Weekly Session Plan

Client Name: D.O.B.:   Age:
Clinical Educator: Student Graduate Clinician: Susan Gerlovina
CPT code: 92507   ICD 10 code(s): F80.2 F80.89
Focus of Therapy: Expressive Language

Session Date(s): 11/19/19, 11/20/19, 11/21/19

Long Term Goals	1. The client will improve expressive language skills given minimal cues with 80% accuracy 2. The client will improve receptive language skills given minimal cues with 80% accuracy 3. The client will improve speech production by producing target sounds in words given minimal cues with 80% accuracy
Semester Short Term Goal(s) Addressed	Expressive: • The client will improve turn taking skills by verbally initiating 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 initiating his turn during a structured activity independently with 80% accuracy across three consecutive sessions. • 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 request desired items using a 2-word utterance given a verbal prompt with 80% accuracy across three consecutive sessions • The client will identify actions in picture cards or when performed given a verbal cue with 80% accuracy over three consecutive sessions Receptive: • The client will improve his turn taking skills by waiting for another player's turn for 5 seconds given a gestural cue with 80% accuracy across three consecutive sessions • The client will follow 2-step related directions when given two verbal prompts with 80% accuracy over three consecutive sessions Speech Production: • 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 2 syllable variegated CVCV combinations given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions.
Specific Aims/Objectives **(AKA: Weekly Session Goals)**	1. The client will produce 1 syllable words consisting of 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. 2. The client will produce 2 syllable variegated words consisting of CVCV combinations given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions. 3. The client will improve his turn taking skills by waiting for another player's turn for 5 seconds given a verbal prompt and visual cue with 80% accuracy across three consecutive sessions 4. The client will follow 2-step related directions when given two verbal prompts with 80% accuracy over three consecutive sessions 5. The client will improve turn taking skills by verbally initiating the clinician's turn during a structured activity given a verbal cue with 80% accuracy across three consecutive sessions. 6. The client will improve turn taking skills by verbally initiating his turn during a structured activity independently with 80% accuracy across three consecutive sessions. 7. The client will code the content category of attribution given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions 8. The client will request desired items using a 2-word utterance given a verbal cue with 80% accuracy across three consecutive sessions 9. The client will identify actions in picture cards or when performed given a verbal cue with 80% accuracy over three consecutive sessions
Strategies **(AKA: procedures)**	Clinician will engage the client in a story book activity. The client will listen to the book *Brown Bear Brown Bear, What Do You See?* and will code the content category of attribution by identifying the various colored animals depicted in the book. Clinician will engage the client in a fishing activity. The client will identify the action depicted in a picture card then get the opportunity to catch the fish. Clinician will engage the client in a game of *Pumbaa Pass*. The client will follow 2 step directions and code the content category of attribution by feeding the indicated bugs to a Pumba toy. Clinician will engage the client in a game of *Kerplunk.* The client will earn the chance to drop a marble into the tube for every 1 or 2 syllable word produced. Clinician will engage the client in a structured washing machine game. The client will state one and two syllable words of the items placed into the machine. The client will follow 2 step directions by placing the requested item into the washing machine.

	Clinician will engage the client in a structured golfing activity. The client will produce "your turn" and wait nicely while another player takes a turn. The client will hit the ball into one and two syllable words then state what they are. Clinician will engage the client in a game of *Pop the Pig.* The client will practice turn taking and waiting during play. Clinician will engage the client in a game of *Banana Blast.* The client will indicate whose turn it is and wait nicely while another player takes a turn. Clinician will engage the client in a structured puppet activity. The client will code the content category of action by identifying the actions performed by the puppet. Clinician will engage the client in a game of *Break the Ice.* The client will state the word or action taped to the block of ice that falls. Clinician will engage the client in a feeding pig activity. The client will follow 2 step directions by selecting the indicated color and putting it into the pig. Clinician will engage the client in a game of *Shark Bite.* The client will verbally identify the food items fed to the shark. Clinician will engage the client in a game of *Candy Land Spinner.* The client will take turns and state one and two syllable words of what picture the spinner lands on.
Materials:	picture cards, action cards, fishing game, *Brown Bear* book, *Elefun* game, washing machine toy, *Kerplunk* game, *Pop the Pig* game, golf game, playdough, bubbles, *Banana Blast* game, puppets, *Pumbaa Pass* game, *Shark Bite* game, *Candy Land Spinner* game
Maintaining Factors	Linguistic: challenges with expressive language and speech production due to childhood apraxia of speech.
Carryover Assignments (as needed)	Clinician will provide ways for the parents to expand MRT's vocabulary during the client's daily routines.
Performance Demands Control **(AKA Student Reflection)**	The clinician will provide a verbal prompt and tactile cues to facilitate production of one and two syllable words. The clinician will provide a verbal prompt and visual cues to improve waiting during turn taking activities. The clinician will continue to provide less verbal prompting to give the client a greater opportunity to respond independently throughout the sessions. The clinician will provide a verbal cue of "whose turn is it?" and "what do you want?" to facilitate turn taking and requesting. The clinician will continue to auditorily bombard the client with 2-word utterances containing a noun + action during play.
Learning Principals **(AKA Rationale)**	According to Templin (1957), bilabial sounds mastered by age 3 in all positions of words. According to Gildersleeve-Neumann (2007), integral stimulation approach matches motor learning to the current level of motor skill. 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.

	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. 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.
References	Templin, M. (1957). Certain language skills in children: Their development and interrelationships. Minneapolis, MN: University of Minnesota Press. 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. Bloom, L., & Lahey, M. (1978). *Language development and language disorders*. New York: Wiley 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. Engle, R. W., Carullo, J. J., & Collins, K. W. (1991). Individual Differences in Working Memory for Comprehension and Following Directions. *Journal of Educational Research*, *84*(5), 253–262. https://doi.org/10.1080/00220671.1991.10886025

Student Clinician: _____   Date: _____

Clinical Supervisor: _____   Date: _____