Downtown Brooklyn
Speech-Language Hearing Clinic
At Long Island University, Brooklyn Campus

Management Plan

Clinical Supervisor:
Graduate Clinician: Susan Gerlovina

Client:
Date: 10/08/19

Statement Of Need

The client has previously been diagnosed with Autism Spectrum Disorder, but that diagnosis has since been revoked. According to an initial observation at the beginning of the fall 2019 semester, He is able to put two words together but doesn't do so consistently. He is able to code the content category of existence and rejection. He produces some statements such as "not going to," "yes" and "over there" in Russian as well. However, as previously stated in the parent interview, he is highly unintelligible. Nonetheless, he gets his point across by incorporating gestures such as pointing into his speech. In terms of expressive language, he is able to identify objects and follow 2 step commands given in either English or Russian. However, his self-directed behaviors get in the way of him consistently complying to demands. During articulation/speech production, the contact between his articulators is usually light and he only produces certain consonants such as /t/ /d/ /m/ and /n/. Furthermore, he exhibits the process of final consonant deletion. The client's speech production is below developmental norms and his minimal use of developmentally appropriate sounds contributes to his reduced intelligibility. These factors lead us to believe that he may have Childhood Apraxia of Speech. Currently, his goals include improving his expressive language, receptive language and speech production.

Goals:

Long Term Goal #1:

The client will improve expressive language skills given minimal cues with 80% accuracy

Semester/Short Term Goal:

The client will improve turn taking skills by verbally identifying his and the clinician's turn during a structured activity given a verbal prompt with 80% accuracy across three consecutive sessions.

The client will improve turn taking skills by verbally identifying his and the clinician's turn during a structured activity given a verbal cue with 80% accuracy across three consecutive sessions.

The client will improve turn taking skills by verbally identifying his and the clinician's turn during a structured activity independently with 80% accuracy across three consecutive sessions.

Rationale: According to Stanton-Chapman and Snell (2001), social communication intervention was found to be highly effective for pre-school children with disabilities. Turn taking skills lead to an increase in social communication and increases play with peers.

Semester/Short Term Goal:

The client will code the content category of attribution given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions

The client will code the content category of attribution given a verbal cue and tactile cues with 80% accuracy across three consecutive sessions

The client will code the content category of attribution given tactile cues with 80% accuracy across three consecutive sessions

The client will code the content category of attribution independently with 80% accuracy across three consecutive sessions

Rationale: According to Bloom & Lahey (1988), by age 2 children should begin to code content categories of existence, non-existence, recurrence, rejection, denial, attribution, possession, action and locative action.

Semester/ Short term Goal:

The client will request desired items using a 2-word utterance given a verbal prompt with 80% accuracy across three consecutive sessions

The client will request desired items using a 2-word utterance given a verbal cue with 80% accuracy across three consecutive sessions

The client will request desired items using a 2-word utterance independently with 80% accuracy across three consecutive sessions

Rationale: According to Brown (1973) by 26 months a child should possess a vocabulary of 50 words and begin forming 2-word phrases to produce 1-2 MLU's

Long Term Goal #2:

The client will improve receptive language skills given minimal cues with 80% accuracy

Semester/Short Term Goal:

The client will improve his turn taking skills by waiting for another player's turn for 5 seconds given a verbal cue and gestural cue with 80% accuracy across three consecutive sessions

The client will improve his turn taking skills by waiting for another player's turn for 5 seconds given a verbal cue with 80% accuracy across three consecutive sessions

The client will improve his turn taking skills by waiting for another player's turn for 5 seconds independently with 80% accuracy across three consecutive sessions

The client will improve his turn taking skills by waiting for another player's turn for 10 seconds given a verbal cue and gestural cue with 80% accuracy across three consecutive sessions

The client will improve his turn taking skills by waiting for another player's turn for 10 seconds given a verbal cue with 80% accuracy across three consecutive sessions

The client will improve his turn taking skills by waiting for another player's turn for 10 seconds independently with 80% accuracy across three consecutive sessions

Rationale: According to Stanton-Chapman and Snell (2001), social communication intervention was found to be highly effective for pre-school children with disabilities. Turn taking skills lead to an increase in social communication and increases play with peers.

Semester/ Short Term Goal:

The client will follow 2-step related directions when given two verbal prompts with 80% accuracy over three consecutive sessions

The client will follow 2-step related directions when given a verbal prompt with 80% accuracy over three consecutive sessions

The client will follow 2-step related directions when given a verbal cue with 80% accuracy over three consecutive sessions

The client will follow 2-step related directions when given a gestural cue with 80% accuracy over three consecutive sessions

The client will follow 2-step related directions independently with 80% accuracy over three consecutive sessions

Rationale: According to Engle, Carullo & Collins (1991), following written directions involves speech or phonological coding which is important for reading comprehension. When working with materials of the verbal nature, children tend to rely on the phonological code to represent the material in working memory. This reliance is particularly important to the retention of surface-level knowledge and word order.

Long Term Goal # 3:

The client will improve speech production by producing target sounds in words given minimal cues with 80% accuracy

Semester/Short Term Goal:

The client will produce 1 syllable words containing the phonemes /p/ and /b/ in the initial and final position given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions.

The client will produce 1 syllable words containing the phonemes /p/ and /b/ in the initial and final position given a verbal prompt with 80% accuracy across three consecutive sessions.

The client will produce 1 syllable words containing the phonemes /p/ and /b/ in the initial and final position given a verbal cue with 80% accuracy across three consecutive sessions.

The client will produce 1 syllable words containing the phonemes /p/ and /b/ in the initial and final position independently with 80% accuracy across three consecutive sessions.

Rationale: According to Templin (1957), bilabial sounds mastered by age 3 in all positions of words.

Semester/Short Term Goal:

The client will produce 2-syllable variegated CVCV combinations given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions.

The client will produce 2-syllable variegated CVCV combinations given a verbal prompt with 80% accuracy across three consecutive sessions.

The client will produce 2-syllable variegated CVCV combinations given a verbal cue with 80% accuracy across three consecutive sessions.

The client will produce 2-syllable variegated CVCV combinations independently with 80% accuracy across three consecutive sessions.

Rationale: According to Gard, Gilman and Gorman (1993), variegated babbling begins in children 9-12 months. In addition, by 2 years children produce words with CVC structure.

Summary:

The following goals will be addressed throughout the semester. The client is expected to meet the above goals due to a consistent attendance rate and consistent participation in therapy. The developmental approach is being implemented to target the initial developing sounds in children. The Van Riper traditional approach is being implemented to master phonetic placement in increasing levels of complexity. Lastly, the integral stimulation approach is implemented to teach speech sounds based on his current level of motor skill.

References

Bloom, L., & Lahey, M. (1978). *Language development and language disorders*. New York: Wiley

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Gard, Addy, Gorman, Jim and Gilman, Leslea Speech and language development chart (Second ed). Pro-ed, Austin, Texas, 1993.

Gildersleeve-Neumann, Christina. "Treatment for Childhood Apraxia of Speech: Description of Integral Stimulation and Motor Learning." *The ASHA Leader*, vol. 12, no. 15, 1 Nov. 2007, pp. 10–30., doi:10.1044/leader.ftr3.12152007.10.

Stanton-Chapman, T. L., & Snell, M. E. (2011). Promoting turn-taking skills in preschool children with disabilities: The effects of a peer-based social communication intervention. Early Childhood Research Quarterly, 26(3), 303-319.

Templin, M. (1957). Certain language skills in children: Their development and interrelationships. Minneapolis, MN: University of Minnesota Press.

Student Clinician: _____ Date: _____

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