

Speech Pathology Assessment Summary Report



Name: Nicholas Belling

Date of Birth: 09/11/2015

Date of Assessment: 20/10/2022

Speech Pathologist: Rachel Ayliffe

Age at Assessment: 6 Years 11 Months

Date of Report: 20/10/2022

Background Information

Nicholas is a 6-year-old boy who lives with his family in Port Lincoln. He attends St. Joseph's School full-time and is currently in year one. Nicholas accessed Novita speech pathology in April 2021 for approximately 9 months, for support with a mild stutter. Recently Nicholas has re-engaged with speech pathology supports to explore his language and literacy skills which were identified by his mother and school.

Comprehensive Test of Phonological Processing Second Edition (CTOPP-2)

Nicholas' phonological processing skills (the ability to use sounds to process written and spoken language) were assessed using the *Comprehensive Test of Phonological Processing Second Edition (CTOPP-2)*. This assessment was developed to identify individuals who may benefit from instructional activities which target their phonological skills. Phonological processing abilities have been shown to be an important precursor for development of early reading skills. Nicholas completed a number of subtests that measure his phonological awareness, phonological memory and rapid naming.

The CTOPP-2 results and descriptive terminology are presented in the tables below. The scores are presented as scaled scores (scores of 8-12 are considered within the typical range) and percentile ranks which compare Nicholas' scores with those of other children his age on a scale from 0-100. See the table below for details.

Percentile Rank	Skill Level
83-100	Above average
17 to 83	Average range
7 to 16	Mild delay
3 to 6	Moderate delay
1 to 2	Severe delay

Descriptive Terms							
Scaled Score	1-3	4-5	6-7	8-12	13-14	15-16	17-20
Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Composite Score	<70	70-79	80-89	80-110	111-120	121-130	>130

Nicholas achieved the following results:

	Description	Composite Score	Percentile Rank
Phonological Awareness	Phonological awareness is the ability to attend to, identify and manipulate the sounds in spoken words such as recognising and producing rhyme, blending and segmenting syllables and blending and identifying, segmenting and sounds in words.	86	18
Phonological Memory	Phonological memory refers to the ability to hold onto speech-based information in short-term or working memory (e.g. remembering a sequencing of numbers or unfamiliar words).	95	37
Rapid Symbolic Naming	Rapid naming refers to the efficient retrieval of phonological information from long term memory for decoding printed words (e.g. digits and letters). measures the ability to include efficient retrieval of phonological information from long-term or permanent memory and execute a sequence of operations quickly and repeatedly.	104	61
Rapid Non-Symbolic Naming	Rapid Non-Symbolic Naming refers to the ability to efficiently retrieve phonological information from long-term, or permanent, memory and executing a sequence of operations quickly and repeatedly using objects and colours.	73	3

Nicholas' performance in the individual subtests is summarised below and highlights areas of particular strength and difficulty (*Scores 8-12 are considered within the normal range*):

Subtest	Description	Raw Score	Scaled Score	Result
Elision	Measures the ability to remove phonological segments from spoken words to form other words	6	6	Below Average
Blending Words	Measures the ability to synthesize sounds to form words.	21	11	Average
Sound Matching	Measures the ability to match sounds to words.	7	6	Below Average
Memory for Digits	Measures the ability to repeat numbers accurately.	15	10	Average
Nonword Repetition	Measures the ability to repeat nonwords accurately.	13	8	Average
Rapid Digit Naming	Measures the ability to rapidly name numbers.	26	10	Average
Rapid Letter Naming	Measures the ability to rapidly name letters.	24	11	Average
Rapid Colour Naming	Measures the ability to rapidly name colours.	>80	1	Very Poor
Rapid Object Naming	Measures the ability to rapidly name object.	41	11	Average
Blending Nonwords	Measures the ability to synthesize sounds to form nonwords.	15	10	Average

Subtest Observations

Elision measures the extent to which an individual can say a word and then say what is left after dropping out designated sounds.

Nicholas had difficulty with manipulating the words accurately when removing a part of the word (e.g. say 'sunshine' without saying sun = shine). He also found it difficult as this subtest became more complex, when removing a single phoneme (e.g. farm take away the "f" = arm).

Blending Words measures the ability to synthesize/blend sounds to form words (e.g. m-oo-n = moon).

Nicholas performed well for this subtest as he was able to elicit the correct response that had up to four phonemes (e.g. j-u-m-p) which is appropriate for his age.

Sound Matching measures the ability to which an individual identify words that have a common initial or final sound segment. Nicholas had difficulty with identifying common initial sound segments (e.g. which word starts with the same sound as pan? Pig, hat, or cone? = pig). This subtest was discontinued before final sounds were assessed.

Memory for Digits measures the ability to repeat numbers accurately, for the purpose of assessing the function of the phonological loop of short-term memory. Nicholas demonstrated the ability to memorise digits verbally given to him for number sequences of five digits or less, which is appropriate for his age.

Non-word Repetition measures the ability to repeat nonwords accurately. Nicholas was able to repeat non-words that had one or two syllables (e.g. wudoip). However, Nicholas struggled to repeat non-words of three or more syllables (e.g. lisashrul), which is appropriate for his age.

Rapid Digit, letter, colour and object Naming measures the ability to rapidly name numbers, letters, colours and objects which indicates reading fluency and recall.

Nicholas was able to name all of the digits and letters accurately in this task with no errors on reading the numbers or letters aloud. Furthermore, he was able to also name all of the objects with only once error. These were appropriate for his age. During the rapid colour naming task Nicholas made 11 errors which results in a no-score for this subtest. He often would mix up colour names or skip colours to move onto the next one. Nicholas performed below average for this subtest.

Blending Nonwords measures the ability to synthesize/blend sounds to form nonwords (eg. nu-lig). This subtest explores nonwords as the test items to reduce the effect of individuals' vocabulary skills on their performance.

Nicholas was able to produce the non-words that were broken down into syllables (e.g. ti-goo), and individual phonemes up to four individual sounds (e.g. b-a-s-p), which is appropriate for his age.

Assessment Summary

The results of the assessment indicate that Nicholas presents with below average phonological awareness and rapid non-symbolic naming skills. Phonological awareness relates to the awareness of and access to the phonological structure of oral language. This awareness proceeds from identifying same and different phonological segments, ability to identify and count phonological

segments, to an ability to manipulate phonological segments (e.g. elision, blending, sound matching). Phonological awareness provides a beginning reader with an important tool for understanding relations between written and spoken language. Rapid non-symbolic naming tasks are related to the ability to efficiently retrieve phonological information from long-term (permanent) memory and executing a sequence of operations quickly and repeatedly using objects or colours, therefore not relying on assumed knowledge of just letters or digits.

Nicholas also presented with average phonological memory and rapid symbolic naming skills. Phonological Memory relates to short term memory for brief verbatim storage of auditory information. This results in impairment with decoding of new words, particularly words that are long enough to decode bit by bit, as a means of storing intermediate sounds. Rapid symbolic naming tasks are related to the ability to efficiently retrieve phonological information from long-term (permanent) memory and quick and repeated execution of sequences of operations. Efficiency with this is required when readers attempt to decode unfamiliar words.

RECOMMENDATIONS

To support Nicholas' phonological awareness skills at home or in the classroom, the following is recommended:

1. Provide Nicholas with extra time to process less familiar words when reading and spelling.
2. Encourage Nicholas to continue practicing his reading.
3. Target phonological awareness skills; more specifically
 - a. Elision – Manipulating words to make new words (e.g. say cup without the 'k' = up)
 - b. Blending – hearing sounds and putting them together to make a word (e.g. m-a-d = mad)
 - c. Sound Matching – identifying sounds in words (e.g. which word starts with the same sound as nap? Tape, net, or man = net)

Please contact me on the below details to discuss any aspects of this report.



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