

Maryjane Rees Center: Speech and Language Clinic

Meetings with your Clinical Instructors

- Your Clinical Instructor will meet with you each week throughout the semester for client discussion and therapy preparation. The first two weeks of the semester will provide you and your Clinical Instructor the time to guide and review your assessment plan beginning the first week of the semester. Agreed upon weekly meeting dates will be determined between you and your Clinical Instructors. These conferences may be group conferences or individual conferences. Should a graduate student clinician feel that he or she requires individual support from his or her Clinical Instructor, he or she may request an individual meeting time.
- Prior to your first meeting, students should review their client files and may choose to prepare a “Client Information and Planning Sheet” found in the clinicians’ computer room. This form may be helpful to discuss each client’s needs and develop an assessment plan. A sample of how this form may be used follows:

CLIENT INFORMATION AND PLANNING SHEET - SAMPLE

Clinician: _____ Clinical Instructor: _____

Client Initials: _____ Semester/year: _____

Diagnosis: _____ DOB: _____ Age: _____

Background Information:

Developmental milestones met WNL with the exception of speech and language development
First words spoken at 2 ½ yrs, limited phonetic inventory until age 4 yrs

Received Speech therapy since the age of 2 yrs

Allergic to peanuts

Current Levels of Functioning and recommendations per most recent report:

/k/ and /g/ @ sentence level – previous goal. FCR indicates 80-90% @ word-initial level

Irregular past tense verbs, previous SPELT results indicate errors. Last FCR revealed worked on regular past tense and has mastered.

Sequencing and re-telling stories/events – recommended by previous clinician.

Assessment Plan (Include rationale; include both formal and informal measures you plan to use):

Goldman-Fristoe Test of Articulation – assess speech sound production. Previous FCR states client has several speech sound errors.

Informal probe of regular and irregular past tense verbs. Previous report states this is an area of need.

Probe sequencing and re-telling of stories/events (informal). Previous clinician recommends probing this for a possible goal.

CELF-5 – assess receptive/expressive language. Previous reports reveal language needs. Full language assessment has not been completed in over 1 year.