PRESCHOOL SPEECH-LANGUAGE AND COMMUNICATION ASSESSMENT COMPONENTS

REFERRAL QUESTIONS

BACKGROUND

Parent/Teacher/Client Interview/Relevant Case History: Information gathered or information provided in the following areas:

- Collection of relevant case history information and parental/teacher perspectives on the child's development and needs and behavioral observations by family/teachers and clinician.
- Family history of communication disorders, birth and developmental history (re: oral motor development, hearing, vision, cognition and medical);
- Current daycare or educational status
- Socioeconomic, cultural and/or linguistic background
- Summaries of previous services in accordance with all relevant legal and agency guidelines such as Individuals with Disabilities Education Act (IDEA) Parts B and C.

ASSESSMENT FINDINGS

Hearing screening: Used to examine hearing adequacy overall and for purposes of ascertaining likely effects on the day's results; follow ASHA guidelines.

Screening for voice or fluency disorders: This may be formal or informal.

Behavioral Observations

Use of standardized and nonstandardized measures sensitive to cultural and linguistic diversity to assess listening, speaking, cognition and emerging literacy including —

- Instruments that examine age-appropriate syntax, semantics, and pragmatics;
- Criterion referenced instruments;
- Developmental scales (including play scales and cognitive stages);
- Early drawing and writing, phonological processes, print awareness, and book interactions;
- Language samples in multiple contexts.
- Speech sound inventory
- Underlying strengths and deficits related to factors that affect communication performance, such as communicative intent, and/or social interaction skills.

SUMMARY (INTERPRETATION)

Include information about:
Addressing the referral questions

Overall summary of the findings including strengths and challenges

A diagnosis if applicable

effects of preschool communication impairments on the individual's activities (capacity and performance in everyday communication contexts) and participation, such as day care, preschool, and caregiver interaction;

contextual factors that serve as barriers to or facilitators of successful communication and participation for individuals with speech-language impairment.

If a referral question has pertained to whether a client’s disability meets the Vermont eligibility requirements for services in the schools or EEE programs, address this question in this section. A separate paragraph or subheading may be useful when addressing this issue.

RECOMMENDATIONS

Recommendations may include:

Follow-up service, referral or further assessments to monitor development and ensure appropriate intervention and support for preschoolers with speech-language and communication disorders.

Intervention: If recommended, include information concerning frequency, estimated duration, and type of service delivery. In addition, state specific treatment approaches (if recommended), degree of family involvement, suggestions regarding reinforcements.

When progress should be reviewed

Any citations and/or handouts as needed

PROGNOSIS

REPORT DISTRIBUTION (CC LIST)

Adapted from 2010 ASHA Preferred Practice Patterns / SC