



Intervention Guide

1. Basic information

Child's name: Samantha Bennett

Team members: Parents, intervention specialist, communication disorder specialist

Date intervention initiated: 02-04 Date intervention completed: 04-04

2. Goal, objectives/benchmarks, program steps

Goal 1.0

In a variety of settings Samantha will initiate and maintain a communicative exchange with familiar adults by gesturing and using words, phrases, or sentences twice a day for 2 weeks. For example, Samantha would indicate she was hungry by asking for a snack or pointing to bananas (a usual snack item), adult asks Samantha if she would like a banana, Samantha nods or verbally indicates that she would like the banana, adult hands her the banana and says "here is your banana," Samantha reaches for the banana and says "thank you." An exchange consists of a response from the child and from a familiar adult.

Objectives

- 1.1 Samantha will respond to communication from familiar adults by following requests, gesturing, or verbally responding twice a day for 2 weeks.
- 1.2 Samantha will initiate communication with familiar adults by gesturing or verbalizing twice a day for 2 weeks.

3. State standard(s) or IFSP outcome(s)

Link to English Language Arts Standards

- Initiates and sustains a conversation through turn-taking
- Speaks clearly and understandably to express ideas, feelings, and needs
- Connects prior experiences, insights, and ideas to those of a speaker
- Connects information and events to personal experiences by sharing or commenting

Link to Social Studies Standards

- Labels days by function (e.g., school day, stay home day, swim day, field trip day)
- Begins to use or respond to the language of time such as next, before, soon, after, now, and later as related to daily schedules and routines
- Demonstrates and begins to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up, upside down)

Link to Science Standards

- Observes and uses language or drawing to describe changes in weather (e.g., sunny to cloudy day)
- Asks questions about objects, organisms, and events in her environment during shared stories, conversations, and play
- Predicts what will happen next based on previous experience

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Developed by Dana Kenneley
Available at <http://textbooks.brookespublishing.com/pretti-frontczak>.

Link to Math Standards

- Begins to use the language of units of time (e.g., day, night, yesterday, today, tomorrow)
- Begins to use terms to compare the attributes of objects (e.g., bigger, smaller, lighter, heavier, taller, shorter, more, less)
- Identifies, names, creates, and describes common two-dimensional shapes in the environment and play situations (e.g., circles, triangles, rectangles, squares)

4. Multiple and varied learning opportunities, functional and generative goals, timely and integral feedback or consequences

Antecedents designed to provide learning opportunities	List of possible child responses: targeted (+) and nontargeted (-)	Feedback or consequences
<p>1.1 Ask Samantha a question (could be answered by nodding, pointing, or using other gestures).</p> <p>Ask a question that will require at least a one-word response.</p> <p>Ask Samantha to perform a task.</p>	<p>Responds to communication by gesturing (+)</p> <p>Responds to communication by verbally responding (+)</p> <p>Responds to communication by following requests (+)</p> <p>Ignores (-)</p> <p>Walks away (-)</p> <p>Maintains eye contact (-)</p> <p>Maintains eye contact but does not gesture (e.g., doesn't nod) (-)</p> <p>Initiates communication with familiar adults by gesturing (+)</p>	<p>Affirm, use words to enforce her gesture (+)</p> <p>Affirm, respond with a follow-up question (+)</p> <p>Affirm and comment on gesture (e.g., pointed to paint, comment on the color of paint) (+)</p> <p>Prompt Samantha to answer question (-)</p> <p>Wait for answer, maintaining eye contact (-)</p> <p>Repeat the question (-)</p>
<p>1.2 Provide Samantha with opportunities to be in contact with familiar adults.</p> <p>Engage in activities alongside Samantha to gain her attention (e.g., Samantha is coloring, sit next to her and color, too).</p> <p>Involve self in activities that Samantha initiated (e.g., press button on toy she is playing with).</p> <p>Maintain eye contact with Samantha.</p>	<p>Initiates communication with familiar adults by speaking (+)</p> <p>Ignores (-)</p> <p>Walks away (-)</p>	<p>Affirm and respond to Samantha's gestures (e.g., Samantha points to playdough, respond by saying "Samantha wants playdough" while handing it to her) (+)</p> <p>Affirm and respond to Samantha's words (e.g., Samantha says "outside", respond by saying "What do you see outside?") (+)</p> <p>Maintain eye contact with Samantha (-)</p> <p>Maintain proximity to Samantha (-)</p> <p>Become actively involved in what Samantha is doing (-)</p> <p>When Samantha becomes involved in another activity, go to that area to provide her with additional opportunities to initiate (-)</p>

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5. Accommodations, modifications, and intervention strategies

Prompt Samantha with eye contact, gestures, questions, and commands.
 Increase time for response from Samantha while maintaining eye contact.
 Use peers to model language and communicative exchanges.
 Ensure joint attention.
 Ensure that environmental arrangement encourages interactions with both peers and adults.

6. Data collection procedures

Who (person responsible for collecting the data)	Where (which activities or locations)	When (how often or on which days)	How (which methods)
Intervention specialist and classroom assistant	Within the classroom and gross motor room	Three times on Mondays, Tuesdays, and Wednesdays	Antecedotal notes which include a language sample and notes of gestures, and the context in which they were used (i.e., initiations or responses). Tally/count communicative exchanges.
Communication disorder specialist	CSD run activity	Biweekly	Record language sample, including context of language.
Family (parents/grandparents)	Home and within family activities outside the home	Biweekly	Note what Samantha says, both initiations and responses.

7. Decision rules

If adequate progress does not occur in 2 weeks (specify time frame for when the team will review the data), then the team will (check all that apply):

- change which goals are targeted
- change selected antecedents or feedback/consequences
- change accommodations, modifications, or intervention strategies
- change how often learning opportunities are provided
- change where learning opportunities occur
- other (describe) _____