



**University of Oregon  
Speech-Language-Hearing Center  
Individual Treatment Plan/  
Progress Summary  
Spring 2015  
6/03/2015**

**Client:** Riley Johnson  
**DOB:** 2/28/1999  
**Supervisor:** McKay Sohlberg, PhD CCC-SLP  
**Clinician:** Alexis Aiello, B.A.  
**Diagnosis:** 850.9

**BACKGROUND INFORMATION:**

Riley is a 16 year old female who was referred by her physician, Dr. Koester (Slocum Center for Orthopedic and Sports Medicine) to the University of Oregon HEDCO Clinic in Winter of 2015 for an assessment of persistent cognitive and somatic symptoms following a concussion sustained 1/9/2015. Prior to her injury Riley was an 11<sup>th</sup> grade student (advanced one year) attending Churchill High School, taking math and physics courses at the University of Oregon, and actively engaged in sports. She is a high achieving student (GPA: 4.0, ACT composite score: 26) with ambitions to apply for early consideration to competitive colleges and universities. Since the onset of her injury, Riley has experienced ongoing somatic symptoms including headache and fatigue which have resulted in her withdrawing from school for the rest of the academic year. She began auditing a daily math class at the high school, in March 2015. She has been treated for visual eye-tracking, and physical therapy is ongoing to improve balance.

Riley was assessed at the HEDCO clinic on 1/20/2015. Standardized cognitive testing indicated an overall average or above average performance in the majority of domains, however it revealed lower than expected performance (given above average premorbid functioning) on tasks involving processing speed, and cognitive flexibility. Please see consultation report for full details.

Riley began her first term of therapy at the UOSLHC, Spring 2015 and attended 8 of 9 scheduled sessions. With the goal of academic readiness for Fall 2015, therapy this term targeted client concerns by focusing on: awareness training/symptom monitoring to identify triggers and effective strategies to manage somatic symptoms; environmental and behavioral modifications to increase duration and tolerance for reading on the computer; and study skills with academic materials to increase reading efficiency and information retention.

**SUMMARY OF PROGRESS:**

**Goal 1:** Decrease frequency and duration of somatic symptoms.

**Approach:** Awareness Training; Symptom Monitoring

**Progress:** Since the beginning of the term, Riley has utilized weekly symptom and strategy tracking charts and was able to identify activities that trigger headaches (i.e. bus/car rides, multiple activities in succession, situations with high visual demands) as well as identify management strategies effective for preventing, minimizing and dealing with the onset of headaches. Her most effective strategies included: eating prior to activities, limiting the

duration of activities, taking eye breaks, and sleeping following headache onset. She is using these strategies independently and reported that they have helped to minimize discomfort, and prolong her tolerance for activity. At the beginning of therapy, reading caused her to go from a headache severity rating of 2 (out of 5) to a 3. At the end of the term, there was no increase in severity following reading and she had ratings of 1.5. A phone interview with her mother corroborated that Riley is now independently self-monitoring and actively implementing strategies to manage somatic symptoms. Her mother reported that just after her injury, Riley was only able to attend a social event for less than an hour before needing to leave due to a major headache. Recently, Riley attended a party, took headache preventative measures, and was able to participate for six hours.

On the Postconcussion Symptom Scale, a self-rating scale designed to measure common somatic symptoms following a concussion (ex. fatigue, irritability, headache, etc), Riley scored 22 on 6/2/15, down from 31 on 3/8/15. Riley indicated a decrease in severity on 10 of 22 items, and an increase on 2 of 22, with an average item rating of 1 (very mild symptoms). Highest rated items are: sadness (increased from 1 to 3), and headache (increased from 2 to 3).

*Status:* Goal met. On 5/27/2015, Riley is experiencing milder symptoms overall, and expressed satisfaction with her progress identifying triggering activities and effective strategies to prevent and reduce headaches.

**Goal 2:** Riley will increase duration and tolerance for reading on the computer.

*Approach:* Self-regulation and environmental management

*Baseline:* Maximum screen duration: 15 minutes of recreational use and no minutes of academic reading, severe headache after looking at screen.

*Progress:* Riley incorporated environmental modifications such as using enhanced and enlarged font and high-contrast black background computer settings, reducing glare, and sitting at an increased distance from the screen. To increase tolerance, Riley incorporated eye-relaxation breaks and strategically worked in increasing pre-set blocks of time. On 5/13/15, Riley was unable to read more than 14 minutes in 7 minute blocks without triggering a severe headache. On 6/3/15, she was able to read academic material for 27 minutes, in 6-7 minute blocks with no increase in headache severity.

*Status:* *In progress.* Riley nearly met her initial goal of reading comfortably on the computer for 30 minutes. She would like to continue to increase total duration to at least 45 minutes, with no headache increase, by the end of summer 2015.

**Goal 3:** Increase efficiency and information retention of academic-level reading materials.

*Approach:* Reading comprehension strategy training

*Progress:* At the beginning of the term, when reading simple print material for pleasure (i.e. magazines) Riley's general complaints were: losing attention, low retention of details and information, and difficulty finding specific words when describing what she read. At the end of the term, Riley was successfully applying her reading and note taking strategies to college level academic online textbook material.

Client Ratings <i>Academic Material</i>	Reading Speed	Comprehension	Recalling Information
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(0-poor to 5-excellent)			
Prior to Injury	4	4.5	4.5
3/8/2015	2	2.5	2.5
5/27/2015	3.5	3.5	3

On 4/8/15, Riley read a 500 word high-school level passage (to accommodate her low tolerance for reading) and then immediately took a paper-based assessment, answering 24/25 true/false questions correctly. On 6/3/15, Riley took a computer assessment consisting of true/false questions based on a 3,100 word college-level textbook chapter that she read and took notes on at home over the course of the prior week. In 20 minutes, working in three blocks and without the aid of her notes, Riley answered 33/44 questions (75%) correctly with a multiple day delay.

*Status:* As of 5/27/15, Riley has reported that she is no longer needing to re-read portions of the text as frequently and has demonstrated in session, and by self-report, an improvement in efficiency by increasing both her speed of reading and level of detail retention.

#### **COMMENTS AND IMPRESSIONS:**

Riley is a hardworking and motivated individual who was receptive to clinician suggestions and diligent in following through with symptom monitoring and metacognitive reading strategy use at home, which enabled her to make significant gains on all of her therapy goals.

Riley has experienced a general decrease in somatic symptoms likely due to ongoing recovery and medication changes. Her increased awareness of triggering activities and independent use of management strategies have assisted in postponing onset and reducing severity of headaches, and will continue to optimize her recovery.

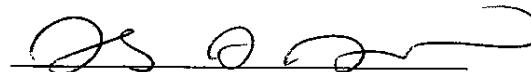
Although Riley has not yet seen a return to pre-morbid functioning, she has made improvements and gained independence with metacognitive reading strategies, which have resulted in better reading efficiency, and information retention when compared to performance in early April. Performance on the assessment 4/8/15 indicated that Riley's comprehension and immediate recall, with a short passage and a moderate level of difficulty was acceptable. More rigorous testing, is now permitted by lessened somatic symptoms. When coupled with increasing reading duration, continued practice of metacognitive strategies will continue to help prepare Riley to return to studies in the fall.

Riley has expressed interest in continuing therapy through the summer term to target writing strategies in order to prepare for school and to participate in a peer-support group to help address her increased feelings of sadness. Riley's mother has also expressed a wish to see Riley cognitively and physically prepared to return to academics in the fall.

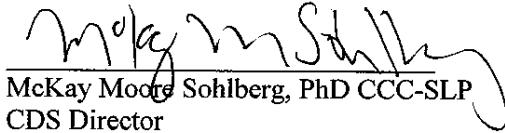
#### **RECOMMENDATIONS:**

1. Continue weekly therapy into Summer 2015
2. Plan to continue treatment into Summer 2015 with the following goal areas:
  - a. Train writing strategies

- b. Continue targeting increased tolerance for and duration of computer use
- c. Check in regarding somatic symptom, management and reading strategy use to ensure maintenance of gains
- d. Target improved emotional and psycho-social well-being in peer-support sessions



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