

Progress Report Spring 200x

Client: Jimmy England
Date of Birth: January xx, 200x **C.A:** 7 years, 3 months
Address: 18 Wilkinson Drive Small town, VT 05xxx
Phone: xxx-xxx-xxxx
Parents: Sue and Joseph England
Referral Source:
School: Lands End School
Graduate Clinician: xxx Smith, B.S.
Clinical Faculty: Mary Fitzpatrick, M.S., CCC-SLP
Diagnosis and Code: 315.29 Other Developmental Articulation Disorder

Background:

Jimmy is a 7 year, 3 month old boy who has been receiving speech services at the E.M. Luse Center since April of 2006. Jimmy has a twin sister and Mrs. England reported an uncomplicated twin pregnancy. Jimmy was evaluated at age 2 and determined to need physical therapy, occupational therapy and speech and language services to address motor development and speech and language development. In 2007 he was discharged from OT and PT services. Jimmy continues to demonstrate some challenges in gross motor coordination as observed with occasional unsteady gait and balance. He also has a history of hypotonia and strabismus.

His speech is characterized by a limited phonemic repertoire, inconsistent prosody, and a markedly decreased intelligibility. A speech sample and intelligibility rating from November of 200x indicated a speech intelligibility of 26%. Previously, his progress has been slow and generalization has been a challenge. However, since last summer, when the focus of therapy changed to functional key words, Jimmy demonstrated increased engagement in the therapy activities and his progress has improved. Most recently, treatment has focused on producing functional vocabulary words at the phrase and sentence level which include target phonemes along with accurate production of the sounds /ʃ/ as in "she", /tʃ/ as in "chew", and /ð/ as in "they".

Jimmy is currently scheduled for two one-half hour treatment sessions per week. He attends first grade at St. Francis Xavier School in Winooski, where no speech and language services are available. Jimmy's mother works with him daily on his speech homework including target sounds, functional core vocabulary words, and the inclusion of these words in the context of sentences. This connection between therapy and home will be a contributing factor to his future success.

Goals and Objectives:

Jimmy was seen for 30 minute sessions, two times per week starting in the second week of January, for a total of 24 sessions. The following goals and objectives were established for the spring 200x course of treatment:

Long Term Goal #1: Jimmy will increase his intelligibility to an unfamiliar speaker to 55% by May of 200x.

- Short Term Objective #1a: Jimmy will accurately produce /ʃ/ in all word positions in 8 out of 10 trials with a model.
- Short Term Objective #1b: Jimmy will accurately produce /tʃ/ in all word positions in 8 out of 10 trials with a model.
- Short Term Objective #1c: Jimmy will accurately produce /ð/ in all word positions in 8 out of 10 trials with a model.

Long Term Goal #2: Jimmy will produce key vocabulary words with 100% accuracy in conversation.

- Short Term Objective #2a: Jimmy will demonstrate production of 50 new key vocabulary words at the sentence level with 85% accuracy, by May 20xx.

Long Term Goal #3: Jimmy will show evidence of situational generalization by accurately producing at least 50% of his functional core vocabulary words at home or at school, as measured by his parents and classroom teacher.

Long Term Goal #4: Jimmy will demonstrate increased cooperation as evidenced by his level of participation, rated on a scale of 1-3, with three being full effort and cooperation and one being little participation or off-task behavior.

- Short term Objective 4a: Jimmy will demonstrate increased cooperation by following the “look, listen and do” rules resulting in getting a rating of “3” on 2 out of 3 activities over 3 sessions.

Course of Treatment:

In previous years, Jimmy’s speech therapy used a phonological process approach. Due to his challenges with motor coordination, the inconsistency of his errors, the level of unintelligibility, slow progress and limited generalization, a motor-speech approach was initiated in fall of 200x and continued through this spring. Along with this approach, several key goals and procedures were continued through the spring to build on progress from the fall and provide a level of continuity for Jimmy. Therapy focused on the frequent production and repetition of common phrases (as suggested by his mother and his classroom teacher), functional vocabulary words in the context of sentences, and the sounds /ʃ/ (“sh”), /tʃ/ (“ch”), and /ð/ (voiced “th”) in all word positions.

Reading a daily letter on chart paper that included his key words and phrases was an activity carried over from the fall. After reading the letter, Jimmy would go back and say the functional core vocabulary words in the context of phrases with three repetitions. Modeling of appropriate prosody was used when reading these phrases. Generalization was addressed as Jimmy took the letter home to read to his family at various times during the week. While this task allowed for some variation and personalization in the way the words were presented, Jimmy responded well to the predictability that this procedure provided at the beginning of each session.

As carried over from the fall, functional core vocabulary words were added to his “word book” each week and also written in the context of a sentence. After reading the letter, we would add a new word and read a selection of previous words in sentences from the word book.

A new activity was recently initiated as another way to practice the functional core vocabulary words in the context of sentences, as we ended the introduction of new words in April and focused on increasing accuracy of the vocabulary words already introduced. Each session, a paragraph containing 12 core vocabulary words in sentences centered around a common theme was presented. After modeling the “story” by reading it aloud, Jimmy would read the paragraph twice focusing on accuracy of the underlined vocabulary words. We would discuss his errors and chart his accuracy on a graph from the first and second reading so he could compare the results from week to week.

The procedures described above facilitated Jimmy’s literacy development, which showed great gains throughout this year, while at the same time gave meaning and functionality to speech practice targets. All of these materials were taken home either at the end of the session or the end of the semester for home practice and to encourage generalization.

Accurate production of two sounds, /ʃ/ as in “she”, and /tʃ/ as in “chew” were continued as goals from the Fall, and the introduction of /ð/ as in “they” was included as a new goal for Spring. One or more of these target sounds were practiced during each session using a variety of phonetic

placement cues, verbal prompts, and multisensory strategies, along with repeated practice of the sounds in isolation and in all word positions.

Tangible intermittent reinforcement was given for on task behavior and following directions, in the form of a “penny truck” and a visual reminder to “look, listen, and do”. Due to challenges with behavior in the past and Jimmy’s success at achieving his goals when he is cooperative and engaged, this form of positive reinforcement was implemented to increase motivation. Behavior was also measured on a 1-3 scale for each activity as a form of data collection.

Other strategies that were successful at increasing his motivation were encouragement, “silly” games or activities, continuity from session to session, flexibility on the part of the clinician, and redirection when he started demonstrating off-task behaviors.

Present Status:

An intelligibility rating taken from a spontaneous speech sample of approximately 150 words on April 8, 200x was rated by 2 unfamiliar listeners. The topic was unknown, so this could not be used as a cue. Their scores were averaged, resulting in an overall score of 70% intelligibility in spontaneous, connected speech. While Jimmy continues to present with decreased intelligibility when he moves from structured tasks to conversation, he has made significant gains from the last rating of 26% in November, as shown in the table below:

Intelligibility Rating:

<i>Date</i>	November 200x	April 200x
<i>% of words understood by unfamiliar listener (intelligibility)</i>	26%	70%

It should also be noted that Jimmy made use of repair strategies, such as slowing his rate, at times when he was not understood by others. This increased his intelligibility to greater than 70% at times.

Having a solid repertoire of intelligible functional vocabulary words and phrases will help Jimmy successfully communicate and be understood by others. Each week new words were introduced and reinforced in a variety of activities. The percentage of accurate words, measured each week, was averaged by month with the totals listed in the table below:

Percentage of Accurate Productions of Core Vocabulary Words at the Phrase Level

Month	January	February	March	April
Average % Accuracy	59%	75%	82%	88%

Jimmy’s accuracy improved 29% as the semester progressed, as evidenced by this data. His most common errors were distortions of the initial /ʒ/ as in “juice” and the /tʃ/ as in “kitchen”. When these words and phrases are accurately produced on a consistent basis, they will contribute to Jimmy’s ability to successfully communicate his wants and needs through a core repertoire of functional phrases.

Direct instruction of production of the sounds /ʃ/, /tʃ/, and /ð/ resulted in progress toward more accurate productions. Jimmy's progress was characterized by these sounds moving from errors to distortions to accurate productions. This is illustrated in the table below, which highlights data from the first session where these sounds were introduced, at the end of the fall semester (December 200x), and the most recent data from April 200x.

	Oct-08			Dec-08			April-09		
	error	distortion	accurate	error	distortion	accurate	error	distortion	accurate
/ʃ/	55%	15%	30%	20%	50%	30%	6%	47%	47%
/tʃ/	68%	10%	22%	12%	47%	41%	0	46%	54%
/ð/	n/a	n/a	n/a	n/a	n/a	n/a	0	17%	83%

The Goldman Frisloe Test of Articulation – 2 (GFTA-2) was given in April 200x to compare results from last October. Again, Jimmy showed gains in his accurate productions of sounds both at the word and the sentence level.

GFTA-2 Score Summary:

	Raw Score	Standard Score	95% Confidence Interval	Percentile
October 200x	37	45	38-52	<1
April 200x	15	78	72-84	10th

Behavior was measured following each activity to determine the effectiveness of the intermittent reinforcement. A truck with a penny inside was moved along a “road” at various, unscheduled intervals as Jimmy was demonstrating on task behaviors. At the end of the session, he kept the pennies he earned. He was also reminded, both visually and verbally, to “look, listen and do”. Overall, he earned a three for most activities. He still showed sensitivity to failure and occasionally refused to participate in tasks.

Summary:

Jimmy made excellent progress on all of his goals this semester. He had a substantial increase in speech intelligibility in structured and conversational speech. He demonstrated initiation and maintenance of using strategies (e.g. slowing his speaking rate) to improve his speech if a listener did not understand him. His use of repair strategies when he is not being understood is a positive prognostic indicator. Increased accuracy (88%) with functional core vocabulary words will further support these gains in intelligibility. His growth and interest in reading helped to build on his speech therapy, giving him more confidence and allowing him to take the risks necessary to make these gains.

Jimmy demonstrated marked improvement in production of sounds in isolated words as shown on his score on the GFTA-2. However, his score in the tenth percentile still places him well below the level of his peers. The sounds /ʃ/ (“sh”), /tʃ/ (“ch”), and /ð/ (voiced “th”) were practiced using multisensory strategies and phonetic placement cues. Jimmy demonstrated progression from a few errors, to distortions, to mostly accurate productions over the course of the year. Increasing his repertoire of sounds and becoming more accurate with sounds that are challenging will also help to improve his intelligibility.

Behavior was another area where Jimmy made gains this semester. Jimmy demonstrated consistent cooperation, and with minimal reinforcement he participated in therapy and activities that were difficult for him. It should be noted, however, that it took several months to build the current level of rapport and to establish the routines that supported Jimmy’s comfort level.

Overall, Jimmy's progress across different goals is a positive indicator for continued improvement in his speech production. However, given his underlying speech motor challenges, continued improvement will require continued support from a speech-language pathologist.

Recommendations:

Based on Jimmy's progress this semester, the results of assessments and discussions with his parents, the following recommendations are made:

1. Continue speech therapy for 30 minute sessions, twice weekly through the month of May. His present goals will continue.
2. Take a temporary break from therapy in June, July and August. Jimmy's parents will contact us in the fall as he begins his school program. Based on how he is doing they will decide if they would like to pursue services in the fall.
3. Continued and consistent reinforcement at home is critical to Jimmy's ongoing progress in developing speech motor skills. Activities for summer homework will be provided to the England' at the end of May.

Prognosis:

It has been wonderful to work with Jimmy and his family this semester. If you have any questions regarding this report, please call the E.M. Luse Center at (802)656-3861.

xxxx xxxxx, B.S.
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