Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

School/Grade/Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IEP Dates: Start \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Plan Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature and credentials of Service Provider:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

See IEP for service delivery location, frequency and duration.

Intervention Approaches:

* Create/Promote
* Establish/Restore
* Modify/Adapt
* Prevent

Intervention Types:

* One-on-One Interaction
* Group
* Whole Class
* Consultation with team members
* Education of team members
* Environmental Adaptation
* Program/Routine Development

Outcome Measure:

* Meet IEP Goals
* Increased Team Satisfaction with Performance
* Increased Competence or Autonomy in Student Role
* Prevention of Further Difficulties
* Improved Quality of life at School
* Increased Team/Team Member Competence

Skilled Interventions:

|  |  |  |
| --- | --- | --- |
| Augmentative Communication Strategies   * Sign Language * Communication Boards * Alphabet Boards * Picture Symbol Boards * Symbol Sets * Picsyms * Picture Symbols * Sig Symbols * Blissymbols * Premack * Carrier Symbols * Traditional Orthography * Rebuses * Eye Gaze * Kaufman Apraxia Program * Structured Teaching * Floor time * Verbal Behavior Therapy * ABA Techniques * Cued Speech * Realia * Procedural Learning * Caregiver Education   Often Used When Working With Autistic Patients   * Visual Schedules * PECS * Sign Language * Child Centered Approach * Discrete Trial * Techniques to improve eye contact   Language Therapy   * Chaining * Backward Chaining * Close Procedures * Confrontational Naming * Rapid naming * Expansion * Extension * Mand-model Approach * Incidental Teaching Model * Silent Rehearsal * Activities of Daily Living Tasks (ADL) * Joint Reading/Routines Interactions * Milleu Language Teaching Procedures * Sensory Integrative Techniques   Expressive Language   * Confrontational naming * Modeling of word * Sentence completion * Syllable or initial sound cue * Silent phonetic gesture * Client selected personal experiences * Functional descriptions * Descriptions with demonstrations * Use/name (It’s a pen… I write with it) * Printed word cues * Oral Spelling cues * Spelling /Written cues * Associated Smell or Sound as cue * Synonym or Antonym cue * Associated word cue * Super inordinate as cue * Rhyming cue * Fade time repetitive cue * Self-cueing * Automatic Speech | Verbal Scaffolding   * Paraphrasing * Using ‘Think Aloud’ * Reinforcing contextual definitions * Developing questions with Bloom’s taxonomy in mind * Writing Prompts * Following oral text with written text * Elaboration and expansion of student response * Use of Cognates * Purposefully using synonyms and antonyms * Effective use of wait time * Teaching Familiar Chunks “May I go to the restroom?” “Excuse me.” * Clear enunciation and articulation by the teacher, slow when necessary * Corrective feedback techniques, especially elicitation, clarification requests and metalinguistic clues * Songs, Jazz chants, Rhythm and Rhyme * Building Circumlocution Skills   Hierarchy for Auditory Comprehension   * Single words * Spoken sentences * Spoken questions * Spoken directions * Spoken paragraphs * Discourse   Fluency Therapy   * Fluency Shaping Techniques * Continuous phonation * Pause and talk * Airflow management * DAF * Prosodic Approach * Monterey Fluency Approach * Fluency Reinforcement Techniques * Demands/Capacity Model * Pacing Board * Delayed Auditory Feedback Training * Modified Prosodic Features * Rate control techniques * Self-monitoring * Respond to listener request for clarification and repetition * Gentle phonation onset * Maintenance programs | Articulation/Phonological Techniques   * Phonetic Approach * Phonological Approach * Phonemic Approach * Phonetic placement training * Manual guidance to place articulators * Sound evoking techniques * Moto-Kinesthetic * Multiple phoneme approach * Contrast approach * Minimal pairs contrast * Maximal pairs contrast * Minimal pairs opposition * Maximal pairs opposition * Cycles approach * Paired stimuli approach * Kaufman * Distinctive features approach * Sensory Motor Approach * Semantically Potent Word * Co-articulation * PROMPT (prompts for restructuring oral muscular targets) * Self Monitoring Strategies * Auditory Discrimination Training * Carry over/Generalization * Contrastive Stress Drills * Controlled Practice * Guided Practice * Transfer and carryover * Free practice with a communication partner   Voice Therapy   * Chewing Techniques * Chant Talk * Vocal Hygiene * Digital Manipulation * Effortful Closure Techniques * Melodic Intonation * Whisper phonation * Yawn Sigh |

Plan: (priorities, details, etc.)

Discharge Planning: (Transition)

Collaboration with campus, community, agencies, medical. home, etc.