

# DIAGNOSTIC REPORTS IN SPEECH- LANGUAGE PATHOLOGY: A SPEECH-LANGUAGE PATHOLOGIST'S WRITTEN LIAISON

## INTRODUCTION:

Almost all health science professions use some form of a diagnostic report. The general definition of a diagnostic report is a standardized report that summarizes the medical history of a client in a clear and concise way that can be understood by any professional in the field. The reason for having diagnostic reports is that they allow a client to switch health care providers without the risk of there being a miscommunication between professionals or between the professional and the client. Say, for example, that a client is taking a medication that cannot be mixed with a certain chemical. This chemical is not the type of thing he would normally interact with so he doesn't know it is a problem. When he moves, his new doctor asks if he's taking any medications, and he cannot pronounce the long chemical name of the medicine, so he tries to explain what it is with no success. The new doctor doesn't worry about it and in one of the tests, gives him the chemical that is contraindicated by his medication, and it causes severe complications.

The point of a diagnostic report in that scenario would be to allow the new doctor to look on his medical records and see that his client takes this medication. Assuming that he is a well-educated doctor, he would then be able to know that the test with the chemical would be contraindicated. In Speech-Language Pathology, there are rarely cases that would have that level of severity if misunderstood, but there are tests that could be re-administered for no reason, and one's speech therapy progress could go unknown if there is no diagnostic report.

It is self-evident that this is the reason diagnostic reports are written, but why are they written the way they are? What does each section of a diagnostic report say about the doctor that writes it? Because this paper is not explaining what a diagnostic report is, but why it is, it is necessary to look a step deeper. A diagnostic report is a genre that lends itself as an excellent example of what Berkenkotter and Huckin (1993) call "situatedness". In their article they define situatedness as the necessity to participate within, "the communicative activities of daily and professional life." (482). Each health care profession is in itself, a discourse community, but also, every office has its community as well. The real purpose of a diagnostic report is to be a liaison between the smaller discourse communities to allow for the universal comprehension of the larger discourse community of, in this case, all the speech-language pathologists within a language.

# Sample Speech And Language Therapy Diagnostic Reports

**Pennsylvania State University. College  
of Education**



## **Sample Speech And Language Therapy Diagnostic Reports:**

**A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology** Renee Fabus, 2024-06-01 Learning to assess speech and language disorders and write diagnostic reports may be an overwhelming experience especially when most texts don't cover both topics at once. With that in mind, *A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology* Second Edition combines the latest assessment protocols and diagnostic techniques with vital diagnostic report writing tools into a single definitive guide. Cyndi Stein, Rubin, Renee Fabus, and their contributors recognize that clinical assessment is inextricably linked to report writing and have updated this Second Edition to synthesize the two. Following the introductory chapters which discuss the basics of assessment and report writing, each subsequent chapter focuses on a particular disorder, provides in-depth assessment tools, and presents a corresponding sample report. **Key Features:** An inventory and explanation of formal and informal assessment measures; A glossary of key vocabulary; Sample case histories with assessment tools; Relevant and useful interview questions; Each disorder's background and characteristics; Assessment parameters; A differential diagnosis section; A model report. The accessible format of *A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology* Second Edition will help students learn how to assess and document speech and language disorders and will also make for a perfect reference for them as clinicians for years to come.

**Diagnostic Report Writing In Speech-Language Pathology** Steven Blaustein, 2024-06-01 Designed to improve the report writing skills of speech language pathology students, communication sciences and disorders students, Clinical Fellows, and professionals alike, *Diagnostic Report Writing in Speech Language Pathology: A Guide to Effective Communication* is a one-of-a-kind text entirely dedicated to the production of an effective diagnostic speech and language evaluation. In today's academic and health care climate, accurate and clear documentation has never been more important. *Diagnostic Report Writing in Speech Language Pathology* seeks to demystify and simplify the challenges many students and clinicians face while learning to write speech and language evaluations by combining the science and art of assessment with an effective presentation. Dr. Steven H. Blaustein uses his more than 50 years of experience as a clinician, consultant, and professor to logically guide the reader through the necessary steps involved in the documentation of a speech and language evaluation. From discussing the initial reason for the referral and case history to the final summary, impressions, and recommendations, each step of the writing process is clearly explained. Topics included in *Diagnostic Report Writing in Speech Language Pathology*: Speech sound production; Oral peripheral examinations; Issues of law, fairness, and ethics; Critical information for the approval of services and third-party reimbursement; Common report writing errors to avoid; Images and tables to illustrate the process of documenting a speech and language evaluation. There is no one-size-fits-all template for documenting an evaluation. *Diagnostic Report Writing in Speech Language Pathology: A Guide to Effective Communication* provides the reader with the skills and knowledge necessary to compile an effective professional

report that meets the needs of patients clients students and outside stakeholders      *Professional Writing in Speech-Language Pathology and Audiology, Fourth Edition* Robert Goldfarb,Yula C. Serpanos,2023-11-29 With many more exercises writing samples and online resources Professional Writing in Speech Language Pathology and Audiology Fourth Edition is an excellent resource for students of communication sciences and disorders It is often used as a textbook for courses in professional writing clinical methods and professional issues Throughout the text the authors use anecdotal material self help questions and humor to illustrate that learning to be a better professional writer does not require drudgery The authors cover a spectrum of subjects related to professional writing including rules of writing review of grammar spelling punctuation semantics and sentence structure evidence based writing and citing sources ethics related to professional writing writing diagnostic and clinical reports and writing for professional career advancement New to the Fourth Edition More exercises throughout the book Incorporates APA 7th edition style Reorganized for a greater flow of information Combined the chapters on Evidence Based Writing and Ethics of Professional Writing Combined the chapters on Referencing Resources and Internet Resources Book now ends with chapter 8 on professional presentations Expansion of English mechanics underlying syntax Inclusion of the 2023 revised version of the ASHA Code of Ethics Key Features Exercises in each chapter Numerous samples including Institutional Review Board Research Review Form Authorization of Release of Information Form Journal Article Critique Diagnostic Reports and Protocol Worksheets Therapy Goals and Progress Reports Types of Professional Correspondence Presentation Slides Resumes Disclaimer Please note that ancillary content such as exercises and sample presentations are not included as in the original print version of this work      [A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology](#) Cyndi Stein-Rubin,Renee Fabus,2011-06-23 A GUIDE TO CLINICAL ASSESSMENT AND PROFESSIONAL REPORT WRITING IN SPEECH LANGUAGE PATHOLOGY 1E not only provides guidance for the often overwhelming process of assessing speech and language disorders but also offers robust diagnostic report writing tools in one user friendly resource Organized by disorder this book is the only one to provide a sample report for each of the major communicative disorders discussed It also includes a chapter devoted to basic report writing skills and grammar The assessment aspects of the book offer an in depth chapter on counseling a detailed and comprehensive chapter on dysphasia for both pediatric and adult populations and a clear and practical chapter on assessment of accent Each chapter is written by experts in their area of communication disorders and provides the following information background and characteristics of the disorder parameters for assessment pertinent interview questions an inventory and explanation of relevant formal and informal assessment measures in narrative and table format a section on differential diagnosis to assist in teasing out the specific problem and a sample case history with assessment tools chosen for that vignette along with rationale for making such selections All this information is woven into a sample diagnostic report and a similar assignment is provided for practice making this an ideal resource for ESL learners as well as students

preparing for the praxis Every chapter includes a list of key vocabulary and a glossary to familiarize your students with the professional vernacular relevant for writing diagnostic reports Important Notice Media content referenced within the product description or the product text may not be available in the ebook version      *A Guide to Clinical Assessment and Professional Report Writing in Speech-language Pathology* Cyndi Stein-Rubin, Renee Laura Fabus, 2018 A GUIDE TO CLINICAL ASSESSMENT AND PROFESSIONAL REPORT WRITING IN SPEECH LANGUAGE PATHOLOGY 1E not only provides guidance for the often overwhelming process of assessing speech and language disorders but also offers robust diagnostic report writing tools in one user friendly resource Organized by disorder this book is the only one to provide a sample report for each of the major communicative disorders discussed It also includes a chapter devoted to basic report writing skills and grammar The assessment aspects of the book offer an in depth chapter on counseling a detailed and comprehensive chapter on dysphasia for both pediatric and adult populations and a clear and practical chapter on assessment of accent Each chapter is written by experts in their area of communication disorders and provides the following information background and characteristics of the disorder parameters for assessment pertinent interview questions an inventory and explanation of relevant formal and informal assessment measures in narrative and table format a section on differential diagnosis to assist in teasing out the specific problem and a sample case history with assessment tools chosen for that vignette along with rationale for making such selections All this information is woven into a sample diagnostic report and a similar assignment is provided for practice making this an ideal resource for ESL learners as well as students preparing for the praxis Every chapter includes a list of key vocabulary and a glossary to familiarize your students with the professional vernacular relevant for writing diagnostic reports      **Assessment of Communication Disorders in Adults** M.N. Hegde, Don Freed, 2020-10-02 Assessment of Communication Disorders in Adults Resources and Protocols Third Edition offers a unique combination of scholarly information invaluable resources and time saving protocols on assessment of communication disorders in adults Most resource books offer limited research and scholarly information thus making them unsuitable as textbooks for academic courses on assessment and diagnosis Similarly most traditional textbooks do not include practical easy to use and time saving resources and protocols that the practicing clinicians can readily use during assessment sessions By combining the strengths of traditional textbooks with newer assessment resources and protocols this one of a kind book offers a single comprehensive source that is suitable as a textbook and useful as a practical clinical resource This bestselling and trusted text Covers the full range of communication disorders in adults from aphasia to voice disorders Gives a comprehensive outline of basic assessment procedures Provides a set of protocols that are necessary to assess any communication disorder in adults Addresses the multicultural issues in assessing communication disorders in adults and offers an integrated assessment approach that includes the most desirable features of the traditional and several alternative approaches Contains two chapters for each disorder one on resources that offers scholarly and research background on the disorder and one on

resources that describes practical procedures and protocols that save preparation time and effort for the clinician New to the Third Edition Expanded emphasis and specific guidelines on making a correct differential diagnosis Latest research on the characteristics of communication disorders in adults Review of recent trends on diagnostic assessment with critical recommendations for students and clinicians Updated epidemiological research on communication disorders Revised text to offer more succinct information on assessment tools and diagnostic criteria The latest standardized and informal assessment instruments Student friendly step by step instructions on how to conduct initial interviews and share final assessment results with patients in each protocol chapter

Professional Communication in Speech-Language Pathology A. Embry Burrus, Laura B. Willis, 2020-05-20 In Professional Communication in Speech Language Pathology How to Write Talk and Act Like a Clinician Fourth Edition the authors introduce student clinicians to the various types of written and verbal communication they will encounter across three different clinical settings university clinics medical settings and public schools The text is written in a student friendly manner with appendices that provide examples of diagnostic and treatment reports data sheets and important acronyms in medical and school settings Chapters cover verbal interactions with families allied professionals and supervisors as well as written and verbal communication across the university medical and school settings Also included are scenarios written in the form of vignettes that address issues of ethics interviewing and procedures for managing protected health information New to the Fourth Edition New pedagogical features chapter learning outcomes and reflection questions References and content updated throughout to reflect the current state of research and evidence based practice Updated information regarding current requirements and policies for written documentation Expanded information regarding HIPAA and the ASHA Code of Ethics Expanded content regarding interacting with supervisors and generational differences Material on methods for improving writing and editing Numerous additional examples to further clarify the content and portions reorganized for greater flow of information Content has been edited to be more concise and reader friendly Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

**Institutional Report to the Pennsylvania Department of Education** Pennsylvania State University. College of Education, 1997

Speech-Language Pathology Assistants Jennifer A. Ostergren, Margaret Vento-Wilson, 2022-12-29 The third edition of the bestselling Speech Language Pathology Assistants A Resource Manual is an essential practical and easy to use resource for SLPAs and SLPA educators and their students The text defines the roles of SLPAs and their supervisors offering additional insight into the scope of practice of an SLPA per current American Speech Language Hearing Association ASHA recommendations and includes discussions strategies and examples of real world issues such as using augmentative and alternative communication AAC and working with individuals with autism spectrum disorder ASD Also included within the chapters are important factors and modifications that can enhance the effectiveness of treatment activities For example using behavioral principles and

incorporating play literacy and speech sound remediation into treatment or modifying the clinical interface to enhance group therapy dynamics for children and adults Initial chapters are devoted to specific aspects of an SLP's development such as chapters on ways SLPs can enhance clinical service through understanding of goals lesson plans data collection and note writing Likewise chapters on professional practice offer insight into ethical problem solving presenting a professional image developing mentoring relationships working with culturally and linguistically diverse populations and the use of self reflection for self improvement These chapters are followed by key principles for SLPs to incorporate in clinical services provided to specific populations and disorders New to the Third Edition Updated ASHA documents throughout including references to the new ASHA Speech Language Pathology Assistant Scope of Practice 2022 and Speech Language Pathology Code of Conduct 2020 New co author Margaret Vento Wilson brings years of experience in both professional and academic settings and adds a fresh perspective throughout Significant updates to Chapter 11 on using behavioral principles New contributing authors bringing relevant updates in the field of speech language pathology Speech Language Pathology Assistants A Resource Manual Third Edition is a key resource for enhancing skills and highlighting professional practice issues for clinical practicum training or future employment This is a text both SLPs and SLPA educators will want to have on their bookshelves

*Assessment of Communication Disorders in Children* M.N. Hegde, Frances Pomaville, 2021-03-01

*Assessment of Communication Disorders in Children Resources and Protocols* Fourth Edition offers a unique combination of scholarly information invaluable resources and time saving protocols on assessment of the full range of communication disorders in children including nonverbal or minimally verbal children Most resource books offer limited research and scholarly information thus making them unsuitable as textbooks for academic courses on assessment and diagnosis Similarly most traditional textbooks do not include practical easy to use and time saving resources and protocols that the practicing clinicians can readily use during assessment sessions By combining the strengths of traditional texts with newer assessment resources and protocols this one of a kind book offers a single comprehensive source that is suitable as a textbook and useful as a practical clinical resource This bestselling and trusted text Includes an extensive discussion of issues in using standardized tests along with detailed information on psychometric principles and offers a detailed discussion of alternative assessment approaches that minimize the problems inherent to standardized tests Describes a new comprehensive and integrated assessment approach that derives its strengths from the traditional as well as several alternative approaches Addresses the multicultural issues in assessing communication disorders in children and integrates culturally responsive assessment procedures into the assessment protocols Contains two chapters for each disorder one on resources that offers scholarly and research background and one on resources that describe practical procedures and protocols that save the clinician's preparation time New to the Fourth Edition A new section on the assessment of voice in transgender and gender diverse adolescents A new section on selective mutism in bilingual children included in alternative and integrated assessment

of ethnoculturally diverse children All normative tables placed in relevant chapter appendices for quick access The content has been updated throughout to reflect the current state of research Updated diagnostic features of all childhood communication disorders All protocols streamlined and edited for precision in book and on website Updated resources for commonly used assessment instruments and standardized tests now available on the companion website All defined and key terms are now bolded Simplified writing style and reduced redundancy for increased readability and comprehension

**Report Writing for Speech-language Pathologists** Grace Middleton,1992      **Essentials of Communication Sciences & Disorders** Paul T. Fogle,2022-02-25 Undergraduate students enrolled in Speech Language Pathology or Audiology programs need a broad overview of the modalities of humans communication as well as an understanding of communication disorders in adults and children such as disorders of articulation voice cognition fluency hearing impairments as well as the social and emotional effects on the patient and their family **Essentials of Communication Sciences Disorders** provides an accessible and engaging introduction for students new to communication and sciences disorders It covers foundational information about speech disorders in both children and adults as well as providing numerous key features to reinforce this learning Overall it provides a comprehensive overview of the profession as a whole      **Special Education** Dr. K.R. Jaya Chandran,2021-01-21 The book *Special Education Theories to Practice* is a source of guidance for quality services in special education and disability service management The concept of Special Education Inclusive Education different research theories of Inclusion of Disabilities Human Resource in disability rehabilitation Standard of Practice in Rehabilitation and the Process of quality services are the key areas discussed in this book The policies procedures purpose scope of services key performance indicators KPI professional practice strategies role of different professionals responsibilities and management of support services etc are eloquently explained in this book The book is crafted for teachers parents specialists schools and related institutions serving child development or in service of children with special educational needs      *Aphasia and Related Neurogenic Communication Disorders* Ilias Papathanasiou,Patrick Coppens,2021-06-03 *Aphasia and Related Neurogenic Communication Disorders* is designed for the graduate course on Aphasia Part 1 of the textbook covers aphasiology while part 2 addresses related disorders Overall the textbook offers an overview of aphasia and related neurogenic communication disorders by presenting important recent advances and clinically relevant information It emphasizes Evidence Based Practice by critically reviewing the pertinent literature and its relevance for best clinical practices Case studies in all clinical chapters illustrate key topics and a Future Directions section in each chapter provides insight on where the field may be headed The WHO ICF Framework is introduced in the beginning of the text and then reinforced and infused throughout      **Resources in Education** ,2000-04      **Handbook of Central Auditory Processing Disorder, Volume II, Second Edition** Gail D. Chermak, Frank E. Musiek,2013-11-06 Chermak and Musiek s two volume award winning handbooks are back in newly revised editions Extensively revised and expanded Volume II provides



expanded coverage of rehabilitative and professional issues detailing intervention strategies for children and adults Volume I provides comprehensive coverage of the auditory neuroscience and clinical science needed to accurately diagnose the range of developmental and acquired central auditory processing disorders in children adults and older adults Building on the excellence achieved with the best selling 1st editions which earned the 2007 Speech Language and Hearing Book of the Year Award the second editions include contributions from world renowned authors detailing major advances in auditory neuroscience and cognitive science diagnosis best practice intervention strategies in clinical and school settings as well as emerging and future directions in diagnosis and intervention Exciting new chapters for Volume II include Evidence Supporting Auditory Training in Children by Jeffrey Weihsing Gail D Chermak Frank E Musiek and Teri James Bellis School Polices Process and Services for Children with CAPD by Georgina T F Lynch and Cynthia M Richburg Historical Foundations Pioneers by James W Hall III and Anuradha R Bantwal Remediation of Spatial Processing Issues in CAPD by Sharon Cameron and Harvey Dillon The Dichotic Interaural Intensity Difference DIID Training by Jeffrey Weihsing and Frank E Musiek Considerations for the Older Adult Presenting Peripheral and Central Auditory Dysfunction by Gabrielle Saunders M Samantha Lewis Dawn Konrad Martin and M Patrick Feeney Case Studies by Annette E Hurley and Cassandra Billiet Clinical and Research Issues in CAPD by Jeffrey Weihsing Teri James Bellis Gail D Chermak and Frank E Musiek

**Handbook of Central Auditory Processing Disorder, Volume I, Second Edition** Frank E. Musiek, Gail D. Chermak, 2013-11-06

Chermak and Musiek's two volume award winning handbooks are back in newly revised editions Extensively revised and expanded Volume I provides comprehensive coverage of the auditory neuroscience and clinical science needed to accurately diagnose the range of developmental and acquired central auditory processing disorders in children adults and older adults Building on the excellence achieved with the best selling 1st editions which earned the 2007 Speech Language and Hearing Book of the Year Award the second editions include contributions from world renowned authors detailing major advances in auditory neuroscience and cognitive science diagnosis best practice intervention strategies in clinical and school settings as well as emerging and future directions in diagnosis and intervention Exciting new chapters for Volume II include Development of the Central Auditory Nervous System by Jos J Eggermont Causation Neuroanatomic Abnormalities Neurological Disorders and Neuromaturational Delays by Gail D Chermak and Frank E Musiek Central Auditory Processing As Seen From Dichotic Listening Studies by Kenneth Hugdahl and Turid Helland Auditory Processing Disorder An Intersection of Cognitive Sensory and Reward Circuits by Karen Banai and Nina Kraus Clinical and Research Issues in CAPD by Jeffrey Weihsing Teri James Bellis Gail D Chermak and Frank E Musiek Primer on Clinical Decision Analysis by Jeffrey Weihsing and Sam Atcherson Case Studies by Annette E Hurley The CANS and CAPD What We Know and What We Need to Learn by Dennis P Phillips

Cerebrovascular Survey Report Joint Council Subcommittee on Cerebrovascular Disease (U.S.), 1980

**Remote Online Language Assessment: Eliciting Discourse from Children and Adults** Natalia

Gagarina,Angel Chan,Wenchun Yang,2024-08-20 Being able to collect valid data is crucial for empirical science disciplines such as linguistics developmental psycholinguistics clinical psycholinguistics and speech and hearing sciences In recent years there has been an increasing use of digital devices for remote language assessments such as online elicitation of language samples apps for eliciting expressive and productive lexical abilities and online questionnaires With the ongoing COVID 19 pandemic still affecting many lives globally there have been numerous disruptions of face to face in person language assessments leading many researchers to conduct their language assessments online Despite the necessity of remote language assessments and the convenience they may bring to both assessors and assesseees the potential merits limits and problems of remote testing have not yet been systematically explored and understood This timely Research Topic seeks contributions that mobilize new evidence and or insightful and nuanced discussions to address questions such as can we control online testing so that it is as good as face to face in person testing and if so how Do we have evaluative evidence of such practices and if so how robust is the evidence What adaptations and concerns can and cannot be accommodated at the present time What opportunities are offered by recent technological advances Are there certain conditions in which online testing works better or worse Last but not least how do differences between offline in person language assessments and online remote assessments affect the results of testing The current topic has two main foci the first deals with the assessment of conversational discourse in general and narrative discourse in particular in both children and young adults Communicative competence at the discourse level has been considered an essential and ecologically valid component in language assessments of children and adults for three key reasons 1 this competence is crucial for an individual s everyday functioning and academic and social life 2 it provides information about an individual s socio cognitive and linguistic abilities and 3 it is a versatile test of language skills at the levels of content form use and their integration The second focus is on comparing the results elicited via in person assessments and remote online assessments This Research Topic welcomes empirical articles discussing new evidence perspective and opinion papers on issues at the conceptual methodological interface and methods articles presenting approaches that can offer opportunities for remote testing of developmental discourse supported by recent technological advances Potential themes may include but are not limited to comparisons of remote versus in person testing modes using a within participants research design learner variables such as age gender language status monolingual multilingual and clinical status typically developing children and adults children and adults with clinical conditions such as developmental language disorder autism spectrum disorder which may affect the efficacy of remote testing linguistic variables such as the use of referential and relational devices and mental state language which may be subject to more variations when being assessed remotely new methods that offer opportunities for the remote testing of developmental and adult discourse supported by recent technological advances articles addressing the same research question within developmental narrative discourse but using different i e either online or offline research methods

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