

# Intervention Plan

**Client Name: C**

**Team # and “Clinicians”:** 6 Post-Course Revision

Outcomes	Long-Term Goals
<ol style="list-style-type: none"> <li>1. C wants to interact with his friends without becoming frustrated that they cannot understand him.</li> <li>2. C wants to participate in more classroom activities.</li> <li>3. C wants to be understood when he speaks.</li> </ol>	<ol style="list-style-type: none"> <li>1. C will be intelligible by an objective party 80% of the time in a conversational setting.</li> <li>2. C will be able to identify speech errors in cluster simplification, palatal fronting, final consonant deletion, and devoicing of final sounds to make appropriate repairs without prompting 70% of the time during conversation with the clinician.</li> <li>3. C will participate at least 5 times in 4 consecutive school days during appropriate activities.</li> </ol>

**Semester Goals:**

1a. C will express his confidence in speaking to peers using a rating scale from 1-10 (1 being not confident and 10 being extremely confident), with his rating after 8 sessions being above a score of 6 by the end of the semester.

1b. C will be judged as intelligible 50% of the time as judged by the clinician during a 10 minute language sample taken from a play session with a familiar peer by the end of the semester.

2a. C will independently produce /f/ and /k/ correctly 80% of the time in syllable structures during articulation trials with the clinician in 3 consecutive sessions by the end of the semester.

2b. C will accurately produce the /sh/ sound in the final position in mono-syllabic words with the use of only one model across three sessions 50% of the time as judged by the clinician by the end of the semester.

2c. C will identify final consonant deletion errors 90% of the time during conversations with the clinician in 2 consecutive sessions by the end of the semester.

3a. C will initiate social interactions unprompted at least 2 times in two consecutive school days during free play by the end of the semester.

**Teaching Strategies:**

- The clinician will provide direct instruction regarding how to produce sounds such as /f/ and /k/.
- The clinician will recast appropriate target words, stating /k/ and /f/ words correctly if C makes an incorrect production.
- The clinician will use wait time to provide C enough time to make correct productions or identify errors.
- The clinician will use visual prompts and gestural prompts to remind C of the proper location of articulators.
- The clinician will use modeling to demonstrate the correct production of the target sounds /f/ and /k/. Further, the clinician will model how to use the rating scale explained above.
- The clinician will use direct instruction to explain how to identify speech errors.
- The clinician will directly instruct C how to use the rating scale and what it means.
- The clinician will utilize positive feedback to encourage C to continue to perform solicited behaviors.
- The clinician will use delayed imitation to allow the client time to repeat what was said in the correct form.

**Activities:**

- The clinician and C will play a fishing game; The clinician and C will take turns “fishing” for words. When C or the clinician catches a word (words are targeting /f/ and /k/) the clinician will model the word at first and then have C repeat the word 5 times. The clinician will eventually pull out the supports and have C produce the sound by himself.
- The clinician will provide C with a box of words. The items will be words that end in a consonant and that his parents have noted as regularly used. The clinician and C will take turns shaking the box, and then pulling out the chosen word. C will make up a story about the word, while practicing pronouncing the final consonant.
- The clinician will engage in parallel play with C, using some toys that are familiar and well-liked by the client. Through the use of delayed imitation, the clinician will ask C different questions throughout play that target /f/ and /k/ productions and subsequently, recast his speech when produced incorrectly. The clinician will estimate the amount of times C initiates interactions during play and give positive reinforcement as a result of those unprompted initiations.

### **Rationale for Teaching Strategies and Activities:**

- The fishing game is designed to teach C how to produce the sounds /f/ and /k/, while also practicing taking turns so he can better participate in class activities. Using modeling during this activity will provide C with examples of the correct production as well as opportunities to independently produce the correct production.
- The box game is designed to teach C how to produce the final consonant in sounds that are regularly used at home and at school. The storytelling aspect will allow C and the clinician to identify problems with intelligibility, as well as foster confidence in speaking. This will also allow C to practice his expressive language, which is not a goal but will be reassessed later. The clinician will utilize wait time in this activity so that C will have the appropriate amount of time to produce the final consonant sound.
- Parallel play is designed to teach C how to correctly produce sounds /f/ and /k/ in everyday play and hopefully, increase his confidence in speaking when playing with peers. The clinician will utilize delayed imitation to allow C opportunities to imitate sounds correctly and then hear the sounds recasted by the clinician when C makes an error.

### Sources

- American Speech Language Hearing Association (2012). *Introduction to evidence-based practice*. Retrieved October 20, 2019 from <http://www.asha.org/Members/ebp/intro/>
- Arvedson, J., Clark H., Frymark, T., Lazarus., C., Lof G., McCauley R., Mullen, R., Schooling T., & Strand E., (2007, November). *The effectiveness of oral-motor-exercises: An evidence-based systematic review*. Paper presented at the American Speech Language hearing Association Annual Convention, Boston MA.