



University of Vermont Graduate Writing Center

Communication Sciences and Disorders Clinical Documentation: Writing a Weekly Therapy Plan

What is a Weekly Therapy Plan?

A weekly therapy plan is a record of what you intend to do in the upcoming session with your client. It is useful for breaking up tasks based on the allotted time (usually 50 minutes), determining what materials will be needed, and detailing how each session activity will benefit your client. This document is usually sent to your clinical supervisor ahead of your session (Note: Each supervisor has their own timeframe, so check with them for specifics).

What is included in a weekly therapy plan?

The following elements are generally included in a weekly therapy plan:

- **Standard Header** (see sample below). Includes:
 - Your Name and Credentials
 - Your Supervisor and their Credentials
 - Date the Plan Was Created
 - Client Initials (*Note: these are only included for the **printed** file. Otherwise, use XX as a placeholder for the initials to ensure HIPAA compliance*)
 - Session Date and Number
- **Procedures/Session Activities**
 - Activity Name
 - Approx. Time Allotted for the Activity
 - Activity Description: Make sure the description shows how your activity will meet a certain target. Example: Instead of listing the activity as just the game name (i.e., “Ice Cool”), try doing the following:
 - **/I/ in final positions with Ice Cool (10 min):** The client will recite single and bi-syllabic words which feature /I/ in final position. The words/pictures will be incorporated into the Ice Cool game. As the client and clinician move their piece, XX will be asked to repeat the word on the picture cards. Clinician model of the sound will be provided, as needed.
 - Rationale for Including the Activity in Your Session
 - Materials Needed for the Session
- **Graduate Student Clinician Goals for the Session:** ~ 2-3 goals that you will be thinking about during your session. These are personal to the *clinician* and are not client goals.

*Note: **After** your projected treatment plan (PTP) is completed (usually done after the first three sessions with your client), long and short-term goals from your PTP are included in the weekly therapy plan document. These goals are usually added below the Standard Header and above Procedures/Session Activities. Rationales and methods are removed to save space, but should be consulted as you plan your sessions to ensure you are appropriately meeting the goals. Some supervisors even suggest reducing the font size on the goals to help with spacing and to maintain the focus on the newest material (your weekly plan).*

Quick Tips:

- Follow APA guidelines for citations, as necessary, and font size/choice (traditionally, Times New Roman, 12 pt. font is used)
- Consider including ~ 5 minutes at the beginning and/or end of the session to go over carryover practice from the previous week and what it will look like for the next week. This is also a good time to “check in” with your client, and see how their week went (this goes a long way for establishing and maintaining rapport).
- Use your “P” section from the previous week’s SOAP report to help you build your plan
- Remember to use the [CSD Clinic Manual](#) and/or reach out to your supervisor for additional guidance

Sample Therapy Plan

WEEKLY THERAPY PLAN-LOG

PLAN EST.: [Date you made plan]

Graduate Clinician: Your Name, B.A./B.S.

Client: YY

Clinical Faculty: Your Supervisor, M.S., CCC-SLP Date: [Session Date] Session #_

Procedures / Session Activities:

- 1. Final Consonant Cookie Spiders (15 min):** The client will read (out loud) simplified instructions for making cookie spiders (recipe included) while the clinician and client perform each task. The recipe will highlight each final consonant. Visual cues will be used, as needed, to assist XX in producing the final consonant sound.
Rationale: XX's intelligibility is affected by the tendency to drop the final consonants at the end of words. This activity will emphasize the final sounds in a naturalistic manner for generalization outside of the clinical setting.

Materials: Recipe and ingredients

- 2. /l/ in final positions with Ice Cool (15 min):** The client will recite single and bi-syllabic words which feature /l/ in final position. The words/pictures will be incorporated into the Ice Cool game. As the client and clinician move their piece, XX will be asked to repeat the word on the picture cards. Clinician model of the sound will be provided, as needed. (*Optional: Include word/phrase list*)

Rationale: The client will practice articulating /l/ in word-final positions to increase accuracy in speech sound production, which will increase his overall intelligibility.

Materials: Picture cards, white board, marker, Ice Cool

- 3. /θ/ in final positions with Ice Cool (10 min):** The client will recite single and bi-syllabic words which feature /θ/ in final position. The words/pictures will be incorporated into the Ice Cool game. As the client and clinician move their piece, XX will be asked to repeat the word on picture cards. Backwards build-up will be used as appropriate for /θ/ in final position. Clinician model of the sound will be provided, and a visual of the sound will be used.

Rationale: The client will practice articulating /θ/ in word-final positions to increase accuracy in speech sound production and increase his overall intelligibility.

Materials: Picture cards, white board, marker, Ice Cool

- 4. Carryover Practice (5-10 min):** The clinician will review carryover practice with the client and his caregiver/parent. The clinician will instruct the caregiver/parent on how to use backwards build-up with the word lists used in the session. Written materials will be provided.

Rationale: Carryover practice reinforces the techniques learned within the session. Through continual repetition, it is hoped that the patient will begin to generalize these techniques for use in situations outside of the clinic room.

Materials: take-home instructions and word lists

Graduate Clinician Goals:

1. To wait for XX to produce the word, prompt him with visual cueing, when necessary, and give a model as a last resort.
2. To give praise consistently.