

GOALS, FREQUENCY, DURATION, LOCATION – found in IEP

SKILLED INTERVENTION APPROACHES: (check all that apply)

- Create/Promote (e.g., health promotion)
- Establish/Restore (e.g., skill acquisition or remediation)
- Modify/Adapt (e.g., environmental modification)
- Prevent (e.g., early intervening support; avoiding secondary complications)
- Occupation-based interventions (training embedded in actual activity e.g., personal care, using classroom tools)
- Purposeful activities (individual activities/components of activity that develop skills)
- Preparatory methods:
 - Therapeutic exercise
 - Sensory activities
 - Visual perceptual training
 - Treatment of oral function/oral motor techniques
 - Splinting/orthotics
 - Assistive technology/Adaptive equipment training

PRECAUTIONS:

SKILLED INTERVENTION TYPES: (check all that apply)

- ONE-ON-ONE INTERACTION
- WHOLE CLASS
- CONSULTATION WITH TEAM MEMBERS (e.g., problem solving)
- EDUCATION OF TEAM MEMBERS (e.g., training)
- ENVIRONMENTAL ADAPTATION (e.g., assistive technology)
- GROUP
- PROGRAM/ROUTINE DEVELOPMENT

PLAN FOR EXIT FROM SERVICES:

The IEP team will consider data for the student to be exited or Plan of Care will be modified in accordance with student's needs based on one or more of the following events:

- 1) Goals are achieved
- 2) OT is no longer required for the student to benefit from special education program at this time
- 3) Parent request

TEAM DISCUSSION ON SUGGESTIONS FOR PARENT and TEACHERS:

COMMUNITY SUPPORTS & COLLABORATION (e.g. community programs/resources, other disciplines):

This plan was created by: _____ (Therapist Signature and Credentials)

on: _____ (date)