

Child: Max  
Calculated Age: 32 months

**Background:**

Max was referred for a **speech-language assessment** as part of an early childhood special education evaluation, due to his mother’s concerns regarding **delays in his speech and language development**. In July 2009 Max’s communication levels were within the 18-24 month level (CA was 28 months). He was reported to use about 14 words; only using words occasionally to ask for what he wants and needs, but usually he screams. His mother, Linda, is concerned that **speech intelligibility** has decreased since the initial evaluation. Linda also reported that, “Max did not start walking until 18 months, and he has been very clumsy ever since.” He sometimes has trouble feeding himself, and his mother reported that he still colors with big round strokes.

Max presently lives at home with his parents, and older brother. He currently attends Early-On playgroup once a week and daycare three mornings a week. Max’s reported birth history was unremarkable and it is reported that he is rarely sick.

**Evaluation:**

The Preschool Language Scale – 4, (PLS-4), was administered to help determine present level of language functioning. Results are as follows:

<u>PLS-4</u>	<u>Standard Scores</u> (x=100, sd=15)	<u>Age Equivalency</u>
Auditory Comprehension	81	2 Years, 3 Months
Expressive Communication	74	1 Year, 11 Months

Receptive language skills demonstrated on this test included: identifying clothing items on self; recognizing action pictures; understanding several pronouns; and following two-step, related commands without cues. Max did not demonstrate understanding of part/whole relationships; or understanding of simple descriptive concepts

Expressive language skills observed were: naming objects in photographs; reported use of rising intonation to ask questions; and using words for a variety of pragmatic functions. Max did not use words more than gestures to communicate; use different word combinations, such as ‘noun + verb’ or ‘verb + noun.’ He also did not demonstrate use of plurals or combining three or four words in spontaneous speech.

The Structured Photographic Articulation Test-2<sup>nd</sup> Edition (SPAT-II) is a test designed to assess the child’s use of consonants, consonant blends, and phonological processes. Although this test was attempted, Max did not name any pictures or imitate any words during the assessment. Throughout the evaluation, Max's productions were primarily consonant-vowel combinations. Observed phonemic repertoire included: “up, yeah, uh oh, no, bubble, /mai/ for mine, and no me.” His mother reported that he says /jai jai/ for ‘bye-bye’ and that he used to say ‘water’ very clearly, however he does not use that word anymore.

**Summary:**

Observed and reported language behaviors suggested delays in both receptive and expressive areas of language. It is recommended that Max receive speech-language therapy as part of his educational program. Initial goals should focus on furthering development of language use and increasing expressive vocabulary.