

Alabama A & M University
Speech-Language-Hearing Clinic
LESSON PLAN

Client M.W. Age 5 Week of Nov. 22, 2010 Lesson # 15 Disorder Language Clinician Susie Speech

- Long Term Objective(s)**
1. The client will demonstrate receptive language skills for functional communication with 80% accuracy.
 2. The client will demonstrate expressive language skills for functional communication with 80% accuracy
 3. The client will complete home assignment tasks with 90% accuracy.

Criterion	Short Term Goals	Session 1 – <u>W</u> , R (circle)	Data	Session 2 – M, T, <u>W</u> , R (circle)	Data
80%	1a. The client will demonstrate knowledge of comparative/superlative adjectives (i.e. big, bigger, biggest) by choosing the correct picture/flash card from a field of 3 when given a verbal description with 80% accuracy.	<p>Procedures: The clinician will show the client a series of comparative/superlative adjectives on flash cards in a field of 3. The client will be asked to put the cards in order of largest to smallest or smallest to largest without a verbal prompt.</p> <p>Cues: Verbal, direct modeling</p> <p>Reinforcement: Verbal praise on a continuous schedule, sticker on a FR 1:5</p> <p>Materials: Super Duper Comparatives cards</p>	Tally: % Correct:	The Clinic will be closed due to the University's observance of Thanksgiving break.	Tally: % Correct:
80%	1b. The client will demonstrate knowledge of opposites by choosing the correct picture/flash card from a field of 2 when given a verbal description with 80% accuracy.	<p>Procedures: The clinician will show the client 2 flash cards depicting opposites. The client will be responsible for pointing to the correct picture being described by the clinician (i.e. "Point to the picture of the new shoes"). Each time the client provides an answer, he will get to shoot the ball into the goal.</p> <p>Cues: Verbal, direct modeling</p>	Tally: % Correct:		Tally: % Correct:

Comment [CL1]: Lesson Plans must be submitted weekly by 12:00 noon on Friday for the following week.

See comment 8 below

Comment [CL2]: Change the date weekly using Monday's date. Either document as:

Week of: Nov. 22, 2010
 Or
 Week of Nov. 22-26, 2010

Comment [CL3]: Change the LP # weekly. For client's who are seen two times weekly, there will be two LP #'s (except for weeks when the clinic will only closed due to holidays, breaks, etc. in which case there may be only one LP # that week)

Comment [CL4]: The wording of the Long Term Objectives on the LP should match the wording of the LTO's on the ITP. For language goals the receptive goal should precede the expressive goal.

Comment [CL5]: The wording of the Short Term Goals on the LP should match the wording of the STG's on the ITP. For language goals the receptive goals should precede the expressive goals.

Comment [CL6]: Circle the day/days therapy will be provided (On the Insert tab click on shapes, choose the "oval", place the cursor over the correct day/days and drag the mouse

Comment [CL7]: Be specific when documenting clinical procedures and provide an example(s) if possible

Comment [CL9]: Lesson Plans are also required to be submitted for holidays/University observed breaks (i.e. Spring break). If therapy services will not be provided a LP # should not be given (i.e. for Spring break week list LP #/ #'s as NA (not applicable).

Comment [CL8]: At the beginning of the semester or when introducing new goals/ establishing a new target behavior the reinforcement schedule will be continuous. When the client's target response rate increases to 30-50% over the baseline measures change to an intermittent reinforcement schedule (Roth & Worthington- pg.17-18).

		<p>Reinforcement: Verbal praise on a FR: 1,5,10, sticker on a FR 1:5</p> <p>Materials: worksheet containing opposites, stickers, ball and goal</p>			
80%	<p>1c. The client will demonstrate knowledge of direction/position (i.e. behind, on top, beside) by choosing the correct picture flash card out of a field of 2 when given a verbal description with 80% accuracy.</p>	<p>Procedures: Using a worksheet targeting only the preposition “top”, the clinician will use manipulatives (legos, puppets, etc) and ask the client to point to the object on “top”. The client will be responsible for pointing to the correct object/ picture.</p> <p>Cues: Verbal, direct modeling</p> <p>Reinforcement: Verbal praise on a FR: 1,5,10, sticker on a FR 1:5</p> <p>Materials: Basic Concepts book by Linguisystems, stickers, ball and goal</p>	<p>Tally:</p> <p>% Correct:</p>		<p>Tally:</p> <p>% Correct:</p>
	<p>1d. The client will demonstrate knowledge of action verbs (i.e. jumping, jumped, cooking, cooked) by choosing the correct picture flash card out of a field of 2 when given a verbal description with 80% accuracy.</p>	<p>Procedures: The clinician will show the client 2 flash cards containing various verb tenses and ask the client to point to the card she is describing (i.e. “Point to the girl jumping” or “Point to the girl who jumped”), and the client will be responsible for pointing to the correct picture. Each time the client provides an answer he will get to move a piece on the game board.</p> <p>Cues: verbal, direct modeling</p> <p>Reinforcement: Verbal praise on a FR: 1,5,10, sticker on a FR 1:5</p>	<p>Tally:</p> <p>% Correct:</p>		<p>Tally:</p> <p>% Correct:</p>

Comment [CL10]: Fill out header information. Change the dates weekly.

Comment [CL11]: List specific materials (books, cards, worksheets, kits, etc.). If clinician generated materials are to be used list them as such.

		opposites, ball and goal			
	2c. The client will demonstrate knowledge of direction/position (i.e. behind, on top etc.) expressively when given verbal or picture stimuli by the clinician with 80% accuracy.	<p>Procedure: Using a worksheet targeting only the preposition "top", the clinician will use manipulatives (legos, puppets, etc) to demonstrate "on top" and will ask the client to describe where an object is located (e.g. "Where is the hat?"... "On top of the chair"). The client will be responsible for correctly saying the preposition pertaining to the object.</p> <p>Cues: verbal, direct modeling</p> <p>Reinforcement: Verbal praise on a FR: 1,5,10, sticker on a FR 1:5</p> <p>Materials: Basic Concepts direction/position worksheet, ball and goal</p>	<p>Tally:</p> <p>% Correct:</p>		<p>Tally:</p> <p>% Correct:</p>
	2d. The client will demonstrate knowledge of action verbs (i.e. jumping, jumped, cooking cooked etc.) expressively when given a verbal or picture stimuli by the clinician with 80% accuracy.	<p>Procedure: The clinician will show the client a flash card containing sequencing verbs (i.e. past, present and future tense). After a verbal prompt by the clinician (i.e. "This girl is cooking, and this girl already _____") the client will be responsible for saying the verb with the correct verb tense (-ed, -ing). Each time the client provides an answer he will give to move his piece on the game board.</p> <p>Cues: verbal, direct modeling</p>	<p>Tally:</p> <p>% Correct:</p>		<p>Tally:</p> <p>% Correct:</p>

