University of Oregon
Speech-Language Hearing Center
Individual Treatment Plan/Progress Summary
Spring 2014

Client: Matthew   **Clinician:** Heather Moore, PhD., CCC-SLP
Date: 6/11/14

BACKGROUD INFORMATION

This was Matthew's first term at the University of Oregon Speech Language Hearing Center (UOSLHC). Matthew attended 8 out of 8 individual, 50-minute treatment sessions. Therapy focused on improving phonological and pre-literacy skills in the clinic and at home.

Matthew's hearing was recently evaluated by XX, audiologist. The assessment indicated that Matthew is demonstrating a low frequency hearing loss. Bone conduction testing was within normal limits and no middle ear fluid was present, indicating possible middle ear dysfunction. Dr. X, an otolaryngologist, reviewed the assessments and determined that no further action was required at the current time. Matthew's parents have decided to pursue a second opinion with Dr. Katherine Swem (audiologist) and have an evaluation scheduled in July, 2014.

Matthew attends the "4's" class at X School and will be transitioning to kindergarten in the fall. He receives speech services, from X, and special education support, from X, as part of his Individual Family Service Plan (IFSP) through Early Childhood CARES. Matthew lives with his mother, father, and 8-year-old sister. He enjoys playing with Legos, Teenage Mutant Ninja Turtles, art projects, playing games, and reading books.

CURRENT EVALUATION RESULTS

Two speech sound probes were administered before and after this therapy term.

Speech-Sound Probe	Pre-Treatment 3/2014		Post-Treatment 6/2014	
	Number Correct/ Number Possible	Percentage Correct	Number Correct/ Number Possible	Percentage Correct
final consonant + /s/ or /z/ This probe contained words ending in a consonant + /s/ (such as "bats") and consonant + /z/ (such as "cabs"	4/40	10%	37/40	93%
prevocalic voicing probe This probe contained words with sounds that are not voiced, including /t/ (as in "top"), /p/ (as in "pop") and /k/ (as in "can").	1/24	4%	7/24	29%

To evaluate Matthew's early literacy skills, two probes were administered before and after this therapy term.

Early Literacy Probe	Pre-Treatment 3/2014		Post-Treatment 6/2014	
	Number Correct/ Number Possible	Percentage Correct	Number Correct/ Number Possible	Percentage Correct
Initial Sound Identification	4/8*	50%	16/16	100%
Blending	0/12	0%	9/12	75%

SUMMARY OF PROGRESS:

Long Term Goal (LTG)1: Matthew will correctly produce the sounds /s/ and /z/ in the final position of words ending in two consonants (such as "bats" and "dogs"), as determined by a score of at least 80% correct on a single-word probe containing 40 words. *Approach*: Metaphonological Cycles Approach

> *Status*: Goal Met. Post-testing indicated 93% accuracy.

> **Short-Term Objective 1.1**: Matthew will imitate the sounds /s/ and /z/ in the final position of words ending in two consonants, with 80% accuracy.
> > *Status*: Objective met for final /-ts/, /-ps/, and /-ks/. In progress for final /gz/ (50% accuracy).

> **Short-Term Objective 1.2**: When provided with a verbal prompt (such as "add the /s/ sound"), Matthew will include the final sounds /s/ and /z/ when producing words ending with two consonant s, with 80% accuracy.
> > *Status*: Objective met for final /-ts/, /-ps/, and /-ks/. In progress for final /gz/ (50% accuracy).

> **Short-Term Objective 1.3**: In structured tasks in the clinic and at home, Matthew will include the final sounds /s/ and /z/ when producing words ending with two consonant sounds, with 80% accuracy.
> > *Status*: Objective met for final /-ts/, /-ps/, and /-ks/. In progress for final /gz/ (50% accuracy).

Long Term Goal (LTG) 2: Matthew will correctly produce voiceless consonants (such as /t/, /p/, and /k/) in the initial position of words (such as "pig", "top" or "cat"), as determined by a score of at least 80% correct on a single-word probe containing 24 words. *Approach*: Metaphonological Cycles Approach

Status: In progress. Post-testing indicated 29% accuracy (7/24 correct), including initial /t/ (50% accuracy), initial /p/ (13% accuracy), and initial /k/ (25% accuracy).

> **Short-Term Objective 2.1**: Matthew will correctly imitate voiceless consonants in the initial position of words, with 80% accuracy (given at least 10 opportunities).
> > *Status*: Initial /t/ in words objective met on 5/20/14. Initial /p/ in words (30% accuracy) and initial /k/ in words (71%) in progress.

Short-Term Objective 2.2: When provided with a verbal prompt (such as "turn off your voice"), Matthew will produce voiceless consonants in the initial position of words, with 80% accuracy (given at least 10 opportunities).
    Status: Initial /t/ in words objective met on 5/20/14. Initial /p/ in words (no data) and initial /k/ in words (50%) in progress.

Long Term Goal (LTG) 3: When provided with a segmented word (such as "c-a-t-s"), Matthew will blend the word correctly ("cats"), as determined by a score of at least 80% correct on a probe containing 12 words. *Approach*: Metaphonological Cycles Approach

Status: In progress. Post-testing indicated 75% accuracy. Matthew had more difficulty with words beginning with the nasal sounds /m/ and /n/.

    Short-Term Objective 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).
        Status: Objective met on 4/29/14.

    Short-Term Objective 2.2: When provided with a segmented word, Matthew will correctly point the correct picture card (out of a field of two) and imitate the blended word, with 80% accuracy (given at least 10 opportunities).
        Status: Not targeted.

    Short-Term Objective 2.3: When provided with a segmented word, Matthew will correctly point the correct picture card (out of a field of two) and independently say the blended word, with 80% accuracy (given at least 10 opportunities).
        Status: Not targeted.

COMMENTS AND IMPRESSIONS
Matthew worked very hard during therapy sessions this term and made significant progress on his speech production skills. His parents also contributed to his progress by completing home practice sessions with Matthew on a daily basis. Matthew is now producing the sounds /s/ and /z/ in the final position of single words ending in two consonants (such as "bats" and "dogs") with consistent accuracy during targeted speech sessions at home and in the clinic. He is also able to produce these words at the end of phrases during speech sessions at home and in the clinic. Matthew has also begun to more consistently produce voiceless (p, t, k) speech sounds in the beginning of words during speech sessions at home and in the clinic, when provided with verbal cuing (such as "voice off"). Matthew is consistently blending simple words during home practice and in all words in the clinic except those beginning with /n/ and /m/.

RECOMMENDATIONS
Speech-language therapy is recommended 50 minutes/ 1 time per week this summer. A meta-phonological approach should continue to be utilized to address both speech sound and early literacy skills with a home program to ensure daily practice of targeted skills.

The home program should focus on the following goal and corresponding objectives:

Long-term goal (LTG) 1: During conversational speech, Matthew will correctly produce the sounds /s/ and /z/ in the final position of words ending in two consonants (such as "bats" and "dogs"), as determined at least 80% correct production during a structured conversation sample (assuring at least 25 opportunities) collected at the beginning of Fall term 2014. *Approach*: Metaphonological Cycles Approach through home program only.

> Short-term objective (STO) 1.1: Matthew will spontaneously produce the sounds /s/ and /z/ in the final position of words ending in two consonants in varying positions in sentences with 50% accuracy, per a probe taken every therapy session.

> Short-term objective (STO) 1.2: Matthew will spontaneously produce the sounds /s/ and /z/ in the final position of words ending in two consonants in varying positions in sentences with 80% accuracy, per a probe taken every therapy session.

The in-clinic therapy program should focus on the following goals and objectives:

LTG 2: Matthew will correctly produce voiceless consonants (such as /t/, /p/, and /k/) in the initial position of words (such as "pig", "top" or "cat"), as determined by a score of at least 80% correct on a single-word probe containing 24 words collected the last session of summer term. *Approach*: Metaphonological Cycles Approach

> STO 2.1: Matthew will correctly imitate voiceless consonants in the initial position of words, with 80% accuracy (given at least 10 opportunities).

> STO 2.2: When provided with a verbal prompt (such as "turn off your voice"), Matthew will produce voiceless consonants in the initial position of words, with 80% accuracy (given at least 10 opportunities).

> STO 2.3: In structured tasks in the clinic and at home, Matthew will correctly imitate voiceless consonants in the initial position of words with 80% accuracy (given at least 10 opportunities).

LTG 3: When provided with a word (such as "cats"), Matthew will segment the word correctly ("c-a-t-s"), as determined by a score of at least 80% correct on a probe containing 12 words. *Approach*: Metaphonological Cycles Approach

> STO 3.1: When provided with a word, Matthew will imitate all of the segmented sounds with 80% accuracy (given at least 10 opportunities).

> STO 3.2: When provided with a word, Matthew will spontaneously segment the first sound and then imitate all of the rest of the sounds with 80% accuracy (given at least 10 opportunities).

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Speech-Language Pathologist