

## Lesson Plan

**Client:** Matthew

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

**Session 3**

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

**List Treatment Approach(es):**

<i><b>STO/ Targeted sound</b></i>	<i><b>Expected Outcome for Today's Session</b></i>	<i><b>Agenda: Activity/Time</b></i>	<i><b>Measurement</b></i>	<i><b>Instructions for Client &amp; Step-up/Step-down Plan</b></i>	<i><b>Materials</b></i>
		Go over agenda with Kay in waiting room			
1.3 and 3.3	90% spontaneous production of /ts/ 60% spontaneous production of /ps/ 60% blending segmented word	Review previously targeted words and test blending progress	Measure /ps/ and /ts/ spontaneous production Measure ability to point to segmented word	None- testing	data sheet /ps/ and /ts/ cards

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	Traces "s" and says /s/- /s/ in isolation 100% Traces "k" and says /k/- /k/ in isolation 50%	Letter sound correspondence Choice of shaving cream or white board	Measure /k/, /s/, and in isolation	<b>Step-down</b> Ideas to help /k/ production Verbal cue- make sound in the back of your throat Visual cue- pointing to neck Tactile cue- feeling throat for voice-on/voice-off Ideas to help /s/ production Verbal cue- move tongue back from lips Visual cue- finger moving away from mouth to show long sound Tactile- n/a <b>Step-up</b> Try putting /ks/ together in combination	data sheet shaving cream White board
1.1 final /ks/	Matthew will listen and 50% imitation with max prompting/cueing just targeting correct production of final /s/	Introduce new cards and point out /k/ and /s/ at the end	5 targeted words (taken from treatment plan, % correctly imitated)	<b>Step- Down</b> Break sounds apart word + s Continue to remind placement of final /k/  <b>Step-up</b> STO 1.2- no cuing/prompting	
1.1 final /ks/	60% in imitation	Choice of Train track or Marble set <ul style="list-style-type: none"> <li>Minimal pairs, plurals words ending with /ps/ vs. singular words ("top"/"tops") Matthew will point to the correct picture.</li> <li>Matthew will imitate words ending in /ps/ before taking his turn.</li> </ul>	5 targeted words (taken from treatment plan, % correctly imitated)	<b>Step- Down</b> Break sounds apart word + s Continue to remind placement of final /k/  <b>Step-up</b> STO 1.2- no cuing/prompting	Train track, Marble set Picture cards Data sheet

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3.1	80% accuracy pointing to segmented words that end in -ks	Blending cards from last week <ul style="list-style-type: none"> <li>Discuss progress with Kay</li> <li>Watch Kay (if time)</li> </ul>	% correct	<b>Step down:</b> point to the correct card and imitate (3.2) Step-up: n/a (don't want to demonstrate more than what we want Kay to do at home)	Data sheet Picture cards
3.2		Go over home program and have Kay practice (if time)			Home Program sheet

Matthew's Home Program  
Week 3

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 -ks.
- Matthew will correctly point to pictures when given a word segmented verbally, such as l-o-ck-s, and then imitate the word

Step 1: Introducing the cards.

Lay each pair of cards (e.g., "duck"/"ducks") 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. "pup" and "pups") 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 "pups" because there are lots of pups. This is the picture of just one pup")

Step 3: Blending

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 "l-o-ck-s" and "d-u-ck-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.
5. Name the picture and then ask Matthew to imitate the word for you. Such as "tops, can you say it?".
  - a. If he says it correctly, say "I like the way you put /s/ on the end, good job!"
  - b. If he says it incorrectly, say "I didn't hear the /s/ at the end, try again"

**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