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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_