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SPEECH PATHOLOGY PROGRESS REPORT

Name:	Tamsin Colley	Date of Birth:	10/09/02
Address:		Age:	4 years 6 months
Phone:		Date of Report:	23/03/2007
		MRN:	

BACKGROUND INFORMATION

Tamsin was seen for a review assessment today to provide updated information on her speech and language skills for her Transition to School Program.

Tamsin's medical history is documented in detail in previous speech pathology and neuro-psychology reports. In brief, she had a surgical resection of a posterior fossa pilocytic astrocytoma in April 2004 (at 18 months of age). Post-operatively she presented with severe ataxia affecting her gross and fine motor skills and her speech. Since discharge she has received on-going speech pathology, physiotherapy and occupational therapy and has made steady gains in all areas in response to her therapy program.

Tamsin has been attending regular speech therapy sessions since June 2004. Her initial speech assessment found her comprehension was normal for her age. She had major difficulties expressing herself due to poor coordination of her lips, tongue and voice to produce speech sounds (ataxic dysarthria). Her oral coordination difficulties meant she could produce only a restricted range of speech sounds, her rate of speech was much slower than normal and the rhythm and stress patterns of her speech were impaired. Her speech therapy program has targeted all these areas of speech production and Tamsin has made good gains particularly over the last 12 months.

Tamsin currently attends POW place pre-school for 3 days/week and is due to begin school in 2008 at Maroubra Junction Public School.

ASSESSMENT

Tamsin's speech and language skills were reviewed using the following assessments:

- *Clinical Evaluation of Language Fundamentals- Preschool- 2nd Edition (CELF-P 2nd Ed)*
- Independent intelligibility ratings of recorded speech samples
- Nuffield Dyspraxia Assessment

Her test scores from the CELF-P (2nd Ed) are attached to this report.

ASSESSMENT RESULTS

Behaviour and attention during the Assessment

Tamsin was co-operative and attended well to all assessment tasks.

Expressive and Receptive Language Development

Tamsin's language development was assessed using the CELF-P (2nd Ed.) Tamsin's *Core Language Index Score* indicates her language development is in the average range for her age.

Speech

Reports from Tamsin's mother and her pre-school teachers indicate her speech clarity is improving. However, people unfamiliar with Tamsin's speech still have some difficulties understanding her speech.

Intelligibility of speech

Assessment of Tamsin's intelligibility shows her speech clarity has improved over the last 4 months. The intelligibility assessment involved another speech pathologist who did not know Tamsin, listening to a recording of her speech. The speech pathologist was asked to identify what Tamsin said from the recording without the assistance any additional cues.

In her most recent intelligibility assessment (March 2007) 84 % of her words were understood in a story-telling task as compared to 67% of words in November 2006. However, her speech in less structured tasks was still difficult at times to understand. Only 50 % of words of her *conversational* speech sample were correctly identified. It is pleasing to note though, that Tamsin is now beginning to self-correct her articulation when she is not understood.

There are three main factors that contribute to Tamsin's decreased speech clarity. They are her slow speech rate, impaired prosody/intonation, and inaccurate articulation of speech sounds. Tamsin has shown improvements in all these areas but still requires further speech therapy focusing on these goals.

Speech rate

Tamsin's speech rate is still slightly slower than normal. In her conversational speech sample Tamsin's speech rate was 112 syllables per minute. The normal speech rate for 4-year olds is 117 to 183 syllables per minute so her speech rate is approaching the lower end of the normal range.

Speech Prosody

Tamsin's speech in conversation is still characterized by an even rhythm and decreased stress patterns particularly when she speaks in longer utterances. However, Tamsin is beginning to develop appropriate stress on multi-syllable words (e.g. 'because') and in phrases (e.g. I want to do it). However, her stress patterns on syllables and phrases are still not as strong as normally used.

Articulation of speech sounds

Tamsin has shown steady improvements in her articulation over the last 6 months. There are still a few sounds she can not consistently produce as single sounds. They include the 'z, y, ch & j,' sounds. Some vowel sounds are also not consistently accurate including the 'oy' sound as in 'boy' and the 'i' sound as in 'picking'.

Tamsin's speech assessment found she consistently omits the final sound of words when the sound is a plosive (e.g. p,b,t,d,k,g). For example, she says 'ge' for 'get' and 'may' for 'make'. Her production of fricative sounds (f,v,s,sh) is developing at word level however, she is not yet maintaining accurate articulation of these sounds in conversation.

SUMMARY

Tamsin presents with normally developing receptive and expressive language skills. Her speech in conversation has improved but is still sometimes difficult for unfamiliar listeners to understand. This is due to her slow speech rate, impaired stress and rhythm pattern and inaccurate articulation of some speech sounds.

RECOMMENDATIONS

1. Tamsin will continue with her regular speech therapy sessions at Sydney Children's Hospital during 2007. Further speech therapy will also be offered in 2008. This will most likely occur after school. However, I am happy to arrange sessions at school if learning support staff are available to follow-up her speech program.
2. In conjunction with Occupational Therapy we are investigating computer devices with TASC which may assist with her written expression and possibly her verbal expression. An assessment is currently being arranged to investigate appropriate options.

3. Tamsin has recently gained in confidence in her verbal expression with adults and other children. However, she is very aware of her reduced speech clarity and will tend to be a 'listener' rather than a 'participant' in structured and non-structured speaking activities. Tamsin has well developed language skills so it is a realistic expectation for her to contribute to class speaking activities on the same level as other students in her class. Therefore she will need encouragement and specific prompts to ensure she contributes verbally in class. Examples of strategies to increase verbal participation initially could include:
- Telling news in small groups
 - Each class member taking turns to ask questions in class discussions
 - Giving Tamsin a *choice of responses* to contribute to class discussions
 - Giving Tamsin a 'class helper' role that involves short verbal interactions with other students
4. Tamsin also takes slightly longer to formulate her verbal responses due to her speech co-ordination difficulties. Therefore give her a little more time to respond before offering her prompts.

If there are any questions regarding this report, please do not hesitate to contact me.



Sharyn Greig
Speech Pathologist

Cc:

Parents (2 copies)
Director- POW Place (via parents)
Liz Bland-Brain Tumour Rehabilitation Co-ordinator
Dr. Charlie Teo- Neuro- surgery
Dr. Johnson - Neurology
Eve Christain -Dept of Education
James Donnelly-Neuro-psychology
Amanda Evans- OT
Judy Hall- Physio
Linda Rosewell- Clinical Pysch
TASC
Speech Pathology file-SCH
Medical Records-SCH

Test Scores- Tamsin Colley (CA= 4 years 6 months)
23rd March 2007

1. CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS–Preschool (2nd Ed)

CELF-Preschool (2nd Ed) INDEX SCORES	Scaled Score	Percentile Rank	Comment
Core Language	102	55	Average

Standard Scores between **85-115** are considered within the average range

Percentile ranks **16 to 84** are considered within the average range

CELF-Preschool (2nd Ed) SUB-TEST SCORES	Scaled Score	Percentile Rank	Comment
Sentence Structure: Interpreting the meaning of sentences of increasing length and complexity	9	37	Average
Word structure: Use of grammatical rules eg. Past tense "ed".	10	50	Average
Expressive Vocabulary: Naming objects or parts of objects.	12	75	Average

Standard Scores between **7-13** are considered within the average range

Percentile ranks **16 to 84** are considered within the average range