



## Process for Intake, Diagnostic Therapy, Goal Meetings, and Progress Meetings

At TALK, the assessment process for new clients has three distinct components: an initial intake assessment, several weeks of diagnostic therapy, and a goal meeting.

### Initial Intake Assessment

When parents call TALK to inquire about services, an initial intake assessment is scheduled with the directors and/or coordinators. Prior to the intake assessment, parents are asked to fill out a client history form, which provides information about your child's medical and developmental history, including speech and language skills.

#### *What Occurs at the Initial Assessment?*

- The initial assessment will last between 60 and 90 minutes; includes time spent
  - Reviewing forms
  - With your child
    - Assessment through play based interactions and informal assessment tasks
    - Exploring your child's strengths and weaknesses
  - Talking to parents
    - Listening to your concerns regarding your child's communication
    - Discussing the assessment and determine whether your child can benefit from speech and language therapy at TALK
- No written report is given at the initial assessment, this is completed following diagnostic therapy

#### *Following the Initial Assessment*

- Dependent upon availability, your child will be scheduled for regular sessions that fit into your weekly schedule
- Sessions are scheduled for a **minimum of two times per week**
  - 30, 45, or 60 minutes in length
  - Dependent upon your child's attention and needs
- Your child will be assigned a/an:
  - Lead therapist who will:
    - Work with the lead director
    - Develop and individualized therapy plan
    - Manage your child's treatment
  - Alternate therapist that will carry out the plan developed by the lead
- Children are seen by at least two different therapists to encourage generalization of target skills
  - Goal meetings and other schedule changes may necessitate a change in therapists on occasion
  - All therapists are familiar with all clients and are debriefed by the lead therapist regarding goals and implementation prior to seeing your child

### Diagnostic Therapy

Diagnostic therapy allows for assessment to occur not just in one session, but over a three to four week period. Getting to know your child better allows their therapist to develop more appropriate and individualized goals.

#### *What happens in diagnostic therapy?*

- All therapy sessions will be carried out in a fun and positive manner while working towards developing goals
- Children are encouraged and expected to participate in therapy independently, without parent accompaniment
  - Independence allows the therapist to develop a trusting relationship with the child and to accomplish therapy goals
  - If your child has difficulty transitioning into therapy independently we will use our approach of "Transitioning Children to be Independent in Therapy" to help develop their independence

#### TALK

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- Your child's lead therapist will work with one of the directors to develop individualized and targeted probes to further assess your child's strengths and challenges
- Each session is tailored to meet your child's needs and different techniques and approaches will be incorporated as necessary
- Standardized and non-standardized assessment tools, unstructured play, and parent input will be used to create an individualized Treatment Plan with measurable goals
- Following every session, the therapist will provide you with a two- to three-minute summary of your child's work and progress while in the waiting room
- Parents are not required to be present during their child's session, but of course are welcome to wait in the waiting room
  - Please arrive back at TALK at least five minutes before the end of your child's session for a debriefing of your child's session in the waiting room
  - Enjoy the amenities of downtown Burlingame, including coffee shops, restaurants, and shopping
- Once your child has become independent in therapy, it is encouraged for parents to schedule therapy observations
  - Discuss with lead therapist
  - Schedule an observation with the office manager
  - All observations are recommended to be with the lead therapist

### Goal Meetings

When your child gets added to the schedule, a goal meeting will be scheduled so that parents can meet with your child's the lead director and lead therapist. The purpose of the goal meeting is to discuss the Speech and Language Evaluation Report and Treatment Plan.

*What happens at the Goal Meeting?*

- Parents are presented with two reports
  - The **Speech and Language Evaluation Report** will summarize and explain the findings of both the initial intake assessment and diagnostic therapy sessions; and outline the child's strengths and challenges across all areas of speech and language development
  - The **Treatment Plan** presents the individualized, measureable goals that are recommended for treatment during the first four months of therapy
- The lead director, lead therapist, and the parents discuss the Evaluation and the Treatment Plan in detail
- Parents are encouraged to ask questions and bring up any other concerns they might have, that could be addressed in therapy

### Triannual Progress Meetings

Once therapy is started, triannual progress meetings will be scheduled such that parents can meet with both the lead director and the lead therapist to discuss progress and recommendations for future intervention, if needed.

*What happens at the Progress Meeting?*

- Parents are presented with two reports
  - The **Previous Treatment Plan Update** is generated using the analyzed data gathered from each therapy session which is put into graphs to show how the child has progressed in therapy
  - The **New Treatment Plan** with new and/or modified goals for continued treatment as necessary

*When do these meetings occur?*

- Meetings are scheduled approximately every four months
- You will schedule your next meeting prior to leaving your Progress Meeting (just like the dentist!)

Child's Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

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