

**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 2024**

**Client:** Christopher Jones

**Age:** 5;11

**Date of Birth:** 8/24/2018

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

**Student Clinician:** Mary Brown

**Period Covered:** 06/21/2024 to \_\_/\_\_/\_\_

(19 sessions this semester)

(1 cancellations)

(19 total sessions to date at this clinic)

**I. History and Presenting Concerns**

Christopher Jones 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 4/15/24. These results generally corroborate previous findings from a Lucille Packard Children's Hospital assessment in 12/2023, noting limited MLU, decreased morphology and a moderate phonological disorder. Following that assessment, Christopher received weekly therapy at Lucille Packard from 1/2024-3/2024, 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 initial /s/ blends at word level. 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 Christopher 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**

Christopher 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 words". His speech was approximately 75% intelligible to an unfamiliar listener in a known context, and reflected cluster reduction in the context of /s/ and // blends only, liquid gliding, 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. He demonstrated limited spontaneous language in the first session, which increased once he appeared more comfortable in the 2nd session, 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 sleeping", "What does (is) that girl doing?"). While receptive and pragmatic language were generally intact, Christopher 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 Final Status**

Given client's performance at the beginning of the semester, the following objectives were addressed during the Summer 2024 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:

Given a visual stimulus of a cartoon clip, Christopher 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.

Final status: Goal almost met. At the end of the semester, given a picture stimulus, Christopher independently produced a 4+ word sentence with 2 targeted verb forms in 7/10 trials. Instruction included use of contrastive present and past tense written stimuli, contrastive sentence drills and naturalistic opportunities to report on past tense events of his day. Inconsistent use of correct regular past tense form noted in spontaneous speech.

### **Terminal Objective #2**

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

#### Baseline:

Given a picture stimulus, client produced a CCV /s/ cluster word in 3/10 trials given a gestural cue and 2 verbal cues. Errors were consistent with omission of /s/ in the cluster.

Final Status: Goal exceeded. At 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. Treatment included highly structured activities, provision of focused stimulation, use of picture stimuli within highly motivating games, specific feedback and frequent massed practice opportunities at the word level.

### **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:

During book reading, client produced a sentence containing a subjective pronoun in 6/10 trials with 2 verbal cues. Errors typically reflected subjective and objective pronoun reversal.

Final status: Goal almost met. At the end of the semester, Christopher independently produced a subjective pronoun (i.e., he, she, they) at the 3+ word sentence level in 6/10 trials. Emphasis on pronoun comprehension in initial sessions allowed for rapid progression into production tasks. Accuracy of "he" was the least consistent, but benefitted from phonemic cues and focused stimulation throughout book reading.

#### **IV. Client/Caregiver Education and Training**

Throughout the second half of the semester, Christopher and his father participated in a once weekly joint reading which gradually incorporated all of the client's expressive goals. The father improved his use of open ended questions and cues to facilitate Christopher's language goals. The father also received training in the Home Program, designed to facilitate Christopher's use of two /s/ blend words in a structured sentence, and use of subjective pronouns during a "Guess Who" game. In addition, Christopher's father received pictures to incorporate into a variety of other games for additional practice. He demonstrated excellent understanding of all activities and successfully supported Christopher's productions with cues, when needed.

#### **V. Present Status**

Christopher Jones is a 5;11 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 12/2023 and confirmed with the CSUEB Rees Clinic assessment on 4/15/24. He received 11 weeks of therapy this semester at the CSUEB Rees Speech, Language and Hearing Clinic. Once familiar and comfortable with a person, Christopher is a responsive and engaged communication partner. While he tends to verbally initiate less often during play, he displays frequent spontaneous 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 inconsistent errors in his use of prepositions, pronouns, 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. Christopher'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. Hearing and oral motor functioning are both adequate for communication, per screening results.

Christopher made very good overall progress toward his 3 goals this semester.

1. He almost met his goal of independently producing a 4+ word sentence containing 2 regular past tense forms. He demonstrated good progress in structured activities and emerging generalization in semi structured contexts.
2. He exceeded his goal of independently producing a 3-4 word phrase or sentence containing 2 CCV or CCVC /s/ cluster words. Some generalization and self correction noted outside of structured activities.
3. He almost met his goal of independently producing a subjective pronoun (i.e., he, she, they) at the 3+ word sentence level during book reading or play. Continued pronoun errors remained in spontaneous verbal output.

Christopher 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. Improve subject-verb agreement at the phrase and simple sentence level.
2. Continue to improve use of subjective pronouns and probe use of objective pronouns.
3. Establish stimulability for // clusters, and advance as appropriate.
4. Establish consistency for affricates and fricatives at the word level.
5. Informally assess additional CCC consonant blends and treat, as appropriate.

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

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Mary Brown  
Graduate Student Clinician

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Jenny Rosenquist, MA, CCC-SLP  
Clinical Supervisor