

# *Pediatrics SLP Sample Reports* © 2011

## *Includes:*

- *Plan of Care (Initial Evaluation)*
- *Initial Evaluation (Full- Length Complaint)*
- *Progress/Treatment Note*
- *Plan of Care (Re-Evaluation)*
- *Re-Evaluation (Full-Length Complaint)*
- *Discharge Summary*
- *Missed Visit Report*
- *Physician's Communication*



**Documentation the Right Way**



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## Speech Language Pathology

## Plan of Care

(Initial Evaluation)

Page 1 of 2

<b>Patient Name:</b> WILLIAMSON, ERIN	<b>Date:</b> 1/19/2011 04:56 PM
<b>Medical Record #:</b> WIN1234890	<b>DOB:</b> 8/14/2007
<b>Account #:</b> 57438902	<b>SOC Date:</b> 1/9/2011
<b>Provider:</b> Action Rehabilitation Services	
<b>Provider #:</b> 17238940	
<b>Treating Clinician:</b> Sally Smith, MA, CCC-SLP	

<b>Medicare #:</b> NA	<b>Visits From SOC:</b> 1
<b>Medicaid #:</b> NA	
<b>Certification From:</b> 1/19/2011	<b>Certification To:</b> 7/19/2011

	Onset Date	Code	Description
<b>Primary Diagnosis:</b>	8/14/2007	299.90	UNSPECIFIED PERVASIVE DEVELOPMENTAL DISORDER, CURRENT OR ACTIVE STATE
<b>Other Diagnosis:</b>	8/14/2007	315.32	MIXED RECEPTIVE-EXPRESSIVE LANGUAGE DISORDER

**Case History:** Erin was diagnosed as PDD-NOS in November 2010. Erin's parents reported that early developmental milestones were grossly within normal limits excepting her gross motor skills which were described as clumsy and awkward. Erin's pre-school teachers report difficulties with following verbal directions, maintaining peer interactions and using effective verbal language across situations.

### Initial Level

### Goals

Speaking: Decreased verbal sequencing skills without cueing, <20% accuracy	Speaking: Demonstrate ability to verbally sequence 3 to 4 step familiar activities without cueing, 80% accuracy by 4/18/2011
Auditory Comprehension: Difficulty following two part commands without cueing, <20% accuracy	Auditory Comprehension: Follow a variety of two part, specific, verbal commands in structured tasks without cueing, 70% accuracy by 4/18/2011
Pragmatics / Communicative Behaviors: Limited variety of communicative acts without cueing, <20% accuracy	Pragmatics / Communicative Behaviors: Demonstrate appropriate use of communicative acts: requesting, acknowledging, organizational devices without cueing, 70% accuracy by 4/18/2011
Pragmatics / Communicative Behaviors: Limited ability to repair communicative breakdowns without cueing, <20% accuracy	Pragmatics / Communicative Behaviors: Recognize and attempt to repair own communicative breakdowns through revision without cueing, 80% accuracy by 5/18/2011
Pragmatics / Communicative Behaviors: Impaired ability to initiate conversations without cueing, 2/10 trials	Pragmatics / Communicative Behaviors: Acknowledge, respond to, and initiate with a peer without cueing, 6/10 trials by 5/18/2011
Pragmatics / Communicative Behaviors: Impaired conversation maintenance skills without cueing, <20% accuracy	Pragmatics / Communicative Behaviors: Initiate and maintain a conversation for 5 conversational turns without cueing, 70% accuracy by 5/18/2011

#### Short Term Goals

Spontaneously request information, needed material and or clarification 5 times per therapy session.  
Spontaneously provide greetings, politeness markers, and or calls to solicit attention 3 times per treatment session.  
Attempt to repair a communicative breakdown 1 time per session with clinician model.

#### Long Term Goals

Participate in pre-school activities with the guidance of teacher.  
Initiate and maintain interactions with peers at pre-school.

**Functional Characteristics and Analysis:** Erin presents with excellent receptive and expressive vocabulary, precise articulation and above average comprehension of basic concepts. Erin talks frequently but seldom uses her words to interact with others. In general, Erin produces a verbal monologue that often relates to the things that she sees in her immediate environment.

**Patient / Caregiver concurs with treatment plan and established goals:**

**Yes**

### Standardized Test Info

**Standardized Test:** Expressive One Word Picture Vocabulary Test (EOWPVT)

Raw Score	Standard Score	Percentile Rank	Age Equivalent
40	120	91	5.1

**Comments:** Erin has a chronological age of 3.8. Expressive vocabulary is a strength for Erin.

Patient Name: WILLIAMSON, ERIN  
Medical Record #: WIN1234890  
Account #: 57438902  
Provider: Action Rehabilitation Services  
Provider #: 17238940  
Treating Clinician: Sally Smith, MA, CCC-SLP

Date: 1/19/2011 04:56 PM  
DOB: 8/14/2007  
SOC Date: 1/9/2011

**Impressions / Recommendations**

**Diagnostic Impressions:**

Erin presents with moderate expressive language deficit and mild receptive language deficit. Erin's pragmatic language skills are of primary concern. Erin is responding to language in a factual manner rather than a communicative one and is experiencing problems with conversation exchanges.

**Diagnostic Recommendations:**

Erin would benefit from a hearing screening.

**Interventions (CPT Code)**

Eval - Communication &/or auditory processing 92506  
Speech/Hearing/Voice/Communication Therapy - Individual 92507

**Frequency of SLP:** Two times weekly

**Duration of SLP:** 6 months

Greg House

Date/Time

I certify the need for these services furnished under this plan of treatment while under my care.

*Sally Smith MA, CCC-SLP*

1/20/2011  
12:32:01 PM

Sally Smith, MA, CCC-SLP

Date

State License #: TN # 0715



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## Speech Language Pathology

## Initial Evaluation

Page 1 of 3

<b>Patient Name:</b> WILLIAMSON, ERIN	<b>Date:</b> 1/19/2011 04:56 PM
<b>Medical Record #:</b> WIN1234890	<b>DOB:</b> 8/14/2007
<b>Account #:</b> 57438902	<b>SOC Date:</b> 1/9/2011
<b>Provider:</b> Action Rehabilitation Services	
<b>Provider #:</b> 17238940	
<b>Treating Clinician:</b> Sally Smith, MA, CCC-SLP	

### Patient Information

<b>Address:</b> 12532 Fox Lake Road	<b>Physician:</b> Greg House
	<b>Physician #:</b> NPI# 45679
<b>City, State, Zip:</b> Nashville, Tennessee 37215-4818	
<b>Occupation:</b> Unknown	<b># of Approved Visits:</b> 70
<b>Gender:</b> Female	<b>Medicaid #:</b> NA
<b>Contact Person:</b> Traci Winter	<b>Medicare #:</b> NA

### Rehabilitation Information / History

	Onset Date	Code	Description
<b>Primary Diagnosis:</b>	8/14/2007	299.90	UNSPECIFIED PERVASIVE DEVELOPMENTAL DISORDER, CURRENT OR ACTIVE STATE
<b>Other Diagnosis:</b>	8/14/2007	315.32	MIXED RECEPTIVE-EXPRESSIVE LANGUAGE DISORDER
<b>Safety Measures:</b> Not applicable			
<b>Recent Speech\Language Therapy:</b> None within the last sixty days			
<b>Rehabilitative Prognosis:</b> Good rehab potential to reach the established goals			
<b>Mental Status:</b> Cooperative and responsive to therapy tasks			
<b>Special Needs:</b> Not applicable			
<b>Concerns that led Patient to SLP:</b> Decreased functional communication			
<b>Ambulatory Status:</b> Independent			
<b>Assessment Method:</b> Clinical Observation, Standardized Testing, Parent/Caregiver Interview			
<b>Case History:</b> Erin was diagnosed as PDD-NOS in November 2010. Erin's parents reported that early developmental milestones were grossly within normal limits excepting her gross motor skills which were described as clumsy and awkward. Erin's pre-school teachers report difficulties with following verbal directions, maintaining peer interactions and using effective verbal language across situations.			
<b>Gestation History:</b> Erin was born at 31 weeks gestation with a birth weight of 3.3 pounds and APGARs of 8 and 9 respectively. Complications during 28 NICU stay included jaundice.			
<b>Education Level:</b> Pre School			
<b>School Name:</b> The Montessori Preschool of Nashville			
<b>Behavior/Cognition Comments:</b> Erin separated from her parents without difficulty and was easily engaged in activities. She exhibited a fair amount of body movement during the interview with her parents. She exhibited variable amounts of eye contact.			

### Functional Measures

#### Speaking

**Initial Level:** Decreased verbal sequencing skills without cueing, <20% accuracy

**Goal:** Demonstrate ability to verbally sequence 3 to 4 step familiar activities without cueing, 80% accuracy by 4/18/2011

**Patient Name:** WILLIAMSON, ERIN**Date:** 1/19/2011 04:56 PM**Medical Record #:** WIN1234890**DOB:** 8/14/2007**Account #:** 57438902**SOC Date:** 1/9/2011**Provider:** Action Rehabilitation Services**Provider #:** 17238940**Treating Clinician:** Sally Smith, MA, CCC-SLP**Auditory Comprehension****Initial Level:** Difficulty following two part commands without cueing, <20% accuracy**Goal:** Follow a variety of two part, specific, verbal commands in structured tasks without cueing, 70% accuracy by 4/18/2011**Pragmatics/Communicative Behaviors****Initial Level:** Limited variety of communicative acts without cueing, <20% accuracy**Goal:** Demonstrate appropriate use of communicative acts: requesting, acknowledging, organizational devices without cueing, 70% accuracy by 4/18/2011**Initial Level:** Limited ability to repair communicative breakdowns without cueing, <20% accuracy**Goal:** Recognize and attempt to repair own communicative breakdowns through revision without cueing, 80% accuracy by 5/18/2011**Initial Level:** Impaired ability to initiate conversations without cueing, 2/10 trials**Goal:** Acknowledge, respond to, and initiate with a peer without cueing, 6/10 trials by 5/18/2011**Initial Level:** Impaired conversation maintenance skills without cueing, <20% accuracy**Goal:** Initiate and maintain a conversation for 5 conversational turns without cueing, 70% accuracy by 5/18/2011**Goals****Functional Characteristics and Analysis:** Erin presents with excellent receptive and expressive vocabulary, precise articulation and above average comprehension of basic concepts. Erin talks frequently but seldom uses her words to interact with others. In general, Erin produces a verbal monologue that often relates to the things that she sees in her immediate environment.**Functional Goals; Short Term:** Spontaneously request information, needed material and or clarification 5 times per therapy session.**Term:** Spontaneously provide greetings, politeness markers, and or calls to solicit attention 3 times per treatment session. Attempt to repair a communicative breakdown 1 time per session with clinician model.**Functional Goals; Long Term:** Participate in pre-school activities with the guidance of teacher.**Term:** Initiate and maintain interactions with peers at pre-school.**Patient / Caregiver concurs with treatment plan and established goals:****Yes****Physical Findings****Oral Motor****Oral motor structure/function is normal in all aspects:****Yes****Pediatric Language Exam****Receptive Language Strengths:**Comprehension of basic concepts  
Comprehension of WH questions  
Vocabulary Comprehension**Receptive Language Weaknesses:**

Reduced variety of communicative acts

**Expressive Language Comments:**

Language sample revealed a mean length of utterance (MLU) of 4-9 words which is well within normal limits. However, analysis of her grammar revealed a consistent use of grammatical structures only through LARSP Stage IV (correlates to 30-36 months). Although syntax issues were noted during this evaluation, Erin's pragmatic weaknesses appear to be more heavily impacting her communication efforts. Her ability to carry on a conversation is more affected by her weaknesses in the pragmatic areas than her weaknesses in the syntactic areas.

**Standardized Test Info**

**Patient Name:** WILLIAMSON, ERIN  
**Medical Record #:** WIN1234890  
**Account #:** 57438902  
**Provider:** Action Rehabilitation Services  
**Provider #:** 17238940  
**Treating Clinician:** Sally Smith, MA, CCC-SLP

**Date:** 1/19/2011 04:56 PM  
**DOB:** 8/14/2007  
**SOC Date:** 1/9/2011

**Standardized Test:** Expressive One Word Picture Vocabulary Test (EOWPVT)

Raw Score	Standard Score	Percentile Rank	Age Equivalent
40	120	91	5.1

**Comments:** Erin has a chronological age of 3.8. Expressive vocabulary is a strength for Erin.

**CELF-4/CELF-Preschool**

**CELF Preschool**

**Scoring Summary**

	Standard Score	Percentile Rank
<b>Linguistics Concepts:</b>	11	63
<b>Basic Concepts:</b>	17	99
<b>Sentence Structure:</b>	7	16
<b>Receptive Language Score</b>		
<b>Recalling Sentences in Context:</b>	10	50
<b>Formulating Labels:</b>	12	75
<b>Word Structure:</b>	11	63
<b>Expressive Language Score:</b>	106	66
<b>Total Language Score:</b>	108	70
<b>Age Equivalent:</b>	3.11	

**CELF-Preschool Comments:**

While Erin's overall age equivalency exceeds her chronological age, significant discrepancies exist between subtest scores. It appears likely that Erin relies on her knowledge of vocabulary and basic concepts to compensate for her weaknesses in other areas. On both the Sentence Structure and Word Structure subtests, Erin preferred to respond to the target item based on what she found of interest in the picture rather than to the specific target question.

**Impressions / Recommendations**

**Diagnostic Impressions:**

Erin presents with moderate expressive language deficit and mild receptive language deficit. Erin's pragmatic language skills are of primary concern. Erin is responding to language in a factual manner rather than a communicative one and is experiencing problems with conversation exchanges.

**Diagnostic Recommendations:**

Erin would benefit from a hearing screening.

**Interventions (CPT Code)**

Eval - Communication &/or auditory processing 92506  
 Speech/Hearing/Voice/Communication Therapy - Individual 92507

**Frequency of SLP:** Two times weekly

**Duration of SLP:** 6 months

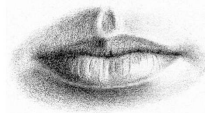
<i>Sally Smith MA, CCC-SLP</i>	
Sally Smith, MA, CCC-SLP	1/20/2011 12:32:01 PM
State License #: TN # 0715	Date/Time



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## Speech Language Pathology **Progress / Treatment Note** Page 1 of 1

<b>Patient Name:</b> WILLIAMSON, ERIN	<b>Date:</b> 1/21/2011 08:47 PM
<b>Medical Record #:</b> WIN1234890	<b>DOB:</b> 8/14/2007
<b>Account #:</b>	<b>SOC Date:</b> 1/9/2011
<b>Provider:</b> Action Rehabilitation Services	
<b>Provider #:</b> 17238940	
<b>Treating Clinician:</b> Sally Smith, MA, CCC-SLP	

	Onset Date	Code	Description
<b>Primary Diagnosis:</b>	8/14/2007	299.90	UNSPECIFIED PERVASIVE DEVELOPMENTAL DISORDER, CURRENT OR ACTIVE STATE
<b>Other Diagnosis:</b>	8/14/2007	315.32	MIXED RECEPTIVE-EXPRESSIVE LANGUAGE DISORDER
<b>Time In: 08:00 AM</b>		<b>Time Out: 08:45 AM</b>	

SLP Interventions and CPT Codes Consisted of:	CPT Code	Modifiers	Minutes	Units
Speech/Hearing/Voice/Communication Therapy - Individual	92507		45	1
<b>Total Minutes: 45   Total Timed Minutes: 0   Total Untimed Minutes: 45</b>				
<b>Total Units: 1   Total Timed Units: 0   Total Untimed Units: 1</b>				

### Intervention Comments:

Erin's mother reported that she was excited about coming to therapy session.

### Goals

**Functional Goals; Short Term:** Spontaneously request information, needed material and or clarification 5 times per therapy session.  
 Spontaneously provide greetings, politeness markers, and or calls to solicit attention 3 times per treatment session.

Language Activities	Cueing	Accuracy
Production: Describing two step activity		75%
Production: Role -playing: Social interactions		Shows a change in behavior after instruction given
Production: Sentence formulation using a specific word	without cueing	90%
Comprehension: Following one step commands	1 item, with cueing	9/10 trials

**Language Activities Comments:** Erin was responsive to therapy tasks. She required minimal prompting to participate. All activities for this first treatment session were kept well within skill level to facilitate this child's comfort and confidence level.

### Specific Observations:

Family involvement

**Specific Observations Comments:** Mother observed treatment session.

### Current Plan:

Two times weekly

**Patient's response to Speech Interventions:** **Good**

**Patient's progress toward established goals:** **Good**

**Additional Comments:** Slowly increase difficulty level of therapy tasks so as to maintain child confidence.

	1/19/2011 9:00:37 PM
Sally Smith, MA, CCC-SLP	Date/Time
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## Speech Language Pathology

## Plan of Care (Re-Evaluation)

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<b>Patient Name:</b> WILLIAMSON, ERIN	<b>Date:</b> 2/3/2011 11:39 AM
<b>Medical Record #:</b> WIN1234890	<b>DOB:</b> 8/14/2007
<b>Account #:</b>	<b>SOC Date:</b> 1/9/2011
<b>Provider:</b> Action Rehabilitation Services	
<b>Provider #:</b> 17238940	
<b>Treating Clinician:</b> Sally Smith, MA, CCC-SLP	
<b>Medicare #:</b> NA	<b>Visits From SOC:</b> 2
<b>Medicaid #:</b> NA	
<b>Certification From:</b> 2/3/2011	<b>Certification To:</b> 8/3/2011

	Onset Date	Code	Description
<b>Primary Diagnosis:</b>	8/14/2007	299.90	UNSPECIFIED PERVASIVE DEVELOPMENTAL DISORDER, CURRENT OR ACTIVE STATE
<b>Other Diagnosis:</b>	8/14/2007	315.32	MIXED RECEPTIVE-EXPRESSIVE LANGUAGE DISORDER

### Current Levels

### Goals

Speaking: Verbally sequences 2 step familiar activities without cueing, 65% accuracy	Speaking: Demonstrate ability to verbally sequence 3 to 4 step familiar activities without cueing, 80% accuracy by 4/18/2011
Auditory Comprehension: Follow a variety of two part, specific, verbal commands in structured tasks with auditory prompt, 55% accuracy	Auditory Comprehension: Follow a variety of two part, specific, verbal commands in structured tasks without cueing, 70% accuracy by 4/18/2011
Pragmatics / Communicative Behaviors: Demonstrate appropriate use of communicative acts: requesting, acknowledging, organizational devices with cueing, 45% accuracy	Pragmatics / Communicative Behaviors: Demonstrate appropriate use of communicative acts: requesting, acknowledging, organizational devices without cueing, 70% accuracy by 4/18/2011
Pragmatics / Communicative Behaviors: Recognize and attempt to repair own communicative breakdowns through revision with cueing, 50% accuracy	Pragmatics / Communicative Behaviors: Recognize and attempt to repair own communicative breakdowns through revision without cueing, 80% accuracy by 5/18/2011
Pragmatics / Communicative Behaviors: Acknowledge, respond to, and initiate with a peer with cueing, 4/10 trials	Pragmatics / Communicative Behaviors: Acknowledge, respond to, and initiate with a peer without cueing, 6/10 trials by 5/18/2011
Pragmatics / Communicative Behaviors: Initiate and maintain a conversation for 3 conversational turns with auditory prompt, 60% accuracy	Pragmatics / Communicative Behaviors: Initiate and maintain a conversation for 5 conversational turns without cueing, 70% accuracy by 5/18/2011

#### Short Term Goals

Spontaneously request information, needed material and or clarification 5 times per therapy session. - Partially Met  
 Spontaneously provide greetings, politeness markers, and or calls to solicit attention 3 times per treatment session. - Met  
 Attempt to repair a communicative breakdown 1 time per session with clinician model. - Partially Met

#### Long Term Goals

Participate in pre-school activities with the guidance of teacher. - Not Met  
 Initiate and maintain interactions with peers at pre-school. - Not Met

**Functional Characteristics and Analysis:** Erin's communication skills continue to prevent her from fully participating in pre-school activities and compromise peer interactions.

**Goal Comments:** Erin continues to require maximum prompting to request materials needed for a task. Her first response is to grab the desired item rather than using her words to request the item. Erin is making slow progress with regard to repairing communication breakdowns. She speaks with a very soft voice and if the listener gives feedback that they have not understood her message, Erin will attempt to raise volume level with cuing.

### Standardized Test Info

**Standardized Test:** Expressive One Word Picture Vocabulary Test (EOWPVT)

Raw Score	Standard Score	Percentile Rank	Age Equivalent
40	120	91	5.1

**Comments:** THESE TEST RESULTS ARE FROM INITIAL EVALUATION ON 1/19/2011: Erin has a chronological age of 3.8. Expressive vocabulary is a strength for Erin.

### Impressions / Recommendations

Patient Name: WILLIAMSON, ERIN

Date: 2/3/2011 11:39 AM

Medical Record #: WIN1234890

DOB: 8/14/2007

Account #:

SOC Date: 1/9/2011

Provider: Action Rehabilitation Services

Provider #: 17238940

Treating Clinician: Sally Smith, MA, CCC-SLP

Diagnostic Impressions:

Erin is making slow but steady gains on pragmatic language goals.

Diagnostic Recommendations:

Erin would benefit from OT evaluation with regard to clumsiness and hypersensitivity to clothing as reported by parents.

Interventions (CPT Code)

Speech/Hearing/Voice/Communication Therapy - Individual 92507

Frequency of SLP: Two times weekly

Duration of SLP: 6 months

Greg House Date/Time
I certify the need for these services furnished under this plan of treatment while under my care.

Sally Smith MA, CCC-SLP 1/20/2011 12:45:47 PM
Sally Smith, MA, CCC-SLP Date
State License #: TN # 0715



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## Speech Language Pathology

## Re-Evaluation

Page 1 of 3

<b>Patient Name:</b> WILLIAMSON, ERIN	<b>Date:</b> 2/3/2011 11:39 AM
<b>Medical Record #:</b> WIN1234890	<b>DOB:</b> 8/14/2007
<b>Account #:</b>	<b>SOC Date:</b> 1/9/2011
<b>Provider:</b> Action Rehabilitation Services	
<b>Provider #:</b> 17238940	
<b>Treating Clinician:</b> Sally Smith, MA, CCC-SLP	

### Patient Information

<b>Address:</b> 12532 Fox Lake Road	<b>Physician:</b> Greg House
	<b>Physician #:</b> NPI# 45679
<b>City, State, Zip:</b> Nashville, Tennessee 37215-4818	
<b>Occupation:</b> Unknown	<b># of Approved Visits:</b> 70
<b>Gender:</b> Female	<b>Medicaid #:</b> NA
<b>Contact Person:</b> Traci Winter	<b>Medicare #:</b> NA

### General Information

	Onset Date	Code	Description
<b>Primary Diagnosis:</b>	8/14/2007	299.90	UNSPECIFIED PERVASIVE DEVELOPMENTAL DISORDER, CURRENT OR ACTIVE STATE
<b>Other Diagnosis:</b>	8/14/2007	315.32	MIXED RECEPTIVE-EXPRESSIVE LANGUAGE DISORDER

<b>There has been a change in Support System:</b>	<b>Yes</b>
<b>Patient is making steady progress toward established goals:</b>	<b>Yes</b>
<b>There has been adequate communication with all health care staff involved in the implementation of the Plan of Care:</b>	<b>Yes</b>
<b>Patient / Caregiver continues to concur with proposed TX plan:</b>	<b>Yes</b>
<b>Level of Patient/Caregiver's satisfaction with Therapy:</b>	<b>Very High</b>

**Additional Comments:** Change in Support System: Erin's grandmother has moved in with the family to help provide additional support and follow through with therapy plan.

### Functional Measures

#### Speaking

**Initial:** Decreased verbal sequencing skills without cueing, <20% accuracy

**Current Level:** Verbally sequences 2 step familiar activities without cueing, 65% accuracy

**Goal:** Demonstrate ability to verbally sequence 3 to 4 step familiar activities without cueing, 80% accuracy by 4/18/2011

#### Auditory Comprehension

**Initial:** Difficulty following two part commands without cueing, <20% accuracy

**Current Level:** Follow a variety of two part, specific, verbal commands in structured tasks with auditory prompt, 55% accuracy

**Goal:** Follow a variety of two part, specific, verbal commands in structured tasks without cueing, 70% accuracy by 4/18/2011

#### Pragmatics/Communicative Behaviors

**Initial:** Limited variety of communicative acts without cueing, <20% accuracy

**Current Level:** Demonstrate appropriate use of communicative acts: requesting, acknowledging, organizational devices with cueing, 45% accuracy

**Goal:** Demonstrate appropriate use of communicative acts: requesting, acknowledging, organizational devices without cueing, 70% accuracy by 4/18/2011

**Patient Name:** WILLIAMSON, ERIN  
**Medical Record #:** WIN1234890  
**Account #:**

**Date:** 2/3/2011 11:39 AM  
**DOB:** 8/14/2007  
**SOC Date:** 1/9/2011

**Provider:** Action Rehabilitation Services  
**Provider #:** 17238940

**Treating Clinician:** Sally Smith, MA, CCC-SLP

- Initial:** Limited ability to repair communicative breakdowns without cueing, <20% accuracy
- Current Level:** Recognize and attempt to repair own communicative breakdowns through revision with cueing, 50% accuracy
- Goal:** Recognize and attempt to repair own communicative breakdowns through revision without cueing, 80% accuracy by 5/18/2011

---

- Initial:** Impaired ability to initiate conversations without cueing, 2/10 trials
- Current Level:** Acknowledge, respond to, and initiate with a peer with cueing, 4/10 trials
- Goal:** Acknowledge, respond to, and initiate with a peer without cueing, 6/10 trials by 5/18/2011

---

- Initial:** Impaired conversation maintenance skills without cueing, <20% accuracy
- Current Level:** Initiate and maintain a conversation for 3 conversational turns with auditory prompt, 60% accuracy
- Goal:** Initiate and maintain a conversation for 5 conversational turns without cueing, 70% accuracy by 5/18/2011

**Goals**

- Functional Characteristics and Analysis:** Erin's communication skills continue to prevent her from fully participating in pre-school activities and compromise peer interactions.

---

- Functional Goals; Short Term:** Spontaneously request information, needed material and or clarification 5 times per therapy session. - Partially Met  
 Spontaneously provide greetings, politeness markers, and or calls to solicit attention 3 times per treatment session. - Met  
 Attempt to repair a communicative breakdown 1 time per session with clinician model. - Partially Met

---

- Functional Goals; Long Term:** Participate in pre-school activities with the guidance of teacher. - Not Met  
 Initiate and maintain interactions with peers at pre-school. - Not Met

---

- Goal Comments:** Erin continues to require maximum prompting to request materials needed for a task. Her first response is to grab the desired item rather than using her words to request the item. Erin is making slow progress with regard to repairing communication breakdowns. She speaks with a very soft voice and if the listener gives feedback that they have not understood her message, Erin will attempt to raise volume level with cuing.

**Physical Findings**

**Oral Motor**

**Oral motor structure/function is normal in all aspects:** **Yes**

**Pediatric Language Exam**

**Expressive Language Comments:**

**Standardized Test Info**

**Standardized Test:** Expressive One Word Picture Vocabulary Test (EOWPVT)

Raw Score	Standard Score	Percentile Rank	Age Equivalent
40	120	91	5.1

**Comments:** THESE TEST RESULTS ARE FROM INITIAL EVALUATION ON 1/19/2011: Erin has a chronological age of 3.8. Expressive vocabulary is a strength for Erin.

**CELF-4/CELF-Preschool**

**CELF Preschool Scoring Summary**

	Standard Score	Percentile Rank
Linguistics Concepts:	11	63
Basic Concepts:	17	99

**Patient Name:** WILLIAMSON, ERIN

**Date:** 2/3/2011 11:39 AM

**Medical Record #:** WIN1234890

**DOB:** 8/14/2007

**Account #:**

**SOC Date:** 1/9/2011

**Provider:** Action Rehabilitation Services

**Provider #:** 17238940

**Treating Clinician:** Sally Smith, MA, CCC-SLP

**Sentence Structure:** 7 16

**Receptive Language Score**

**Recalling Sentences in Context:** 10 50

**Formulating Labels:** 12 75

**Word Structure:** 11 63

**Expressive Language Score:** 106 66

**Total Language Score:** 108 70

**Age Equivalent:** 3.11

**CELF-Preschool Comments:**

THESE TEST RESULTS ARE FROM INITIAL EVALUATION ON 1/19/2011: While Erin's overall age equivalency exceeds her chronological age, significant discrepancies exist between subtest scores. It appears likely that Erin relies on her knowledge of vocabulary and basic concepts to compensate for her weaknesses in other areas. On both the Sentence Structure and Word Structure subtests, Erin preferred to respond to the target item based on what she found of interest in the picture rather than to the specific target question.

**Impressions / Recommendations**

**Diagnostic Impressions:**

Erin is making slow but steady gains on pragmatic language goals.

**Diagnostic Recommendations:**

Erin would benefit from OT evaluation with regard to clumsiness and hypersensitivity to clothing as reported by parents.

**Interventions (CPT Code)**

Speech/Hearing/Voice/Communication Therapy - Individual 92507

**Frequency of SLP:** Two times weekly

**Duration of SLP:** 6 months

<i>Sally Smith MA, CCC-SLP</i>	
Sally Smith, MA, CCC-SLP	1/20/2011 12:45:47 PM
State License #: TN # 0715	Date/Time



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## Speech Language Pathology

# Discharge Summary

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<b>Patient Name:</b> WILLIAMSON, ERIN	<b>Date:</b> 3/3/2011 12:35 PM
<b>Medical Record #:</b> WIN1234890	<b>DOB:</b> 8/14/2007
<b>Account #:</b>	<b>SOC Date:</b> 1/9/2011
<b>Provider:</b> Action Rehabilitation Services	
<b>Provider #:</b> 17238940	
<b>Treating Clinician:</b> Sally Smith, MA, CCC-SLP	

### Patient Information

<b>Address:</b> 12532 Fox Lake Road	<b>Physician:</b> Greg House
	<b>Physician #:</b> NPI# 45679
<b>City, State, Zip:</b> Nashville, Tennessee 37215-4818	
<b>Occupation:</b> Unknown	<b># of Approved Visits:</b> 70
<b>Gender:</b> Female	<b>Medicaid #:</b> NA
<b>Contact Person:</b> Traci Winter	<b>Medicare #:</b> NA

### Discharge Information

	Onset Date	Code	Description
<b>Primary Diagnosis:</b>	8/14/2007	299.90	UNSPECIFIED PERVASIVE DEVELOPMENTAL DISORDER, CURRENT OR ACTIVE STATE
<b>Other Diagnosis:</b>	8/14/2007	315.32	MIXED RECEPTIVE-EXPRESSIVE LANGUAGE DISORDER

<b>Patient / Caregiver was given proper notification of Discharge:</b>	<b>Yes</b>
<b>No further Speech/Language Therapy intervention is indicated at this time in this setting:</b>	<b>No</b>
<b>Patient's physician has been notified that patient has been discharged from Speech and Language Pathologist's care:</b>	<b>Yes</b>

**Reasons for Discharge:** Patient refuses further treatment

**Final Instructions to Patient:** Continue Speech Language Services through the school system. Recommend that future therapy focus on improving pragmatic language skills.

**Additional Discharge Information:** Patient discontinuing Speech Therapy at Action Rehab Services. Patient will continue therapy through the local school system.

### Functional Measures

#### Speaking

**Initial:** Decreased verbal sequencing skills without cueing, <20% accuracy

**Goal:** Demonstrate ability to verbally sequence 3 to 4 step familiar activities without cueing, 80% accuracy by 4/18/2011

**Final Level:** Verbally sequences 2 step familiar activities without cueing, 80% accuracy

#### Auditory Comprehension

**Initial:** Difficulty following two part commands without cueing, <20% accuracy

**Goal:** Follow a variety of two part, specific, verbal commands in structured tasks without cueing, 70% accuracy by 4/18/2011 - Met

**Final Level:** Follow a variety of two part, specific, verbal commands in structured tasks with auditory prompt, 75% accuracy

#### Pragmatics/Communicative Behaviors

**Initial:** Limited variety of communicative acts without cueing, <20% accuracy

**Goal:** Demonstrate appropriate use of communicative acts: requesting, acknowledging, organizational devices without cueing, 70% accuracy by 4/18/2011

**Final Level:** Demonstrate appropriate use of communicative acts: requesting, acknowledging, organizational devices with

<b>Patient Name:</b> WILLIAMSON, ERIN	<b>Date:</b> 3/3/2011 12:35 PM
<b>Medical Record #:</b> WIN1234890	<b>DOB:</b> 8/14/2007
<b>Account #:</b>	<b>SOC Date:</b> 1/9/2011
<b>Provider:</b> Action Rehabilitation Services	
<b>Provider #:</b> 17238940	
<b>Treating Clinician:</b> Sally Smith, MA, CCC-SLP	

cueing, 65% accuracy

**Initial:** Limited ability to repair communicative breakdowns without cueing, <20% accuracy  
**Goal:** Recognize and attempt to repair own communicative breakdowns through revision without cueing, 80% accuracy by 5/18/2011  
**Final Level:** Recognize and attempt to repair own communicative breakdowns through revision with cueing, 70% accuracy

**Initial:** Impaired ability to initiate conversations without cueing, 2/10 trials  
**Goal:** Acknowledge, respond to, and initiate with a peer without cueing, 6/10 trials by 5/18/2011

**Final Level:** Acknowledge, respond to, and initiate with a peer after prompt, 5/10 trials

**Initial:** Impaired conversation maintenance skills without cueing, <20% accuracy  
**Goal:** Initiate and maintain a conversation for 5 conversational turns without cueing, 70% accuracy by 5/18/2011

**Final Level:** Initiate and maintain a conversation for 5 conversational turns without cueing, 60% accuracy

### Goals

<b>Functional Characteristics and Analysis:</b>	Erin's communication skills continue to prevent her from fully participating in pre-school activities and compromise peer interactions.
<b>Functional Goals; Short Term:</b>	Spontaneously request information, needed material and or clarification 5 times per therapy session. - Partially Met Spontaneously provide greetings, politeness markers, and or calls to solicit attention 3 times per treatment session. - Met Attempt to repair a communicative breakdown 1 time per session with clinician model. - Partially Met
<b>Functional Goals; Long Term:</b>	Participate in pre-school activities with the guidance of teacher. - Not Met Initiate and maintain interactions with peers at pre-school. - Not Met
<b>Goal Comments:</b>	Erin demonstrates improved use of language skills to request items that she wants. She continues to benefit from cuing to to repair commjunicative breakdowns.

### Physical Findings

#### Oral Motor

**Oral motor structure/function is normal in all aspects:** Yes

#### Pediatric Language Exam

**Expressive Language Comments:**

### Impressions / Recommendations

**Diagnostic Impressions:**


Erin was making steady gain on her short term goals. Patient would benefit from continued therapy from the school system.

**Diagnostic Recommendations:**

Continue Speech Language Pathologist therapy two times weekly.

### Interventions (CPT Code)

Speech/Hearing/Voice/Communication Therapy - Individual 92507

	1/20/2011 12:45:55 PM
Sally Smith, MA, CCC-SLP	Date/Time
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Speech Language Pathology

## Missed Visit Report

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**Patient Name:** WILLIAMSON, ERIN **Date:** 1/25/2011 02:28 PM  
**Medical Record #:** WIN1234890 **DOB:** 8/14/2007  
**Account #:** **SOC Date:** 1/9/2011  
**Provider:** Action Rehabilitation Services  
**Provider #:** 17238940  
**Treating Clinician:** Sally Smith, MA, CCC-SLP

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	Onset Date	Code	Description
<b>Primary Diagnosis:</b>	8/14/2007	299.90	UNSPECIFIED PERVASIVE DEVELOPMENTAL DISORDER, CURRENT OR ACTIVE STATE
<b>Other Diagnosis:</b>	8/14/2007	315.32	MIXED RECEPTIVE-EXPRESSIVE LANGUAGE DISORDER

**Patient did not receive therapy today for the following reason:**

Patient cancelled due to inclement weather.

**Plan:**

Continue with 2 times weekly therapy

	1/25/2011 2:29:56 PM
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## Speech Language Pathology **Physician's Communication**

Page 1 of 1

**Patient Name:** WILLIAMSON, ERIN **Date:** 1/27/2011 02:30 PM  
**Medical Record #:** WIN1234890 **DOB:** 8/14/2007  
**Account #:** **SOC Date:** 1/9/2011  
**Provider:** Action Rehabilitation Services  
**Provider #:** 17238940  
**Treating Clinician:** Sally Smith, MA, CCC-SLP

	Onset Date	Code	Description
<b>Primary Diagnosis:</b>	8/14/2007	299.90	UNSPECIFIED PERVASIVE DEVELOPMENTAL DISORDER, CURRENT OR ACTIVE STATE
<b>Other Diagnosis:</b>	8/14/2007	315.32	MIXED RECEPTIVE-EXPRESSIVE LANUGAGE DISORDER

**Speech Language Pathology Comments:** Patient is making excellent progress on all goals.

**Plan/Orders:** Continue individual therapy two times per week. Add group language therapy 1 time per week.

**Additional Comments:** Add CPT code 92508 Group Speech/Language Therapy to current plan of treatment.

<b>Greg House</b>	<b>Date/Time</b>
I certify the need for these services furnished under this plan of treatment while under my care.	

<i>Sally Smith MA, CCC-SLP</i>	1/24/2011 2:52:19 PM
<b>Sally Smith, MA, CCC-SLP</b>	<b>Date</b>
<b>State License #: TN # 0715</b>	