

THERAPY PLAN FORMAT

Client(s):

Date:

Student:

Location:

Treatment Objectives

Long-term Goals:

State what you hope to achieve with the patient over the course of the semester or therapy period. Identify areas to be worked on and degree of improvement thought realistic for the time allotted. Long-term goals are written in general rather than specific terms.

Short-term Goals:

State your specific goals for each session. Include in each objective: the specific behaviour the client is expected to perform (performance or "do" statement), under what conditions the behaviour/action is supposed to be performed (condition), and the level at which performance is considered successful or how accurately a client is expected to perform a target behaviour (accuracy/criterion). For example, "The client will follow multi-step commands (performance or "do" statement) during familiar routines (condition) with 90% accuracy (accuracy/criterion)".

Example:

1. The client will imitate initial /s/ with 90% consistency at the elicited word level.
2. The client will refer to the memory book to initiate conversation with clinician 8/10 times within a 30-minute treatment session.

Procedures

Activity/Materials:

State clearly and specifically the activity and materials you plan to use to achieve each short-term objective.

Stimulus:

A procedure should contain a description of the stimulus conditions, both verbal and non-verbal (e.g., verbal – "What is this?" non-verbal – 20 pictures of common objects, repeated a minimum of 2x).

Response:

A procedure should indicate a description of what the client will say or do (e.g., Client says "sock")

Cues:

Include both verbal and non-verbal cues which precede or will elicit a response.

Feedback:

The events which follow the response including information regarding response accuracy.

Reinforcement:

Techniques to maintain correct response output.

Sub-steps:

Anticipate how you will modify the task to make it easier for the client if it initially proved too difficult for him/her.

Super-steps:

Specify what your next step will be if the client achieves immediate success on the goal.

Sample Therapy Plan:

LTG: The client will produce /s/ in all word positions at the conversation level, 85% of the time.

STG: The client will imitate /s/ in word-initial position with 90% accuracy over 40 trials.

Activity & Materials: Drill using Webber Picture articulation cards, while playing "Wake Up Daddy" Game. The client gets a turn at the game after three articulation cards are completed.

Stimulus: Present a card and say the word: "This is soap...say soap."

Response: Client says, "thoap."

Cues: Say, "It's your snake sound," "put your teeth together".

Feedback: "That's a good try, I'm hearing a "th" sound, not the snake sound. Try saying "soap" with your tongue behind your upper teeth and your teeth together like this."

Reinforcement: Verbal. e.g., "That's a great /s/ sound." Tangible. e.g., Child gets a turn at the game after every three picture cards.

Substep: Decrease to the elicited syllable level; provide visual feedback with a mirror to show her how the sound should look when she's producing it.

e.g., The client will produce initial /s/ in syllables with 90% accuracy over 40 trials at the elicited level.

Superstep: Elicit production at the elicited word level.

e.g., The client will correctly produce initial /s/ in words with 90% accuracy over 40 trials at the elicited level.

Homework: Activities to facilitate carry-over.

e.g., Send initial /s/ picture cards home for practice. Have parents practice words at the imitated level five minutes per day, keeping a checklist of practice and reward schedule.