

Ella Torno

Sample SOAP Note

Client Name: [Redacted]

S:

[Client] is a 6-year-old with ASD and an Expressive and Receptive Language Disorder (confirmed in both languages) diagnosis. We had four sessions that lasted an hour each. He improved on both of his goals throughout the four sessions. In the first session, the client was a little more timid in his interactions, likely because he was unfamiliar with all of the new people, but he was completely warmed up by day three. He had a positive demeanor throughout all of the sessions, smiling and laughing. If the client seemed to be getting restless with his activity, a great break to reengage him was playing cultural Garifuna music, as after listening to this music, he was quickly able to get back on task with higher performance.

O:

The first goal worked (OA1) was that [Client] would follow two-step directions involving spatial concepts with 80% accuracy using minimal verbal prompts over four consecutive sessions using play-based activities by 1/2026. On day 1, the client followed two-step directions with 50% accuracy, requiring full physical and partial physical prompts. Day 2, accuracy improved to 60%, using partial physical and gestural prompts. Day 3, [Client] followed directions with 70% accuracy, needing only gestural and occasional verbal prompts. On the final day, [Client] reached 80% accuracy, responding with only verbal prompts and occasional independent responses. The second goal (OA2) states that the client will produce three-word sentences to comment on items or activities with 80% accuracy using minimal verbal prompts over four consecutive sessions using play-based activities by 1/2026. In the first session, [Client] produced three-word sentences with 40% accuracy, requiring full modeling and cloze prompts. The second day, accuracy improved to 45%, with the client still needing cloze prompts and verbal cues. On day 3, the client reached 50% accuracy, with more responses after verbal cues. For the final session, accuracy stayed the same, achieving 50%, producing sentences after verbal cues.

A:

From the first day to the fourth day, clients' accuracy for goal OA1 improved from 50% to 80%. Our goal, set previously that he would reach 80% using only minimal verbal prompts (ex., repeating the direction with emphasis on key words), was achieved. Client was highly receptive to feedback each day, improving significantly after maximum assistance prompts (ex., guiding his hands to complete the task). Peer modeling was also a strong motivator for [Client], as in one session (day 2), there was another student following along in the game we were playing, and [Client] seemed to take note of what the other student was doing and was able to replicate it. That day, his accuracy with the prompts increased by 10% and his morale seemed to be higher, as he was more talkative than usual and smiled more often.

For goal OA2, the client increased their accuracy from 40% on the first day to 50% on the final day. On the first day of our play session, we noted that [Client] seemed less engaged with the toys that we were using (little plastic cars), and that may have been pulling focus from the task. For the second play session, we decided to switch him over to playing with magnets instead, and he seemed to be more enthusiastic in his communication, attempting more sentences, and accuracy rose by 5%. For Session 3, the client seemed a little more tired after we had worked on his other goal first. Before working on this goal, we took a break to play Garifuna cultural music and dance, which also seemed to positively impact his focus, and he improved by another 5% that day. On the final day, his accuracy did not improve, we partially believe, because he was distracted by the fact that this was our final session, but his morale was high, and he told us he was eager to continue practicing after we left.

P:

For the next session, I would like for [Client] to continue working on his OA2 goal, but I believe it would be beneficial to attempt this in settings other than through indoor play. [Client] loves talking about nature, so I think it would be interesting to see if there was improvement if we took him outside and did a play session in the grass with items found in nature. I think another goal that would be interesting to potentially put into the mix for [Client] is mastery of some more difficult phonemes. We could aim for the production of 2-syllable words in a storytelling exercise, and if we see him easily reach this goal, we could bump that up to 3-syllable words. Beyond this, I believe we should continue to try and integrate cultural experiences into [Client's] sessions, as we have seen how much he likes his cultural music; we could expand that to see if he would enjoy doing storytelling exercises with traditional Garifuna stories.