**Fida G. HALLAK**
Speech and language pathologist
Hanen certified "it takes two to talk" program leader - Parents trainer
Hanen certified "Learning language and loving it" program leader- Teachers trainer
Telephone: + 961 3 409 785
E-mail: fida.hallak@gmail.com

# Speech and language pathology report

Last name: SALEH
Name: Adib
Date of birth: 09-10-2019
Referral cause: communication and oral language difficulties
Date: may 2023

Adib came to the clinic in December 2021, accompanied by his parents, to consult for communication and oral language difficulties. He has been following therapy sessions in terms of two sessions per week.

**Background Information:**

Adib is the only child in his family (the family is expecting a newborn).
The Anamnesis reveal that:

- Pregnancy and delivery went without complications. He was born on time with a normal Apgar score.
- He reached his psychomotor developmental milestones normally. On the level of speech and language, first words appeared around the age of 2.
- Medically; He suffered from a jaundice as a toddler without a need for treatment. He also suffered from otitis with effusion.
- Family history shows that his cousin (paternal side) has a language delay. Also his mother's cousin was diagnosed with dyslexia.
- Adib had a lot of screen time at home as a toddler.
- Psychiatric consultation and psychological testing confirm a diagnosis of ASD (Autism Spectrum Disorder – Moderate).
- He is following ABA therapy, psychomotor therapy and is accompanied by a shadow teacher at the nursery.

**Behavioral observation:**

At first, Adib was active during sessions. Now his behavior is more manageable, he is capable of spending more time Playing and he follows cues and routine easier. He still fixates on certain toys and finds it hard to switch from a game to the other.

→Therapy focused on the development of non verbal communication skills as well as verbal communication skills. It is also focused on the enhancement of pre-logical skills:

- Adib has made a fair improvement on all levels. A new assessment took place through observation and picture naming (the use of a standardized test was difficult for Adib could not answer questions on demand).

**Testing and Results:**

**Non verbal communication:**

His **visual contact**, **joint attention** and **ocular pursuit** are present and maintained for a short period of time. Adib succeeds to initiate visual contact in order to express a need or ask for something; he can also initiate contact to start an interaction.

He sometimes **responds to his name** and can **localize a sound source**.

**Object permanence** is acquired.

**Ocular-manual coordination** is acquired.

I**mitation** skills are not yet sufficient; he can sometimes imitate sounds and some movements especially those watched over YouTube videos.

**Object manipulation** is correct for most objects.

**Play pretend** is established not yet sufficient; Adib sometimes pretends to eat or feed animals, make them sleep…

**Exchange** and **interaction** are present yet they remain in need of development. He accepts to play with his interlocutor.

**Turn taking** is not yet fully established; he can wait more and accepts to let the other person play. He does not have reliable **yes\no** answers; he tries to express them through body language ("NO" is clearer than "YES).

Adib shows affection and has facial expressions that are correspondent to situations. He sometimes initiate hugs.

**Oral communication skills:**

**On the articulatory and phonological levels**:

- Concerning the organic and functional aspect:
  Nothing to mention.
- Praxis examination: fair skills.
- On the articulatory level: not tested (not a priority compared to age level).

- On the speech level: some phonological errors are present such as omission of phonemes and some syllables especially on the level of complex words.

**On the linguistic level:**

- Concerning the receptive level:

Adib's understands frequent lexicons and frequent simple commands (come, open, clean up, sit..). He understands social terms (hi, bye, time's up..). "Wh" questions are hard. Descriptive sentences are also hard.
His receptive vocabulary stock has increased but it is still not yet sufficient compared to his age level.

- Concerning the expressive level:

Adib uses a lot of words (lexicons mainly) and body language and some sentences to express his needs. utterances memorized from YouTube programs are still expressed.
His sentences are simple mainly two word sentences ("watch out", "it hurts", "what's this", "orange animals"… ).
On the pragmatic level, Adib uses lexicons usually in place (when having the item/seeing it); however he uses random sentences to express a need
(for example, he can say "it hurts" instead of "help me" if he cannot reach a toy).
Pragmatic skills are underdeveloped compared to his age level.

→Adib is more comfortable understanding and expressing using the English language; even though the sessions are in Arabic he tends to use English and rarely uses Arabic words. (so the sessions got adapted to using both languages).

**Cognitive skills and pre-logical skills:**

- **Matching** skills are acquired.
- **Sorting** is not yet acquired.
- **Sequencing** is present but not yet sufficient.
- **Colors and shapes** are acquired.
- **Body scheme** is mostly acquired.
- **Object characteristics** are comprehended, Adib uses most objects correctly.
- **Assimilation and accommodation of schemes** are possible but remain in need of development.

**Recommendations:**

- Two therapy sessions/week.
- Continue following with the multidisciplinary team.
- Be enrolled in an inclusive school.

We also recommend (in the nursery, school and/ or at home):

- To encourage him to participate in class.
- Provide him with a good seating spot (facing the teacher in the Front of the class).
- Make sure to verbalize his needs using correct words and sentences and give him corrective feedback of the words he's trying to utter (exaggerate your articulation when needed).
- Do not ask him to repeat misspoken word/sentence, instead give him a corrective feedback.
- Make sure he understands all notions and orders and repeat explanations if necessary and give him examples with gestural cues.
- Take his difficulties in consideration during language evaluations.
- Do not speak about his difficulties in his presence.
- Try to give him choices in order to facilitate his communication especially when you don't understand what he says.
- Sit on his level (on the small table or the floor or simply lower your position) while communicating and playing.
- Follow his lead (speak about the child's interest that might differ from the task demanded from him).
- Observe, Wait, Listen and Comment (for ex: if he stacking blocks; we observe him, wait for his actions and we add sentences to it: oh you are stacking, blocks, building a tour; oh oh it fell, its tall…...)
- Do not mix languages within the same sentence.
- REPEAT multiple times so he can stock new vocabulary and sentence structures.
- Ask questions in order to try and understand his echolalia more.

We remain at your disposal for any further information concerning Adib.

Sincerely,
Fida HALLAK
Speech and language pathologist

