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.