

SPEECH AND LANGUAGE ASSESSMENT: (NAME)

EXAMINER: Marissa Jaquess, M.A. CCC-SLP

Oral Peripheral Exam: Adequate for speech

Voice: Satisfactory

Fluency: Unsatisfactory

Articulation Skills: Age appropriate

Language Skills: Age appropriate

METHOD OF ASSESSMENT:

Stuttering Prediction Instrument For Young Children

The Stuttering Prediction Instrument For Young Children (SPI) is an assessment of fluency designed for children ages 3 through 8 years and assesses a child's history, reactions, part-word repetitions, prolongations and frequency of stuttered words to assist in measuring severity and predicting chronicity.

A brief history of (NAME)'s speech development revealed that he has been stuttering for more than six months. (NAME)'s mother reported first noticing the stuttering soon after (NAME) was attacked by a German shepherd. She also reported that the stuttering severity is increasing and does not come and go. There is a family history of stuttering. (NAME)'s father stuttered when he was a young boy and received speech therapy. By kindergarten, his stuttering had stopped. (NAME)'s mother reported she was very concerned about his stuttering and believed that he had experienced a mild degree of teasing as well as a mild degree of frustration. She did not believe he ever avoided words or situations because of his stuttering. She also has not observed any extraneous facial or bodily movements during stuttering.

(NAME)'s part word repetitions were often 4 or more repetitions on one word. He had occasional mild tension in these repeated syllables as well as schwa ("uh") interjections. An example of a more severe abnormality in speech flow was as follows: "I, I, I, I gonna get I, I gonna get...".

(NAME)'s prolongations were mild (1.5-2 seconds) for vowels with no apparent blocking on vowels (phonatory arrest) or consonants (articulatory posturing).

(NAME)'s stuttering frequency was 20% based on a 300 word language sample. His SPI score of 18 placed him at the beginning of the moderate severity range.

An informal observation of (NAME)'s language skills revealed age appropriate language skills. He had good turn-taking and topic maintenance skills. Following are some examples of his sentence structures:

1. Let me do it by myself.
2. I mixed it all up.
3. My teacher take me to the zoo.
4. I wanna draw the zoo.
5. I want to play with those toys.
6. I can do that.
7. I want to play these things.
8. He playing game. Basketball
9. I'm going to get a (not understood).
10. It's a my Daddy make chocolate cake.
11. WaWa eat it.

12. My WaWa my dog.
13. My dog eat my cake, my birthday cake.
14. Ms. (not understood) gave it to me.

Summary

(NAME) exhibits a fluency disorder characterized by inappropriate rate and time patterning of speech at least 5% of the time and characterized by sound and syllable repetitions and mild prolongations.

NEEDS DESCRIPTION: To Improve Speech Fluency

GENERAL TYPE OF SERVICE: Individual or small group speech therapy

Recommended Teaching or Intervention Strategies: Therapist's choice for fluency training program.

Some suggested programs include but are not limited to the following:

1. The Source for Stuttering and Cluttering by David Daly, Linguisystems
2. Pragmatic Stuttering Intervention by Dennis C. Tanner, Academic Communication Associates
3. Speak Freely: Essential Speech Skills for School-Age Children who Stutter by Mark Allen, Speak Freely Publications