

Management section of FCS

In this section you will present your Long Term Goals. Think of these as 'umbrella' goals that sum up what the client should realistically be able to do by the time they walk out of the treatment room (not necessarily YOUR treatment room) for the last time.

"Susie will communicate effectively and efficiently with a variety of partners across settings."

You will then present your BOs that seem to fit best with the LTG you have written. Comprehension goals should be under an LTG that sums up comprehension. Narratives, vocabulary building, grammar, etc. should be under an LTG that sums up expression. You get the picture.

"When given pictures, Connor will produce single episode narratives including all story grammar elements (characters, setting, time, event, resolution) with 80% accuracy in each of two consecutive treatment sessions."

Under the BO, you should write out the **Procedures** you used to help your client achieve the goal stated in the BO.

"Treatment began by making a visual representation (hand-drawn pictures) of events from the group session, which had ended 15 minutes earlier, as they were recalled by Connor. This also provided him with a visual outline for retelling the events as a narrative. He was provided with visual and verbal cues as well as initiations (e.g., "Today in group...", "Instead of eating inside we ate...", and the clinician drew pictures of props or actions that represented each activity).

Treatment then focused on increasing his awareness of story components: "beginnings, endings, who, what, when, where, why, and how." A written list of these components was posted in the clinic room and reviewed prior to each narrative generation activity. Once the pictured 'schedule' was completed, Connor chose which activity he wanted to describe to his mom/dad. When given verbal cues to refer to the 'story components' list, Connor produced several verbal utterances to describe the activity. He was given support to consider perspective taking (What's interesting to the listener? Will they understand what you mean if they weren't there?) and to add details to his story. After producing a short narrative, the clinician presented him with the dictated "story" in written form. He then identified the "who, what, when, where, why and how." If any of these elements were not included, Connor revised the narrative with assistance as needed. The completed written narrative was then practiced verbally multiple times throughout the session so that Connor was able to retell his story with appropriate detail but without significant pauses. As his fluency and accuracy improved, support was faded until he only needed to consult the visual list of story components."

Neurological Disorder. He worked diligently during the therapy sessions and, although not all goals were met, made gains in each of the individual objectives that were developed for him at the beginning of the quarter. Within the structured therapy context, he was able to produce /r/ in the initial position of words in 79% of opportunities with prompts and cues from the clinician. He also was able to correctly produce /s-blends/ in the initial position of words in sentences with 80% accuracy and without verbal cues. With visual and verbal cues, he was able to correctly produce /s-blends/ in the final position of words with 77% accuracy.

A parent conference was held with Lois Lane on December 15, 2009. His mother reported Gerry was producing /s-blends/ correctly at home, especially during their reading time. She was pleased with the progress he has made. The following recommendations were offered:

Now you give your recommendations.

Based on Gerry's progress during Fall Quarter, he would continue to benefit from additional speech-language therapy and the following recommendations are offered:

- Continue speech and language therapy at the UWSHC.*
- Discharge back to Bryant Elementary for continued SLP services. It is recommended that his school goals incorporate the objectives outlined above.*

Mr. and Mrs. Lane were give a list of developmentally appropriate games, books and art activities that should encourage Gerry to use correct speech production at home.

Put in your name and your supervisor's name. Do not forget to include the cc list (final draft only). Do not have an orphan signature page. There should be text on the signature page so that it is connected to the body of your report.

Write as though this was you last draft. Edit, spell check, check you facts. Breathe.