

Speech-Language Therapy Services

Clinical Lesson Plan / Intervention Notes

Student's Name(s)/ Mandate

Therapist: Briana Canterino

Date: March 2015

SMART Goal:

Specific/Relevant	Achievable	Measurable/Time Related																
<p>Objectives: 1.SWBAT make a predict of a jellybean using a complete sentence and then provide three describing sentences about the jelly bean using syntactically and grammatically correct sentences with 80% accuracy.</p> <p>Materials: Jellybeans , crayons Jelly bean template</p> <p>Activity: 1. Clinician will give student two of the same jelly beans 2. Student will predict what flavor the jelly bean is 3. Student will glue one in the box on the worksheet and eat the other 4. Student will describe what the jelly bean looks/tastes/smells like using complete sentence and filling in the worksheet 5. Student will then circle at the bottom of the worksheet if their prediction was correct</p>	<p>Procedures: Modeling P.R.O.M.P.T Visual Cues Phonemic Cues Repetition Expansion Other: _____</p> <p>Cueing Level: Maximum Minimum Intermittent Independent</p> <p>Therapy Format: Drill Spontaneous Communication Evaluation Structured Class Event Imitation Structured Activity</p> <p>Attendance: 30 minutes Makeup Student Absent Cancelled Provider Absent Therapist Unavailable</p> <p>Size: Individual <input type="checkbox"/> Group <input type="checkbox"/></p>	<table><tr><td>#1</td><td>#2</td><td>#3</td><td>#4</td><td>#5</td><td>#6</td><td>#</td><td>7</td></tr><tr><td></td><td>#8</td><td>#9</td><td>#10</td><td></td><td></td><td></td><td></td></tr></table> <p>Comments/Progress:</p>	#1	#2	#3	#4	#5	#6	#	7		#8	#9	#10				
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<p>Objectives: 1.SWBAT correctly sort FACTS and OPINION flash cards into their correct category, then provide rationale on why the card goes in that section in their notebook for each card with 80% accuracy</p> <p>Materials: Fact cards, Opinion cards, Notebook and pencil</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Clinician will explain the rules of the game while laying the cards face down in rows on the desk. 2. Student must turn over a card, read it and then say If the card is a fact or an opinion. 3. Clinician will show student how to divide their page in half and create a sorting chart 4. Student must write down the fact/ opinion in their notebook in the correct category 5. Student will play until the cards are all sorted 6. Clinician and student will go over each and provide rationale for students answer. 	<p>Procedures:</p> <table border="0"> <tr> <td>Modeling</td> <td>P.R.O.M.P.T</td> </tr> <tr> <td>Visual Cues</td> <td>Phonemic Cues</td> </tr> <tr> <td>Repetition</td> <td>Expansion</td> </tr> <tr> <td colspan="2">Other: _____</td> </tr> </table> <p>Cueing Level:</p> <table border="0"> <tr> <td>Maximum</td> <td>Minimum</td> </tr> <tr> <td>Intermittent</td> <td>Independent</td> </tr> </table> <p>Therapy Format:</p> <table border="0"> <tr> <td>Drill</td> <td>Spontaneous Communication</td> </tr> <tr> <td>Evaluation</td> <td>Structured Class Event</td> </tr> <tr> <td>Imitation</td> <td>Structured Activity</td> </tr> </table> <p>Attendance:</p> <table border="0"> <tr> <td>30 minutes</td> <td>Makeup</td> </tr> <tr> <td>Student Absent</td> <td>Cancelled</td> </tr> <tr> <td>Provider Absent</td> <td>Therapist Unavailable</td> </tr> </table> <p>Size: Individual <input type="checkbox"/> Group <input type="checkbox"/></p>	Modeling	P.R.O.M.P.T	Visual Cues	Phonemic Cues	Repetition	Expansion	Other: _____		Maximum	Minimum	Intermittent	Independent	Drill	Spontaneous Communication	Evaluation	Structured Class Event	Imitation	Structured Activity	30 minutes	Makeup	Student Absent	Cancelled	Provider Absent	Therapist Unavailable	<table border="0"> <tr> <td>#1</td> <td>#2</td> <td>#3</td> <td>#4</td> <td>#5</td> <td>#6</td> <td>#</td> <td>7</td> </tr> <tr> <td></td> <td>#8</td> <td>#9</td> <td>#10</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Comments/Progress:</p>	#1	#2	#3	#4	#5	#6	#	7		#8	#9	#10				
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Student's Name(s)/ Mandate Jesus

Therapist: Briana Canterino

Date: March 2015

SMART Goal:

Specific/Relevant	Achievable	Measurable/Time Related
Objectives: 1.SWBAT distinguish/highlight 5 facts and opinions when provided with a text read by clinician with 80% accuracy Materials: Read aloud , notebook, pencil Activity: <div>1. Clinician will provide student with copy of short story, student will read along with clinician as clinician reads aloud</div> <div>2. When a student hears a fact/ opinion they must highlight each with a designated color</div> <div>3. After the text is done the student will answer 4 comprehension questions about the story</div> <div>4. Student will refer back to their highlighting and create a chart separating fact and opinions.</div>	Procedures: <div>ModelingP.R.O.M.P.T</div> <div>Visual CuesPhonemic Cues</div> <div>RepetitionExpansion</div> <div>Other: _____</div> Cueing Level: <div>MaximumMinimum</div> <div>IntermittentIndependent</div> Therapy Format: <div>DrillSpontaneous Communication</div> <div>EvaluationStructured Class Event</div> <div>ImitationStructured Activity</div> Attendance: <div>30 minutesMakeup</div> <div>Student AbsentCancelled</div> <div>Provider AbsentTherapist Unavailable</div> Size: Individual <input type="checkbox"/> Group <input type="checkbox"/>	<div>#1#2#3#4#5#6#7</div> <div>#8#9#10</div> Comments/Progress:

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Student's Name(s)/ Mandate

kai asani

Therapist: Briana Canterino

Date:

March 2015

SMART Goal:

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<p>Objectives: 1.SWBAT correctly recall 6 details from a short story using complete sentences and pictures wit 80% accuracy</p> <p>Materials: Youtube video of “the whale who ate everything” , graphic organizer with 6 boxes, pencil, string, hole punch, crayons</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Student will watch the video clip(2X if needed) 2. Student will draw a picture of things the whale ate in the story , retelling at least 6 story details. 3. Student will provide a picture in each box 4. Student will cut out each square and number them on the back 5. Clinician will hole punch each square and string together in order to create a flip book 	<p>Procedures:</p> <table border="0"> <tr> <td>Modeling</td> <td>P.R.O.M.P.T</td> </tr> <tr> <td>Visual Cues</td> <td>Phonemic Cues</td> </tr> <tr> <td>Repetition</td> <td>Expansion</td> </tr> <tr> <td>Other: _____</td> <td></td> </tr> </table> <p>Cueing Level:</p> <table border="0"> <tr> <td>Maximum</td> <td>Minimum</td> </tr> <tr> <td>Intermittent</td> <td>Independent</td> </tr> </table> <p>Therapy Format:</p> <table border="0"> <tr> <td>Drill</td> <td>Spontaneous Communication</td> </tr> <tr> <td>Evaluation</td> <td>Structured Class Event</td> </tr> <tr> <td>Imitation</td> <td>Structured Activity</td> </tr> </table> <p>Attendance:</p> <table border="0"> <tr> <td>30 minutes</td> <td>Makeup</td> </tr> <tr> <td>Student Absent</td> <td>Cancelled</td> </tr> <tr> <td>Provider Absent</td> <td>Therapist Unavailable</td> </tr> </table> <p>Size: Individual <input type="checkbox"/> Group <input type="checkbox"/></p>	Modeling	P.R.O.M.P.T	Visual Cues	Phonemic Cues	Repetition	Expansion	Other: _____		Maximum	Minimum	Intermittent	Independent	Drill	Spontaneous Communication	Evaluation	Structured Class Event	Imitation	Structured Activity	30 minutes	Makeup	Student Absent	Cancelled	Provider Absent	Therapist Unavailable	<table border="0"> <tr> <td>#1</td> <td>#2</td> <td>#3</td> <td>#4</td> <td>#5</td> <td>#6</td> <td>#</td> <td>7</td> </tr> <tr> <td></td> <td>#8</td> <td>#9</td> <td>#10</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Comments/Progress:</p>	#1	#2	#3	#4	#5	#6	#	7		#8	#9	#10				
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Kai Asani

Therapist: Briana Canterino

Date:

March 2015

SMART Goal:

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<p>Objectives: 1.SWBAT retell the story of “the whale who ate everything” by providing 6 accurate details in sequence order using complete sentences while performing in the puppet theater with 80% accuracy</p> <p>Materials: Puppet theater, story elements/character cut outs, previous lesson story timeline book</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Student will review their flip book from the previous lesson and watch the video clip if needed 2. Clinician will go over each of the photo props and explain to student that they must use them to retell the story 3. Clinician will model an example using a different story or first sentence of the whale story 4. Student will then present a story retell using complete sentences . 	<p>Procedures: Modeling P.R.O.M.P.T Visual Cues Phonemic Cues Repetition Expansion Other: _____</p> <p>Cueing Level: Maximum Minimum Intermittent Independent</p> <p>Therapy Format: Drill Spontaneous Communication Evaluation Structured Class Event Imitation Structured Activity</p> <p>Attendance: 30 minutes Makeup Student Absent Cancelled Provider Absent Therapist Unavailable</p> <p>Size: Individual <input type="checkbox"/> Group <input type="checkbox"/></p>	<p>#1 #2 #3 #4 #5 #6 # 7 #8 #9 #10</p> <p>Comments/Progress:</p>

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Student's Name(s)/ Mandate

Coy

Therapist: Briana Canterino

Date:

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<p>Objectives: 1.SWBAT correctly label image and provide or explain its function then sort into the correct category it belongs too using graphic organizer with at least 80% accuracy</p> <p>Materials: Velcro sorting graphic organizer, photo cards, caribou</p> <p>Activity: 1. Using caribou as a motivator for every 5 correctly labeled objects/functions provided coy will be able to open a door on the game board 2. Clinician will go over photos with coy 3. Coy will then be guided with clinician to sort the pictures in the categories of clothing/ food and animals etc.</p>	<p>Procedures: Modeling P.R.O.M.P.T Visual Cues Phonemic Cues Repetition Expansion Other: _____</p> <p>Cueing Level: Maximum Minimum Intermittent Independent</p> <p>Therapy Format: Drill Spontaneous Communication Evaluation Structured Class Event Imitation Structured Activity</p> <p>Attendance: 30 minutes Makeup Student Absent Cancelled Provider Absent Therapist Unavailable</p> <p>Size: Individual <input type="checkbox"/> Group <input type="checkbox"/></p>	<table><tr><td>#1</td><td>#2</td><td>#3</td><td>#4</td><td>#5</td><td>#6</td><td>#</td><td>7</td></tr><tr><td></td><td>#8</td><td>#9</td><td>#10</td><td></td><td></td><td></td><td></td></tr></table> <p>Comments/Progress:</p>	#1	#2	#3	#4	#5	#6	#	7		#8	#9	#10				
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<p>Objectives: 1.SWBAT correctly use all of the EET visual prompts to expand on their expressive language while using complete sentences with 80% accuracy</p> <p>Materials: Expanding expression tool (EET) model , EET photo cue , pipe cleaners, chart paper, beads, pencil</p> <p>Activity: 1. Clinician will go over each of the color balls with the students 2. Student will make their own cue card 3. Clinician will hang a student/clinician made anchor chart on the wall for reference 4. Student will make their own EET mode with pipe clearers and beads 5. Clinician will model the first ball to the student. 6. Student will practice using the first ball with expressive language 7. Clinician and student will move down each colored ball one at a time ensuring understanding</p>	<p>Procedures: Modeling P.R.O.M.P.T Visual Cues Phonemic Cues Repetition Expansion Other: _____</p> <p>Cueing Level: Maximum Minimum Intermittent Independent</p> <p>Therapy Format: Drill Spontaneous Communication Evaluation Structured Class Event Imitation Structured Activity</p> <p>Attendance: 30 minutes Makeup Student Absent Cancelled Provider Absent Therapist Unavailable</p> <p>Size: Individual <input type="checkbox"/> Group <input type="checkbox"/></p>	<p>#1 #2 #3 #4 #5 #6 # 7 #8 #9 #10</p> <p>Comments/Progress:</p>

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Clinical Lesson Plan / Intervention Notes

Student's Name(s)/ Mandate

Susana

Therapist: Briana Canterino

Date:

March 2015

SMART Goal:

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<p>Objectives: 1.SWBAT correctly use the verbs AM IS and ARE in sentences with 80% accuracy when provided a sentence completion prompt</p> <p>Materials: IS AM ARE worksheet , I am are flash cards Note book, pencil, headbandz</p> <p>Activity:</p> <ol style="list-style-type: none">1. Clinician will go over each card IS ARE AM with Susana and explain the rules for when to use each verb2. Using the game headbands and verb flash cards Susana will correctly use the verbs AM IS ARE in a sentence verbally3. Susana will then complete a worksheet that has sentences listed and must correctly fill in (am is are) on the line when necessary.4. For extra reinforcement use the phineous and verb game.5. <i>Modify lesson for differ verbs</i>	<p>Procedures:</p> <table><tr><td>Modeling</td><td>P.R.O.M.P.T</td></tr><tr><td>Visual Cues</td><td>Phonemic Cues</td></tr><tr><td>Repetition</td><td>Expansion</td></tr><tr><td>Other: _____</td><td></td></tr></table> <p>Cueing Level:</p> <table><tr><td>Maximum</td><td>Minimum</td></tr><tr><td>Intermittent</td><td>Independent</td></tr></table> <p>Therapy Format:</p> <table><tr><td>Drill</td><td>Spontaneous Communication</td></tr><tr><td>Evaluation</td><td>Structured Class Event</td></tr><tr><td>Imitation</td><td>Structured Activity</td></tr></table> <p>Attendance:</p> <table><tr><td>30 minutes</td><td>Makeup</td></tr><tr><td>Student Absent</td><td>Cancelled</td></tr><tr><td>Provider Absent</td><td>Therapist Unavailable</td></tr></table> <p>Size: Individual <input type="checkbox"/> Group <input type="checkbox"/></p>	Modeling	P.R.O.M.P.T	Visual Cues	Phonemic Cues	Repetition	Expansion	Other: _____		Maximum	Minimum	Intermittent	Independent	Drill	Spontaneous Communication	Evaluation	Structured Class Event	Imitation	Structured Activity	30 minutes	Makeup	Student Absent	Cancelled	Provider Absent	Therapist Unavailable	<table><tr><td>#1</td><td>#2</td><td>#3</td><td>#4</td><td>#5</td><td>#6</td><td>#</td><td>7</td></tr><tr><td></td><td>#8</td><td>#9</td><td>#10</td><td></td><td></td><td></td><td></td></tr></table> <p>Comments/Progress:</p>	#1	#2	#3	#4	#5	#6	#	7		#8	#9	#10				
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