**Activity 24: Write a lesson plan \ Out-of-Class Assignment #2**

**Clinician Name: Points:**

(Scoring Rubric at end of this document)

Write a lesson plan for Matthew’s fourth session (on the next page). You may use the lesson plans for sessions 2-3 as guides. Be as creative as you can be, thinking about what might motivate Matthew, but please do not use the same materials that the therapist used in sessions 1-3 (you can use the picture cards that were previously used). You should make sure that you:

* Review/ probe for all the previously targeted sounds (using picture cards) at the beginning of the session.
* Teach the letter sounds for the new targeted sounds - /gz/.
* Have Matthew practice his new target sounds (/gz/) in words. Pick 5 words that end with /gz/ (with corresponding minimal pair words) and make sure they are included in the plan. You should pick words that are easily pictured and are likely to be in Matthew’s vocabulary.
* Make sure you think of step-up/step-down activities, as appropriate.
* Meet with Matthew’s parents at the end of the session to:
  + Discuss progress since the last session. Last session the following was recommended 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’
  + Watch Matthews parents do the blending task with Matthew (take data).
  + Go over the next week’s home program (you don’t need to write out a home program sheet, but make sure it is clear on the lesson plan what would be included in the home program for the week)

**List Long-Term Goals and Short-Term Objectives**

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| 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). |

**Lesson Plan**

**Client**: Matthew **Session 4**

| ***STO*** | ***Expected Outcome for Today’s Session*** | **Agenda:**  **Activity/Time** | ***Measurement*** | ***Instructions for Client &***  ***Step-up/Step-down Plan*** | ***Materials*** |
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**Assignment #2: Lesson Plan**

**Scoring Rubric**

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| **Component** | **Possible Points** |
| Column 1: Indicated STOs and Target Sounds | **2** |
| Column 2: Indicated appropriate targets for Lesson 4 | **2** |
| Column 3: Includes estimated time/minutes for task completion | **1** |
| Column 3: Activities are appropriate and motivating for client. | **4** |
| Column 4: New target words are specified. Words are appropriate for client | **2** |
| Column 5: Includes at least one step-up and two step-down options for instructing new target. | **3** |
| Column 6: Materials are listed and match the activity described in column 3 | **2** |
| Writing: No spelling errors | **1** |
| Submitted on time (1 pt. deducted for each day late) | **1** |
| **TOTAL Points:** 18 possible points |  |