SLP SOAP Note Guide

SUBJECTIVE

What is the patient reporting? What is the context for today's appointment?

Purpose	Patient's report: ● Changes in medical status? ● Notable events? ● How are they feeling? ● Any progress on goals? ● Barriers or challenges? Appointment context: ● Why is this session happening? ● Why now? ● Why are you necessary?
Sentence Starters	● Patient reports... ● Patient states... ● Patient's spouse describes... ● Patient seen today for...
Example Statements	● Patient reports "I'm eating better, except the soup choked me last night." ● Patient states that he attempted using visualization to remember the name of the physical therapy assistant, but "I still can't remember her name." ● Patient's spouse describes the patient "frowning and throwing up his hands" when he "gets stuck on a word." ● Patient seen today for skilled intervention related to dysphagia secondary to CVA.

OBJECTIVE

What happened during the session?

Purpose	• Describe observable activity. Could be verified by an observer.
	Includes:
	• Tasks completed • Modifications implemented • Cueing provided • Conditions affecting performance • Measurable patient response
Helpful Verbs	• Achieved • Attempted • Completed • Demonstrated • Engaged in • Faded • Implemented • Increased • Initiated • Maintained • • Performed • Practiced • Produced • Provided • Reduced • Repeated • Responded • Required • Utilized
Sentence Starters	• SLP implemented... • Patient completed... • SLP provided... • Patient demonstrated... • Patient required...
Example Statements	• SLP reduced task complexity following increased errors during divided attention task. • Patient achieved 80% accuracy across 10 structured naming trials, independently using printed alphabet to self-cue. • Patient maintained use of chin-tuck posture during 9/10 thin liquid trials.

	● Patient produced four complete sentences during picture description task with spouse implementing Response Elaboration Treatment strategies. ● Patient initially required step-by-step instructions to add an appointment to the digital calendar, but by the end of the session, he was able to add one appointment independently.

ASSESSMENT Type 1: Clinical assessment

What does today's session reveal about our patient's current abilities and limitations?

Purpose	● Differential reasoning ● Identifying underlying causes or contributing factors ● Characterizing observations ● Synthesizing subjective and objective data ● Making informed inferences	
Helpful Verbs	● Analyzed ● Assessed ● Attributed ● Characterized ● Clarified ● Concluded ● Correlated ● Differentiated between ● Discerned	● Discriminated ● Distinguished ● Evaluated ● Inferred ● Integrated ● Interpreted ● Judged ● Synthesized
Sentence Starters	● SLP inferred from error patterns that... ● SLP differentiated between ___ and ___ based on... ● SLP evaluated patient performance and determined that... ● SLP discerned a pattern of ___ across tasks, suggesting... ● Based on patient's response to ___, SLP judged that...	

Example Statements	- SLP interpreted inconsistent word-retrieval errors as reflective of impaired semantic access rather than motor speech impairment. - SLP attributed observed breakdowns during divided attention tasks to reduced working memory capacity rather than lack of effort. - Patient performance was characterized by reduced initiation and prolonged response latency across structured and functional tasks. - SLP synthesized patient report, caregiver input, and task performance to identify a pattern of cognitive fatigue impacting late-session accuracy. - Dynamic assessment clarified that naming accuracy improved with phonemic cueing, indicating preserved phonological processing.	

ASSESSMENT Type 2: Clinical decision-making

What clinical decisions guided today's therapy session?

Purpose	Describe the choices we make about: - **Planning:** intervention type, instructional method, strategy selection - **Session management:** prioritization of therapy targets, pacing, intensity, environmental conditions - **Functional support:** care partner involvement, education focus, progression or continuation of task difficulty, goal modification	
Helpful Verbs	- Advanced - Balanced - Chose - Deferred - Determined (necessity of) - Established - Identified	- Justified - Limited - Prioritized - Ruled out - Selected - Weighed

Sentence Starters	- SLP selected this treatment approach due to... - Treatment focus was prioritized toward ___ because... - SLP balanced competing task demands to support... - SLP determined that intervention was necessary because... - SLP deferred progression to ___ due to...
Example Statements	- SLP selected errorless learning with spaced retrieval as an instructional approach due to decline in patient performance when cues were faded. - Treatment focus was balanced between impairment-based drills and functional communication tasks to promote skill acquisition while supporting generalization. - SLP balanced task complexity with patient endurance to promote skill acquisition without exacerbating cognitive fatigue. - SLP ruled out increasing task complexity at this time due to persistent breakdowns under divided attention conditions. - SLP determined that additional care partner training was necessary due to limited strategy carryover outside of structured activities.

ASSESSMENT Type 3: Intervention design & structuring

How was the intervention deliberately constructed to support learning and carryover?

Purpose	- Task selection - Task modification - Practice format - Sequencing of tasks - Cueing strategy - Scaffolding or grading of support - Environmental conditions

Helpful Verbs	- Aligned - Calibrated - Designed - Devised - Formulated - Graded - Individualized - Layered	- Mapped - Organized - Outlined - Scaffolded - Sequenced - Structured - Tailored
Sentence Starters	- SLP structured intervention to... - Therapy activities were organized to… - SLP scaffolded support within the task to... - Intervention was calibrated to... - SLP aligned task demands with patient's current abilities to...	
Example Statements	- SLP designed therapy tasks to isolate word retrieval while minimizing competing attentional demands. - Task difficulty was graded to incrementally increase cognitive load while maintaining patient engagement. - SLP layered semantic and phonemic supports within the activity to promote accuracy while encouraging independent initiation. - Intervention was sequenced from structured drill practice to conversational application to support generalization of trained strategies. - Intervention was tailored to incorporate patient-preferred vocabulary and personally-relevant scenarios to improve participation in conversation with family.	

ASSESSMENT Type 4: Functional & prognostic reasoning

What does today's performance imply for safety, independence, carryover, or progression?

Purpose	Connect present data to future function, safety, or independence. For example, we may: ● Anticipate difficulty with functional tasks. ● Highlight safety implications. ● Discuss readiness for progression. ● Estimate treatment needs. ● Project trajectory.

Helpful Verbs	● Anticipate
	● Consider implications for
	● Determine appropriateness of progression to
	● Determine readiness for
	● Estimate ● Forecast
	      ● Identify barriers to
	      ● Predict
	      ● Project
	      ● Recognize risk for

Sentence Starters	● SLP identifies barriers to... ● SLP determines patient is now ready to begin... ● SLP predicts that... ● SLP recognizes risk for... ● SLP projects need for...
Example Statements	● SLP anticipates difficulty with independent appointment scheduling given persistent breakdown when multiple steps are presented verbally. ● SLP considers implications for safe community mobility given inconsistent use of compensatory strategies in distracting environments. ● SLP determines appropriateness of progression to higher-level discourse tasks based on sustained accuracy during structured language activities.

	• SLP estimates that additional structured practice will be required before reliable carryover to home routines is achieved. • Based on current performance patterns, SLP forecasts gradual improvement in functional communication with continued strategy training.

ASSESSMENT Type 5: Comprehensive assessment statements

What does today's session mean for the patient's progress toward their therapy goals?

Purpose	Combine multiple types of clinical reasoning in a short statement.
Clinical interpretation **+ decision making** **+ intervention design**	• SLP interpreted inconsistent word retrieval errors as reflective of semantic access rather than motor speech impairment. Based on this pattern, SLP selected semantic feature analysis as the primary intervention approach and used structured tasks to isolate word retrieval while minimizing competing attentional demands. • SLP synthesized patient report, caregiver input, and task performance to identify cognitive fatigue contributing to performance breakdowns. Treatment tasks were therefore structured to alternate between high-demand activities and supported practice to maintain engagement and promote strategy use.
Clinical interpretation **+ decision making** **+ functional /**	• Observed breakdowns during multi-step tasks were attributed to reduced working memory capacity rather than lack of effort. SLP determined that additional care partner training was necessary to support strategy implementation during daily routines and recognizes

prognostic reasoning	ongoing risk for communication breakdown in complex situations. • Dynamic assessment revealed improved naming accuracy when phonemic cueing was provided, indicating relatively-preserved phonological processing. SLP therefore prioritized cueing-based intervention approaches and anticipates improved functional communication with continued strategy training.
Clinical interpretation + intervention design + functional / prognostic reasoning	• Patient demonstrated improved accuracy when task complexity was reduced and visual supports were introduced. SLP therefore structured intervention to scaffold strategy use within functional communication tasks and anticipates gradual improvement in independent message formulation with continued practice. • Patient demonstrated improved carryover of use of chin tuck strategy for thin liquids when spaced retrieval with errorless learning was introduced. SLP therefore structured intervention to incorporate care partner cueing and anticipates improved strategy use during meals.

PLAN

What are the next steps in therapy based on today's session?

Purpose	Describe the next step we plan to take, such as: • Modifying the intervention approach. • Introducing new targets or goals. • Collaborating with care partners or other team members. • Planning activities to support carryover or generalization.
Helpful Verbs	• Advance • Adjust • Continue • Coordinate • Expand • Focus • Incorporate • Introduce • Modify • Monitor • Progress • Provide • Recommend • Reinforce • Review
Sentence Starters	• SLP will continue intervention targeting... • Treatment will progress to... • Next session will focus on... • SLP will introduce... • Care partner will demonstrate...
Example Statements	• SLP will adjust task complexity to support consistent use of training word-finding strategies during conversation. • Treatment will advance to multi-step functional tasks to support carryover of memory strategies during daily routines. • SLP will coordinate with care partner to train the use of environment supports for medication management. • Therapy activities will expand to include telephone-based activities to support generalization of communication strategies. • SLP will provide therapeutic assessment of patient's use of compensatory strategies during a snack or meal to determine readiness to advance diet.