

**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 Plan

Summer 2024

Client: Christopher Jones
Date of Birth: 8/24/2018
Student Clinician: Mary Brown

Age: 5;10
Supervisor: Jenny Rosenquist, M.A., CCC-SLP

(# sessions this semester)
(# cancellations)

I. Statement of the Problem

Christopher Jones is a 5;10 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

Terminal Objective #1 (TOs/Ts may be integrated from your TO/TS document)

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.

Terminal Objective #2

Given a picture stimulus, client will independently produce 2 CCV or CCVC /s/ cluster words 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.

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.