

LESSON PLAN FOR 12/03/08

Client: D. L.

AUDITORY GOALS:

GOAL: Client will detect all of the Ling 6 sounds at distances of 3 and 5 feet

ACTIVITY 1: The Ling 6 sounds will be presented at 3 and 5 feet. Client will drop a chip into the box at detection. Clinicians will encourage client to say the sound presented.

MATERIALS: record sheet, chip/bin, Ling Six Picture cards

	/u/	/a/	/i/	/sh/	/s/	/m/
3 feet						
5 feet						

GOAL: Imitate songs with accompanying vocalizations while providing contextual meaning.

ACTIVITY 2: Say nursery rhyme “Pat-a-Cake” While doing the rhyme, clinician and client will both look at pictures and act it out.

MATERIALS: Pictures, the rhyme

GOAL: Client will discriminate between sentence vs. word or phrases in 5/8 trials.

ACTIVITY 3: Clinician and client will look at 5 pairs of cards. Each pair will consist of a one word picture vs. a sentence picture. Client will point with a wand.

MATERIALS: 5 sets of cards, wand

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GOAL: Client will identify the onset and termination of speech in 5/8 trials.

ACTIVITY 4: Client will push a car along while listening to clinician say “bu-bu-bu”, and stops when speech stops.

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MATERIALS: bus

GOAL: Client will demonstrate comprehension of the adjectives “big” vs. “little”

GOAL: Client will imitate an early developing phonemes /p/, in meaningful play.

ACTIVITY 10: Clinician and client will read the book Magic Painting Day (in activity 7). Client will be encouraged to vocalize /p/ in “pull” and “push.”

/p/	
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GOAL: Client will vocalize an appropriate greeting (“hi”) or farewell (“bye”) to a familiar adult over 70% of trials.

ACTIVITY 11: Whenever the clinicians or mom (or other family members) leave or enter the room, D.L will produce the appropriate greeting or farewell.

Approximations: Hi =
Bye =