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

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

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, including parent/teacher concerns etc.) \_\_\_\_\_\_\_\_\_

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

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

**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) SLP is no longer required for the student to benefit from special education program at this time

3) Parent request

This plan was created by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Therapist Signature and Credentials)

on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date) and will expire no later than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (364 days from creation date).

Relevant medical diagnoses:

Phonological Disorder Aphasia

Other developmental disorders of speech and language Dysphagia

Fluency disorder in conditions classified elsewhere Slurred Speech

Expressive language disorder Other speech disturbances

Mixed receptive-expressive language disorder Unspecified speech disorder

Developmental disorder of speech and language unspecified

Speech and language development delay due to hearing loss

Childhood onset fluency disorder Dysarthria and Anarthria