

Public Schools of Robeson County
Plan of Care for Speech/Language Therapy

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.

<p>Intervention Approaches:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create/promote <input type="checkbox"/> Establish/restore <input type="checkbox"/> Modify/adapt <input type="checkbox"/> Prevent 	<p>Intervention Types:</p> <ul style="list-style-type: none"> <input type="checkbox"/> One-on-one Interaction <input type="checkbox"/> Group <input type="checkbox"/> Whole class <input type="checkbox"/> Consultation with team members <input type="checkbox"/> Education of team members <input type="checkbox"/> Environmental adaptation <input type="checkbox"/> Program/routine development 	<p>Outcome Measure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet IEP goals <input type="checkbox"/> Increased team satisfaction with performance <input type="checkbox"/> Increased competence or autonomy of student <input type="checkbox"/> Prevention of further difficulties <input type="checkbox"/> Improved quality of life at school <input type="checkbox"/> Increased team/team member competence
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Skilled Interventions:

<p><u>Augmentative Communication Strategies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sign language <input type="checkbox"/> Communication boards <input type="checkbox"/> Alphabet boards <input type="checkbox"/> Picture symbol boards <input type="checkbox"/> Symbol sets <input type="checkbox"/> Picsyms <input type="checkbox"/> Picture symbols <input type="checkbox"/> Sig symbols <input type="checkbox"/> Blissymbols <input type="checkbox"/> Premack <input type="checkbox"/> Device use/programming <input type="checkbox"/> Carrier symbols <input type="checkbox"/> Traditional orthography <input type="checkbox"/> Rebus <input type="checkbox"/> Eye gaze <input type="checkbox"/> Kaufman Apraxia Program <input type="checkbox"/> Structured teaching <input type="checkbox"/> Floor time <input type="checkbox"/> Verbal Behavior Therapy <input type="checkbox"/> ABA Techniques <input type="checkbox"/> Cued speech <input type="checkbox"/> Realia <input type="checkbox"/> Procedural pairing <input type="checkbox"/> Caregiver education <p><u>Often Used When Working With Autistic Patients</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual schedules <input type="checkbox"/> PECS <input type="checkbox"/> Sign language <input type="checkbox"/> Child centered approach <input type="checkbox"/> Discrete trial <input type="checkbox"/> Techniques to improve eye contact <input type="checkbox"/> Hand-over-hand <input type="checkbox"/> Verbal Behavior Therapy <input type="checkbox"/> ABA techniques <p><u>Pragmatics</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pragmatics <input type="checkbox"/> Social stories <input type="checkbox"/> Scripting <input type="checkbox"/> Role play 	<p><u>Expressive Language</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Confrontational naming <input type="checkbox"/> Modeling of word <input type="checkbox"/> Sentence completion <input type="checkbox"/> Syllable or initial sound cue <input type="checkbox"/> Silent phonetic gesture <input type="checkbox"/> Student selected personal experiences <input type="checkbox"/> Functional descriptions <input type="checkbox"/> Descriptions with demonstrations <input type="checkbox"/> Use/name (It's a pen... I write with it) <input type="checkbox"/> Generative naming <input type="checkbox"/> Printed word cues <input type="checkbox"/> Oral spelling cues <input type="checkbox"/> Spelling /Written cues <input type="checkbox"/> Associated smell, taste or sound as cue <input type="checkbox"/> Synonym or antonym cue <input type="checkbox"/> Associated word cue <input type="checkbox"/> Super inordinate as cue <input type="checkbox"/> Rhyming cue <input type="checkbox"/> Fade time repetitive cue <input type="checkbox"/> Self-cueing <input type="checkbox"/> Automatic Speech <p><u>Verbal Scaffolding</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Using "Think Alouds" <input type="checkbox"/> Reinforcing contextual definitions <input type="checkbox"/> Developing questions from Bloom's taxonomy <input type="checkbox"/> Writing prompts <input type="checkbox"/> Following oral text with written text <input type="checkbox"/> Elaboration and expansion of student response <input type="checkbox"/> Use of cognates <input type="checkbox"/> Purposefully using synonyms and antonyms <input type="checkbox"/> Effective use of wait time 	<p><u>Articulation/Phonological Techniques</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonetic Approach <input type="checkbox"/> Phonological Approach <input type="checkbox"/> Phonemic Approach <input type="checkbox"/> Phonetic placement training <input type="checkbox"/> Pacing board <input type="checkbox"/> Extra-classroom setting – generalize to other settings <input type="checkbox"/> Manual guidance to place articulators <input type="checkbox"/> Sound evoking techniques <input type="checkbox"/> Moto-kinesthetic <input type="checkbox"/> Multiple phoneme approach <input type="checkbox"/> Contrast approach <input type="checkbox"/> Minimal pairs contrast <input type="checkbox"/> Maximal pairs contrast <input type="checkbox"/> Minimal pairs opposition <input type="checkbox"/> Maximal pairs opposition <input type="checkbox"/> Cycles approach <input type="checkbox"/> Contrastive stress drills <input type="checkbox"/> Paired stimuli approach <input type="checkbox"/> Kaufman approach <input type="checkbox"/> Distinctive features approach <input type="checkbox"/> Sensory motor Approach <input type="checkbox"/> Semantically potent word <input type="checkbox"/> Co-articulation <input type="checkbox"/> Multimodality cueing <input type="checkbox"/> Tongue based retraction exercises <input type="checkbox"/> Tactile-kinesthetic cueing <input type="checkbox"/> Labial strengthening exercises <input type="checkbox"/> Backward chaining contrast <input type="checkbox"/> Articulation training <input type="checkbox"/> Auditory bombardment <input type="checkbox"/> Auditory discrimination <input type="checkbox"/> PROMPT (prompts for restructuring oral muscular targets) <input type="checkbox"/> Self monitoring strategies <input type="checkbox"/> Auditory discrimination training <input type="checkbox"/> Carry over/generalization
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<input type="checkbox"/> Guided rehearsal <input type="checkbox"/> Silent rehearsal strategies <input type="checkbox"/> Self-monitoring/self-evaluation re. actual performance. <u>Language Therapy</u> <input type="checkbox"/> Chaining <input type="checkbox"/> Backward chaining <input type="checkbox"/> Close procedures <input type="checkbox"/> Confrontational naming <input type="checkbox"/> Rapid naming <input type="checkbox"/> Expansion <input type="checkbox"/> Extension <input type="checkbox"/> Mand-model approach <input type="checkbox"/> Incidental teaching model <input type="checkbox"/> Silent rehearsal <input type="checkbox"/> Activities of Daily Living Tasks (ADL) <input type="checkbox"/> Joint reading/routines interactions <input type="checkbox"/> Milleu language teaching procedures <input type="checkbox"/> Sensory integrative techniques <input type="checkbox"/> Descriptive/prescriptive grammar <input type="checkbox"/> Grammatical morphemes <input type="checkbox"/> Topic maintenance <input type="checkbox"/> Semantic tasks <input type="checkbox"/> Sequencing activities <input type="checkbox"/> Problem solving strategies <input type="checkbox"/> Written language tasks <input type="checkbox"/> Attention/concentration tasks <input type="checkbox"/> Inductive/deductive reasoning <input type="checkbox"/> Caregiver education <input type="checkbox"/> Object identification/object naming <input type="checkbox"/> Expressive mean length of utterance <input type="checkbox"/> Spatial organization <input type="checkbox"/> Activating prior knowledge <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Building circumlocution skills <input type="checkbox"/> Carrier phrases <input type="checkbox"/> Recasting <input type="checkbox"/> Nonverbal visual feedback <input type="checkbox"/> Increasing meta-awareness <input type="checkbox"/> Communication temptations	<input type="checkbox"/> Teaching familiar chunks/phrases "May I go to the restroom?" "Excuse me." <input type="checkbox"/> Clear enunciation and articulation by the teacher, slowed rate when necessary <input type="checkbox"/> Corrective feedback techniques, especially elicitation, clarification requests and metalinguistic clues <input type="checkbox"/> Songs, rap, jazz chants, rhythm and rhyme <input type="checkbox"/> Building circumlocution skills <u>Hierarchy for Auditory Comprehension</u> <input type="checkbox"/> Single words <input type="checkbox"/> Spoken sentences <input type="checkbox"/> Spoken questions <input type="checkbox"/> Spoken directions <input type="checkbox"/> Spoken paragraphs <input type="checkbox"/> Discourse <u>Fluency Therapy</u> <input type="checkbox"/> Fluency shaping techniques <input type="checkbox"/> Stuttering modification techniques <input type="checkbox"/> Continuous phonation <input type="checkbox"/> Pause and talk <input type="checkbox"/> Airflow management <input type="checkbox"/> Prosodic approach <input type="checkbox"/> Monterey Fluency Approach <input type="checkbox"/> Fluency reinforcement Techniques <input type="checkbox"/> Demands/capacity model <input type="checkbox"/> Pacing board <input type="checkbox"/> Delayed Auditory Feedback Training, DAF <input type="checkbox"/> Modified prosodic features <input type="checkbox"/> Rate control techniques <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Respond to listener request for clarification and repetition <input type="checkbox"/> Gentle phonation onset <input type="checkbox"/> Maintenance programs <input type="checkbox"/> Corrective feedback <input type="checkbox"/> Nonverbal corrective feedback <input type="checkbox"/> Negative practice <input type="checkbox"/> Counseling	<input type="checkbox"/> Contrastive stress drills <input type="checkbox"/> Controlled practice <input type="checkbox"/> Guided practice <input type="checkbox"/> Transfer and carryover <input type="checkbox"/> Free practice with a communication partner <u>Voice Therapy</u> <input type="checkbox"/> Chewing techniques <input type="checkbox"/> Chant talk <input type="checkbox"/> Vocal hygiene <input type="checkbox"/> Digital manipulation <input type="checkbox"/> Effortful closure techniques <input type="checkbox"/> Melodic intonation <input type="checkbox"/> Whisper phonation <input type="checkbox"/> Yawn sigh <u>Cueing Techniques</u> <input type="checkbox"/> Pragmatic cueing <input type="checkbox"/> Environmental cueing <input type="checkbox"/> Tactile cueing <input type="checkbox"/> Phonemic cueing <input type="checkbox"/> Verbal cueing <input type="checkbox"/> Gestural cueing <input type="checkbox"/> Multimodality cueing <input type="checkbox"/> Multimodality cueing <input type="checkbox"/> Tactile kinetic cueing <input type="checkbox"/> Written cueing <input type="checkbox"/> Visual and use of visual schedules <input type="checkbox"/> Maximum cueing <input type="checkbox"/> Moderate cueing <input type="checkbox"/> Minimal cueing <input type="checkbox"/> Independent
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Plan: (priorities, details, etc.) _____

Discharge (Transition) Planning: _____

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