

Lesson Plan

Client: Matthew

Clinician: Heather Moore, Ph.D., CCC-SLP

Session 1

List Long-Term Goals and Short-Term Objectives (abbreviate if appropriate). Add additional LTGs and STOs as needed:

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.	LTG 2: Matthew will correctly produce voiceless consonants (such as /t/, /p/, and /f/) in the initial position of words (such as "pig", "top" or "fish"), as determined by a score of at least 80% correct on a single-word probe containing 24 words.	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.
STO 1.1: 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 1.2: 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 sounds, with 80% accuracy (given at least 10 opportunities). STO 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 (given at least 10 opportunities).	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 include voiceless consonants in the initial position of words with 80% accuracy (given at least 10 opportunities).	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). STO 3.2: 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). STO 3.3: 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).

List Treatment Approach(es):

<i>STO/ Targeted sound</i>	<i>Expected Outcome for Today's Session</i>	<i>Agenda: Activity/Time</i>	<i>Measurement</i>	<i>Instructions for Client & Step-up/Step-down Plan</i>	<i>Materials</i>
		Briefly go over agenda with Kay in the waiting room. Take Kay to observation room			
LTG: 1	Pre-treatment assessment	Initial and final s-cluster probes			Probes Protocols Pencil PowerPoint and computer
1.1 final /ts/	50% in imitation	Minimal pairs, plurals words ending with /ts/ vs. singular words ("bat" vs. "bats") (plus "cuts"/"cut"). <ul style="list-style-type: none"> Matthew will point to the correct picture when the word is said. 	5 targeted words (taken from treatment plan, % correctly imitated)	Step-down: /s/ in isolation Step-up: STO 1.2	Picture cards Data sheet

<i>STO/ Targeted sound</i>	<i>Expected Outcome for Today's Session</i>	<i>Agenda: Activity/Time</i>	<i>Measurement</i>	<i>Instructions for Client & Step-up/Step-down Plan</i>	<i>Materials</i>
		<ul style="list-style-type: none"> Matthew will imitate words ending in /ts/ 			
	Pre-treatment assessment	Blending probe			Probe Protocol Pencil
		Review goals for the term with Kay			
1.1 and 3.1 final /ts/ words	Kay will understand home program	Teach Home Program for the week <ul style="list-style-type: none"> Describe home program and check for understanding Watch Kay do all 3 tasks with Matthew 			Home Program Picture cards

Matthew's Home Program
Week 1

Please do the following activities 1-2 times a day at least 5 days this week.

Goals for the week:

- Matthew will listen and identify pictures of words that end in -ts.
- Matthew will correctly point to pictures when given a word segmented verbally, such as b-a-t-s

Important: This weeks activities do not require Matthew to talk. We'd like both you and Matthew to get familiar with the activities before we require him to try new speech sounds.

Step 1: Introducing the cards.

Lay each pair of cards (e.g., "bat" and "bats") on the table and say the word while you point to the associated picture. You can skip this step after a few days, when you are sure that he knows all the words/pictures.

Step 2: Discriminating between matched pairs.

Put a matching pair (e.g. "cut" and "cuts") on the table and randomly say one of the words and ask Matthew to point to the correct picture. Say, "which word is _____?". If he gets it correct, congratulate him. If he's incorrect, point to the correct card and say the word again, exaggerating the final sound. You may also explain why this is the correct card (for example, "this is the picture of **bats**" because there are lots of **bats**. This is the picture of just one **bat**")

Step 3: Blending

Blending the onset of a syllable (the consonants before the vowel) with the rhyme of a syllable (the vowel and any following consonants).

1. Put any two cards face up on the table (not pairs).
2. Tell Matthew: ***I'm going to say a word one part at a time. I want you to put the parts together and point to the right card.***
3. Segment the words into their onset/rhyme (such as "b-at", "c-ats", "c-uts")
4. If Matthew points to the correct card, congratulate him. If not, say the sounds again to give him a second try and then point to the correct picture.

Once Matthew can consistently do onset-rhyme, you can try blending individual sounds

Blending individual sounds in a word

1. Put any two cards face up on the table (not pairs).
2. Tell Matthew: *I'm going to say a word one part at a time. I want you to put the parts together and point to the right card.*
3. Segment the words into individual sounds (such as "b-a-t", "c-a-t-s", "c-u-t-s")
4. If Matthew points to the correct card, congratulate him. If not, say the sounds again to give him a second try and then point to the correct picture.

University of Oregon
Speech-Language-Hearing Center
PROGRESS RECORD
Session 1

Client: Matthew

Clinician: Heather Moore, PhD., CCC-SLP

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.

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