

# SPAU 328

Principles of Evaluation, Diagnosis,  
and Report Writing in ComD

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# Obtaining Pre-assessment Information

Chapter 3

# Obtaining Pre-assessment Information

- Primary sources of pre-assessment information include:
  - Written Case Histories
  - Information-Gathering Interviews
  - Information from Other Professionals

# Written Case Histories

The written case history is a starting point for understanding clients and their communicative problems.

A case history form is typically completed by the client or a caregiver and reviewed by the clinician prior to the initial meeting.

# This enables the clinician to:

## Anticipate

Anticipate those areas that will require assessment

## Identify

Identify topics requiring further clarification

## Preselect

Preselect appropriate evaluation materials and procedures for use during the evaluation session.

**Be aware,  
though:**

- Sometimes the value of a case history form as a pre-assessment tool is limited, due to potential problems such as:
  - The respondent may not understand all the terminology on the form.
  - Insufficient time may be provided to complete the entire form.
  - The respondent may not know, or may have only vague recall of, certain information.
  - Significant time may have elapsed between the onset of the problem and the speech-language assessment.
  - Other life events or circumstances may hinder the respondent's ability to recall certain information.

# Information gathering interviews

- These are sometimes called **intake interviews**, and consist of three phases:
  - **the opening** : just a brief introduction of yourself, the purpose of the interview and its length
  - **the body** : discussion of the history, current status, medical , family and developmental history
  - **Closing**: Summarize basic point of the interview, thank the clients for their time and inform them what will happen next

# Questions common to most CD's

We have two types of questions:

- Open-ended
- Closed-ended

What is the difference between these types?

Which type should we use in the interview?





# Questions common to most ComD's

- It is usually best to begin an interview with open-ended questions. This will help identify primary concerns that often require further clarification and follow-up through closed-ended questions.
- The following questions are often asked about most communicative disorders during the body of the interview:
  - Please describe the problem.
  - When did the problem begin?
  - How did it begin? Gradually? Suddenly?
  - Has the problem changed since it was first noticed? Gotten better? Gotten worse?
  - Is the problem consistent or does it vary? Are there certain circumstances that create fluctuations or variations?
  - How do you react or respond to the problem? Does it bother you? What do you do?
  - Where else have you been seen for the problem? What did they suggest? Did it help?
  - How have you tried to help the problem? How have others tried to help?
  - What other specialists (physician, teachers, hearing aid dispensers, etc.) have you seen?
  - Why did you decide to come in for an evaluation? What do you hope will result? (Shipley & Roseberry-McKibbin, 2006)

# For next time:

- Child and Adult Case History Forms (pages 75 – 86)
- Work on “presentations”

# QUESTIONS SPECIFIC TO ARTICULATION DISORDERS

- ❖ Describe your concerns about your speech.
- ❖ What is your native language? What language do you speak most often?
- ❖ What language is spoken most often at home? At school? At work?
- ❖ How long have you been concerned about your speech? Who first noticed the problem?
- ❖ Describe your speech when the problem was first noticed. Has it improved over time?
- ❖ Has your hearing ever been tested? When? Where? What were the results?
- ❖ As a child, did you have ear infections? How often? How were they treated?
- ❖ What do you think is the cause of your speech problem?

# QUESTIONS SPECIFIC TO ARTICULATION DISORDERS

- ❖ What sounds are most difficult for you?
- ❖ Is it difficult for you to repeat what other people have said?
- ❖ Are there times when your speech is better than others?
- ❖ How well does your family understand you? Do they ask you to repeat yourself?
- ❖ How well do your friends and acquaintances understand you? Do they ask you to repeat yourself?
- ❖ Does your speech affect your interactions with other people? How does it affect your work? Your social activities? Your school activities?
- ❖ What have you done to try to improve your speech?
- ❖ Have you had speech therapy before? When? Where? With whom? What were the results?

## Questions specific to Language delay/disorder (Child)

- ❖ Describe your concerns about your child's language.
- ❖ What is your child's native language? What language does your child speak most often?
- ❖ What language is spoken most often at home? At school? At work?
- ❖ Whom does your child interact with most often? What kinds of activities do they do together?
- ❖ Does your child seem to understand you? Others?
- ❖ How well do you understand your child?

## Questions specific to Language delay/disorder (Child)

- ❖ Does your child have a history of recurrent ear infections? At what age(s)? How were they treated?
- ❖ Has your child's hearing ever been tested? When? Where? What were the results?
- ❖ Does your child maintain eye contact?
- ❖ How does your child get your attention (through gestures, verbalizations, etc.)?
- ❖ How does your child express needs and wants?
- ❖ Approximately how many words does your child understand?
- ❖ Approximately how many words does your child use?
- ❖ Provide an estimate of your child's average sentence length. Approximately how many words does your child use in his or her longest sentences

# Questions specific to Language delay/disorder (Child)

❖ Does your child ask questions?

❖ Does your child follow:

- Simple commands (e.g., put that away)?
- Two-part commands (e.g., get your shoes and brush your hair)?
- Three-part commands (e.g., pick up your toys, brush your teeth, and get in bed)?

# Questions specific to Language delay/disorder (Child)

## ❖ Does your child use:

- Nouns (e.g., boy, car)?
- Verbs (e.g., jump, eat)?
- Adjectives (e.g., big, funny)?
- Adverbs (e.g., quickly, slowly)?
- Pronouns (e.g., he, they)?
- Conjunctions (e.g., and, but)?
- -ing endings (e.g., going, jumping)?
- Past-tense word forms (e.g., went, jumped)?
- Plurals (e.g., dogs, toys)?
- Possessives (e.g., my mom's, the dog's)?
- Comparatives (e.g., slower, bigger)?



# Questions specific to Language delay/ disorder (Child)

- ❖ Does your child appear to understand cause-and-effect relationships? The function of objects?
- ❖ Is your child able to imitate immediately? Following a short lapse of time? How accurate is the imitation?
- ❖ Can your child narrate or talk about experiences?
- ❖ Does your child know how to take turns in conversation?
- ❖ Is your child's speech usually appropriate to the situation?
- ❖ Does your child participate in symbolic play (e.g., use a stick to represent a microphone)?

# Questions specific to Language delay/disorder (Adult)

- ❖ What is your native language? What language do you speak most often?
- ❖ Do you have a problem in your native language and in English?
- ❖ How long have you been concerned about your language? Who first noticed the problem?
- ❖ Describe your language abilities when the problem was first noticed. Have they improved over time? Do you read? How often? What kinds of books do you read?
- ❖ Describe your education. Did you have any problems learning?
- ❖ What do you think is the cause of your language problem?
- ❖ What does your family think about the problem?
- ❖ Does your language affect your interaction with other people? How does it affect your work? Your social activities?
- ❖ Have you had any accidents or illnesses that have affected your language?
- ❖ Have you ever had your hearing tested? When? Where? What were the results?
- ❖ What have you done to try to improve your language skills?
- ❖ Have you had language therapy before? When? Where? With whom? What were the results?

# Questions specific to stuttering

- ❖ Describe your concerns about your speech.
- ❖ When did you first begin to stutter? Who noticed it? In what type of speaking situations did you first notice it?
- ❖ Describe your stuttering when it was first noticed. How has it changed over time?
- ❖ Did anyone else in the family stutter (parents, brothers, sisters, grandparents, uncles, aunts, cousins, etc.)? Do they still stutter? Did they have therapy? If so, did it help?
- ❖ Why do you think you stutter?
- ❖ Does the stuttering bother you? How?
- ❖ How does your family react to the problem?
- ❖ How do your friends and acquaintances react to the problem?

# Questions specific to stuttering

- ❖ What do you do when you stutter?
- ❖ When you stutter, what do you do to try to stop it? Does your strategy work? If yes,
- ❖ Why do you think it works? If no, why not?
- ❖ In what situations do you stutter the most ?
- ❖ In what situations do you stutter the least ?
- ❖ Do you avoid certain speaking situations? Describe these.
- ❖ Do you avoid certain sounds or words? Which ones?
- ❖ Does your stuttering problem vary from day to day? How does it vary? Why do you think it varies?
- ❖ What have you done to try to eliminate the stuttering? What were the results?

# Questions specific to voice disorders

- ❖ Describe your concerns about your voice?
- ❖ How long have you had the voice problem? Who first noticed it?
- ❖ Describe your voice when the problem was first noticed. How has it changed over time?
- ❖ What do you think is the cause of your voice problem?
- ❖ Do you speak a lot at work? At home? On the telephone? At social events or in large groups?
- ❖ What types of activities are you involved in?
- ❖ Do you ever run out of breath when you talk? Describe those situations.

# Questions specific to voice disorders

- ❖ In what speaking situations is your voice the worst?
- ❖ In what situations is your voice the best?
- ❖ Is your voice better or worse at different times of the day?
- ❖ How does your family react to your voice problem?
- ❖ How do your friends and acquaintances react to your voice?
- ❖ How does your voice affect your interactions with other people? How does it affect your work? Your social activities? School?
- ❖ What have you done to try to resolve the problem?
- ❖ Have you seen an ear, nose, and throat specialist? What were the results?
- ❖ Have you had speech therapy before? When? Where? With whom? What were the results?

# Information from other professionals

- There are many sources for such pre-assessment information including:
  - Other speech language pathologists
  - Audiologists
  - Physicians (general or family practitioners, pediatricians, otolaryngologists, neurologists, psychiatrists, etc.)
  - Dentists or orthodontists special educators (classroom teachers, reading specialists, etc.)
  - Regular and special educators (classroom teachers, reading specialists, etc.), school nurses, clinical or educational psychologists, occupational or physical therapists ...

# Information from other professionals

- Information from other professionals may help identify:
  - The history or etiology of a disorder
  - Associated or concomitant medical, social, educational, and familial problems
  - Treatment histories, including the effects of treatment
  - Prognostic implications
  - Treatment options and alternatives