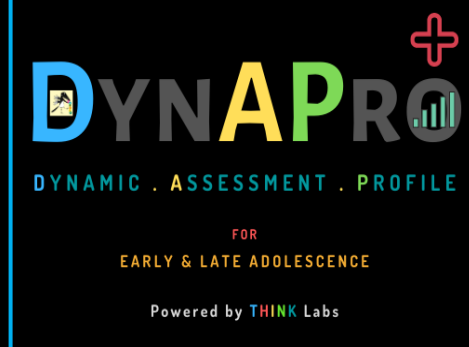




# MAGPIE SPEECH THERAPY<sup>TM</sup>

Specialized Intervention Services

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## MAGPIE SPEECH THERAPY

Date Of Report	05 June 2021
Name:	Charlie Brown
Date Of Birth:	09-Oct-13
Sex Of Child:	Male
Current Age (Year:Month):	7 Years 7 Months
Languages Known:	English, Tamil
School Grade:	2nd Grade
Name Of Evaluating Therapist:	Magpie
Mode of Assessment:	flex - Online
Parent Information:	
e-Mail	TesteMail@email.com
Name/ Mobile of Mother:	Ms. Y
Name/ Mobile of Father:	Mr. X

### About DynAPro+ :

**DynAPro+** assessment is carried out by sampling of communication interactions and Oral narrative in the following situations,

1. Personal Narrative: A emotionally salient event that happened in the family
2. Fictional Narrative: Story/ Movie Re-tell
3. Expository Narrative: Explaining rules of a game that he plays
4. Principles of Social Thinking Protocol
5. Talking about hobbies, dislikes, emotional support & friends
6. Theory of Mind Assessment (Ref: Carol Westby)
7. Executive Function Screening (Ref: Sarah Ward)

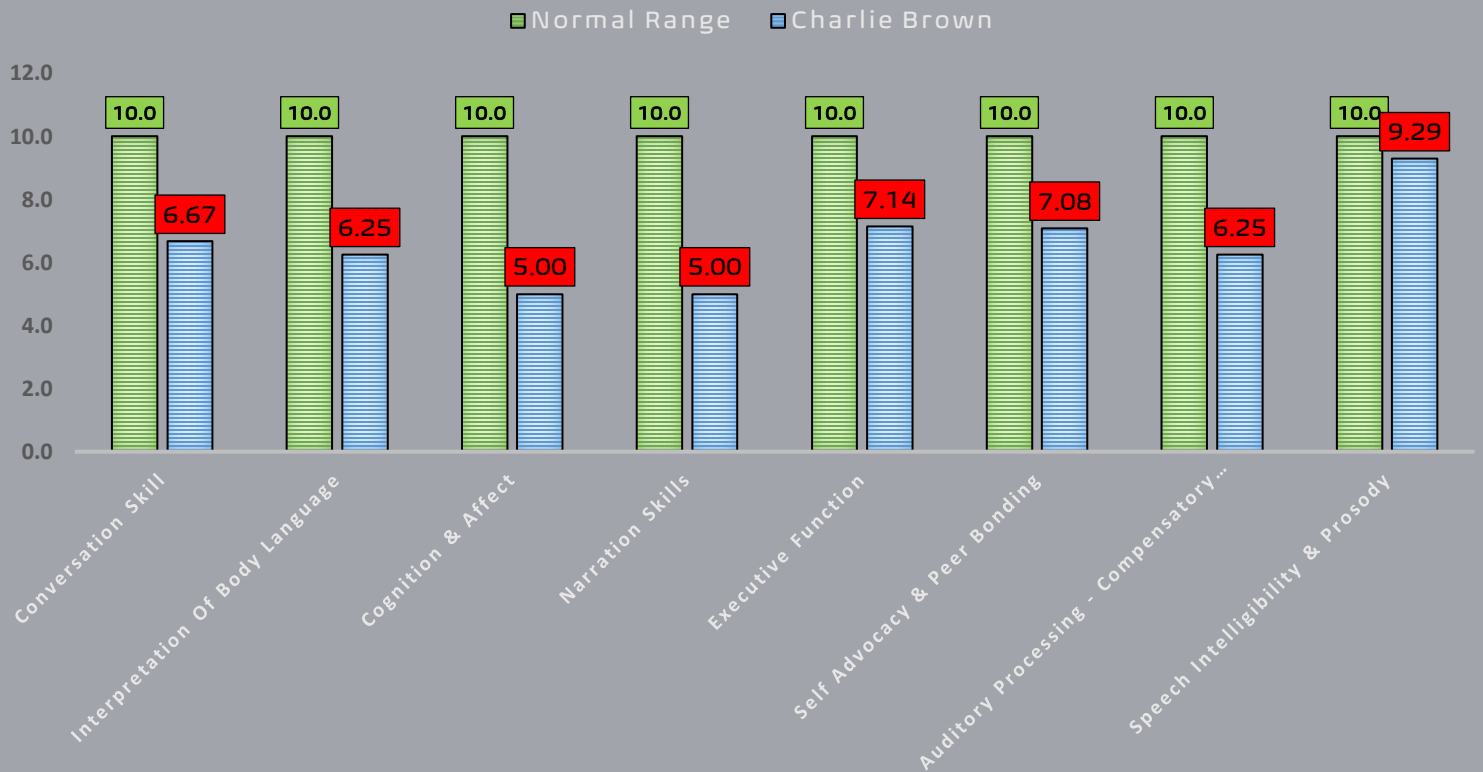
Additionally, information is recorded using parent report checklists and a detailed parent interview. The standardized language test used is CELF-5. The assessment is carried across 2 sessions of 45-60 minutes followed by a detailed counselling session (60 minutes) to share & prioritize a family centered intervention plan. We follow a systematic Dynamic Assessment Protocol developed at Magpie Speech Therapy consistent for both Digital & In-Person models.

### 1. Communication Concerns:

Charlie was evaluated for his social- communication skills based on a dynamic assessment protocol developed at Magpie Speech therapy. His parents reported that his ability to explain the situations in a sequence is difficult, he always goes off topic and maintaining the conversation is difficult. Also his ability to articulate clearly is difficult when he speaks fast. It was reported that his speech development was delayed, but after 3 years he picked up speech. He has not attended any speech therapy till now, but he was referred by a pediatrician when he was 2 and half years.

A parent interview revealed that the main areas of concern in communication are perspective thinking, limited conversation skills and narrative skills.

# DYNAMIC ASSESSMENT PROFILE OUTLINE



## 2. Summary of Dynamic Assessment:

<p><b>D1: Conversation Skills</b></p>	<p>Charlie responds to questions, but usually adds informations which are irrelevant to the situation. He shifts the topic abruptly sometimes and less observations towards the conversational partner's facial expressions during the conversations. The connectivity between the sentences are not appropriate. His variety of questions and comments are emerging and he does not share comments about opinions, and thoughts. His questions are mainly related to his interest about facts and not exactly social perspective.</p>
<p><b>D2: Interpretation Of Body Language</b></p>	<p>Charlie uses facial expressions and Affect to convey an idea in a conversation. His visual referencing is good but deriving meaning from the same is dependent on the complexity of the situation interms of social interpretation.</p>
<p><b>D3: Cognition &amp; Affect</b></p>	<p>Charlie Inter-personal skills are emerging, where he is capable of understanding others perspective, but not able to guess the consequence of their act on others. Intra-personal skills are also emerging wherein, he can make judgements based on the what he sees, finds difficult to guess and give an interpretation. Devansh is able to understand the facial expressions w.r.t., basic emotions. He is not able to associate others or his known situations with advanced emotions like embarassment, confusion, hurt. He is not able to think about others during the conversation and continue based on thier emotional state.</p>

<b>D4.1: Age &amp; Stage of Narration</b>	Stage - IV (5 Years)
<b>D4.2: Summary of Narration Skills</b>	Charlie is able to Convey the main content message, but the sequence of events are not appropriate. Recalling of required emotional context based on visual and auditory observations are missing. Vocabulary used during narration lacks temporal words, conjunctions, auxiliaries. His narration age is around 5 years of age developmentally.
<b>D5: Executive Function</b>	Charlie can engage in pretend play, imagine props and situations. Flexibility in play to collaborate with a peer needs to be probed further. Having a common plan and dealing with distractions in the same is emerging. He can create a script to play with steps.
<b>D6: Self Advocacy &amp; Peer Bonding</b>	Charlie is capable to handling his emotions and engaging himself. He can self introduce, explain about his likes and dislikes. His advanced emotional vocabulary usage is still emerging. He can ask for help. His ability to accept mistakes and difference of opinion needs to be probed further. He doesn't show aggressive behaviours, easily transitions based on the requirements but Finds difficulty in extractions informations to complete the task when he is stuck.
<b>D7: Auditory Processing [ Compensatory Strategies ]</b>	Charlie's attention is varied and when given multi step directions he gets confused and needs repetition. He might miss out certain unfamiliar, emotional words.
<b>D8: Speech Intelligibility &amp; Prosody</b>	Charlie's speech is intelligible when he is slow, uses appropriate stress and loudness. But when he is fast his speech is little slurred.

### 3. Standardized Language Tests (Pearson):

Clinical Evaluation of Language Fundamentals: CELF - v5 Administered ?	NA
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### 4. Sensory Processing Related Information:

Summary of Client's Sensory Processing	Adequate - Within Normal Limits
Benefit from OT Intervention ?	No Support

### 5. Parent Coaching Requirement:

Intensity of Parent coaching is suggested based on Clinical Observation & Parent Interview	
Language Related	Parent Coaching Required
Academic & Narration Related	Parent Coaching Required
Social Skills Related	Parent Coaching Required
Difficult Behaviour Related	Parent Coaching Required
Routines	Parent Coaching Not Required
Parent Coaching Intensity	Basic Level

## 6. Approximated Age for Theory Of Mind:

Cognitive Theory of Mind	Between 4 to 5 Years
Affective Theory of Mind	Between 6 to 8 Years

## 7. Social Skills Program Recommendation:

Social Skills Program Candidacy based on Assessment	NA
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## 8. Stage of Book Reading:

Type Of Book Reading	Intermediate
Stage of Book Reading	Basic Reading Comprehension

## 9. Provisional Diagnosis:

The provisional diagnosis is based on combination of Standardized & Dynamic assessments conducted	Syntax+Pragmatic Language disorder
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## 10. Recommendations:

The Recommendations are,

1. Additional Evaluations Needed (If Any):	Psychological Evaluation
2. Therapy Protocol: EBP Approaches:	5 point scale, Conversation Paths( Anna Vagin), Social Thinking, TalkAbility, Sarah Ward, Zones of Regulation
3. Conversational Goals:	Improve variety of follow-up question( Eg Relevant questions, Social Questions), Improve variety of Comments ( Eg Acknowledgement)
4. Body Language Goals:	Body movementsod others to interpret the emotions
5. Cognition-Affect Goals:	Level 3-4 in affective and cognitive skills.
6. Narration Goals:	Improve form/ Content/ Sequence
7. Executive Functions	Advanced problem solving skills
8. Self Advocacy & Peer Bonding Goals	Self conscious emotions
9. Parent Coaching Requirements	coversation style with the child
10. Other Goals	Auditory Processing Compensatory strategies and slow Rate of Speech
11. Monthly Review:	Every 12 sessions

Thank You

For: MAGPIE SPEECH THERAPY

Magpie

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### NOTE:

1. Baselines Scale based on Magpie DynAPro Framework. This is Magpie Proprietary Data.
2. Please do not hesitate to contact the center if there are any questions regarding this report.



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