

**SCHOOL THERAPY TEAM**  
**FOR STUDENTS WITH A PHYSICAL DISABILITY**  
C/- Level O South  
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## **SPEECH PATHOLOGY REVIEW ASSESSMENT REPORT**

**CONFIDENTIAL**

<b>NAME:</b>	Tamsin COLLEY
<b>ADDRESS:</b>	
<b>TELEPHONE:</b>	
<b>D.O.B.:</b>	10 <sup>th</sup> September 2002
<b>SCHOOL:</b>	Maroubra Junction Public School
<b>YEAR</b>	Kindergarten

Tamsin, 5;5 years attended a speech and language review assessment at Sydney Children's Hospital, (SCH) on 13<sup>th</sup> February 2008 with Ms Cathie Sherrington, her mother.

### **BACKGROUND INFORMATION**

Tamsin's medical history has been detailed in previous speech pathology and neuropsychology reports. In brief, Tamsin had a surgical resection of a posterior fossa pilocytic astrocytoma (brain tumour) in April 2004, when she was 18 months old. Post operatively she presented with severe ataxia affecting her gross and fine motor skills and her speech. Since discharge from hospital, April 2004, she has received ongoing speech pathology, physiotherapy and occupational therapy and has made steady gains in all areas.

Ms Sharyn Greig, Speech Pathologist (SP) – SCH last assessed Tamsin's speech and language skills in March 2007. Results indicated Tamsin's receptive and expressive language skills were within the average range compared to other children her age. However, it was noted that while her speech in conversation had improved, she was still difficult for unfamiliar listeners to understand. This was due to Tamin's slow speech rate, impaired stress and rhythm pattern and inaccurate articulation of some speech sounds. Following this assessment, Tamsin continued regular speech therapy. Tamsin was referred to the School Therapy Team at the end of 2007 in order to coordinate therapy programs to fit in with commencing school in 2008.

Tamsin is currently in Kindergarten at Maroubra Junction Public School. Tamsin receives additional support at school in the classroom and in the playground. An integration funding meeting is due to be held in late February in order to discuss the level of support Tamsin requires at school.

## SPEECH & LANGUAGE SKILLS ASSESSMENT

### 1. SPEECH

Ms Sherrington, reported that Tamsin's speech clarity has improved significantly over the past year. However, the teacher aide reported that at times, Tamsin is difficult to understand and when attempting to repair the conversation breakdown, often repeats whole sentences rather than the specific word that cannot be understood.

#### Intelligibility of speech

Assessment of Tamsin's intelligibility shows that her speech clarity has improved significantly over the past year. The intelligibility assessment involved another speech pathologist, unknown to Tamsin, listening to a recording of Tamsin's speech. The speech pathologist was to identify what Tamsin said from the recording without the assistance of additional cues. A story-telling task was recorded in addition to a conversational sample. Tamsin's results are as follows:

	March 2007	February 2008
Story-telling task	84% of words understood	82% of words understood
Conversational sample	50% of words understood	87% of words understood

Tamsin's conversational intelligibility has markedly improved and is now at a similar level compared to her story-telling intelligibility. Tamsin's intelligibility in the story-telling task has remained constant over the past year. This lack of improvement can be attributed to Tamsin's language becoming more complex, as she used more descriptive language and longer utterances in the sample taken this year in comparison to the previous sample.

#### Speech rate

Tamsin's speech rate has also improved over the past year but is still slower than normal (normal speech rate is about 180 syllables per minute). Tamsin's results are as follows:

	March 2007	February 2008
Conversational sample	112 syllables per minute	130 syllables per minute

#### Speech prosody (rhythm & stress)

Tamsin now uses appropriate stress for multi-syllabic words (e.g. crocodile), however, she continues to occasionally use even stress when producing phrases (e.g. the slide → the slide, playing tennis → playing tennis) instead of emphasising the key words with increased stress.

#### Articulation of speech sounds

While Tamsin's accuracy for articulation at a word level has improved over the past year, she continues to display some errors that impact upon her intelligibility. Tamsin has some difficulties producing specific vowel sounds (e.g. girl, boat, farm, fish, milk, bucket). She also leaves some final sounds off the ends of words (e.g. bird, dog) and has particular difficulty producing words that end with a consonant cluster (e.g. fast, hand, lift, jump). Tamsin's ability to produce fricative sounds (e.g. f, v, s, sh) and 'r' blends have improved and have almost generalised to conversation.

## **2. LANGUAGE**

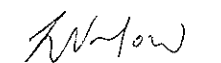
Tamsin's language development was not assessed, as there are no concerns for this area of her development. Furthermore, observations made during the review assessment session indicate that Tamsin has good language skills. Her vocabulary, grammar and sentence construction skills are all strong. She also demonstrates the ability to answer questions and initiate and maintain conversation over a number of turns.

### **SUMMARY AND SUGGESTED MANAGEMENT**

Tamsin (5;5 years) was able to easily engage in conversation with the clinician, she was able to ask and answer questions and initiate and maintain conversation over a number of turns.

Results from formal assessments indicate Tamsin's speech skills have improved significantly over the past year, however, Tamsin's speech remains difficult for unfamiliar listeners to understand. It is recommended that speech therapy continue in order to maximize the gains Tamsin has already made and ensure Tamsin's speech skills (in the areas of speech rate, prosody, articulation and conversational repair) continue to progress.

If you have any questions please do not hesitate to contact me on (02) 9382 0258.



Lauren Varlow  
Speech Pathologist

Original to: Ms Cathie Sherrington & Mr Peter Colley

cc Maroubra Junction Public School – School Counsellor: Ms Sylvia De Nardi; Class Teacher: Ms Luahn Kailis;  
Teacher's Aide  
Liz Bland – Brain Tumour Rehabilitation Co-ordinator  
STT File  
SCH – Medical Records