

COMMUNICATION ASSESSMENT REPORT

Name:	Date of Assessment:
D.O.B.: Age:	Speech-Language Pathologist:
Accompanied by:	Consent to Assessment Obtained: <input type="checkbox"/>

HISTORY/BACKGROUND
Relevant Family/Medical/Developmental History:
Hearing Status: (e.g. ear infections, tested recently)
Language(s) Spoken in the Home:
Lives at Home With:
Daily Program (Home, Child Care, EarlyON):
Other Agencies/Services:

SUMMARY	No Concerns	Areas to Address	Monitor	Needs Further Assessment
Social Communication <i>No concerns observed or reported with social communication skills.</i>				
Behaviour <i>Shy initially but warmed up to the clinician.</i>				
Play <i>No concerns observed or reported with play skills.</i>				
Receptive Language (understanding language) <i>No concerns observed or reported with receptive language. Tested within normal limits on the <u>Rossetti Infant Language Scale</u>.</i>				
Expressive Language (using language) <i>No concerns observed or reported with expressive language. Tested within normal limits on the <u>Rossetti Infant Language Scale</u>.</i>				
Speech (pronunciation) <i>Please see below for details of speech production assessment.</i>				

Fluency (<i>stuttering</i>)				
Voice/Resonance				

SPEECH	
<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)
<i>Child demonstrates following speech errors (Phonological Processes):</i>	
	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:
Formal Test and Results: <u>The Goldman Fristoe Test of Articulation – 2nd Edition (GFTA-2):</u> 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 <u>Structured Photographic Articulation Test – 2nd Edition (SPAT-DII):</u> 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. Articulation skills were assessed using a combination of parental reports, and an informal analysis of a speech sample taken during play.	

Articulation skills were not formally assessed due to limited verbal output. This will be monitored and assessed further as expressive language skills develop.

YES/NO	MOTOR SPEECH CONTROL (Early Communicator)
	Has sufficient muscle tone in body to support speech
	Has prolonged phonation
	Coordinates gestures and vocalizations
	Imitates sounds, vowels and words
	Does not use non-speech sounds (e.g. grunts, mmm)
	Demonstrates a variety of speech motor movements (e.g. lip contact/rounding, adequate range of jaw movement, tongue elevation)
	Productions are not variable (e.g. words are used and then disappear)
<i>Other:</i>	Has difficulties with: <input type="checkbox"/> drooling <input type="checkbox"/> chewing <input type="checkbox"/> swallowing <input type="checkbox"/> feeding (picky eater)
Additional comments:	

YES/NO	MOTOR SPEECH CONTROL (Later Communicator)
	Imitates sounds, words and phrases
	Demonstrates a variety of speech motor movements (e.g. lip contact/rounding, adequate range of jaw movement, tongue elevation)
	Speech is clear and understandable to most listeners
<i>Muscle Tone:</i>	
	Has sufficient muscle tone in body to support speech
<i>Phonation:</i>	
	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”)
<i>Jaw:</i>	
	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”), /i/ (as in “bit”), /ʌ/ (as in “but”)
<i>Lips:</i>	
	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/

<i>Tongue:</i>	
	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/
<i>Integrated Movement:</i>	
	Coordinates movement between horizontal and vertical planes (e.g., diphthongs /ai/ (as in “buy”), /ei/ (as in “bay”), /ow/ (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
<i>Other:</i>	
	Has difficulties with: <input type="checkbox"/> drooling <input type="checkbox"/> chewing <input type="checkbox"/> swallowing <input type="checkbox"/> feeding (picky eater)
Additional comments:	

ADDITIONAL COMMENTS
<i>(if required <u>or</u> delete this box)</i>

RECOMMENDATIONS & EARLY ABILITIES PLAN
<input type="checkbox"/> Hearing Test: It is recommended that your child be seen for an audiological assessment. <input type="checkbox"/> Community children’s program: It is recommended that your child participate in children’s programming in order to facilitate the development of his/her speech and language skills and to provide him/her with opportunities to play with his/her same age peers. <input type="checkbox"/> Hanen Program for Parents: Target Words® <input type="checkbox"/> Play & Say Program <input type="checkbox"/> Direct Intervention: You will be contacted in the near future to schedule intervention with Early Abilities. <input type="checkbox"/> Home Program <input type="checkbox"/> Discharge

SLP Signature and Contact Information Date signed

Original to: File

Cc:

How To Help Your Child Communicate

SPEECH STRATEGIES:

- **Get down to your child's physical level:** Sit on the floor or bend down so that he/she can see your face and mouth clearly when you speak. This will help your child see how sounds are made. Speak slowly and clearly.
- **Interpret and model:** If you do not understand what your child says, try to figure out what he/she means then say the word clearly a few times, so he/she can hear what it should sound like. Stress the sounds that your child is having trouble with when you say it back to him/her.
 - Example: Child: "My _at"
Adult: "My hhhhat"

LANGUAGE FACILITATION STRATEGIES:

- **Follow your child's lead:** Watch to see what your child likes to play with, and join in his/her play.
- **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").
- **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.
- **Look at books with your child:** Show your child the right way to hold a book, point to the words on the page, name pictures, and read the same book over and over so that your child begins to learn it. Show your child that books are fun!
- **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!").