SPHSC 500 Autumn 2009

Clinical Methods Lesley B. Olswang, Ph.D. "Planning Treatment"

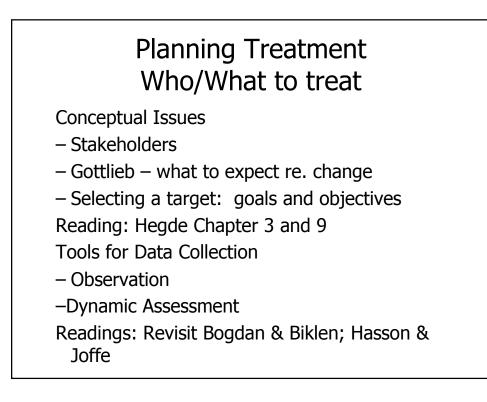
Planning Treatment – Concepts/decisions

For the purpose of <u>planning treatment</u>, determine

- Who and what behaviors to treat
- Specific goals (long term) & objectives (short term) for treatment
- Existing evidence for treatment
- Documentation of baseline performance
- Modifiability and response to teaching for planning sequential teaching program

You'll see the obvious overlap with the first section of the course – Assess/Evaluate for diagnosis and recommendations – now going deeper.





Planning Treatment

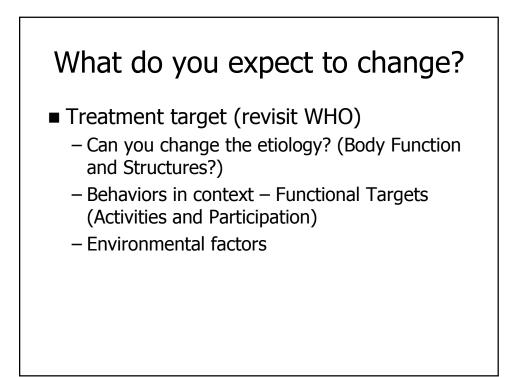
Consider Stakeholders when deciding who/what to treat.

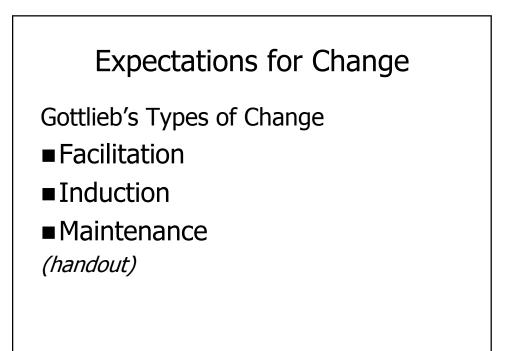
- 1. Direct consumer:
- 2. Indirect consumer:
- 3. Immediate community:
- 4. Extended community:

Who are these stakeholders? *(handout)*

What is Treatment Designed to Accomplish? Expectations for Change

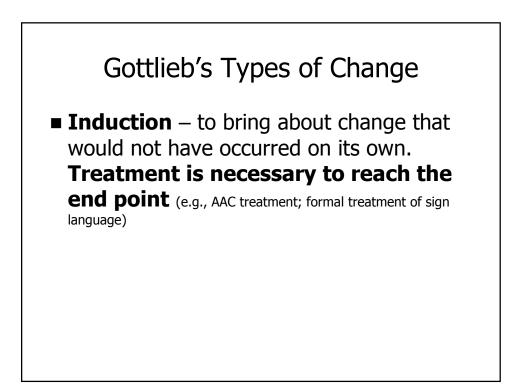
- Teach new skill/behavior*
- Increase a skill/behavior*
- Substitute a skill/behavior*
- Reduce a skill/behavior*
- Maintain a skill/behavior*
- Accept behavior and change environment
- *Remember for all of these, treatment can involve all stake holders (meaning client may be other than the person with the impairment)

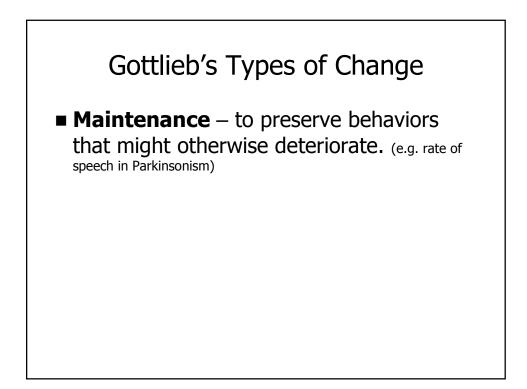


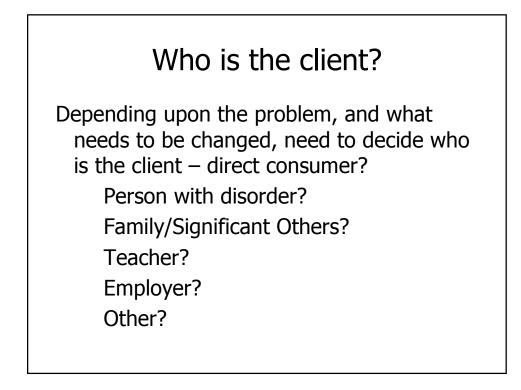


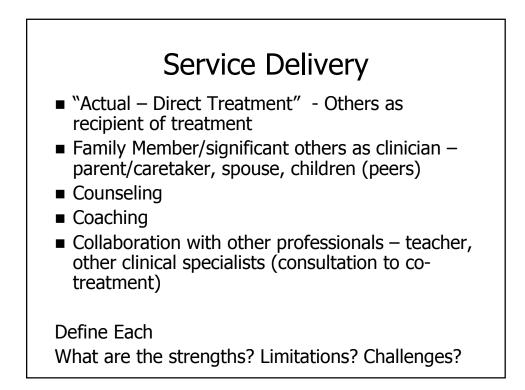
Gottlieb's Types of Change

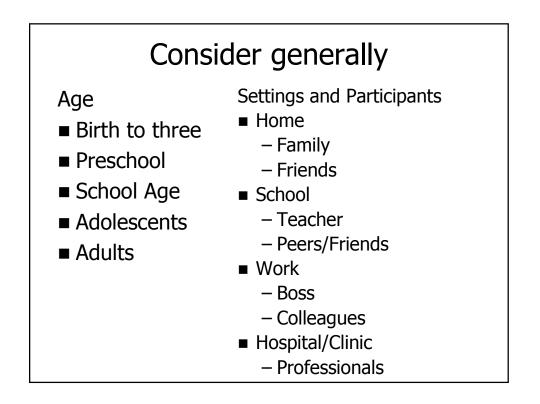
 Facilitation – to trigger change in behavior that would have eventually changed on its own. Treatment serves to facilitate, trigger, or start a change. (e.g., treatment of semantic relations, morphology to children with SLI)





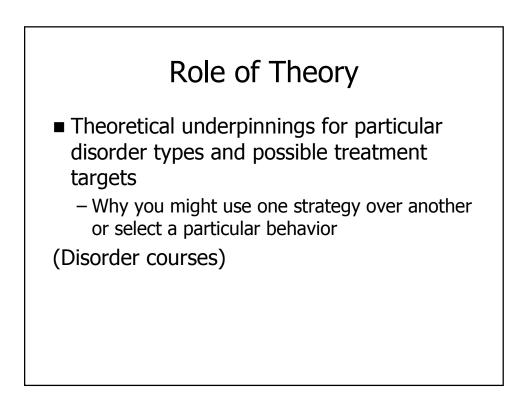


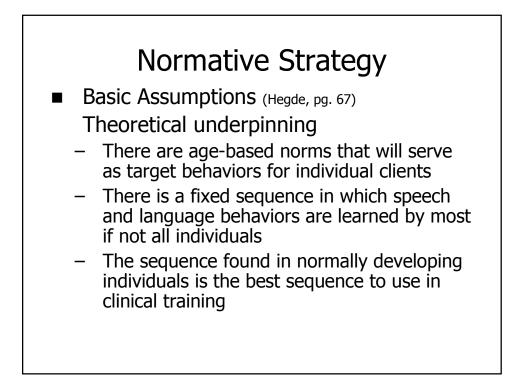


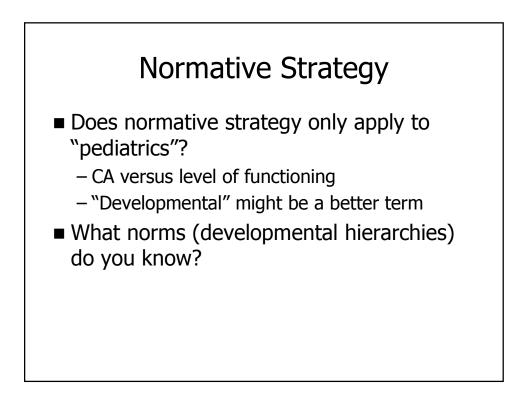


Selecting Treatment Targets Normative Strategy (Hegde) Developmental Client Specific Strategy (Hegde)

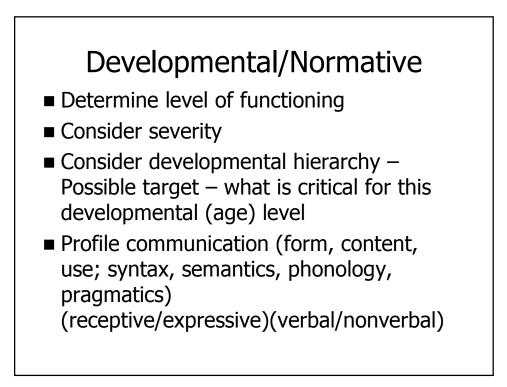
- Rehabilitation





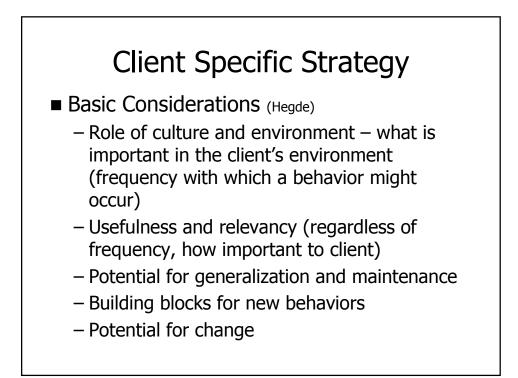


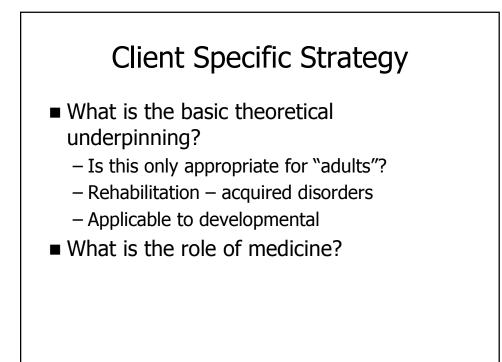


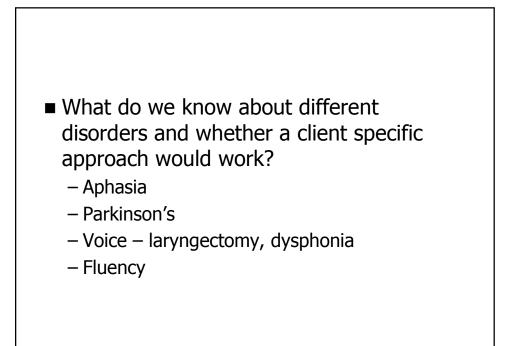


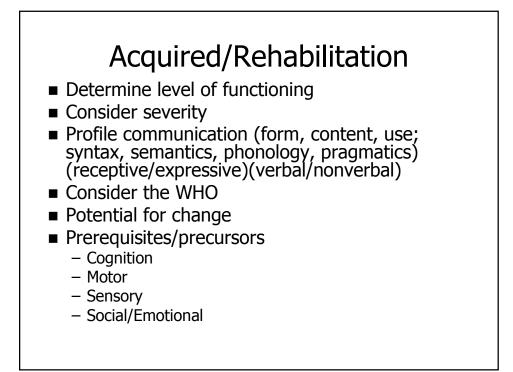
Developmental/Normative

- Consider the WHO
- Readiness (Zone of Proximal Development)
- Prerequisites/precursors
 - Cognition
 - Motor
 - Sensory
 - Social/Emotional
- Building block for other behaviors/skills
- Generalization



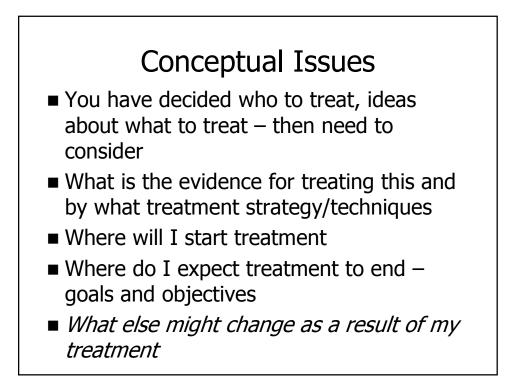


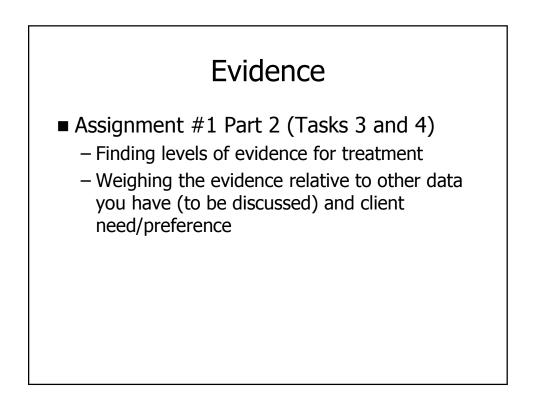




Regardless of developmental vs acquired, client specific considerations apply:

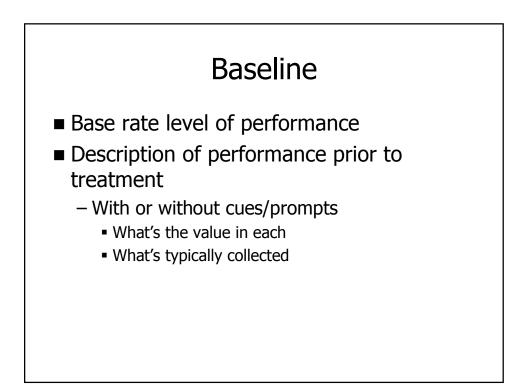
- Basic Considerations (Hegde)
 - Role of culture and environment what is important in the client's environment (frequency with which a behavior might occur)
 - Usefulness and relevancy (regardless of frequency, how important to client)
 - Potential for generalization and maintenance
 - Building blocks for new behaviors
 - Potential for change

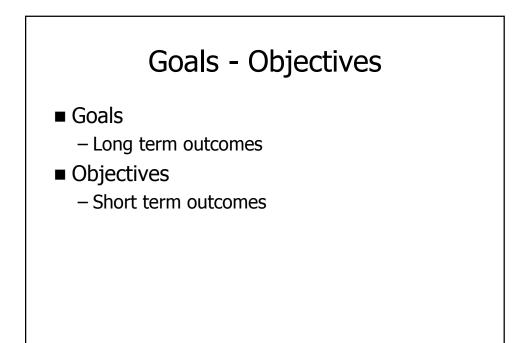




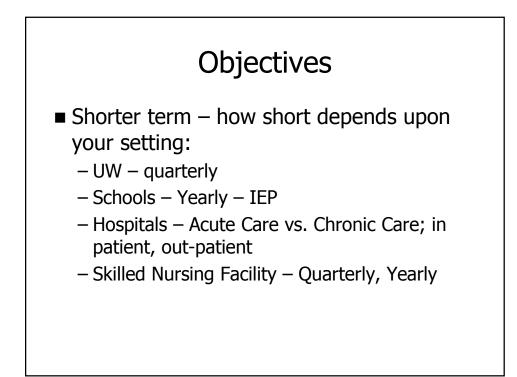
Where do I start? Where do I end? What else might change?

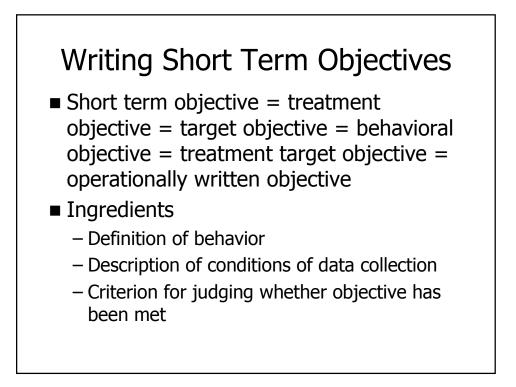
- Baseline
- Treatment goals, objectives
 - Long and short term outcomes











 Johnny will correctly produce the initial /s/ phoneme in the context of sentences when asked by the clinician to describe unpracticed pictures in the therapy room. This will occur 80% of the time with 40 unpracticed pictures over two days (20 pictures per day)

 Johnny will correctly produce initial /s/ during a 10 minute conversation with the clinician in the therapy room. Unpracticed materials will be used, including pictures and toys. Criterion for success will be 80% correct productions. Mrs. Smith will attempt to use her communication notebook by looking for a picture when asked a question by her husband. The questions will be on a topic of the husband's choosing during a 10 minute conversation in the home. Criterion for success will be 80% correct attempts.

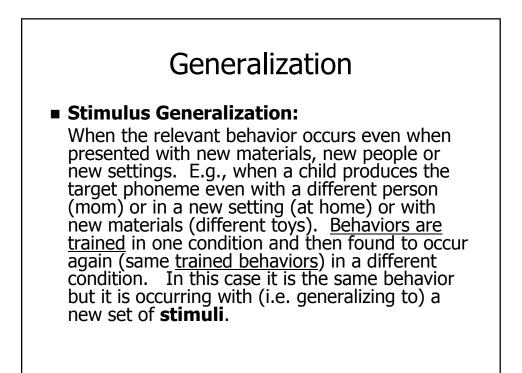
Bob will sign "more" when asked "do you want more X" by the floor aid. Prompts may be used, but Bob can not scream or hit. This will occur in Bob's room, the lunch room and the play/group room. Each setting must have at least 5 opportunities. Criterion for success will be 4 correct in each setting over three consecutive days.

What else might change? Related to Goal

As you consider short term objective and long term goal, the concept of generalization should come to mind. Link between the two.

- Generalization
 - Stimulus Generalization
 - Response Generalization

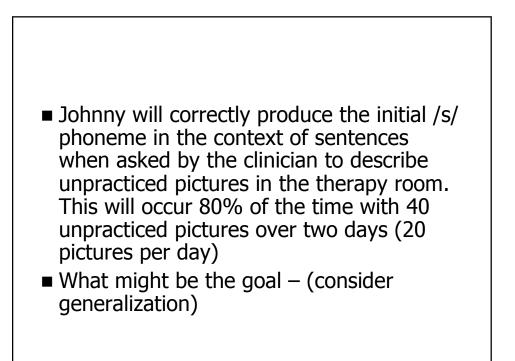
Consider these as you are thinking about your target behavior and writing your treatment objective

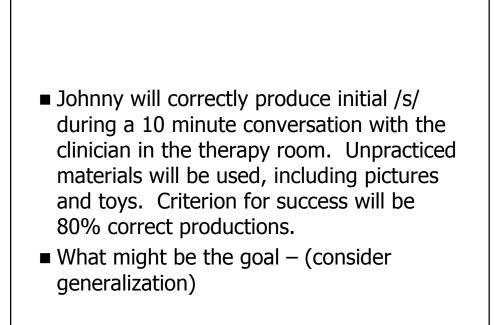


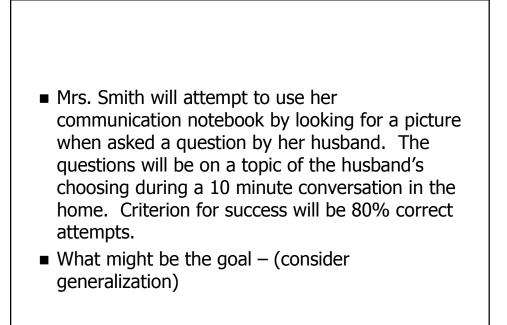
Generalization

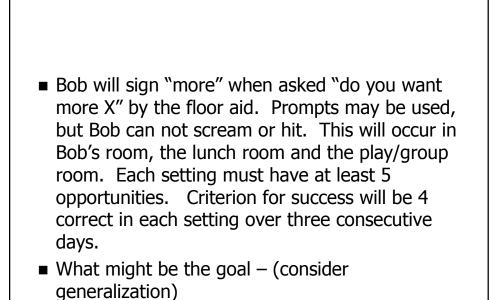
Response Generalization:

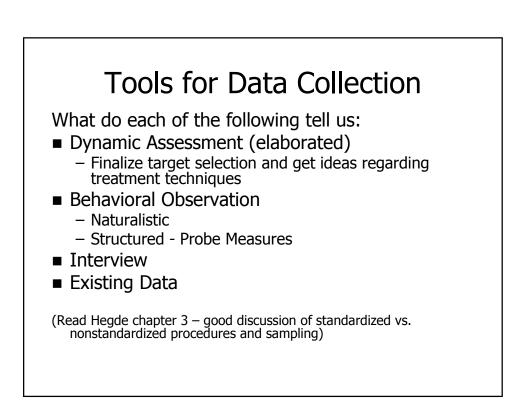
When effects of learning a particular behavior during treatment spread to other, related behaviors of the learner (e.g. treating /s/ generalizes to /z/ OR treating "agent + action" generalizes to "action + object") <u>Trained behaviors</u> generalizing to <u>untrained behaviors</u>; it is the individual's **response** (i.e., behavior) that is generalizing. (Hegde a bit different on this)







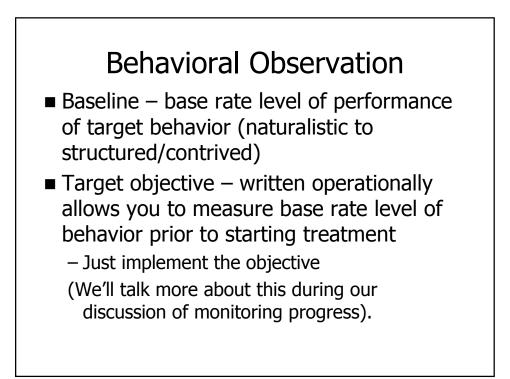


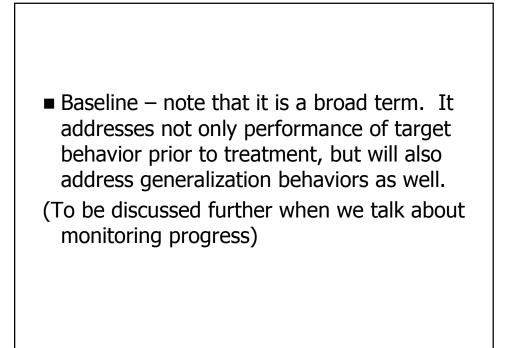


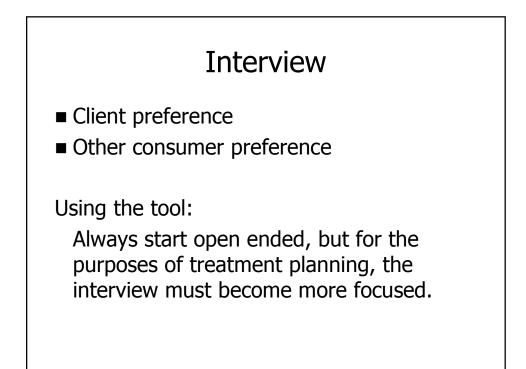
Dynamic Assessment

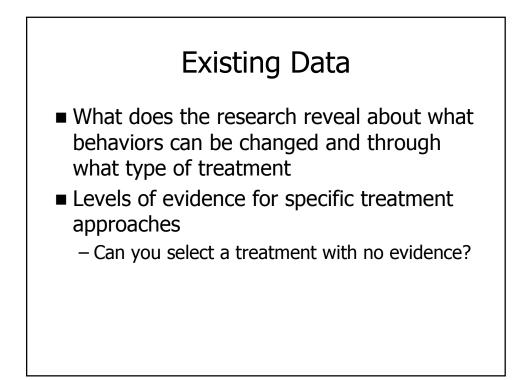
- Recall systematically providing prompts/cues to see if performance can be increased; so useful in planning TX
 - Allows you to determine Zone
 - Allows you to see what prompts/cues might be helpful –

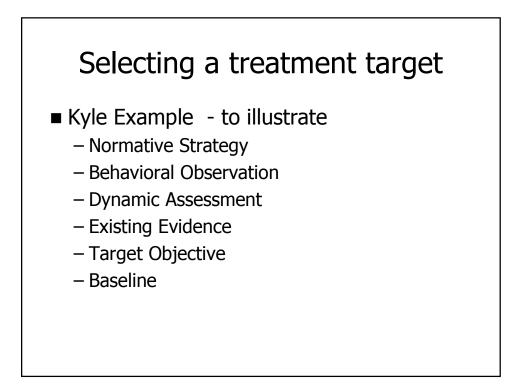
Thus useful in planning treatment – selecting target and selecting treatment techniques



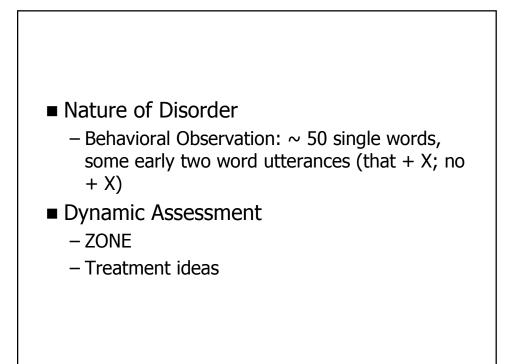








Kyle 3 years old Diagnosis: Specific Expressive Language Impaired (SELI) Standardized Tests – MacArthur-Bates Communicative Development Inventories, Level III; Preschool Language Scales – 3; Stanford Binet Test of Intelligence; Boyd Developme Scale; Peabody Picture Vocabulary Test Comprehensive language, cognition, motor, social emotional development all within normal range



Existing Evidence - Normative Strategy

- What do we know about two word utterances
- Emergence
- Treatment

Treatment Objective:

Kyle will produce at least 10 agent + action two-word utterances during two 20minute free play sessions. The clinician will be familiar but not the treatment clinician. The materials will be toys that have not been used in treatment. This session will take place in the clinic.

