CALIFORNIA STATE UNIVERSITY, EAST BAY
DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES
NORMA S. AND RAY R. REES SPEECH, LANGUAGE AND HEARING CLINIC

Semester Treatment Plan

Spring 20___

Client: C.J.   **Age:** 5;8
Date of Birth: 7/24/2012   **Supervisor:** Jenny Rosenquist, M.A., CCC-SLP
Student Clinician: PD
Period Covered: 04/02/2017 to __/__/__   (# sessions this quarter)
                                                                       (# cancellations)
                                                                       (total # sessions to date at this clinic)

I. History and Presenting Concerns

CJ is a 5;8 month old boy with current diagnoses of mild expressive language delay and mild-moderate phonological disorder, based on assessment at the CSUEB Rees Clinic on 3/15/17. These results generally corroborate previous findings from a Lucille Packard Children's Hospital assessment in 12/2016. Following that assessment, CJ received weekly therapy at Lucille Packard from 1/2017-3/2017, with good progress reported by parent in the areas of increased utterance length and responses to questions, and to a slightly lesser degree, in his production of liquids in initial word position. Medical and developmental histories are unremarkable. His parents expressed concerns regarding reduced intelligibility of approximately 40% to unfamiliar people due to his speech and language delays, and are interested in CJ gaining as much skill as possible before starting Kindergarten in the Fall. This was his first semester of therapy at the CSUEB Rees Clinic.

II. General Behavior Description

CJ attended the initial therapy session accompanied by both parents, and despite little verbal initiation, he appeared eager to play with the available toys, and indicated that he knew he was here to "work on my sounds". His speech was approximately 75% intelligible to an unfamiliar listener in a known context, and reflected liquid gliding, cluster reduction in the context of /s/ and /l/ blends only, and deaffrication, with an otherwise intact phonetic inventory. His attention to both structured and unstructured activities was very good, and although he transitioned well between tasks, he often impulsively tried to obtain a new activity before the previous activity was put away. Spontaneous language was limited in the first 2 sessions, but increased once he appeared more comfortable, typically reflecting 3-6 word utterances and a calculated MLU 4.3. Spontaneous utterances contained occasional syntax and morphological errors (e.g., "You wanna go next?", " The boy jump...him jump far! wow!", "Him got 3 shoes?", "That lady is sleeping", "What does (is) that girl doing?"). While receptive and pragmatic language were generally intact, CJ had some difficulty following play-based directions containing more advanced spatial concepts. Areas of strength include attention, task vigilance, breadth of communicative functions and responsiveness to instruction.

III. Terminal Objectives, Baseline and Task Sequences

Given client's performance at the beginning of the semester, the following objectives were designed for the Spring 2017 semester:

Terminal Objective #1
In conversation, client will independently produce a 4+ word sentence containing 2 regular past tense forms, in 8/10 trials x 2 consecutive sessions.

Baseline:
While watching a clip from a cartoon, CJ produced a past tense verb form at the 1-2 word phrase level in 4/10 trials given a verbal cue. Errors typically reflected use of regular present tense verb forms.

Task Sequence:
    A. Given a picture or action stimulus, client will produce a past tense verb form at the 1-2 word phrase level in 8/10 trials given a verbal cue, x 2 consecutive sessions.
    B. Given a picture or action stimulus, client will independently produce a past tense verb form at the 2 word phrase level in 8/10 trials, x 2 consecutive sessions.
    C. Given a picture or action stimulus, client will produce a 4+ word sentence containing 2 regular past tense forms, in 8/10 trials given 1 verbal cue x 2 consecutive sessions.
    D. In conversation, client will produce a 4+ word sentence containing 2 regular past tense forms, in 8/10 trials given 1 verbal cue x 2 consecutive sessions.
    E. E. TO #1.

Terminal Objective #2
Given a picture stimulus, client will independently produce a 3-4 word phrase or sentence containing 2 CCV or CCVC /s/ cluster words, in 8/10 trials, x 2 consecutive sessions.

Baseline:
Given a picture stimulus, client produced an /s/ cluster in 3/10 trials given a gestural cue and 2 verbal cues. Errors consistent with cluster reduction, with occasional attempts at self correction.

Task Sequence:
    A. During picture naming, client will produce an /s/ cluster in a CCV word in 8/10 trials given a gestural cue and 2 verbal cues, x 2 consecutive sessions.
    B. During picture naming, client will independently produce an /s/ cluster in a CCV word in 8/10 trials, x 2 consecutive sessions.
    C. During picture naming, client will produce an /s/ cluster in a CCVC word in 8/10 trials, given 1 verbal cue, x 2 consecutive sessions.
    D. Given a picture stimulus, client will produce a carrier phrase with a CCV or CCVC /s/ cluster word given 1 verbal cue, in 8/10 trials, x 2 consecutive sessions.
    E. TO #2

Terminal Objective #3
During unstructured play or during book reading, client will independently produce a subjective pronoun (i.e., he, she, they) at the 3+ word sentence level in 8/10 trials x 2 consecutive sessions .

Baseline:
While watching a video, client produced a sentence containing a subjective pronoun in 6/10 trials with 2 verbal cues. Errors reflected omission or use of objective pronoun form.

Task Sequence:
    A. During structured play, client will sort figurines by stated gender and pronoun in 8/10 trials given a verbal cue, x 2 consecutive sessions.
    B. During structured play with figurines, client will produce a subjective pronoun (i.e., he, she, they) at the word level in 8/10 trials with 1 verbal cue, x 2 consecutive sessions
    C. During structured play with figurines, client will produce a subjective pronoun (i.e., he, she, they) at the 2-3 word phrase or sentence level in 8/10 trials with 1 verbal cue, x 2 consecutive sessions
    D. During unstructured play with a variety of gender specific and non-specific items, client will independently produce a subjective pronoun (i.e., he, she, they) at the 2-3 word phrase or sentence level in 8/10 trials x 2 consecutive sessions
    E. E. TO #3

Terminal Objective #4
Given manipulatives, client will independently follow a one-step direction containing the spatial prepositions *next to* and *between* in 5/6 trials each, x 2 consecutive sessions

Baseline:
Given several manipulatives, client followed a one-step direction containing the spatial prepositions next to, behind, in front of and between in 2/5, 3/5, 1/5 and 2/5 trials, respectively.

Task Sequence:
    A. Given manipulatives, client will follow a one-step direction containing the spatial prepositions *behind* and *in front of* in 5/6 trials each, given 1 verbal cue x 2 consecutive sessions.
    B. During structured play, client will independently follow a one-step direction containing the spatial prepositions *behind* and *in front of* in 5/6 trials each, x 2 consecutive sessions.
    C. Given manipulatives, client will follow a one-step direction containing the spatial prepositions *next to* and *between* in 5/6 trials each, given 1 gestural cue and 1 verbal cue, x 2 consecutive sessions.
    D. Given manipulatives, client will independently follow a one-step direction containing the spatial prepositions *next to* and *between* in 5/6 trials each, x 2 consecutive sessions
    E. TO #4

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