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

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

SLP /Intervention diagnosis (description of impairment/s, can be more than one):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Plan Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature and credential 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 of student
* 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 * Device use/programming * Carrier symbols * Traditional orthography * Rebuses * Eye gaze * Kaufman Apraxia Program * Structured teaching * Floor time * Verbal Behavior Therapy * ABA Techniques * Cued speech * Realia * Procedural pairing * Caregiver education   Often Used When Working With Autistic Patients   * Visual schedules * PECS * Sign language * Child centered approach * Discrete trial * Techniques to improve eye contact * Hand-over-hand * Verbal Behavior Therapy * ABA techniques   Pragmatics   * Pragmatics * Social stories * Scripting * Role play * Guided rehearsal * Silent rehearsal strategies * Self-monitoring/self-evaluation re. actual performance.   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 * Descriptive/prescriptive grammar * Grammatical morphemes * Topic maintenance * Semantic tasks * Sequencing activities * Problem solving strategies * Written language tasks * Attention/concentration tasks * Inductive/deductive reasoning * Caregiver education * Object identification/object naming * Expressive mean length of utterance * Spatial organization * Activating prior knowledge * Graphic organizers * Building circumlocution skills * Carrier phrases * Recasting * Nonverbal visual feedback * Increasing meta-awareness * Communication temptations | Expressive Language   * Confrontational naming * Modeling of word * Sentence completion * Syllable or initial sound cue * Silent phonetic gesture * Student selected personal experiences * Functional descriptions * Descriptions with demonstrations * Use/name (It’s a pen… I write with it) * Generative naming * Printed word cues * Oral spelling cues * Spelling /Written cues * Associated smell, taste 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 Alouds’ * Reinforcing contextual definitions * Developing questions from Bloom’s taxonomy * 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/phrases “May I go to the restroom?” “Excuse me.” * Clear enunciation and articulation by the teacher, slowed rate when necessary * Corrective feedback techniques, especially elicitation, clarification requests and metalinguistic clues * Songs, rap, 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 * Stuttering modification techniques * Continuous phonation * Pause and talk * Airflow management * Prosodic approach * Monterey Fluency Approach * Fluency reinforcement Techniques * Demands/capacity model * Pacing board * Delayed Auditory Feedback Training, DAF * Modified prosodic features * Rate control techniques * Self-monitoring * Respond to listener request for clarification and repetition * Gentle phonation onset * Maintenance programs * Corrective feedback * Nonverbal corrective feedback * Negative practice * Counseling | Articulation/Phonological Techniques   * Phonetic Approach * Phonological Approach * Phonemic Approach * Phonetic placement training * Pacing board * Extra-classroom setting –generalize to other settings * 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 * Contrastive stress drills * Paired stimuli approach * Kaufman approach * Distinctive features approach * Sensory motor Approach * Semantically potent word * Co-articulation * Multimodality cueing * Tongue based retraction exercises * Tactile-kinesthetic cueing * Labial strengthening exercises * Backward chaining contrast * Articulation training * Auditory bombardment * Auditory discrimination * 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   Cueing Techniques   * Pragmatic cueing * Environmental cueing * Tactile cueing * Phonemic cueing * Verbal cueing * Gestural cueing * Multimodality cueing * Multimodality cueing * Tactile kinetic cueing * Written cueing * Visual and use of visual schedules * Maximum cueing * Moderate cueing * Minimal cueing * Independent |

Plan: (priorities, details, etc.) \_\_\_\_\_\_\_\_\_

Discharge (Transition) Planning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Collaboration with: campus, community, agencies, medical, home, etc. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_