

## **Intervention Plan for Brian**

### *Brian's Profile*

A Routines Based Interview (RBI) was conducted by the service coordinator in the home with Brian, his parents, older siblings and grandmother present. The service coordinator observed that Brian was able to follow simple requests, recognizing familiar people and objects when named, as well as understand the meaning of no. He enjoyed playing with his siblings and interacting with his parents and grandmother. He also engaged in play activities with the service coordinator. Brian was described by his mother as a friendly and happy little boy.

Brian's mother reported that he was adopted from China at nine months of age; he is now eighteen months old. His parents stated that they have been taking Brian to the Cleft Palate clinic since they adopted him and were told he has a sub-mucous cleft. Brian's mother is concerned with his frequent ear infections and feels this may be affecting his ability to speak. The family is worried that Brian only uses a few words to let them know what he wants or needs. During the routines based interview, Brian became very frustrated when unable to let his grandmother know he wanted more juice. His grandmother stated that he mostly cries to ask for things he wants or needs. Brian's family is troubled with his increased frustration because they cannot always understand him.

#### **Child: *Brian***

**Session Plan:** To help Brian use words and gestures to communicate during routine activities including meal time, snack time, play time, traveling in a car, etc.

- To help Brian understand the meanings of the words and gestures he uses
- To motivate Brian to communicate

#### **IFSP Outcome:**

Brian will use words to communicate with his family as well as other people in his life during meal time and play time. He will be able to choose 5-10 understandable words describing foods during lunch time or describing toys while playing.

#### **Area of Need:**

Brian will be less frustrated and stop temper tantrums by using words to let others know what he wants during the day including mealtimes and playtimes and other social interactions with his family.

#### **Area of Strength:**

Brian's family described him as a friendly little boy who likes to play with other children his age. They mentioned he is able to understand what they ask of him.

#### **Plan of Action (based on IFSP outcome): What would we want to see for this outcome?**

Brian will increase his use of words to communicate his needs, wants and feelings with his family during daily activities

**Strategies selected to address this outcome within the child/family’s everyday routines activities and places (What do we do?)**

1. Encourage Brian’s attempts to communicate by responding with hugs, smiles and encouragement.
2. Help Brian understand the meaning of the words he uses to request by immediately giving him the toy, game, or food that he requested pairing the simple sign that represents the item.
3. Encourage Brian’s use of sounds in words using the p, b, m and w sounds while playing with bubbles, whistles, balls, etc. (pop, bubbles, more, wow)

**How do these strategies help Brian achieve the overall outcome?**

1. Giving Brian attention and encouragement when he uses words and gestures will motivate Brian to communicate more with the family.
2. Giving Brian what he wants when he asks appropriately will reinforce his attempts to use words.
3. By using bubbles, whistles and feathers, Brian will strengthen the muscles used to produce sounds in words.

**Directions for charting: Check each response in the appropriate box.**

**Date:**

**Time:**

<b>Outcomes</b>	<b>Independent</b>	<b>With prompts</b>	<b>No Response</b>	<b>Routine or Activity:</b>
Using words				
Using signs with words				
Using signs				
Using p,b,m,w sounds				
Anecdotal: (clarify the quality of response and any other )				

## **Intervention Plan for Mattie**

### **Mattie's Profile**

Mattie is a two year old girl with cerebral palsy. Mattie is an only child born to an older couple, Jim and Denise, who both work outside of the home. Her parents describe Mattie as an outgoing little girl who enjoys getting together with other children from her playgroup and child care. Mattie's mother said that she will use short sentences and phrases to express her needs and feelings, enjoys books, playing with her puzzles, and stuffed animals. She stated that Mattie is able to engage in these activities for 15-20 minutes or longer. Mattie was observed to be able to respond to "wh" questions and follow 2 step simple and related directions. However, Mattie's parents are worried about her poor ability to move around and her dependency on adults. Mattie's mom reported that she has begun to get frustrated at child care because she is unable to keep up with her peers.

**Child:** *Mattie*

**Session Plan:** To help Mattie be able to move more independently.

**IFSP Outcome:** Mattie will be able to get into a sitting position by herself or with minimum assistance from an adult and play with her toys without losing her balance for 15 minutes.

**Area of Need:** Does not get into sitting position by herself nor can she pull up to a standing position by herself.

**Area of Strength:** Mattie's parents describe her as being very sociable, able to understand what is said to her, express herself in two or three word sentences, is able to look at books play with puzzles at least 15 minutes at a time and enjoys being around her peers.

**Plan of Action from IFSP: What would we want to see for this outcome?**

Increase Mattie's ability to get into a sitting position or attempt to pull herself into a standing position with minimal help by gently holding Mattie's hips to give her more stability.

**Special Materials:**

- 1) Toddler chair, riding toys, or tumble form to help support Mattie in a sitting position
- 2) Hand grips with suction on a small table top to help Mattie stabilize and support herself in a standing position

**Strategies selected to address this outcome within the child/family's everyday routines activities and places (What do we do? The Di Assistant will model the activities that will support the family's continued use of the strategies.)**

- 1) Encourage Mattie to pull herself onto the toddler chair, riding toy or tumble form while holding the equipment down to keep it from tipping over/moving away from Mattie. Help facilitate the process by using verbal cues and follow the techniques that the PT/OT have previously demonstrated and discussed. Ask Denise for feedback on how the techniques are working.

- 2) Help Mattie pull to a standing position in front of a small table with the use of hand grips. Facilitate this by stabilizing Mattie at the hips, use verbal cues to break down the process for Mattie as previously demonstrated and discussed by the PT/OT. Show Denise how she can support Mattie's standing position during her favorite TV show.

**Directions for charting: Check each response in the appropriate box.**

**Date:**

**Time:**

**Routine or Activity:**

<b>Outcomes</b>	<b>Independently</b>	<b>With some assistance</b>	<b>Only with assistance</b>	
Getting into her riding toys or toddler/chair				
Moving around with her scooter				
Getting into her adapted chair				
	<b>2 minutes</b>	<b>5 minutes</b>	<b>10 minutes</b>	<b>15 minutes</b>
Sitting in her adapted Chair				
Anecdotal: (clarify the quality of response and anything that may have motivated or encouraged her to accomplish outcomes)				