



MINDS

## SPEECH-LANGUAGE ASSESSMENT REPORT

**Name:** Mast. Aaryansh Shukla

**Date of Assessment:** 27/08/2022

**Age/Gender:** 3.2 years/male

**Languages spoken:** Hindi

**Chief complaint:**

Master Aaryansh was accompanied by his mother with concerns of inability to speak appropriately. The testing was carried out in Hindi language as it is predominantly used for conversation purposes at home.

**Medical History:** Prenatal h/o bleeding in third trimester- 2 episodes. Post natal- child suffered from pneumonia at 6 months of age due which child was hospitalized for 20 days.

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14/12/23

**Brief developmental history:** Child's motor development was age appropriate. As reported by mother, child's speech was adequate till 15 months of age after which a regression of speech was noticed.

## **INFORMAL SPEECH AND LANGUAGE ASSESSMENT-**

### **Receptive language skills-**

- Child recognizes his name and responds by turning his head to the side of name call.
- Appears to comprehend facial expressions of anger, pleasure, etc.
- On verbal request, child inconsistently gives the object in hand to adult.
- Child occasionally follows simple one stage commands.
- Child enjoys music and rhymes and appears to listen consistently.
- Child's receptive vocabulary consist of simple objects, common animals, common fruits, and simple household objects.
- Child recognizes bigger parts of body.
- Fair reception of child's favorite food item.
- Child comprehends negation and follows occasionally.

### **Expressive language skills-**

- Child's predominant mode of communication is non-verbal. Child communicates via pointing and taking mother to the desired object when needed.
- Child tends to cry and show temper tantrums by throwing object away from him.
- Child occasionally uses one word utterance when he desires to.

### **Pragmatics-**

- Child's eye contact, social smile, and topic initiation are emerging.
- Child occasionally initiate the topic by combining glances and vocalizations.

*supplemented  
@ 14/12/23*

### **General Behavior-**

- Child was partially cooperative during the session.
- Child's sitting behavior is partially achieved.

### **Oral peripheral mechanism examination-**

- Overall oral structures appear normal in structure.
- Child was not cooperative during the testing hence, functions of oral structure could not be tested.
- Mother reported no issues during chewing, drinking and swallowing.

### **ON FORMAL TESTING-**

On REELS-

Receptive language age- 11-12 months

Expressive language age- 11-12 months

### **PROVISIONAL DIAGNOSIS-**

Speech and Language Developmental Delay with (?) ASD.

### **RECOMMENDATIONS-**

- Speech and language stimulation at home.
- Speech and language therapy.
- Continue occupational therapy.
- Follow up.

*see p11/12/13  
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14/12/23*

## THERAPY PLAN

NAME- Mast. Aaryansh Shukla

AGE- 3.2yrs/male

Long term goal- child will effectively communicate in all situations using both verbal and non-verbal means of communication with family members and peers.

Short term goals-

Sr. No.	Targets	Activity
<b>PRE LINGUISTIC SKILLS</b>		
1	Sitting behaviour	(a) Peg board activities (b) Beading activities (C) Building blocks (d) Coin box activities (e) Coloring game
2	Eye contact	(a) When you give object to your child hold it to your eye level, he must reach out and grab it. (b) Use funny face mask , ask the child to touch different face part. (c) Position yourself at child level d) Put different bindi in your eyes area, ask the child to collect it from there (e) Also use different lightning toys

*sey assessed @ vllmms*

3	Attention	(a) Use torch flash light , rotate in dark room in different direction (b) Puzzle game (c) Card games (d) Building blocks (e) Color different shapes
4	Compliance and eye hand coordination	(a) Grain shorting ( Rajma & chana) (b) Boiled potatoes peeling (c) Green peas peeling
<b>RECEPTION</b>		
5	Lexical Categories-Fruits, Vegetables, Domestic animals, Wild animals, household objects, transports, birds.	Use of pictures, small models, mixing two similar categories and ask the child to separate according to group. Use of daily household objects.
6	Simple action pictures	Use of flash cards, modelling the respective action picture and use of actions (imitation).
7	Gender	Showing pictures, vocalizing 'girl', 'boy', ask child to point all the girl/boys in the room.
8	Simple yes/no questions	Starting from simple yes/no questions e.g. are u hungry?
9	Reception of routine	Make a scrapbook of pictures of rooms at home, child's bed, and using the scrapbook try parallel talk.
10	Body parts	Show the child major body

*see attached @ 11/12/23*

		parts such as hand, leg, foot, nose, etc. Hold child hand simultaneously and point the same.
11	Alphabets	Use of alphabet boards, writing alphabets and asking child to imitate.
12	1 stage commands	Start with 1 stage commands e.g. give me the bottle, switch off the fan, etc.
<b>EXPRESSION</b>		
13	Imitation of environmental sounds	Help child with imitation of simple sounds such as sound of ambulance, car horn, bottle opening, etc.
14	Imitation of motor gestures	With the help of rhymes and songs, do actions in front of the child and encourage him to imitate the movements.
15	Responding in one word	Motivate the child to use one word to express himself.
16	Color to color matching	Keep pairs of three colors and ask the child to pick one-by-one and match it.
17	Imitation of vowels and vowel like sounds	Sit facing the child and vocalize vowels /a/, /i/, and /u/. Encourage child to imitate.
18	Pointing to objects	Encourage child to point common objects such as bottle, chair, toys, etc.
<b>ORAL MOTOR SKILSS</b>		
19	Blowing	Encourage child blowing using bubbles, paper strips, paper, etc.

*see attached  
2/11/23*

		Blowing with the help of wide end paper starws.
20	Sucking	Given fruit drink to child along with a wide straw.
<b>PRAGMATICS</b>		
21	Voluntary greeting	Make the child prepare that he has to say 'hello' to the therapist and 'bye, in the end.
22	Topic Initiation	Put few toys in front of the child and let him chose the toy, converse about the same. Don't ask frequent questions rather expand his utterance.
23	Turn taking	Play games which hold activity of turn taking, like first your turn then my turn like this

Speech and Language Pathologist

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*Self Allocated  
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14/12/23*