



Intervention Guide

1. Basic information

Child's name: Hannah

Team members: Mom and Dad (parents), Barbara (home-based provider), Joshua (speech pathologist)

Date intervention initiated: 03-01 Date intervention completed: 06-01-00

Type of Setting: Group Individual Home

IFSP Outcome: Hannah will be more successful with eating.

2. Target Goal and Objectives

AEPS Test Adaptive Area Strand A, Goal 1.0

Hannah will use tongue and lips to take in and swallow a variety of solid foods (e.g., applesauce, yogurt, vegetables, meat, bread, fruit) using fingers, forks, and spoons and will take in liquids (e.g., milk, water, juice) without choking or gagging during mealtimes across three consecutive days.

AEPS Test Objective 1.1

Hannah will take in a variety of liquids from a cup and/or glass using her lips to seal the cup, draw in liquid, and retain liquid when swallowing, with minimal spilling three times a day for two weeks.

AEPS Test Objective 1.2

During two different meals/snacks, Hannah will use lips to take food off spoon and/or fork for two weeks.

AEPS Test Objective 1.3

Hannah will swallow soft, hard, and chewy solid and semisolid bites of food without gagging, choking, or swallowing pieces whole three times a day for two weeks.

3. Intervention Strategies and Teaching Considerations

<i>List of the strategies that will be used or what will be done to provide an opportunity for the child to practice the targeted skill(s).</i>	<i>List of possible child behaviors: targeted and expected (+) or non-targeted and unexpected (-).</i>	<i>Consequences or what will be done following a child's targeted behaviors (+) or non-targeted behaviors (-).</i>
Provide liquids in a cup/glass Help position the cup and her lips to form a seal	(+) Uses lips to drink from a cup/glass (-) Tries to drink from a cup but spills most of the liquid (-) Refuses to drink from a cup	(+) smile and encourage her to drink more (-) thicken the liquid to make it easier to retain (-) provide her favorite liquid in a fun cup that she helped to pick out
Provide food that can be eaten from a spoon or fork (e.g., applesauce, soup, vegetables) Show her how you use a spoon/fork to eat your food	(+) Uses lips to take food off spoon or fork (-) Refuses to take in food or accept food from a spoon or fork (-) Cries when given food off of a fork or spoon (-) Eats with her fingers	(+) smile and encourage her to eat more (-) find her favorite food and present it with a spoon or fork (-) let her have one piece using her fingers and the next using a spoon/fork

An Activity-Based Approach to Early Intervention, Third Edition, by Kristie Pretti-Frontczak and Diane Bricker © 2004 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Available at <http://textbooks.brookespublishing.com/pretti-frontczak>.

Provide bite-size finger food (e.g., fruit, bread)	(+) Swallows food w/o gagging, choking, or swallowing pieces whole (-) Has difficulty swallowing the food without gagging etc.	(+) smile and encourage her to eat more (-) provide smaller pieces of food
Show her how to put food in her mouth and chew		
May need to stimulate her mouth area before feeding		

4. Curricular Modifications

None are needed at this time.

5. Child Progress Procedures

Who	Where	When	How
Mom or Dad	Home	Breakfast and lunch every other day	Chart with three columns for each of the targeted skills. Use stickers to represent that Hannah drank from a cup, used her lips to take in food from a fork or spoon, or was able to eat without gagging or swallowing pieces whole.
Joshua	Child Care	Snack-time - 1 time a week	Chart that indicates if Hannah met criteria written on each of the three objectives and the type of assistance that was provided

6. Decision Rule

If adequate progress does not occur in two weeks (specify time frame), then the team will:

- modify intervention strategies
- modify curricular content (i.e., targeted goals, objectives)
- other (describe)