Semester Progress Report
Spring Semester 2015
Ball State Speech Language Clinic

Client:
Birthdate:
Age:
Referral: Self-Referred

Address:
Phone Number

First Session: /2015
Last Session: /2015
Sessions Attended this Semester: 11

Clinician: Olivia Ave
Supervisor: , MA., CCC-SLP
Sessions Scheduled this Semester: 11

Background Information:

XX. XXXX was seen for aural rehabilitation therapy at the Ball State University Speech and Language Clinic during the spring semester of 2015. He was seen once weekly for 120 minute sessions beginning . Therapy primarily focused on speech reading and auditory discrimination. XX. XXXX was initially evaluated at the Ball State Clinic during fall . Subsequent to the evaluation, XX. XXXX enrolled in aural rehabilitation therapy during spring .

In , XX. XXXX was diagnosed with bilateral high frequency sensorineural hearing loss. Prior to his diagnosis, he was initially fitted with bilateral in-the-ear (ITE) hearing aids and was later transitioned to behind-the-ear (BTE) hearing aids in 2010. In 2011, XX. XXXX's annual hearing evaluation at the Ball State Audiology Clinic revealed a sloping sensorineural hearing loss declining thresholds by 10 to 15 dB in his left ear. By October 2, 2011, XX. XXXX transitioned to a remote microphone in-the-ear (ITE) hearing aid. At the time of therapy XX. XXXX noted that he had difficulty separating sounds, particularly when the speaker is female (high frequency sounds). During a previous therapy session, XX. XXXX discovered that he was blind in the center of his left retina and had difficulty seeing midlevel when his right eye was shut. He confirmed having a history of high blood pressure and one previous experience of transient global amnesia. XX. XXXX was previously exposed to radiation due to having prostate cancer.

Level of Functioning at Beginning of Semester:

XX. XXXX was administered Subtest 1: Word Discrimination, in the *Test of Auditory Processing Skills* in order to assess his ability to discern phonological differences and similarities within word pairs. The test contained 10 pairs of words that are the same, and 22 pairs comprised of words that are different. The clinician read each pair at normal conversational tone. XX. XXXX accurately discerned the 10 similar pairs and totaled 21 out of 22 different pairs. XX. XXXX correctly responded to 31 out of 32 overall responses, meaning he achieved 96% accuracy in word discrimination.

The *Revised Craig Lipreading Inventory* was also administered as a criterion-referenced measure to evaluate XX. XXXX's lipreading abilities. In order to assess lipreading at the word level, the clinician softly read 15 words and instructed XX. XXXX to repeat the words back to the clinician. XX. XXXX correctly responded to 13 out of 15 words, meaning he achieved 87% accuracy on word recognition. During the assessment of lipreading skills at the sentence level, the clinician softly read 12 sentences and instructed XX. XXXX to repeat back the sentences. XX. XXXX accurately responded to 9 out of 12 sentences, meaning he achieved 75% accuracy on sentence recognition.

The *CLUES Speech Reading for Adults Pretest* was administered to evaluate XX. XXXX's method in utilizing a speakers lip movements, facial expressions, gestures, and other visual cues to comprehend verbal language. XX. XXXX was administered the pretest portion of the test, which consisted of 3 subcategories, including: word level, phrase level, and sentence level. The clinician read each section in a soft voice and had XX. XXXX repeat back what he heard. At word level, XX. XXXX responded correctly to 7 out of 10 words, meaning he achieve 70% accuracy at the word level. He responded correctly to 9 out of 10 phrases with 90% accuracy at the phrase level. XX. XXXX responded correctly to 6 out of 10 sentences with 60% accuracy at the sentence level. Overall, XX. XXXX composite score for the 3 categories was 22 out of 30, meaning he achieved 73% for a composite score. According to the test results, XX. XXXX had the most difficulty in sentence level.

Semester Goals and Short Term Objectives:

<u>Semester Goal #1:</u>

XX. XXXX will speech read target sounds in conversational speech given soft voicing with 80% accuracy in a structured activity.

Short Term Objectives/Sequential Teaching Methods Taught Per Target: *(CLUES)*

1. XX. XXXX will become familiar with targeted sounds in isolation, with fewer than three errors out of 10 trials.

2. XX. XXXX will identify targeted sounds in single-syllable words, with fewer than four errors errors out of 20 trials.

3. XX. XXXX will identify targeted sounds in single-syllable word pairs, with fewer than three errors in eight trials.

4. XX. XXXX will speech read the correct word when presented with two similar words that contain the targeted phonemes, with fewer than three errors out of ten trials.

5. XX. XXXX will speech read words relating to a given subject, that contains words with the targeted phonemes, with fewer than two errors out of five trials.

6. XX. XXXX will speech read words from commonly used conversation phrases that contains words with the targeted phonemes, with fewer than three errors out of ten trials.

7. XX. XXXX will speech read sentences about a given topic that contains words with the targeted phonemes, with fewer than three errors out of ten trials.

8. XX. XXXX will answer questions about the speech read story in *CLUES* with fewer than two errors out of five trials.

Targets Taught in The Following Sequence: Semester Status:

a. /p/, /b/, /m/, /f/, and /v/ **(Lesson 1, Lesson 2)** 87/100

b. /s/, /r/, and /z/ **(Lesson 4**) 82/100

c. /o/, /ɑʊ/, /ʌ/, /u/, and /ju/ **(Lesson 6**) 85/100

d. /aɪ/, /ɔI/, /e/, and /ɜ/ **(Lesson 7**) 82/100

e. /i/, /ɪ/, /æ/ and /ɔ/ **(Lesson 8)** 80/100

f. /k/, /g/, /sn/, /sm/, and /sk/ **(Lesson 10)** 83/100

g. /ʃr/, /θr/, /kl/, /kr/ and /kw/ **(Lesson 11)** 81/100

Materials: *CLUES, (1982)*

Comments:

The goals addressed continued to progress throughout the semester focusing on groups of targeted phonemes in various situations of speech. One strategy used was to have the clinician repeat a word or phrase to help XX. XXXX identify the phoneme more accurately. Another strategy used, was to address alternative methods XX. XXXX could detect sounds such as visually seeing the speaker's lips. Each speech-reading lesson was administered with the clinician using a barely audible voice. In each CLUES lesson, XX. XXXX had the possibility of receiving 100 points. XX. XXXX had most difficulty with the following sounds: /s/, /z/, /p/, /b/, /m/. The *CLUES Speech Reading for Adults Posttest* was administered to evaluate XX. XXXX's method in utilizing a speakers lip movements, facial expressions, gestures, and other visual cues to comprehend verbal language. This test consisted of 3 subcategories, including: word level, phrase level, and sentence level. The clinician read each section in a soft voice and had XX. XXXX repeat back what he heard. At word level, Dr. Wittig responded correctly to 9 out of 10 words, meaning he achieve 90% accuracy at the word level. He responded correctly to 9 out of 10 phrases with 90 % accuracy at the phrase level. XX. XXXX responded correctly to 8 out of 10 sentences with 80% accuracy at the sentence level. Overall, XX. XXXX composite score for the 3 categories was 18 out of 20, meaning he achieved 92% for a composite score.

Summary

Overall, XX. XXXX demonstrated excellent performance in therapy this semester. He progressed well with each targeted group of phonemes. While utilizing the CLUES approach, XX. XXXX gained knowledge on how to visibly detect certain sounds from the speaker/clinician. He showed enthusiasm toward all activities, continued to have a positive attitude, and was excellent at self-monitoring skills. XX. XXXX's prognosis for further improvements is good, because of his attendance, self-motivation, and familial support.

Recommendations

XX. XXXX would benefit from continued individual speech therapy focused on speech reading. It is recommended the goals focus on completing objectives outlined about and continuing the CLUES program. This would enhance XX. XXXX's overall ability to speech read.

Conference Participants:

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, Client

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Olivia Ave, Graduate Clinician

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, M.A. CCC-SLP

Clinical Supervisor/Speech-Language Pathologist