Courtney Ciulla

Reflection 1: due October 31, 2014

1. Describe an activity either that you observed or that you conducted during the session.

An activity I conducted during a therapy session was having the client decorate a witch hat. The hat was pre-made by me, so the client did not have to put it together. There were many decorations available for the hat. There were different stickers of robots, Teenage Mutant Ninja Turtles, skull stickers, cut out bats, fake leaves, and others. In order for the child to decorate his hat, he would have to pick between two different decoration options. If he needed tape, the client had to ask for it by producing /t/ since the client is unable to say “tape”.

2. Was it successful? Why or why not?

I do not believe the activity was as successful as it should have been. I first asked the client, “Where does a hat go on your body?” I asked this question to have him identify activities of daily living, since that is one of his goals. When he did not respond I asked, “Does it go on your foot?” and put the hat on my foot. I asked if the hat went on other body parts as well. He did not respond to my questions, but he smiled when I put the hat on body parts the hat would not be found. Since he smiled, I believe he knew where the hat went, but was just shy. I said where the hat went and placed it on my head. As the craft began, I presented the client with binary choice. After he chose the sticker he placed it on the hat. Then I presented two new decorations. The client picked one that required tape. He did not produce /t/, so I said, “What do you need?” He did not respond. I then said, “You need tape, /t, t, t/ tape.” The child did not produce this, so the second year clinician had to step in to have him produce the phoneme. I stepped back in and told the child to pick one sticker to see if he would succeed in his goal of following one-step directions. I do not think the activity went as well as it should have because my second year had to step in. Also, the activity was going slowly, and I was unable to incorporate the goals many times. I got very little data during this activity.

3. Think about the perspective of the client. How did the client’s perception of the activity differ from the clinician’s perspective of the activity?

I believe that the client’s perception of the activity differed from my perspective. I do not think that the client was very interested in participating in the activity. With this activity I wanted to work on the client following one-step directions and producing /t/. I also wanted him to identify activities
of daily living. However, the client seemed to just want to decorate the hat without requesting for tape or having to identify objects.

4. What are some alternative ways that might be employed to address the same goals that were addressed in the section?

   If I continued to do this craft, I believe there were other ways to include his goals. In order for the client to identify more activities of daily living, I could have printed out pictures of different animals and food. I know the client really enjoys playing with pretend food so maybe he would enjoy picking pictures of food items. Another way to address the same goals would be to tell the client to put the hat on different parts of his body. By doing this, he would identify activities of daily living and follow one-step directions. I felt like I gave enough cues for the client to produce /t/. I used repetition and direct modeling. I just feel that the client is not comfortable with me yet and is shy.

Reflection 2: due December 15, 2014

1. Describe an activity that either you observed or you conducted during the session.

   An activity I conducted was an identifying animals activity. A field of three animal pieces were laid out in front of me. I went through each animal saying the animal’s name and the sign that went along with each animal. I then said, “Find the” and signed an animal. The client picked up the animal that went with the sign. Then the client went to the other first year to work on producing the initial phoneme in the animal’s name, and then placed the animal in the barn.

2. Was it successful? Why or why not?

   This activity was very successful. The client identified the animal without any problems. The client seemed very excited participating in this activity. He even started to sign the animals along with me before picking the animal I asked him to find. He identified all the animals correctly. When the client went to the other first year, he produced some of the phonemes. If he was unable to, he still tried.

3. Think about the perspective of the client. How did the client’s perception of the activity differ from the clinician’s perspective of the activity?

   The client’s perspective was different from that of the clinician’s. It seemed the client wanted to participate in the activity only in order to put the animals in the barn. The clinician wanted the client to correctly identify the animal based on the sign given. The clinician also wanted the client to
produce the initial phoneme of the animal. The client followed through with what the clinician expected of him so he’d be able to put the animals in the barn.

4. What are some alternative ways that might be employed to address the same goals that were addressed in the section?

   Instead of having animal cartoon pieces to identify, the client could be shown pictures of real animals. Instead of just grabbing the animal I ask him using the animal’s sign, I could work on his expressive language. I could ask the client, “What is this?” and the client would identify what the animal is by signing, since his receptive skill for identifying animals is going well. The clinician can work on producing phonemes by introducing Miccio cards. The client will be introduced to all the cards and motions that go with each. The clinician will work on producing the non-stimulable phonemes with the child.