

Plan for Skilled Intervention/
Plan of Care

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:

<u>Augmentative Communication Strategies</u>	<u>Expressive Language</u>	<u>Articulation/Phonological Techniques</u>
• Sign language • Communication boards • Alphabet boards • Picture symbol boards • Symbol sets • Picsyms • Picture symbols • Sig symbols • Blissymbols • Premack	• Confrontational naming • Modeling of word • Sentence completion • Syllable or initial sound cue • Silent phonetic gesture • Student selected personal experiences • Functional descriptions • Descriptions with demonstrations	• 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

• 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 <u>Often Used When Working With Autistic Patients</u> • Visual schedules • PECS • Sign language • Child centered approach • Discrete trial • Techniques to improve eye contact • Hand-over-hand • Verbal Behavior Therapy • ABA techniques <u>Pragmatics</u> • <u> </u> Pragmatics • <u> </u> Social stories • <u> </u> Scripting • <u> </u> Role play • <u> </u> Guided rehearsal • <u> </u> Silent rehearsal strategies • <u> </u> Self-monitoring/self-evaluation re. actual performance. <u>Language Therapy</u> • 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 • Milieu 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	• 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 <u>Verbal Scaffolding</u> • 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 <u>Hierarchy for Auditory Comprehension</u> • <u> </u> Single words • <u> </u> Spoken sentences • <u> </u> Spoken questions • <u> </u> Spoken directions • <u> </u> Spoken paragraphs • <u> </u> Discourse <u>Fluency Therapy</u> • 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	• 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 <u>Voice Therapy</u> • Chewing techniques • Chant talk • Vocal hygiene • Digital manipulation • Effortful closure techniques • Melodic intonation • Whisper phonation • Yawn sigh <u>Cueing Techniques</u> • <u> </u> Pragmatic cueing • <u> </u> Environmental cueing • <u> </u> Tactile cueing • <u> </u> Phonemic cueing • <u> </u> Verbal cueing • <u> </u> Gestural cueing • <u> </u> Multimodality cueing • <u> </u> Multimodality cueing • <u> </u> Tactile kinetic cueing • <u> </u> Written cueing • <u> </u> Visual and use of visual schedules • <u> </u> Maximum cueing • <u> </u> Moderate cueing • <u> </u> Minimal cueing • <u> </u> Independent • <u> </u>
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• Building circumlocution skills • Carrier phrases • Recasting • Nonverbal visual feedback • Increasing meta-awareness • Communication temptations	• 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	
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Plan: (priorities, details, etc.) _____

Discharge (Transition)

Planning: _____

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