

PLACE ON LETTERHEAD

SEMESTER SUMMARY REPORT

Name: J. Date of Report: _____
Date of Birth: _____ Age: 4.4 Diagnosis: Language/ Articulation
Address: _____
Telephone: _____
Clinician: _____ B.S. Attended: 15 Absent: 3
Supervisor: _____ CCC-SLP/L

This report will serve to summarize impressions and recommendations regarding J. who was enrolled in language/ articulation therapy during the Fall Session, 2008. He attended individual therapy for two fifty minute sessions weekly during this period.

RESULTS OF THERAPY

Long-Term Goal 1: The client will spontaneously identify basic shapes of quantity in pictures with 90% accuracy.

Short-Term Objective 1a: The client will identify quantities of 1-2 shapes a) circle, b) square, c) triangle, d) rectangle, e) diamond by pointing with 90% accuracy.

Treatment: The clinician showed the client flash cards of shapes and presented the client with a worksheet and cards with different shapes for him to color and identify. By coloring the worksheet, the client indicated he could identify the given shape presented by the clinician.

Progress: At the beginning of therapy, the client performed this activity with 40% accuracy independently and 100% accuracy with cues. Currently, the client performs this task with 91% accuracy independently and 100% accuracy with cues. The client has not received 90% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Long-Term Goal 2: The client will spontaneously identify qualitative concepts of tall, short, big, and small in pictures with 90% accuracy.

Short-Term Objective 2a: The client will identify objects that are tall, short, big, and small in picture cards with 90% accuracy.

Treatment: The clinician presented the client with paired/twin objects that were big and paired/twin objects that were small. The clinician divided the two concepts of "big" and "small" and targeted them individually. The attribute of "small" was targeted first; then the attribute of "big" was targeted.

Progress: The client's percentage with the small attributes at the beginning of therapy was 35% accuracy independently and 100% accuracy with cues. Currently his percentage with identifying objects that are small is 100% accuracy independently and 100% accuracy with cues. The client's percentage at the beginning of therapy with objects that are "big" was 40% accuracy independently and 100% accuracy with cues. Currently his percentage is 60% accuracy independently and 100% with cues. The client has not received 90% accuracy on this

goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Long-Term Goal 3: The client will spontaneously verbalize the names of common objects and their use with 90% accuracy.

Short-Term Objective 3a: The client will name common objects from a field of two-four with 90% accuracy.

Treatment: The clinician presented the client with Webber photo cards of *Things Around the Home*. The client was instructed to name as many of the four photo cards as possible. The clinician taught the client re: the various common household items, via the picture cards and used categorization as a training tool (i.e. which items are found in the bedroom? Which items are found in the bathroom? The kitchen? etc.)

Progress: The client's baseline percentage on this task was 70% accuracy; currently the client's percentage is 80% accuracy independently and 100% accuracy with cues. The client has not received 90% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Short-Term Objective 3b: The client will describe the use of common objects in pictures with 90% accuracy.

Treatment: The clinician chose ten clothing items for the client to focus on learning and taught the concepts of when, where, or why a person wears them. These items consisted of sunglasses, sweater, rain coat, winter coat, socks, short, rain boots, hat/cap, gloves, and a formal suit.

Progress: At the beginning of therapy the client performed this activity with 50% accuracy independently and 100% accuracy with cues. Currently his percentage for this goal is 50% accuracy independently and 100% with cues. The client has not received 90% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Long-Term Goal 4: The client will produce the phonemes /n/ and /t/ in the initial positions of words at the:

- 1) word level,
- 2) phrase level,
- 3) sentence level, and
- 4) in conversational speech with 90% accuracy.

Short-Term Objective 4a: The client will (a) imitate and (b) spontaneously produce the /n/ phoneme in the initial position of words with 90% accuracy.

Treatment: The client was shown pictures of objects or people that have the /n/ phoneme in the initial position. The clinician trained the client on how to correctly produce the sound via visual, verbal, placement and motoric cues. The client was given fifty opportunities to imitate/produce the word before he was asked to independently say the name of the picture the clinician pointed to.

Progress: At the beginning of therapy the client performed this activity with 40% accuracy independently and 100% accuracy with cues. Currently his percentage on this goal is 20%

accuracy independently and 100% accuracy with cues. This decrease in percentage could be due to the very playful demeanor the client had this day, which may have distracted him from paying attention. The client has not received 90% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Short-Term Objective 4b: The client will (a) imitate and (b) spontaneously produce the /t/ phoneme in the initial position of words with 90% accuracy.

Treatment: The clinician showed the client Super Duper /t/ phoneme cards in the initial position. The client first imitated the clinician, and then said the name of each card the clinician pointed to.

Progress: The client baselined at 0% accuracy. During the first treatment session the client performed this goal with 100% accuracy; without cues for uni-syllabic words. Currently the client's percentage for this goal is 80% accuracy independently and 100% accuracy with cues (for both uni-syllabic and multi-syllabic words). This decrease in percentage could be due to the clinician introducing the client to different /t/ phoneme cards in the initial position. The clinician presented different cards to prevent the client from memorizing the stimulus items, and not learning the correct production of the /t/ phoneme. The client has not received 90% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Long-Term Goal 5: The client will increase speech intelligibility to 80% by reduction of the phonological processes of Final Consonant Deletion and Post Vocalic Devoicing at:

- 1) The word level,
- 2) The phrase level,
- 3) The sentence level, and
- 4) The conversational level.

Short-Term Objective 5a: The client will correctly (a) imitate and (b) spontaneously close syllables at the end of words with 90% accuracy.

Treatment: The clinician showed the client picture cards from Super Duper *Have You Ever?* The client had to imitate syllable closure and spontaneously say the name of the picture that the clinician pointed to with an ending sound.

Progress: At the beginning of treatment the client's percentage was 60% accuracy independently and 100% accuracy with cues. Currently the client's percentage for this goal is 70% accuracy independently and 100% accuracy with cues. The client has not received 90% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Short-Term Objective 5b: The client will correctly (a) imitate and (b) spontaneously produce voiced phonemes at the ends of words with 90% accuracy.

Treatment: The client was shown picture cards with a voiced phoneme and one with a voiceless phoneme at the end of the word.

Progress: At the beginning of therapy this goal was being addressed and the client's percentage was 40% accuracy. At the request of the clinical supervisor this goal will no longer be targeted until goal 5a has been met.

CLINICAL IMPRESSIONS

J. appears to be an intelligent and excitable child. He is attentive, but displays the behavior of a typical preschooler and becomes tired and restless. During the beginning of therapy J.'s behavior was manageable without any additional reinforcement. During the past couple of sessions he has been off task from what appears to be internal distractions, such as wanting to talk about events that happened at home that do not correlate with the current task and showing signs of what appears to be sadness when he doesn't get the answer correct on the first try. J. has done well differentiating his shapes and enjoys coloring them. He still confuses at least two shapes; on 11/17/08 it was the heart and oval and on 12/1/08 it was the diamond and the rectangle. There has not been a session in which J. spontaneously named all of the target shapes without error. His production of the /t/ phoneme is a strength as indicated by his performance of 80% accuracy independently. The client was probed for /t/ in the final position of words; his percentage was 80% accuracy. Both /t/ in the initial and final positions of words should be targeted for the upcoming semester. His production of the /n/ phoneme needs continuous practice since his percentage is 20% accuracy independently. J. also needs to continue describing the use of clothing items, such as, where, when or why a person would wear a particular type of clothing or accessory. His percentage describing common items is 60% accuracy independently. J. has made improvements with syllable closure but still lacks complete closure for all ten stimulus items administered. His current percentage with syllable closure is 70% accuracy independently. J. would benefit from a clinician who is fun but firm. His internal distractions may contribute to the significant decreases in his percentages instead of significant increases. J. needs clinician motivation as he sometimes says "I can't do it" when he is frustrated. J. would also benefit from a behavior chart and additional reinforcement for him to stay on task and pay attention. J. loves stickers and has very good manners. He is a pleasure to work with and seemed to have a good working relationship with his clinician.

RECOMMENDATIONS

It is recommended that J. be enrolled for language and articulation therapy two times a week for fifty minute sessions, for the upcoming fall semester 2011.

Graduate Clinician: _____ **Date:** _____
XXXX XXXXXXXX, B.S.

Clinical Supervisor: _____ **Date:** _____
XXXX XXXXXXXX, CCC-SLP/L

Miscellaneous Examples:

Example of Difficulty Level Being Increased-Goal not Met

Short-Term Objective 1: The client will transcribe sentences used in conversational speech when dictated by the clinician with 80% accuracy.

Treatment: The clinician addressed this objective by auditorially presenting the client with 10 job related e-mail messages. The client then typed the dictated responses (one sentence of 5-7 words) to each e-mail on a laptop computer.

Progress: The client began the semester performing at an accuracy level of 60% accuracy independently and by mid-semester had met criterion levels for this objective for three consecutive sessions. Therefore, the difficulty level of the stimuli presented was raised from simple sentence forms to more lengthy complex sentences. By the end of the semester the client was performing at an accuracy level of 50% accuracy independently and 100% accuracy with written and question cues. With each written cue the clinician would show the client what she had said, written on a sheet of paper, in comparison to what the client transcribed so he could see the words he was leaving out of his response. The client has not received 80% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Example of Difficulty Level Being Increased- Goal not Met

Short-Term Objective 2: The client will strengthen deductive reasoning skills by determining causes for situations faced in daily life with 80% accuracy.

Treatment: The clinician addressed this objective by dictating a scenario to the client. The client then provided one reason why the situation in the scenario may have occurred.

Progress: The client began the semester performing at an accuracy level of 95% accuracy. Therefore, the clinician increased the level of difficulty and asked the client to supply 2 different reasons why the situation may have occurred. By the close of the semester the client was performing at an accuracy level of 85% accuracy independently and 100% accuracy with cues. However, he did not perform at an accuracy level of 80% independently for 3 consecutive sessions. Therefore, this goal was not met and should be continued for the upcoming semester. The clinician should also monitor the client's progress to see if increasing the level of difficulty is warranted.

Example of Goal Being Met

Long-Term Goal 1: The client will eliminate deletion of final consonants at the conversational level with 90% accuracy.

Short-Term Objective 1a: The client will produce the /t/ phoneme in the final position of words in a) words, b) phrases, and c) sentences with 90% accuracy.

Treatment: The client was shown Super Duper articulation cards targeting the final /t/ phoneme. The client was asked to name the item on the card and was given the opportunity to play the game of his choice in between cards.

Progress: Upon collection of baseline data the client correctly produced 9/20 (45%) final /t/ phonemes in words. Phrases and sentences were not targeted due to the low percentage of correct productions in words. During the final two sessions of treatment, the client produced 15/18 (83%) words in sentences correctly and 17/18 (94%) when provided a verbal cue. The client achieved the criterion of 90% accuracy for three

consecutive sessions; therefore, this goal has been met. However, during conversational speech, the client often deletes final /t/.

Example of Decrease In Performance

****An Explanation Should be Provided for Any Decrease in Client Performance**

Short-Term Objective 1b: The client will correctly use an idiom/figurative language in a sentence as a means of conveying a message with 80% accuracy.

Treatment: The clinician provided a list of idioms/figurative language to the client and instructed him to formulate sentences using each. When the client correctly formulated 2 sentences he was allowed to select 2 puzzle pieces.

Progress: At the beginning of therapy, the client correctly used idioms in a sentence with 70% accuracy independently. Currently, the client is able to use idioms in a sentence with 55% accuracy independently and 100% accuracy with verbal cues. **This decrease in performance is likely due to the introduction of a new set of idioms.** The client has not received 80% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Long-Term Goal 3: The client will demonstrate knowledge of word families targeting long and short vowel sounds with 90% accuracy.

Short-Term Objective 3a: The client will correctly spell word families of short vowel sounds with 90% accuracy.

Treatment: The client was asked to spell words containing short vowel sounds derived from different word families.

Progress: When therapy began the client was presented with monosyllabic words and was performing this task with 100% accuracy independently. **The goal was upgraded to include multi-syllabic words and the client is now performing with 80% accuracy.** The client has not received 90% accuracy on this goal for three consecutive sessions; therefore this goal has not been met and should be addressed for the upcoming semester.

Example of Decrease In Performance

****An Explanation Should be Provided for Any Decrease in Client Performance**

Short-Term Objective 1a: The client will express basic a) time/sequence/spatial, b) quantity, and c) opposite concepts when given a field of two choices with 90% accuracy.

Treatment: The clinician presented the client with pictures or objects of basic concepts, modeled the concept, and then asked the client to verbally express the correct concept. (i.e.- "Is the ball under the chair or on top of the chair?")

Progress: At the beginning of therapy the client performed this activity with 59% accuracy independently and 100% accuracy with cues. **The client is currently performing with 53% accuracy independently and 95% accuracy with cues, which is a 6% decrease in accuracy. This decrease maybe due to lack of attention and an increase in the number of basic concepts addressed during each session.** The client has not achieved 90% accuracy for three consecutive sessions; therefore this goal has not been met and should be addressed during the upcoming semester.