



DOWNTOWN BROOKLYN SPEECH-LANGUAGE AND HEARING CLINIC
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SOAP NOTE

Clients Name:
Session Date: 10/17/19
Session Length: 45 minutes

DOB:
ICD- 10 Code: F80.2, F80.89
CPT Code: 92507

Student Clinician: Susan Gerlovina
Clinical Supervisor:

Subjective: Client arrived on time. Client was accompanied to the clinic by his father.

Objective:

1. The client will improve turn taking skills by verbally identifying his and the clinician's turn during a structured activity given a verbal cue with 80% accuracy across three consecutive sessions.

The client approximated his and the clinician's turn with 60% during a game of *Pop the Pig* given a verbal cue.

2. The client will improve his turn taking skills by waiting appropriately for his turn for 5 seconds given a verbal and gestural cue with 80% accuracy across three consecutive sessions.

The client waited appropriately for his turn with 60% during a game of *Pop the Pig* given a verbal and gestural cue.

3. The client will produce 2-syllable variegated CVCV combinations given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions.

The client produced 2 syllable variegated words with 70% during a structured bowling activity given a verbal prompt and tactile cues.

4. The client will produce 1 syllable words containing the phonemes /p/ and /b/ in the initial and final positions given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions.

The client produced 1 syllable words with 80% during a structured bowling activity given a verbal prompt and tactile cues.

5. The client will verbally request desired items using a 2-word utterance given a verbal cue with 80% accuracy across three consecutive sessions.

The client verbally requested desired items using a 2-word utterance with 70% throughout the session given a verbal cue.

6. The client will follow 2-step related directions given two verbal prompts with 80% accuracy over three consecutive sessions.

The client followed 2- step related directions with 60% during a structured pizza making activity throughout the session given two verbal prompts.

7. The client will code the content category of attribution given a verbal prompt and tactile cues with 80% accuracy across three consecutive sessions.

The client coded the content category of attribution with 80% during a game of *Pop the Pig* and a structured playdough activity given a verbal prompt

Assessment: The client remained engaged throughout the entire session. He independently stated “what do you want?” during a game of Pop the Pig. This appeared to be an imitation of the clinician asking him what color hamburger he wants. The client coded the content category of attribution by stating the various colors of the hamburgers and identifying size such as “big ball” during a structured playdough activity. He accurately imitated the clinician’s model of one and two syllable words, but multiple repetitions of the model were necessary for the client to accurately produce certain words such as “happy” and “sheep.” The client followed 2 step directions during a structured pizza building activity. At the end of session, when given a 2-step direction, the client verbally refused by stating “no” but carried out the given task anyway. The client consistently stated “my turn” given a verbal cue with 100% but still required a verbal prompt to indicate the clinician’s turn. Lastly, he was able to wait his turn during a structured bowling game in which the clinician and the client rolled a playdough ball into one and two syllable picture cards. The client had difficulty sharing the playdough but once the clinician obtained another piece of playdough, he waited while the clinician rolled without grabbing any materials. Overall, no maladaptive behaviors occurred throughout the session.

Plan: The clinician will continue working on the current goals. The clinician will continue to implement a token system in combination with a first then board and breaks between activities when necessary. The clinician will introduce a modified first then board to serve as a visual schedule consisting of a greater amount of activities when the client appears to be non-compliant. When the client becomes too excited, the clinician will implement more calming activities such as playdough and sensory activities. The client will continue to receive a lollipop at the end of each session.

Student Clinician: _____ Date: _____

Clinical Supervisor: _____ Date: _____