

|   | Day of the Week   | Day of the Week   |
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| <p><b>Homeroom</b><br/>8-8:30</p> <p>Facilitator: Jane Doe<br/>Email:<br/>Phone:</p>        | <p><b>Student Name (minutes) - specific goal/targets</b><br/><b>George Jones (20)</b><br/>Goals: Identifying categories given 3 items; which one doesn't belong? ; compare/contrast items with at least 3 reasons; use appropriate social skills (i.e. topic maintenance, comments, turn-taking)</p> <p><b>Bobby Gentry (30) - voiceless /th/ in sentences</b></p>  | <p><b>Student Name (minutes) - specific goal/targets</b><br/><b>George Jones (20)</b><br/>Goals: Identifying categories given 3 items; which one doesn't belong? ; compare/contrast items with at least 3 reasons; use appropriate social skills (i.e. topic maintenance, comments, turn-taking)</p> <p>Tips/Tricks: George is motivated to complete his work when reminded that he can look at Mario pictures the last 2 minutes of the session.</p> |
| <p><b>2nd Hour</b><br/>8:30-9:20</p> <p>Facilitator: Jane Doe<br/>Email:<br/>Phone:</p>     | <p><b>Charlie Charles (50)</b>- ID the category for a given set of items; synonyms/antonyms; use appropriate rate of speech; /k,g, ng/ at the sentence level</p> <p><b>Bo Ketterman (30)</b>-ID the category for a given set of items; synonyms/antonyms; voiceless /th/ in sentences</p> <p><b>Wyatt Williams (30)</b>- identify main idea and pertinent details from a passage; identify vocabulary terms using context clues</p> <p>Tips/Tricks: This group loves to play checkers as brain break or reward at the end of the session.</p> | <p><b>Hannah Sutton (40) - /s, z, s-blends/ in conversational speech</b><br/>Tips/Tricks: we have been indirectly working on reducing rate of speech.</p>   |
| <p><b>3rd Hour</b><br/>9:25-10:15</p> <p>Facilitator: Jack Doe<br/>Email:<br/>Phone:</p>    | <p><b>Holly Hope(30)</b> - formulate a sentence on a given topic or using a target word; answer 'wh' questions correctly within structured language tasks.</p> <p><b>Isabelle Ivyl (40) - /r/ all positions in sentences</b></p>  | <p><b>Kelly White (40) - /r/ at the word level</b><br/><b>Jackie Rodriguez (40) - /s, z/ in conversation</b></p>  |
| <p><b>4th Hour</b><br/>10:20-11:10</p> <p>Facilitator: Jill Smith<br/>Email:<br/>Phone:</p> | <p><b>Nicholas Claus (30)</b>- approximate appropriate /s, z/ sounds at the word level Most successful with final /s/.</p> <p><b>Ricky Bobby (30)</b> - use fluency strategies to increase fluent speech at the sentence and conversational level (i.e.light contact, stretching words, cancellations, etc.)</p>  | <p><b>Billy Smith (30)</b><br/>-/r/ in conversation</p> <p>Tips/Tricks: Student is most successful when given a brain break/movement break halfway through the session.</p>   |
| <p><b>5th Hour</b><br/>11:12-12:25</p>  | LUNCH   | LUNCH   |
| <p><b>6th Hour</b><br/>12:29-1:19</p>   |   |   |
| <p><b>7th Hour</b><br/>1:23-2:13</p> <p>Facilitator: Jack Johnson<br/>Email:<br/>Phone:</p> | <p>Tina Turner (50)- /sh/ at the sentence level; /l/ in conversation; topic maintenance in conversation</p>   |   |

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| <p><b>8th Hour</b><br/>2:17-3:07<br/>Facilitator: Jack<br/>Johnson<br/>Email:<br/>Phone:</p> | <p>Pat Cline (40) - /r/ all positions of words<br/>at the sentence level<br/>Tips/Tricks: (loves to talk about trucks<br/>and vehicles)</p> <p>Quincy Magoo (40) - /r/ in conversation<br/>- Student is near mastery.</p> | <p>Lucy Phillips (50) - produce consonant blends<br/>(especially s-blends) and final /s/ sounds in<br/>sentences</p> <p>Gerard Holcolm (40) - /s, z/ in conversation</p> |
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