

**UNIVERSITY OF MARYLAND
HEARING AND SPEECH CLINIC**

College Park, MD 20742

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**Semester Progress Report
Fall 2013**

Name:	Date of Birth:
Parent:	Age:
Address:	Category: Language/Articulation
Phone:	Graduate Clinician: Melissa D. Stockbridge, M.Sc.
Date of Report: December X, 2013	Clinical Supervisor: Colleen Worthington, M.S., CCC-SLP

Pertinent History

XX has been attending the UMD Hearing and Speech clinic since enrollment in the LEAP pre-school in Fall 2008 and has received treatment consecutively since this time, both from the UMD clinic and from his elementary school. In Spring 2012, XX was diagnosed with Childhood Apraxia of Speech (CAS). His goals have addressed hallmarks of CAS, including impaired prosody and errors that increase with word and utterance length. Following performance on the Test of Early Reading Ability – Third Edition in Spring of 2013, treatment recently has begun to address goals for literacy and literacy supporting skills, such as semantic associations. XX is active and occasionally distractible, especially during sessions directly after his school day. However, he is interested in language games/activities and responds well to behavior management strategies (e.g., session rules, behavior “stoplight”) as well as the opportunity to influence the activities in his session time. He particularly enjoys activities of a competitive nature and those involving the use of technology.

Semester Goals and Objectives

XX’s goals are divided into three separate categories: speech, language, & literacy. His goals for each category are outlined below.

Goals for Speech

Goal I: To increase intelligibility, XX will demonstrate consistent production of vowels in longer instances continuous speech.

Initial Status: XX produced 186 vowels across two connected speech samples on 9/23/13 with 87% accuracy. Of these, the majority of the errors were in cardinal vowels (in “beet” and “cot”), which constitute extreme positions of the vocal tract.

- A. XX will produce 2-3 sentence conversational turns with stable vowels in at least 90% of instances over two consecutive sessions. **[In progress: 82% on 11/4/13 & 87% on 11/26/13.]**
- B. XX will produce 5-10 sentence conversational turns with stable vowels in at least 90% of instances over two consecutive sessions.

- C. XX will produce stable vowels during a 2-minute sample in with no more than 2 errors over two consecutive sessions.

Comments: XX's performance in vowels over longer samples of speech has been fairly consistent over the course of the semester, with increased intelligibility associated with slower rate of speech and more structured contexts. His pattern of errors often evidences greater difficulty with vowels at extreme positions of the vocal tract, though this is not universally consistent. XX improves significantly in many instances when asked to slow down his speech or repeat himself. The stipulation that XX must perform at the given level for two consecutive sessions was added in light of the inconsistent pattern of articulatory errors observed, a hallmark characteristic of CAS.

Goal II: To increase intelligibility, XX will demonstrate consistent production of co-articulatory gestures (e.g., “**cr**-ocodile,” “**string**”) in longer instances continuous speech.

Initial Status: XX produced consonant blends in 27/30 (90%) of two-syllable words in isolation (10/2/13). He produced consonant blends in 26/31 (84%) of three-syllable words in isolation (10/2/13).

- A. XX will produce sentences with 90% accuracy in articulation of two consonant blends (e.g., “**cr**-ocodile“) for 2-3 conversational turns. [**Criterion met: 97% on 11/20/13**]
- B. XX will produce sentences with 90% accuracy in articulation of two and three consonant blends (e.g., “**cr**-ocodile,” “**string**”) for 5-10 conversational turns.
- C. XX will produce sentences during a 2-minute sample with articulation of two and three consonant blends (e.g., “**cr**-ocodile,” “**string**”) with no more than 2 errors over two sessions.

Comments: XX has made moderate progress on this goal. XX demonstrates particular difficulty with the onset “gl-,” which he often shortens to remove the “l” (e.g., “glider” becomes “gider). He loves to address this goal using Go Fish with the target cluster words, and will provide conversational turns when he makes a match.

Goals for Language

Goal III: XX will improve his spoken expressive language through accurate use of present progressive (“is ____-ing”) tense.

Initial status: XX accurately used present progressive in 96% of trials when responding to questions (9/23/13). He accurately used present progressive with 60% accuracy while telling a story (10/2/13).

- A. XX will spontaneously produce the present progressive tense in sentences while telling a short story (from pictures) during the session with 90% accuracy in two consecutive sessions. [**Criterion met: 93% on 12/4/13 & 90% on 12/9/13.**]

Comments: XX has noticeable progress in the unstructured contexts addressed in this goal. XX demonstrated generalization of this skill into accurately formed past progressive (“was ____-ing”), but also demonstrated over-extension of the formulation rule; XX would correct nearly

any sentence-level error by emphatically adding “is ___-ing” to the verb in the sentence (“What he is doing?” becomes “What he *IS* do*ING*?”). The stipulation that XX must perform at the given level for two consecutive sessions was added in light of the difficulty XX was having with parsing this skill from others addressing verbs. Happily, XX has all but eliminated this tendency with the formal instruction in the additional verb forms required for regular past tense. XX enjoys addressing this skill by narrating cartoons (e.g., and episode of Pokemon presented on an iPad) as they are happening.

Goal IV: XX will improve his spoken expressive language through accurate use of regular past tense.

Initial status: With picture support & a model, XX accurately used simple past tense verbs in a carrier phrase in 36% of trials (10/9/13).

- A. XX will produce regular past tense endings (“walk-t”, “smell-d”, and “visit-ed”) in carrier phrases with 80% accuracy in two sessions. [**Criterion met: 82% on 11/18/13 & 84% on 11/20/13.**]
- B. XX will produce regular past tense endings in sentences with 80% accuracy in two sessions. [**In progress: 90% on 12/9/13.**]
- C. XX will spontaneously produce the simple past tense in sentences while telling a short story (from pictures) during the session with 80% accuracy in two sessions.

Comments: XX has demonstrated significant progress on this goal, as evidenced by much improved association of verbs with their correct past tense endings and adoption of a more consistent and formulaic strategy for assigning endings. The majority of XX’s errors appear to demonstrate an over-extension of the rule to add the “-t” ending or “-d” ending based on voicing, rather than the exception rule of adding the “-ed” to words that end in “-t” or “-d.” This results in forms like “pet-t,” with emphasis added to both “t” sounds, and these errors are not ambiguous when compared to his production of the “-ed” ending. Presenting the verbs as part of a book reading activity has been a method that is highly efficient and good for eliciting specific verb targets, and which XX appears to enjoy.

Goal V: XX will improve spoken complexity through an increased use of pronouns during conversation.

Initial status: XX accurately produced subject pronouns (e.g. “he,” “she,” “they”) with a model in a carrier phrase when responding to clinician questions with 100% accuracy (9/23/13 and 10/7/13). He accurately produced object pronouns (“him,” “her,” “them”) in 43% of trials.

- A. Given a sentence and visual stimulus, XX will accurately choose the subject or object pronoun for carrier phrases with 80% accuracy over two consecutive sessions. [**Criterion met: 79% on 11/13/13, 80% on 11/18/13.**]
- B. Given a sentence (e.g., “Joe gave the ball to Mary.”), XX will generate subject (“He”) and object (“her”) pronouns with 80% accuracy over two consecutive sessions. [**In progress: 25% independently, 83% with minimal cues on 12/4/13 & 44% independently, 94% with minimal cues on 12/9/13.**]

- C. XX will produce pronouns in sentences while telling a short story with 80% accuracy over two consecutive sessions.

Comments: XX has demonstrated significant progress on this goal, employing a two-step strategy: first, looking at the noun's position relative to the action, and then looking at the role of the noun to "check." The stipulation that XX must perform at the given level for two consecutive sessions was added in light of the inconsistent pattern of errors and overall performance on this skill among the sessions when it was addressed. XX has demonstrated both improved ability to self-correct errors once he is alerted to them and emerging evidence of generalization in less structured contexts, but must be reminded to approach tasks mindfully and slowly in order to perform with optimal success.

Goal VI: XX will improve his spoken complexity through accurate use of word order in questions.

Initial status:

- Given a model, XX accurately produced simple questions at the carrier phrase level ("Do you have a ____?" during Go Fish) in 100% of trials (9/30/13).
 - Given written fill in the blank questions, XX produced variations on multiple provided question types ("What is your ____?" "What does he ____?" during Headband party game) in 44% of trials (9/30/13).
 - Given a written sentence ("He is walking."), XX produced questions ("Is he walking?") with correct word order in 79% of trials (10/9/13).
- A. Given a written sentence and the clinician's model of a relevant question, XX will produce questions with correct word order (e.g., "Is he jumping?") with 90% accuracy over two sessions. [**Criterion met: 100% on 11/3/13 & 89% on 11/20/13.**]
- B. Given a written sentence and the clinician's model of a relevant question, XX will produce wh- questions (e.g., "Where is he?") with correct word order with 90% accuracy over two sessions. [**In progress: 88% on 11/18/13.**]
- C. Given visual stimuli, XX will produce questions in a variety of formats (e.g. "Is he jumping?" "What is he doing?") with correct word order with 90% of the time for two sessions.
- D. XX will spontaneously use diverse question formations with correct word order 90% of the time over two sessions.

Comments: XX has demonstrated significant progress on this goal. He has become more consistent in both employing and correctly ordering words in grammatically correct questions of multiple forms, including appropriate use of the correct wh- question word and word order. XX demonstrates some difficulty with "why" questions, and word order when the sentence provided has long and complex clause structure ("The king is the man with the crown in the castle."). He has begun to demonstrate generalization of these skills into increasingly unstructured contexts, and is able to self-correct if asked to repeat a question that was initially ill formed. XX enjoys addressing this goal through Mad Lib style games, where he provides silly words in different categories at the start of the game and then they are said back to him in context when he asks the appropriate question.

Goals for Literacy

Goal VII: To increase literacy skills, XX will decode two and three syllable words.

Initial status: Using words with illustrations

Word length	Single word	Carrier phrase
Two-syllable words “brother”	90% on 10/2/13 91% on 10/7/13	100% on 10/7/13 (combined set of two-and three-syllable words)
Three-syllable words “crocodile”	84% on 10/2/13 92% on 10/7/13	

- A. XX will demonstrate a two-step strategy to produce blended word syllables in compound words: counting syllables and sounding them out together with 80% accuracy over two consecutive sessions. [**Criterion met: Counting syllables 89% on 12/4/13 & 100% on 12/9/13; Decoding with minimal cues 94% on 12/4/13 & 80% on 12/9/13.**]
- B. XX will demonstrate a two-step strategy for addressing unknown words with two or more syllables (“croc/o/dile”): 1) mark syllable boundaries and 2) decode syllables independently with 80% accuracy over two consecutive sessions. [**In progress: 73% on 11/4/13.**]
- C. XX will demonstrate a two-step strategy for addressing unknown words with two or more syllables that occur in sentences with 80% accuracy over two consecutive sessions.
- D. In a short paragraph, XX will determine whether strategies are needed for reading words by sight or decoding with 80% accuracy over two consecutive sessions.

Comments: XX has demonstrated moderate progress on this challenging goal. Objective A was added on 11/25/13 to parse this skill into an intermediate step. During some activities, XX was observed to make sound substitutions when presented with unknown words that did not reflect immediate awareness of the structure of the word (“duck” for “platypus”). The stipulation that XX must perform at the given level for two consecutive sessions was added in light of the inconsistent pattern of errors observed, particularly sensitive to how the task was presented (e.g., in the context of a game, puzzle, etc.). XX has demonstrated significant improvement in counting the syllables present in a word, but has shown difficulty when asked to define where those boundaries lie in the word, resulting in incorrect oral reading of longer words. XX has expressed that he finds this skill to be very challenging, so tasks that are engaging and active in nature are highly recommended in eliciting his best performance (e.g., clapping or stomping syllable counts, allowing him to “chop” words written on pictures of vegetables).

Goal VIII: To increase literacy skills, LS will demonstrate semantic associations between single words.

Initial status:

- Given three visually presented items, XX was able to produce appropriately specific relationships (e.g., “butterfly,” “bee,” and “grasshopper,” are all insects, rather than that they are all animals) in 70% of trials (10/7/13).
- Given a visually presented target item, XX correctly identified two items from a list to match the target item in 43% of trials (9/25/13).

- A. XX will identify contextually appropriate, specific relationships (“insects” rather than “animals”) between a single item and a given set of items with 80% accuracy over two sessions. [**Criterion met: 100% on 10/9/13, 84% on 11/25/13.**]
- B. Given one item (“bee”), XX will identify a contextually appropriate group (“insects”) and generate a set of other items belonging to that group (“grasshopper,” “fly”) with 80% accuracy over two sessions. [**Criterion met: Identified groups 89% on 12/2/13 & 80% on 12/4/13; named other items 100% on 12/2/13 & 80% on 12/4/13.**]
- C. XX will identify two to three related words in a text and identify the similarity between those words with 80% accuracy over two sessions.

Comments: XX has demonstrated significant progress on this goal. While XX is often highly successful in identifying multiple members of a set, he demonstrates difficulty in identifying the common theme that defines the set. He has improved noticeably in his performance of identifying common themes that are of appropriate specificity (e.g., “insects” or “board games” rather than “living things” or “things to play”) to be useful for him in future applications of this skill (e.g., making contextual inferences about unknown words). He possesses a vast knowledge of interconnected characters (e.g., Pokemon, Skylanders Swap Force) that provide a wealth of potential items that are intrinsically motivating for him to work with.

Summary:

XX has made significant progress over the course of the semester, particularly in his goals for language. He has also shown improvements in literacy and speech. XX is highly motivated and responds well to a balance of consistent and clearly defined behavioral expectations and opportunities to make decisions about the activities in a given session (both at the start of the session and during activities). XX uses a 5-point stoplight, general behavior rules, a schedule board, and self-monitoring rules as his behavioral scaffolding in sessions. Some unexpected things, such as chairs, can be major distractors for LD, and in order to get his best performance it is often ideal to have him sit up on the floor for more challenging tasks. During activities, the most effective reinforcement is intrinsic to competitive games or reading activities (XX loves to be read to, and is willing to complete many tasks if they are necessary to continuing a book). Incremental reinforcement through the use of stickers is preferred to tokens, though both are effective (Note: XX does not like sticker “sheets,” but prefers to wear stickers). XX also responds well to less immediate reinforcement, such as a promise of a small toy or a special activity at the end of a session or beginning of the next session if he behaves productively during a whole session. Certain topics hold very high interest for XX (e.g., Pokemon, Skylanders) and may cause him to become distracted if used casually in less structured tasks. However, these themes make highly motivating less immediate rewards, and this in turn helps XX develop his own behavioral self-regulation.

XX received additional testing this semester from Dr. Lorraine Simon at the Lab School of Washington and Dr. Laura Solomon. In the first testing session, XX’s cognition, language ability, and behaviors were comprehensively assessed. XX met the diagnostic criteria for impairment in reading and writing, and continued to meet the diagnostic criteria for Attention Deficit Hyperactivity Disorder. In the second testing session, the focus was on better appreciating XX’s cognitive and perceptual skills. Both reports were provided by his mother and are included in his client file.

Recommendations:

XX would benefit from continued intervention for speech, language, and literacy goals. XX would benefit from continued practice in speech exercises, particularly those that are less structured, which appear to correlate with his intelligibility decreasing noticeably. Future clinicians should consider analyzing an extended speech sample in order to systematically identify persistent articulatory processes (e.g., final consonant deletion, word medial consonant cluster reduction, backing) and determine their contribution to XX's overall intelligibility and, consequentially, the amount of effort required by the listener for XX to effectively communicate. Goals for language should continue to diversify his skills following typical acquisition patterns, to include more complex tense structures and question word order. XX may require goals for irregular past tense after he masters regular past, as he is already demonstrating highly consistent over-regularization errors with irregular verb forms. As XX continues in school, he may benefit from closer coordination with the curriculum and other specialists in planning and prioritizing his objectives. However, this should be balanced with a value placed on activities that are intrinsically motivating, as these appear to be the most effective means of eliciting his best performance.

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