S: Mathew arrived on time with his mother, Kay. Overall, he attended well but became more distractible as the session progressed. Kay expressed concern over Mathew's hearing and reported that they are seeing an ENT. The home program plan was shared with Kay. She stated that she understood the steps of the home program, but due to time constraints she was not observed following the protocol.

O:
Mathew completed probes for word final /s/ and /z/, word initial /s/+stop and /s/+ nasal clusters, and phoneme word blending. The results are reported in the assessment report.

STO1.1: Matthew will imitate the sounds /s/ and /z/ in the final position of words ending in two consonants, with 80% accuracy (given at least 10 opportunities).
STO 1.3: In structured tasks in the clinic, Matthew will include the final sounds /s/ and /z/ when producing words ending with two consonant sounds, with 80% accuracy (given at least 10 opportunities).

Weekly target: /-ts/ in words

Sound targeted	Imitation	Spontaneous	Comments
Final /-ts/words	6/7 = 86%	2/2 =100%	Mathew dentalized the/s/ in final /-ts/ clusters. All /t/ + fricative sound was counted as correct.

A: Mathew was highly stimulable for production of final /–ts/ at the word level. He quickly imitated and then spontaneously produced several words ending in /ts/.

P:
•   Target final /ps/ in words next session.
•   Observe Kay administering home program tasks.

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Heather Moore, Ph.D., CCC-SLP
Speech-Language Pathologist

University of Oregon
Speech-Language-Hearing Center
PROGRESS RECORD
Session 2

Client: Matthew

Clinician: Heather Moore, PhD., CCC-SLP

S: Mathew's mother Kay reported that after 2 to 3 days of practicing Mathew was able to point to the correct picture card (out of a field of three) when presented with a segmented word. Mathew was restless but worked hard and was especially motivated by a marble maze activity.

O:
STO1.1: Matthew will imitate the sounds /s/ and /z/ in the final position of words ending in two consonants, with 80% accuracy (given at least 10 opportunities).
STO 1.3: In structured tasks in the clinic, Matthew will include the final sounds /s/ and /z/ when producing words ending with two consonant sounds, with 80% accuracy (given at least 10 opportunities).

Weekly target: /-ps/ in words

Sound targeted	Imitation	Spontaneous Production	Comments
/p/ in isolation	3/7 = 60%	1/1 = 100%	Consistent error of voicing /p/ as /b/
/s/ in isolation	0/4 = 0%	1/2 = 50%	All productions of /s/ were dentalized
/ps/ in isolation	4/7 = 57%	0/1 = 0%	Productions of /ps/ with dentalized /s/ were counted as correct
Final /-ps/words	6/19 =32%	4/9=44%	Productions of /ps/ with dentalized /s/ were counted as correct

STO 3.1: When provided with a segmented word, Matthew will correctly point the correct picture card (out of a field of two), with 80% accuracy (given at least 10 opportunities).

Matthew pointed to the correct card when provided with a word segmented into onset and ryhme in 9/9 opportunities = 100%

A: Matthew was able to consistently point to the correct picture when presented with minimal pair words ending in either /p/ or /ps/. He required continued prompting to produce /p/ in isolation without voicing it, but did not voice the /p/ in productions of /ps/ in isolation or at the word level. He dentalized the majority of /s/ phonemes both in isolation and in /ps/ clusters. Though he dentalized the /s/, he was stimulable for producing final/ps/ at word level.

P:
At the end of the session, the following recommendations were given to Matthew's parents:
- Practice /p/ in isolation
- Provide verbal cue to bring the tongue back when practicing /s/
- Give specific feedback for correct and incorrect sound productions

- Practice blending task with words segmented at individual phoneme level

Next session:
- Target final /-ks/ in words
- Continue to monitor use of home program.

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University of Oregon
Speech-Language-Hearing Center
PROGRESS RECORD
Session 3

Client: Mathew

Clinician: Heather Moore, PhD., CCC-SLP

S: Mathew's mother Kay reported that Mathew found it difficult to put /p/ and /s/ together during home practice in final /ps/ words. She mentioned that on one day, he stated that the sounds were too hard for him and he did not want to practice, but that one or two days later he agreed to practice again. Mathew's mother reported that his errors included dentalization of /s/, and voicing or omission of/p/.

O:
STO1.1: Matthew will imitate the sounds /s/ and /z/ in the final position of words ending in two consonants, with 80% accuracy (given at least 10 opportunities).
STO 1.3: In structured tasks in the clinic, Matthew will include the final sounds /s/ and /z/ when producing words ending with two consonant sounds, with 80% accuracy (given at least 10 opportunities).

Review: (sounds targeted in previous sessions):

Sound targeted	Previous Session Targeted		Current Session		
			Imitation	Spontaneous Production	Comments
Final /-ts/ words (previously targeted 4/8/14)	6/7 = 86%	2/2 =100%	1/1 = 100%	5/5* = 100%	* marked as correct production even through the final /s/ distorted (sounded dentalized)
Final /-ps/ words (previously targeted 4/15/14)	6/19 =32%	4/9=44%	3/3 = 100%	4/5* = 80%	marked as correct production even through the final /s/ distorted (sounded dentalized) Errors were due to /p/ deletion

Weekly target: /-ks/ in words
Baseline

Sound targeted	Imitation	Spontaneous Production	Comments
/-ks/ in words	0/4 = 0%	0/3 = 0%	Errors were due to /k/ deletion

Sound targeted	Imitation	Spontaneous Production	Comments
/k/ in isolation	7/7 = 100%	1/1 = 100%	

/s/ in isolation	2/9 = 22%	1/5 = 20%	Most productions of /s/ were dentalized
/-ks/ in isolation	4/12 = 33%	0/5 = 0%	Productions of /ks/ with dentalized /s/ were counted as correct Errors due to fronting of /k/ to /t/
Final /-ks/words	1/6 =16%	0/9=0%	Productions of /ks/ with dentalized /s/ were counted as correct Errors were due to deletion or fronting of /k/ to /t/

STO 3.1: When provided with a segmented word, Matthew will correctly point the correct picture card (out of a field of two), with 80% accuracy (given at least 10 opportunities).

Matthew pointed to the correct card when provided with a word segmented into individual phonemes in 5/5 opportunities = 100%

A: Matthew was able to consistently point to the correct picture when presented with minimal pair words ending in either /k/ or /ks/. He also produced an accurate /k/ consistently. His productions of /s/ in isolation became less dentalized after being given instruction on placement of his tongue. The final /-ks/ sound was difficult for Matthew to produce (he fronted the /k/ to /t/, but he was able to make some correct productions when imitating at the isolation level. Although the clinician attempted to get Matthew to practice making /k/ and /s/ with a pause between them, he continued to practice the sounds together.

P:
At the end of the session, the following recommendations were given to Matthew's parents:
- Continue to practice producing final /-ps/ words with cards at home
- Practice producing /-ks/ in isolation once per day, without offering a lot of correction
- Practice blending task with final /-ks/ words
- Support Matthew's understanding of 'front of mouth' and 'back of mouth'

Next session:
- Target final /-dz/ in words
- Continue to monitor use of home program.

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Heather Moore, Ph.D., CCC-SLP
Speech-Language Pathologist

S: Matthew's mother, Kay, emailed during the week to report that Matthew's hearing had been re-evaluated. Some bilateral loss was detected but the audiologist believes that it is not impacting Matthew speech development. Kay also reported that Matthew's foot was broken due to a fall that occurred last week. Matthew arrived for the session wearing a cast and was able to walk independently. At the beginning of the session, Kay reported that Matthew refused to work on the speech cards this week, but was willing to practice the /-ks/ sound during play with her. Matthew was more distractible than typical during the session and required redirection to attend. The assessment report was reviewed at the end of the session.

O:
STO1.1: Matthew will imitate the sounds /s/ and /z/ in the final position of words ending in two consonants, with 80% accuracy (given at least 10 opportunities).
STO 1.3: In structured tasks in the clinic, Matthew will include the final sounds /s/ and /z/ when producing words ending with two consonant sounds, with 80% accuracy (given at least 10 opportunities).

Review: (sounds targeted in previous sessions):

Sound targeted	Previous Session 4/22/14		Current Session		
	Imitation	Spontaneous Production	Imitation	Spontaneous Production	Comments
Final /-ts/ words	1/1 = 100%	5/5* = 100%	1/1 = 100%	5/5* = 100%	* marked as correct production even through the final /s/ distorted (sounded dentalized)
Final /-ps/ words	3/3 = 100%	4/5* = 80%	4/4 = 100%	2/5* = 60%	marked as correct production even through the final /s/ distorted (sounded dentalized) Errors were due to /p/ deletion
Final /-ks/ words	1/6 =16%	0/9=0%	5/5* = 100%	5/5* = 100%	* marked as correct production even through the final /s/ distorted (sounded dentalized) and

					there was a pause between the /k/ and /s/.

Weekly target: /-gz/ in words

Sound targeted	Imitation	Prompted	Spontaneous Production	Comments
/g/ in isolation	6/10 = 60%	6/10= 60%	2/10 = 20%	Incorrect productions were consistently /k/ for /g/ substitutions. Responded well to cuing to "turn on voice".
/z/ in isolation	1/14 = 7%	0/0	0/0	1 production after multiple prompts to start /s/ sound and "turn on voice"
Final /gz/words				Not targeted because Matthew had difficulty producing /z/ in isolation. Matthew did spontaneously produce words with two final consonant sounds (typically /k/ + fricative).

STO 3.1: When provided with a segmented word, Matthew will correctly point the correct picture card (out of a field of two), with 80% accuracy (given at least 10 opportunities).

Matthew pointed to the correct card when provided with a segmented words in 5/6 opportunities = 83%

A: Matthew was able to consistently point to a picture when presented with a word that has been segmented. If more opportunities had been provided, he may have met criteria for STO 3.1. Compared to the previous session, Matthew improved his ability to spontaneously produce words that end in /ts/ and /ks/, but decreased his ability to spontaneously produce /ps/ at the end of words. He continues to distort the final /s/ sound. Today's target final /gz/ in words was not targeted because Matthew required verbal prompting to produce the /g/ sound in isolation and was only stimulable for /z/ on one occasion.

P:
At the end of the session, the following recommendations were given to Matthew's parents:
* Practice /z/ in isolation
* Practice saying words with final /g/
* Find minimal pair words for final /g/ and final /k/

Next session:
* Target final /-dz/ in words

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Heather Moore, Ph.D., CCC-SLP
Speech-Language Pathologist