

**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
(semester, year)**

Client:

Date of Birth:

Student Clinician:

Period Covered: __/__/__ to __/__/__

Age:

Supervisor:

(XX sessions this semester)

(XX cancellations)

(XX total sessions to date)

I. History and Presenting Concerns *(per approved STP)*

II. General Behavior Description *(per approved STP)*

New, STS content:

III. Terminal Objectives and Progress *(past tense)*

Terminal Objective # 1: *(per TO/TS document)*

Baseline *(statement per TO/TS submission)*

Final Status: One sentence of progress status towards goal. Final data statement, with all variables. Add one additional sentence addressing remarkable outcomes, generalization, error awareness, notable behavior, etc.

Terminal Objective #2 : *(per TO/TS document)*

Baseline *(statement per TO/TS submission)*

Final Status: One sentence of progress status towards goal. Final data statement, with all variables. Add one additional sentence addressing remarkable outcomes, generalization, error awareness, notable behavior, etc.

(continue this format for each TO)

IV. Caregiver/Client Education and Training *(past tense)*

Discuss any targets/goals of ongoing parent/caregiver training, with successes and challenges. Discuss Home Program, noting target skills and activities. Include observed or reported Caregiver response to training.

V. Present Status (present tense)

First paragraph: Identifying information, DX, brief presentation of relevant assessment/therapeutic and medical history. Number of semesters at the CSUEB Rees Clinic. *Functional Description* which objectively presents client as a communicator, unrelated to therapy goals. In order of priority, as appropriate for the client, describe current representative/functional skills in all areas of communication including speech (intelligibility, phonetic repertoire, processes etc.), language (expressive and receptive, modalities, utterance length and types), pragmatics and cognitive domains (play, attention, self awareness). Include descriptive examples of relevant behaviors. Note adequacy of hearing, and reference results of Hearing Screening or Oral Mechanism Screening, if remarkable.

Second paragraph: General 1 descriptive sentence about performance towards goals overall. In list format, provide specific description about status toward each individual goal (no data, but all other variables), including 1-2 sentences of remarkable, facilitative or interfering factors impacting performance.

Client demonstrated (limited, fair, very good, mixed) overall progress toward his (#) goals this semester.

1. Client (did not meet, almost met, met, exceed) his goal of (XYZ, no criterion). 1-2 sentences of remarkable, facilitative or interfering factors impacting performance.
2. (per above)

**Address each goal separately by numerical list.

Third paragraph: Includes remaining, non prioritized history, noting additional services as applicable, ending with number of terms at CSUEB Speech Clinic. Avoid redundancy.

VI. Recommendations

Based on (description of progress, benefit from therapy or interfering factors), continued/discharge from therapy at the Rees Clinic is recommended with consideration of the following treatment areas:

Indicate treatment recommendations in numerical, prioritized list. Present recommendations as verb statements (e.g., continue, improve, decrease, eliminate, assess, reinforce, monitor, reassess & treat).

Any recommendation must be supported as an area of need in the Present Status section, either the Functional Description or the Progress paragraphs

Any non-therapy recommendations (e.g., school district assessment, social groups in the community) should be presented in a final paragraph.

(Clinician Name)
Graduate Student Clinician

Supervisor Name, degree, credentials
Clinical Supervisor

