

## Lesson Plan

**Client:** Matthew

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

**Session 2**

**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 &amp; Step-up/Step-down Plan</i>	<i>Materials</i>
		Go over agenda with Kay in waiting room			
	Pre-treatment assessment	Prevocalic voicing probe			Probe Protocol Pencil PowerPoint and computer
	Traces “s” and says /s/-/s/ in isolation 100% Traces “p” and says /p/-	Letter- sound correspondence activity Choice of shaving cream or white board	Measure /p/, /s/, and /ps/ in isolation for information purposes only		data sheet Shaving cream White board, markers

<b>STO/ Targeted sound</b>	<b>Expected Outcome for Today's Session</b>	<b>Agenda: Activity/Time</b>	<b>Measurement</b>	<b>Instructions for Client &amp; Step-up/Step-down Plan</b>	<b>Materials</b>
	/p/ in isolation 100% traces "p" and "s" and says /ps/- /ps/ 100%				
1.1 final /ps/	Matthew will listen 80% imitation with max prompting/cu ing	Introduce new cards and point out /p/ and /s/ at the end	5 targeted words (taken from treatment plan, % correctly imitated		Cards
1.1 final /ps/	60% in imitation	Marble Maze <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	Step-down: /s/ in isolation Step-up: STO 1.2	Marble Maze, Picture cards Data sheet
3.1	80% accuracy onset-rhyme	Blending cards from last week <ul style="list-style-type: none"> <li>Discuss progress with Kay</li> <li>Watch Kay</li> </ul>	% correct	Step down: point to the correct card Step-up: n/a (don't want to demonstrate more than what we want Kay to do at home)	Data sheet Picture cards from last week (get from Kay)
3.2		Go over new home program and have Kay practice (if time)			Home Program sheet

Matthew's Home Program  
Week 2

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 -ps.
- Matthew will correctly point to pictures when given a word segmented verbally, such as b-a-t-s, and then imitate the word

Step 1: Introducing the cards.

Lay each pair of cards (e.g., “top” and “tops”) 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 “**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 ending in /ps/ (tops, pups, cups, hops, wipes) face up on the table.
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 “t-ops”, “c-ups”, “h-ops”)
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 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”

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 “t-o-p-s”, “c-u-p-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 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 rhyme 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 stimuable 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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Speech-Language Pathologist