

**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 Summary

Summer 2021

Client: C.J.

Age: 5;11

Date of Birth: 8/24/2015

Supervisor: Jenny Rosenquist, M.A., CCC-SLP

Student Clinician: Mary Brown

Period Covered: 06/21/2021 to __/__/__

(# sessions this quarter)

(# cancellations)

(total # sessions to date at this clinic)

I. History and Presenting Concerns

CJ is a 5;11 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 4/15/21. These results generally corroborate previous findings from a Lucille Packard Children's Hospital assessment in 12/2020. Following that assessment, CJ received weekly therapy at Lucille Packard from 1/2021-3/2021, 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 first grade 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, a MLU 4.3, and with 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 and Progress Summary

Given client's performance at the beginning of the semester, the following objectives were designed for the Summer 2021 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 consisted of omission of the past tense morpheme.

Progress: Goal almost met. This goal was designed to increase the client's use of an age expected morphological marker and his MLU. In initial sessions, therapy incorporated many simple picture books, as these generated a significant amount of interest and spontaneous language. Despite frequent errors of using the regular verb tense instead of an age expected regular past tense form, C was quickly responsive to verbal cues (i.e., "remember, it already happened") and frequently imitated targets offered through indirect modeling. As therapy progressed, production expectations increased from the word and 2-word phrase level to using 2 past tense targets in a 4+ word sentence. Therapy incorporated video clips and pictures containing actions, which were changed from present to past tense form at the word, and then, phrase level. He also enjoyed this activity while reading stories with modified text. At the end of the semester, given a picture stimulus, CJ independently produced a sentence with 2 targeted verb forms in 7/10 trials. While C demonstrated very good progress, this skill did not consistently generalize to the conversational level.

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 were consistent with omission of /s/ in the cluster.

Progress: Goal met and slightly exceeded. This goal targeted reduction of a delayed phonological process, with the aim of improving overall intelligibility. At the start of treatment, CJ required frequent gestural cues (i.e., dragging finger down the arm) in order to produce /s/ in a pictured CCV consonant cluster word, but once this was consistently mastered, productions rapidly improved and expanded beyond the novel word and carrier phrase level. While verbal cues were generally light (e.g., "don't forget"), towards the end of the semester these were rarely needed. Therapy incorporated frequent opportunities for massed practice following productions embedded in developmentally appropriate games (e.g., memory) and incorporated focused stimulation through indirect modeling. By the end of the semester, given picture stimuli, client independently produced 2 CCVC /s/ cluster words in a structured sentence (e.g., I see smoke and a snail) in 9/10 trials, with emerging self-correction. In some cases, CJ's decreased volume required a repetition of the intended production.

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 typically reflected subjective and objective pronoun reversal.

Progress: Goal almost met. This goal targeted the client's understanding and production of age expected pronouns in order to reduce the ambiguity of his message. In initial sessions, comprehension of 3 targeted pronouns was addressed prior to production tasks. While this part of treatment took longer than anticipated (3 weeks), it proved beneficial, as once comprehension of these terms was mastered, accurate production followed fairly easily. C was responsive to minimal verbal cues (e.g., remember the word for 'girl'), and was successful across a variety of activities, including play with figurines, super-heroes, puppets and gender assigned stuffed animals. While use of pronouns improved nicely, performance was notable for lack of reference to a proper noun before use of the pronoun, which caused occasional confusion when referencing similar items. By the end of the semester, C independently produced a subjective pronoun (i.e., he, she, they) at the 3+ word sentence level in 6/10 trials.

Terminal Objective #4

Given manipulatives, client will independently follow a one-step direction containing the spatial prepositions *next to*, *behind*, *in front of* and *between* in 5/6 trials (83%) 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

Progress: Goal met. This goal intended to improve client's understanding of age expected spatial concepts, and to improve comprehension of more complex directions. Initial sessions reflected client's confusion between the 4 targeted spatial prepositions, thus one pair (*behind*, *in front of*) was targeted to mastery level before introducing the other pair. Using preferred activities such as hide and seek, Find the ??, and "Simon Says", C demonstrated consistent improvement in comprehension of these concepts. While he occasionally needed a gestural or verbal cue, he typically followed directions promptly and independently. As task complexity increased to incorporating directions with all 4 targeted concepts within one activity, C required additional processing time yet occasionally self-corrected an error response. At the end of the semester, given manipulatives, CJ independently followed a one-step direction containing the concepts *next to*, *behind*, *in front of* and *between* in 5/6, 5/6, 6/6, and 5/6 trials, respectively.

IV. Client/Caregiver Education and Training

Throughout the second half of the semester, C and his father participated in a once weekly joint reading activity in which all of the client's expressive goals were gradually incorporated. Within this activity, the client's father demonstrated the most improvement in his use of open ended questions and cues to facilitate C's language goals. The father also received training in the Home Program which was designed to further facilitate C's use of two /s/ blend words in a structured sentence, and use of subjective pronouns during a "Guess Who" game. In addition, CJ's father received pictures that can be incorporated into a variety of other games for additional practice. The father demonstrated excellent understanding of all activities and successfully supported C's productions with cues, as needed.

V. Present Status

CJ is a 5;10 month old boy with diagnoses of mild expressive language delay and mild-moderate phonological disorder, determined following a Lucille Packard Children's Hospital assessment in 12/2020 and confirmed with the CSUEB Rees Clinic assessment on 4/15/21. He received 11 weeks of therapy this semester at the CSUEB Rees Speech Language and Hearing Clinic. Once familiar and comfortable with a person, C is a responsive and engaged communication partner. While he tends to verbally initiate less often during play, he displays increased language during book reading, where he comments (*hey, he got huge feet!*), asks questions (*why do him like that?*), narrates scenes (*Him has the juice. Now he drinks the juice, And now him...he...wants more*), and predicts the next event (*umm...he goes into the cave*). Syntax and morphology remain slightly delayed, with a low, but increasing, MLU (4.97) and some residual errors, most notably in the inconsistent use of prepositions, grammatical markers and verb tense forms. His speech is generally 80% intelligible to a familiar listener within a known context, but this may vary with his vocal projection. C's speech repertoire remains notable for an absence of // clusters, highly inconsistent use of affricates and fricatives, and continued simplification of more advanced CCC consonant clusters.

Progress towards his 4 goals this semester was very good. C now displays more consistent use of the regular past tense marker in structured contexts, but generalization to spontaneous speech has not yet developed. His use of subjective pronouns has also improved nicely, yet communicative clarity remains occasionally compromised by a lack of a specific reference before he uses the subjective pronoun, leading to listener confusion. C met his goal of following directions containing the prepositions *next to*, *between*, *in front of* and *behind*, and his speech clarity has increased with improved independent production of /s/ clusters in a loaded sentence.

C is a rising first grader who will attend Brookview Elementary School in the Castro Valley Unified School District in the Fall. He receives no other therapy services. Family, medical and developmental histories are all unremarkable with the exception of an older brother with an unspecified articulation delay. This was his first semester at the CSU East Bay Rees Speech Clinic.

VI. Recommendations

Given good progress to date and remaining areas of need, continued individual, twice weekly speech therapy is recommended, with consideration of the following goal areas:

1. Continue to improve language complexity and morphology with use of previously targeted prepositions at the sentence level.
2. Improve subject-verb agreement at the phrase and simple sentence level.
3. Improve clarity of message by using specific referents followed by subjective and objective pronouns.
4. Establish stimulability for // clusters, and advance as appropriate.
5. Establish consistency for affricates and fricatives at the word level.
6. Informally assess additional CCC consonant blends and treat, as appropriate.

In addition, we recommended that CJ's parents share this report with his teacher and school SST, and request a complete speech and language evaluation from his school SLP.

Mary Brown
Graduate Student Clinician

Jenny Rosenquist, MA, CCC-SLP
Clinical Supervisor