

Lesson Plan

CA: 16

Implant Age: 1 year

Short-Term Goals	Task/Activity	Materials Needed	Data																								
				/m/	/oo/	/ah/	/ee/	/sh/	/s/																		
1. The client will identify the Ling Six Sounds correctly at 3, 6, 9 and 12 feet using her cochlear implant.	The client will detect the sounds by raising her hand. HAVE HER FACE US!!!	Acoustic screen	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">3ft</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> <tr> <td>6ft</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9ft</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12ft</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	3ft						6ft						9ft						12ft					
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2. The client will identify and discriminate between four Ling Six Sounds in 16/20 trials with moderate assistance.	The client will have picture cards of the Ling Six Sounds and will have to point out and repeat the correct sound the clinician says.	Ling Six Cards	Correct/Incorrect +/- Ee _____ Ah _____ Oo _____ M _____ Sh _____ S _____ M _____ Ee _____																								
3. The client will discriminate and identify one-syllable words vs. two or three syllable words 8/10 trials with minimal assistance.	The client will have a variety of words that she uses in her environment and will have to discriminate between one, two, or three syllable words.	Words: Soap, vinegar, mop, bucket, rag, dust pan, broom, washing, dustings, baking, bake, cleaning	Correct/Incorrect +/- Soap/Bucket _____ Mop/cleaning _____ Rag/washing _____ Broom/dusting _____ Dust pan/September _____ Carpenter/Bake _____ Dust/vinegar _____ Ladybug/baking _____																								
4. The client will work on SPICE, Vowel and Consonant perception: Diphthong vs, Group 3 with 8/10 accuracy with minimal help.	The client will be given two words with the same beginning and ending sound but different middle sound and will have to discriminate between each of them.	Me/my, pie/pea, bite/bat, soap/sip, bowl/bell, cat/kite, cup/cap, rain/run	Correct/Incorrect +/- Me/my _____ Rain/Run _____ Pie/Pea _____ Bite/Bat _____ Soap/Sip _____ Bowl/Bell _____ Cat/Kite _____ Cup/Cap _____																								

<p>5. The client will discriminate and identify between two different Spondee words 8/10 trials with minimum assistance.</p>	<p>The clinician will present two Spondee words and repeat each one, the client will have to choose which one was said.</p>	<p>Spondee words</p>	<p>Northwest/Schoolboy _____ Bathub/Sailboat _____ Mushroom/Sunset _____ Eardrum/Sidewalk _____ Stairway/Daybreak _____ Blackbird/Shoelace _____ Birthday/Football _____</p>
<p>6. The client will identify and discriminate between a word vs. phrase vs. sentence in 8/10 trials with minimum assistance.</p>	<p>The client will be given the print of the word, phrase, or sentence and she will have to discriminate between each.</p>	<p>Phrases from <u>Cochlear</u> <u>Implant</u> by Dave Sindrey</p>	<p>Correct/Incorrect +/- Mop/ooo that's nice/The mop goes in the bucket _____ Ouch/wash your hands/The vinegar goes in the water _____ Stop/put on your shoes/The window looks very clean _____ Hi/take your boots off/The floor needs mopped _____ Bye/its your turn/Make sure the rag is wet before you start to clean _____ No/How old are you?/The pie is in the oven baking _____ Yes/oh, what a mess/We are having cherry pie tonight for dessert. _____</p>

Mom's Goal: Try having mom take 5-15 minutes a day and not sign to the client, maybe during breakfast or some routine activity. Slowly increase the minutes each week to build up to an hour without signing.