Christopher Jones 5;11
8/24/2018 Jenny Rosenquist, M.A., CCC-SLP
Mary Brown
06/21/2024 to __/__/__ (# sessions this semester
(# cancellations)
(total # sessions to date at this clinic)

Christopher Jones is a 5;11 month old boy with current diagnoses of mild expressive language delay and mild-moderate phonological disorder, based on assessment at the CSUEB Rees Clinic on 4/15/24. These results generally corroborate previous findings from a Lucille Packard Childrenôs Hospital assessment in 12/2023, noting limited MLU, decreased morphology and a moderate phonological disorder. Following that assessment, Christopher received weekly therapy at Lucille Packard from 1/2024-3/2024, with good progress reported by parent in the areas of increased utterance length and responses to questions, and to a slightly lesser degree, in his production of initial /s/ blends at word level. Medical and developmental histories are unremarkable. His parents expressed concerns regarding reduced intelligibility of approximately 40% to unfamiliar people due to his speech and language delays, and are interested in Christopher gaining as much skill as possible before starting first grade in the Fall. This was his first semester of therapy at the CSUEB Rees Clinic.

Christopher attended the initial therapy session accompanied by both parents, and despite little verbal initiation, he appeared eager to play with the available toys, and indicated that he knew he was here to ñwork on my wordsò. His speech was approximately 75% intelligible to an unfamiliar listener in a known context, and reflected cluster reduction in the context of /s/ and /l/ blends only, liquid gliding, and deaffrication, with an otherwise intact phonetic inventory. His attention to both structured and unstructured activities was very good, and although he transitioned well between tasks, he often impulsively tried to obtain a new activity before the previous activity was put away. He demonstrated limited spontaneous language in the first session, which increased once he appeared more comfortable n the 2nd session, typically reflecting 3-6 word utterances, a MLU 4.3, and with occasional syntax and morphological errors (e.g., ñYou wanna go next?ò, ñ The boy jump...him jump far! wow!ò, ñHim got 3 shoes?ò, ñThat lady sleepingò, ñWhat does (is) that girl doing?ò). While receptive and pragmatic language were generally intact, Christopher had some difficulty following play-based directions containing more advanced spatial concepts. Areas of strength include attention, task vigilance, breadth of communicative functions and responsiveness to instruction.

Given clientîs performance at the beginning of the semester, the following objectives were addressed during the Summer 2024 semester:

In conversation, client will independently produce a 4+ word sentence containing 2 regular past tense forms, in 8/10 trials xÉr φ

Throughout the second half of the semester, Christopher and his father participated in a once weekly joint reading which gradually incorporated all of the clientôs expressive goals. The father improved his use of open ended questions and cues to facilitate Christopherôs language goals. The father also received training in the Home Program, designed to facilitate Christopherôs use of two /s/ blend words in a structured sentence, and use of subjective pronouns during a ñGuess Whoò game. In addition, Christopherôs father received pictures to incorporate into a variety of other games for additional practice. He demonstrated excellent understanding of all activities and successfully supported Christopherôs productions with cues, when needed.

Christopher Jones is a 5;11 month old boy with diagnoses of mild expressive language delay and mild-moderate phonological disorder, determined following a Lucille Packard Childrenôs Hospital assessment in 12/2023 and confirmed with the CSUEB Rees Clinic assessment on 4/15/24. He received 11 weeks of therapy this semester at the CSUEB Rees Speech, Language and Hearing Clinic. Once familiar and comfortable with a person, Christopher is a responsive and engaged communication partner. While he tends to verbally initiate less often during play, he displays frequent spontaneous