

Results for "Create an articulation word list for a 3 year old client for final consonant deletion targeting final /t/. Create a printable with pictures." using ChatGPT:

FINAL /t/ WORD LIST

For 3 Year Olds

These words all end with the /t/ sound.
Say each word clearly and emphasize the final /t/. Example: **caa**t****



TIPS FOR SUCCESS:

- ✓ Model the word with a clear final /t/.
- ✓ Have your child try the word.
- ✓ Give lots of praise and encouragement!

Listen for the "/t/"
at the end!

Results using the prompt: "Create an activity for working on past tense grammar markers for a second grader with a significant language delay." in ChatGPT:

Here is a simple **12-card deck** appropriate for a second grader with a language delay. Each card contains a picture concept, a target verb, and a prompt that elicits a regular past tense verb.

Card	Picture	Target Verb	Prompt
1	Boy jumping over a puddle	jumped	"What did the boy do yesterday?"

2	Girl playing soccer	played	"What did the girl do after school?"
3	Child washing a dog	washed	"What did the child do this morning?"
4	Boy kicking a ball	kicked	"What did the boy do at recess?"
5	Girl painting a picture	painted	"What did the girl do in art class?"
6	Child walking a dog	walked	"What did the child do after dinner?"
7	Boy climbing a tree	climbed	"What did the boy do at the park?"
8	Girl watching TV	watched	"What did the girl do before bed?"
9	Child cleaning a room	cleaned	"What did the child do on Saturday?"
10	Boy helping his mom	helped	"What did the boy do in the kitchen?"
11	Girl brushing her hair	brushed	"What did the girl do before school?"
12	Child coloring a picture	colored	"What did the child do during free time?"

Sentence Strip

Provide the student with a visual sentence frame:

Yesterday, he/she _____.

Examples:

- Yesterday, he **jumped**.
- Yesterday, she **painted**.
- Yesterday, he **helped**.

Challenge Cards

After the student masters single sentences, ask:

- "Tell me two things the boy did yesterday."
- "What happened first?"
- "What happened next?"
- "Tell a story using three cards."

Data Sheet

Verb Correct Incorrect

jumped	☐	☐
played	☐	☐
washed	☐	☐
kicked	☐	☐
painted	☐	☐
walked	☐	☐
climbed	☐	☐
watche d	☐	☐
cleaned	☐	☐
helped	☐	☐
brushed	☐	☐
colored	☐	☐

These verbs are highly familiar to most second graders, have transparent **-ed** endings, and provide multiple opportunities for practicing regular past tense morphology in connected speech.

Results for the prompt: "Create a 30-minute speech therapy lesson plan for a first-grade student working on /s/ blends with activities appropriate for a school setting." using ChatGPT:

30-Minute Speech Therapy Lesson Plan

Target: /s/ Blends (e.g., /sp/, /st/, /sk/, /sl/, /sm/, /sn/)

Student: First Grade

Setting: School-Based Individual or Small Group Therapy

Goal: The student will accurately produce /s/ blends at the word and sentence level with 80% accuracy given visual and verbal cues.

Materials

- /s/ blend picture cards
- Dry erase marker and whiteboard
- Dice or spinner
- Mini tokens/counters
- "School Scavenger Hunt" worksheet
- Reinforcement game (e.g., Connect Four, Jenga, Pop-Up Pirate, or sticker chart)

Target Words

/sp/: spoon, spider, spin, spot

/st/: star, stop, stamp, stick

/sk/: skate, school, skip, skin

/sl/: slide, sleep, slow, slime

/sm/: smile, smell, smoke, small

/sn/: snake, snow, snail, snack

1. Warm-Up (5 Minutes)

"Sound Detective"

Write these pairs on a whiteboard:

- top → stop
- pin → spin
- low → slow
- nail → snail

Ask:

"Which word has the extra /s/ sound at the beginning?"

Have the student repeat the target word 3 times.

Cueing

- "Keep the snake sound going..."
- "ssssss-stop"
- Stretch the /s/ before blending.

2. Drill Practice (8 Minutes)

"Roll and Say"

Place picture cards face down.

Student:

1. Rolls a die.
2. Draws a picture card.
3. Says the word the number of times shown on the die.

Example:

 Roll = 4

Picture = **snow**

Student says:

"snow, snow, snow, snow"

Record correct productions.

Challenge Level

After accurate word production:

"Use the word in a sentence."

Example:

"I like snow."

3. School Scavenger Hunt (7 Minutes)

Tell the student:

"We're looking for things around school that have our special blend sounds."

Generate a list together.

Examples:

Blend	School Word
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/st/	stairs, student, sticker
------	-----------------------------

/sk/	school, schedule
------	------------------

/sl/	slide
------	-------

/sm/	smile
------	-------

/sp/	speaker, spelling
------	-------------------

/sn/	snack
------	-------

Student practices each word and then uses it in a sentence.

Example:

"The student is reading."

This activity promotes generalization into the school environment.

4. Game-Based Practice (7 Minutes)

"Build a Sentence"

For each turn in the game:

Student draws a target card and creates a sentence.

Examples:

- "The snake is green."
- "I slide at recess."
- "The star is shiny."
- "I smell popcorn."

Correct production = take a turn in the game.

Provide cues only as needed.

5. Wrap-Up and Progress Check (3 Minutes)

Review 5 target words.

Ask:

"Which blend was easiest today?"

"Which blend do you want to practice next time?"

Have the student earn a sticker, stamp, or point toward a classroom reward.

Quick Data Collection

Level	Trials	Correct
Word Level	_____	_____
Sentence Level	_____	_____

Home/Teacher Carryover

Ask the student to listen for one /s/ blend word in class today and tell you about it at the next session.

Expected Outcomes

By the end of the session, the student will:

- Produce /s/ blends accurately in structured word practice.
- Use /s/ blend words in simple sentences.
- Begin generalizing productions to school-related vocabulary and conversational speech.

Results for "Attention tasks for 35 year old with post concussive syndrome and vision sensitivities with screen-selective , divided and sustained attention tasks using non-controversial new articles or the like." using ChatGPT:

For a 35-year-old with post-concussive syndrome and visual sensitivities, I would avoid visually dense worksheets, scrolling screens, flashing elements, time pressure, and emotionally charged news topics. Instead, use **short, high-interest, non-controversial human-interest, science, technology, travel, animal, or health articles** in large print. The goal is to challenge attention without overwhelming cognitive or visual systems.

1. Selective Attention Activity

"Find the Facts"

Materials

- A one-page article (150–250 words)
- Highlighter
- Large-print text (14–16 point font)

Directions

Tell the client:

"Read this article and highlight only information related to transportation."

The article should contain:

- transportation information
- unrelated details about weather
- people's names

- dates
- locations

Example Targets

Highlight only:

- vehicle names
- distances
- travel times

Ignore:

- people's names
- weather descriptions
- dates

Progression

Level 1:

- One target category

Level 2:

- Highlight transportation facts in yellow
- Highlight locations in blue

Level 3:

- Highlight transportation facts while listening to background conversation at low volume

Targets

- visual scanning
- inhibition
- selective attention
- processing efficiency

2. Sustained Attention Activity

"Article Monitoring"

Materials

- Two short articles (250–400 words)

Examples:

- National park discoveries
- Animal behavior stories
- Space exploration updates
- Medical innovations

Directions

Tell the client:

"Every time you see a number, circle it."

or

"Tap the table whenever you read a word related to water."

After reading:

Ask comprehension questions.

Example

Target word category:

- water
- river
- ocean
- lake
- stream

The client must maintain attention across the entire article while remembering the target rule.

Targets

- vigilance
 - sustained attention
 - working memory
 - reading comprehension
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3. Divided Attention Activity

"Read and Track"

Provide a short article.

Client reads silently while simultaneously:

- tallying every time they see the word "the"
OR
- counting references to people
OR
- counting references to locations

Afterward ask:

1. What was the article about?
2. How many target words did you count?

This requires:

- comprehension
- counting
- information retention

simultaneously.

Targets

- divided attention
- working memory
- dual-task performance

4. Divided + Sustained Attention

"News Reporter"

Provide a 300-word article.

During reading:

Client tracks:

- names
- places
- dates

using a simple chart.

Name	Place	Date
s	s	s

After reading:

Client gives:

- a one-sentence summary
- three important facts

This closely mirrors real-world cognitive demands.

5. Auditory Selective Attention

"Listen for the Target"

Read a brief news article aloud.

Instruction:

"Raise your finger whenever you hear a city name."

or

"Tap the table when you hear an animal."

Afterward:

Ask comprehension questions.

Useful for clients whose visual symptoms worsen with prolonged reading.

6. Alternating Attention Activity

"Switch Rules"

Use a short article.

Paragraph 1:

- Highlight people

Paragraph 2:

- Highlight locations

Paragraph 3:

- Highlight dates

Paragraph 4:

- Highlight important events

The client must shift attention sets while maintaining comprehension.

Good Article Sources (Typically Non-Controversial)

- [Smithsonian Magazine Science & Nature Stories](#)
- [National Geographic Kids Articles](#) (many short articles work well for adults with cognitive fatigue)
- [NASA News Features](#)
- [NOAA Feature Stories](#)
- [The Dodo Animal Stories](#)
- [Associated Press Oddities and Human Interest News](#)

These sources tend to provide factual content with minimal emotional or political load, which is often preferable when targeting cognition rather than debating content.

Adaptations for Visual Sensitivity

- Use cream-colored paper instead of bright white.
- Print in 14–16 point font.
- Increase line spacing.
- Present one article at a time.
- Limit reading to 3–5 minutes before a brief break.
- Use paper copies instead of screens when symptoms flare.

- Reduce visual clutter by covering portions of the page with an index card and revealing one paragraph at a time.

For a 30-minute session, I would typically do:

1. **Selective attention article task** (10 min)
2. **Divided attention article task** (10 min)
3. **Summary and recall task** (10 min)

This sequence provides good attention demands while remaining functional and relevant to everyday reading.

Results using prompt, "List of printout functional multisyllabic words and phrases for client with severe mixed dysarthria." using Chat GPT:

For a client with **severe mixed dysarthria**, I typically prioritize **functional, personally relevant, high-frequency words and phrases** rather than long word lists that have little communicative value. Multisyllabic targets should support daily communication, intelligibility practice, pacing, overarticulation, breath support, and prosody.

Personal Information

- Alexander
- Jennifer
- Arkansas
- telephone
- apartment
- address
- birthday
- emergency
- insurance
- Medicare
- physician
- medication

Medical and Healthcare Words

- appointment
- prescription
- rehabilitation
- occupational
- physical therapy
- speech therapy

- neurologist
- cardiologist
- wheelchair
- hospital
- laboratory
- diagnosis
- treatment
- exercise
- wheelchair accessible

Community and Daily Living Words

- grocery store
- supermarket
- post office
- restaurant
- pharmacy
- automobile
- television
- newspaper
- telephone number
- debit card
- credit card
- driver's license
- community center
- transportation

Family and Social Words

- granddaughter
- grandson
- family member
- anniversary
- conversation
- celebrate
- birthday party
- Thanksgiving
- Christmas dinner
- vacation plans
- photograph album

Food and Restaurant Words

- hamburger
- spaghetti
- macaroni
- vegetables
- strawberries
- watermelon
- chocolate pudding
- chicken sandwich
- baked potato
- iced tea
- lemonade
- blueberry muffin

Technology Words

- computer
- television remote
- smartphone
- voicemail
- text message
- email address
- internet connection
- video appointment
- online banking
- password reset

Functional Phrases (2–4 Words)

Basic Needs

- I need assistance.
- Please help me.
- I need water.
- I need medicine.
- I need a break.
- I feel tired.
- I have pain.
- I feel dizzy.

Medical Situations

- I have an appointment.
- Please call my doctor.
- I need my medication.
- My therapy starts today.
- I have a question.
- Can you repeat that?
- I do not understand.

Telephone Practice

- Please leave a message.
- May I speak to Jennifer?
- Could you repeat that?
- I am returning your call.
- What is your number?
- Thank you for calling.

Community Practice

- I need transportation.
- Where is the pharmacy?
- I would like assistance.
- I need directions.
- Please write it down.
- What time is it?

Restaurant Practice

- I would like coffee.
- I would like water.
- I would like a sandwich.
- Could I see the menu?
- I am ready to order.
- Thank you very much.

Longer Functional Sentences

- I have a doctor's appointment tomorrow morning.
- Please call my daughter this afternoon.
- I would like to schedule an appointment.
- My prescription needs to be refilled.

- I need transportation to therapy tomorrow.
- Could you please speak more slowly?
- I am feeling much better today.
- I would like a chicken sandwich and lemonade.
- My physical therapy appointment is at two o'clock.
- Thank you for helping me today.

Hierarchy for Practice

1. Multisyllabic words
 - appointment
 - medication
 - rehabilitation
2. Carrier phrases
 - My appointment
 - Need medication
 - Speech therapy
3. Short functional sentences
 - I have an appointment today.
4. Conversational exchanges
 - Calling the doctor's office
 - Ordering at a restaurant
 - Requesting assistance

For severe dysarthria, I would print these in **large font (18–24 pt)**, **one word or phrase per line, with plenty of white space**, and organize them by communication context (medical, phone, family, community) rather than alphabetically. This makes practice more meaningful and easier to generalize to daily communication.