

**ARKANSAS STATE UNIVERSITY**  
**SPEECH and HEARING CENTER**  
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### PHONOLOGICAL SESSION PLAN

Plan Approved \_\_\_\_\_  
 Summary Approved \_\_\_\_\_

Client: \_\_\_\_\_ File # \_\_\_\_\_ Clinician: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Diagnosis: \_\_\_\_\_ Phonological Disorder \_\_\_\_\_  
 Date(s): \_\_\_\_\_ Target Process: \_\_\_\_\_ (phoneme) \_\_\_\_\_

Daily Objectives:

Target words/ activity:

Accuracy:

1. Review preceding session		
2. Listen to 15 new target words		
3. Draw/color 4-5 picture cards of target words.		
4. Produce the target by naming the picture cards while participating in 2-4 experimental play activities.		
5. Probing within the target pattern for next session's target phoneme		
6. Metaphonological activity		
7. Listen to target words (repeat #2)		
8. Home Assignment		N/A

Refer to back for explanations.

1. Review: Child names preceding session's production-practice words.
2. Listening Activity: Child *listens* (with slight amplification) to target list words.
3. Draw/color Activity: Clinician will select 4 or 5 words that the child can produce (with assists/cues, but without struggle behavior).
4. Experimental play activities: Experimental-play activities to help child develop new kinesthetic image to match with auditory image. Goal is 100% for production of target in the carefully selected words; (clinician uses tactile cues, modeling, etc).
5. Probing: Have the client imitate the clinician to determine the next session's target.
6. Metaphonological Activity: (e.g. rhyming) Manipulating phonemes to increase phonological awareness
7. Listening Activity: Repeat listening activity (#2 above) with amplification. List is given to parent for home program.
8. Home Assignment: Word listening auditory bombardment and home cards once per day