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						
5feet						

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

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", and stops when speech stops.

MATERIALS: bus

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

ACTIVITY 5 : Clinicians will present pairs of different sized toys. Clinician will ask for either "big" or "little." Client will sort the toys into different piles. Client will be encouraged to vocalize the two adjectives.									
MATERIALS: set of balls, cups, stuffed animals, stickers, flowers, (etc.)									
GOAL:	Client will	be introdu	ced to the	verbs "pu	ull/push'' w	hile attempt	ing to voca	lize the pho	oneme /p/.
for the c	GOAL: Client will be introduced to the verbs "pull/push" while attempting to vocalize the phoneme /p/. ACTIVITY 6: Clinicians and client will read "Magic Painting Day" together. Clinician will say "pull" for the client to "pull" the magic tab that makes the color of the page changes and "push" to push the tab back into the page.								
	IALS: Ma								
	Client will 10 opportu		te compre	iension a	and attempt	vocalizatio	n of "uh-oh	'' during m	eaningful
						ks until they happens (e		_	
GOAL:	Client will	discrimina	te a discree	et, contir	nuous, inter	mittent sour	nd in 8/10 c	pportunitie	
ACTIVITY 8: Client will have a cow, duck, and dog to put away in a box. Clinician will say either "moooo", "quack quack", and "woof!" for client to put away. Client will then also pull one out one by one and attempt vocalization of the associated animal. (example: Client pulls out cow. Clinician asks "What did you find?" Client will answer "moooo."									
Speech goals: GOAL: To imitate vowel variety. ("ahh," "ee," and "ooo") ACTIVITY 9: Clinician presents sounds first, then object. Clinician will use the play microphone to encourage client to imitate sounds. Clinician will reinforce with "That's right, the <i>monkey</i> says 'ee-ee-									
ee.'									

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."

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 =