

Department of Speech-Language Pathology
New York Medical College

TREATMENT PLAN

Client: SZ **Clinician:** Stephanie Devlin, M.S. CCC-SLP; B.S.; Angela Johnson, B.S.

Date: 12/14/2021 **Disorder:** Mixed Expressive/Receptive Language Disorder

Treatment Objectives (Include <i>Rationale</i> and <i>Methods</i> for each objective)	Data/Results
<p>Treatment Objectives:</p> <p>1. SZ will provide the past tense form of irregular verbs with 80% accuracy given a field of 2 verbal choices and moderate verbal cues.</p> <p><u>Method:</u> SZ will play a game from boom cards, while playing the game SZ will fill in the blanks with the correct irregular past tense given 4 visual choices. If SZ has difficulties verbal cues will be provided in the form of repetition of the original question. If he still gets it wrong, SZ will be prompted to imitate the desired response.</p> <p>https://wow.boomlearning.com/play/pWSMBZRH2Qk3WsQwf/teacher</p> <p><u>Rationale:</u> According to the <i>Guide to Communication Milestones</i> by Lanza & Flahive (2008), the use of regular past tense verbs should be developed by age 43-46 months.</p>	

2. SZ will identify the correct emotion a character in a story is feeling with 80% accuracy given a visual and moderate verbal cue.

Method: A picture depicting a scenario will be presented to SZ and he will identify the emotion the person is feeling in that scenario and explain why they are feeling that emotion. If SZ has trouble with the activity he will be presented with a verbal description of the scenario, choices, etc.

<https://docs.google.com/presentation/d/1M2QtYzSc2VaNp-nnYFbG9VO1fgmKI8Jf/edit#slide=id.p1>

Rationale: According to Baron et.al “Children with autism spectrum conditions (ASC) have major difficulties in recognizing and responding to emotional and mental states in others' facial expressions. Such difficulties in empathy underlie their social-communication difficulties that form a core of the diagnosis”.

Reference: Baron-Cohen, S., Golan, O., & Ashwin, E. (2009). Can emotion recognition be taught to children with autism spectrum conditions?. *Philosophical transactions of the Royal Society of London. Series B, Biological Sciences*, 364(1535), 3567–3574. <https://doi.org/10.1098/rstb.2009.0191>

3. SZ will identify socially expected behaviors in a hypothetical social situation presented and explain why with 80% accuracy given moderate verbal cues.

Method: SZ will play a game on pinkcats in which he will be presented with a few scenarios, SZ has to identify if it's an expected or unexpected behavior and explain why. If SZ has difficulty identifying, verbal cues will be provided in the form of repetition. If he has difficulty explaining why, the question may be reworded or repeated back to him.

https://www.pinkcatgames.com/play/build-a?game_id=4&quiz_id=90306

Rationale: Some specific social skill deficits that exist in children with high functioning ASD include difficulty in engaging in a reciprocal conversation, difficulty initiating conversations with peers, difficulty displaying empathy or the appropriate emotional response, difficulty maintaining eye contact and using appropriate nonverbal gestures, and difficulty interpreting nonverbal and verbal cues exhibited by others, These deficits impact their ability to achieve satisfying social relationships with peers, adults, and family members,

Reference: Bolton, Jessica Beth, "Examining the Effectiveness of a Social Learning Curriculum for Improving Social Skills and Self-Regulation Behaviors in Middle School Boys with Autism

Spectrum Disorder or Social Skill Deficits" (2010). PCOM
Psychology Dissertations. Paper 1

4. SZ will answer why questions with 80% accuracy given
frequent verbal and visual cues.

Method: SZ will be presented with a 'why' question for him to
answer. If he has difficulties, choices may be provided along
with repetition or rephrasing of the question.

https://docs.google.com/presentation/d/1nG3mrTfKAktWEEoSj2L9LM_Qc2PunrNzak0S7FeT-jY/edit#slide=id.p1

Reference: *According to the Guide to Communication Milestones
by Lanza & Flahive (2008), children are able to answer, where, why,
and what questions by 4years of age.*

Break Activities:

Build a scene:

<https://wow.boomlearning.com/play/D977Yy9tpnW7uvPzm/teacher>

Make a monster:

<https://wow.boomlearning.com/play/KZJi6PkX9GySjAG6Y/1>

Mr potato head

<https://wow.boomlearning.com/play/w3ZBXEc8fXjN4t8iE/1>

Build ice cream cones

<https://wow.boomlearning.com/play/jdmGPZ3h45uzALMkB/1>

Game board:

<https://wow.boomlearning.com/play/4SCDTTSL7Mws5sfe/f/1>

Connect 4:

<https://www.mathsisfun.com/games/connect4.html>

Videos

Snack attack video:

https://www.youtube.com/watch?v=38y_1EWIE9I

Toy Story buzz meets woody- [3:21 Now playing](#) [Watch later](#)

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