



Name: LG

NYC ID#:

Date of Birth:

Date of Report: November 2021

Speech & Language Report

Background Information:

LG is a 6.1-year-old male student who presents with a clinical diagnosis of Autism Spectrum Disorder (ASD). Upon analysis of assessment data, deficits in receptive and expressive language skills, overall cognitive abilities, and functional communication have been observed. LG attends Little Miracles Preschool at Eden II programs, located on Staten Island, for his academic and social development. Eden II is a 12-month special education program that utilizes the principles of Applied Behavior Analysis (ABA) across teaching and intervention strategies. LG is currently mandated to receive speech and language services 5x30 in a 1:1 setting. The findings of this report are based on informal assessment measures, observations from therapy sessions and classroom observations, in addition to teacher and parent input.

For the 2021-2022 academic year, Eden II is providing full-time, in-person instruction in the classroom, of which LG consistently participates in. During sessions, functional communication and language skills are targeted. This year has included teaching LG to manipulate an Augmentative Alternative Communication (AAC) device for skills such as: requesting, answering social questions, reliably responding “yes” and “no” and labeling objects. Skills reported on this IEP include those observed during in-person sessions as well as using ongoing informal evaluation methods.

Receptive Language:

LG exhibits moderate deficits in receptive language skills. He can establish and maintain eye contact while engaged in tasks, respond to his name appropriately, and shows emerging skills in gross motor imitation and following various 1-step verbal directives. LG shows improvement in attending to tasks during sessions, and redirections are utilized when attention is fleeting. In regard to his matching skills, LG has mastered matching identical and non-identical objects. Matching identical and non-identical pictures are skills that continue to emerge. In terms of receptive identification, he can identify various common objects (e.g., ball, cup) and some body parts (e.g., feet, eyes). Identifying actions, community helpers, and functions of items are skills that pose a present challenge. Further, identifying attributes, categories and emotions in himself and others are skills that have not yet been observed. LG has shown consistent progress in joint attention tasks, such as during literacy-based activities, where sustained engagement in shared readings as well as pre-literacy requisite skills are present.

In the area of receptive language, future goals will focus on increasing LG’s receptive lexicon and matching skills, as well as continuing to promote joint engagement and appropriate attending during shared activities.

Expressive Language:

LG presents as a non-verbal student who exhibits significant deficits in expressive language and overall functional communication. LG does not use verbal speech to communicate, rather, is learning to utilize an Augmentative Alternative Communication (AAC) device for expressive language output. At the present, he is continuing to acquire skills for proficient use of ProLoQuo2Go (i.e., the communication app) on an iPad; this app allows for page manipulation, and has been customized to include pages of functional vocabulary deemed appropriate for LG. Currently, LG is working toward increasing device fluency and discriminatory abilities amongst the icons on his AAC; moderate prompting is required to request desired items in isolation and small fields (e.g., 2-6 icons). At times, he is observed to select multiple items, requiring redirection from his clinician to promote increasing the accuracy of his mand. In addition to requesting, social/communicative exchanges are also targeted via LG's AAC device. This includes social greetings; LG is able to independently reciprocate via a hand wave, however, responding to greetings from others using his AAC generally warrants prompting. Other expressive skills targeted via his AAC include responding "yes/no" and answering social questions, both presently requiring clinician support. Functional requests in the classroom such as asking for the "bathroom," "help" and "open" are reliant on the provision of full-moderate physical prompting, and are targeted during both structured and incidental times. Lastly, as labeling skills are addressed via AAC, expressive labeling of attributes, actions, and emotions are not present. Of note, LG is awaiting receipt a novel AAC that was granted to him after an Assistive Technology (AT) evaluation was conducted (held in July of 2021). The device will be equipped with a keyguard (i.e., a front-face grid outline accessory), which will assist with target discrimination and icon selection amongst an increasing field.

LG demonstrates appropriate joint attention when engaging in vocal play activities with his clinician, however, despite max multimodal cues/prompting and auditory bombardment, functional imitation of vowels and isolated phonemes are not observed. Oral motor exercises and imitation tasks also pose a challenge despite max modeling and the provision of tactile prompts/cuing. In regards to the area of socio-pragmatic, LG continues to develop appropriate play skills while engaged and interacting with familiar adults. Reciprocating and appropriately following turn-taking during activities continues to emerge. Appropriate play with peers, including initiation of play and sustained interaction/joint attention, are socio-pragmatic skills that have not yet been observed.

In the area of expressive language, future goals will focus on continuing to improve functional communication via an AAC system (e.g., requesting desired items/activities, answering social questions), as well as increasing expressive lexicon, and promoting overall socio-pragmatic skills.

Recommendations:

LG presents with deficits in his receptive, expressive, and functional communication skills. It is recommended to maintain his current mandate of 5x30, 1:1 to further promote the acquisition of receptive and expressive lexical skills and continue to promote independent functional communication skills. It is also suggested that LG continue to receive services that embody an ABA teaching philosophy while utilizing discrete trial instruction and data-based decision making to promote maintenance and acquisition of new skills.

Future goals will focus on the following:

- Increasing functional communication skills
- Increasing knowledge and use of functional vocabulary
- Expanding lexical knowledge
- Promoting socio-pragmatic abilities during engagement with others

Susan Gerlovina, M.S., CF-SLP
Speech Language Pathologist

Toni Rae Gnall M.A., CCC-SLP
Coordinator of Speech-Language Services