child hears a lot of language throughout the day. Try to follow the **same steps** each day and use the same words/phrases to talk about what is happening (e.g., "bathtime!", "the water's on", "get undressed", "take your socks off").
- **Repeat:** Set up activities so there are many opportunities to practice a word in **one activity** (e.g., if the word is "off", say "off" every time you take off a piece of your child's clothing) or **in different activities** (e.g., "lights off", "shoes off", "lid off").
- **Put words to your child's actions & sounds:** Say the word that describes what you think your child is trying to 'say':
  - if your child pulls you by the hand, say "come"



- if your child points to a ball and says “uh”, say “ball”
- **Use specific words:** Encourage your child to use the proper word instead of general words like, “this”, “that”, “it”, “there”.
  - Example: Child: “I want to open this.”  
Adult: “You want to open **the juice.**”  
Child: “I want to open the juice.”
- **Expand:** Copy what your child has said or done, then add a word or two words.  
Child: “juice”  
Adult: “*more juice*”, “*pour the juice*”, or “*I want juice*”, etc
- **Ask fewer questions:** Do not ask questions when you already know the answer (“Do you have a bus?”). Instead, talk about what you or your child are looking at or doing (“You’re pushing the bus!”).
- **Look at books with your child:** Show your child the right way to hold a book, point to the pictures in the book, and talk about the pictures. Show your child that books are fun!
- When your child is using an **inappropriate behaviour** to communicate (e.g., climbing to get a DVD), remember to:
  - Make sure your child is safe
  - Stop the inappropriate behaviour (e.g., stop climbing)
  - Tell your child what to do instead (e.g., “Put your feet on the floor”)
  - Encourage your child to use an appropriate behaviour (e.g., pointing to the DVD)
- **Introduce new topics:** If your child has very specific topics of interest (e.g., transportation, logos, computers, etc.), try to introduce a new topic.
- Encourage your child to **stay on topic** during conversations. For example, “We’re not talking about sharks, we’re talking school”.
- Give your child the **appropriate language to use in different situations** (e.g., greeting, commenting, requesting, protesting, asking and answering questions, etc.).
- When your child says a sentence incorrectly, repeat it back to him/her using correct grammar.
  - Example: Adult: “Did you like your ice cream?”  
Child: “Yes I have.”  
Adult: “Yes I did.”