Assignment #4: SOAP Note Writing

* Using the information provided below, write a SOAP note for session 5. Prepare the SOAP note in a separate document and upload to Canvas.
* Prepare for this assignment by reviewing SOAP notes from previous sessions and reviewing your class notes on SOAP notes and clinical writing.
* Look at the information listed below.
  + First determine whether the information belongs in the SOAP note for lesson 5.
  + If the information should be included in the SOAP note, determine in which section it belongs.
  + Correct any factual errors.
  + Do not just cut and paste the information into a SOAP format. Edit the information for clarity, grammar, spelling, punctuation and clinical writing style.
  + Use a narrative and table to display data in the O section.
  + Proofread before submitting.
  + A scoring rubric is at the end of this document.

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| Matthew had a really hard time trying to say a voiceless /p/ sound in the beginning of words and needed a whole lot of prompting to get the sound in the beginning of words. |
| Target initial /t/ in words to address postvocalic voicing. |
| Matthew arrived to the session on time accompanied by his father. |
| Matthew has a sister. |
| Work on initial /p/-/b/ minimal pairs, by having Matthew point to the correct card (Matthew doesn’t have to say the word) |
| Matthew got a lot better at saying the final stop + frikative when spontaneously saying words that end in /gz/, but continued to have the tendency to devoice these sounds by substituting /ts/ or /ks/. |
| Matthew had difficulty hearing the difference between voiced /b/ and voiceless /p/ both in isolation and in the beginning of words. |
| Matthew’s mom asked about his pronoun substitutions (saying me/I and her/she). The clinician and parent discussed ways of providing feedback to Matthew. |
| During the past week, Matthew practiced /z/ and /k,g/ minimal pair words (that his mom made). |
| Matthew wasn’t cooperative, especially as the session went on. |
| The /p/ phoneme was introduced to address the phonological pattern of prevocalic voicing. Following instruction and modeling, Matthew produced /p/ in isolation with 100% accuracy. Independent production of /p/ in the beginning of words was 0% accuracy; however when imitating a segmented model (p-ear) he reached 70% accuracy. |
| Matthew was adopted from China. |
| Matthew had a hurt foot and this could have played a role in his distraction |
| Continue to practice minimal pair words that end with /g-k/ |
| He needed prompting to initially say the /p/ sound in isolation, but then was able to produce it spontaneously in rapid succession. |
| Lesson 5 data: all spontaneous productions  Final /ts/ words 100%  Final /ps/ words 100%  Final /ks/ words 100% for /s/ with occasional substitutions of t/k  Final /gz/ words 0% (devoiced all stop+fricative and often fronted /g/ to /t/). |
| Lesson 4 data: all spontaneous productions  Final /ts/ words 100%  Final /ps/ words 60% with distorted /s/  Final /ks/ words 100% (often substitutes /ts/ for ks) |

**Scoring Rubric**

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| Component | Possible Points |
| Header with client, clinician, date | 1 |
| Information placed in correct sections | 4 |
| Information is accurate. More than 2 inaccuracies = 0 | 2 |
| Narrative and table describing data is easy to read and accurate | 4 |
| Spelling is correct. More than 2 spelling errors = 0 | 2 |
| Punctuation and grammar are correct. More than 2 errors= 0 | 2 |
| Clinical writing style. More than 2 edits = 0. | 2 |
| Submitted on time (1 pt. deducted for each day late) | 1 |
| **TOTAL Points:** 18 Possible Points |  |