Intervention Plan Pointers

1. **Title and Source** – be sure to distinguish between the music and the intervention if they are not from the same source.
   i.e. When the Saints Go Marching In – traditional; adapted by C. Ropp

2. **Population** – must include disabilities and ages – it is not enough to say “children in elementary school” – Kindergarteners are definitely not the same as 6th graders.

3. **Goals** – number your goals
   i.e. 1. to increase social interaction
        2. to increase verbal interaction
        3. to increase fine motor movement
   Identify which goals are appropriate for which clients.

4. **Objectives** – multiple objectives are expected (different clients)
   Number your objectives so that they match with their corresponding goals.
   Every goal must have at least one objective.
   Match objectives to your clients.
   Objectives must each include a given, one measurable behavior, and criterion. Some of you have forgotten how to write an objective! It might help to review frequency and duration criterion.
   Only 1 target behavior per objective.

5. **Materials** – you must include musical notation for any original or unfamiliar songs/pieces of music
   If you are changing the lyrics to a familiar song, you must include all of the lyrics in the plan.
   for Mrs. Bock – if you are using recorded music, include the original or a copy with your session plan. It will be returned.

6. **Reason Music Was Chosen**
   - focus on elements of music – rhythm, melody, harmony, etc.
   - focus on choice of lyrics, if appropriate
   - How does the choice of music *facilitate* the achievement of the desired goals and objectives?
   - this should not be a restatement of goals and objectives
   - “because it is fun” or “catchy” is not an acceptable reason

   i.e. “The song is short, rhythmic, engaging, and upbeat to start the session. The words use an older form of greeting that these clients would be familiar with. The song allows the client’s name to be inserted into the lyrics easily, and the words can also easily be changed by the MT.”
7. **Explanation** – this should be a concise summary of the intervention; be sure to include the # of trials that you indicated in the objectives

8. **Directions** – this should only include quotes that you will actually be using in the session

9. **If Intervention Is Met** – there should be a statement here related to each objective

10. **If Intervention Is Not Met** – there should be a statement here related to each objective

11. **Time for Intervention** – this should reflect the time needed for the entire intervention

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**General Reminders**

1. Deadlines will be strictly enforced. Students are reminded to submit plans on time so that there is ample time for grading and returning the plans. It is assumed that you will read through any comments prior to implementing your session. You will be held accountable for any cautions, etc. that are made about your session plan.

2. If you are going to use a particular intervention again (i.e. the Hello Song), you must resubmit it each week it is used until you receive a 20 for that intervention. From then on, simply write (approved) after the title on the Session Plan page so that we are aware it has been approved.

3. When items are being re-graded, you are to hand in the prior session plan with the new plan so that the grading on individual plans can be compared. It is to your advantage to do this. *If you do turn in the old copy:* if the supervisor missed something the first time the plan was graded, it can be noted on the new plan, but no new point loss will be assessed. *If you do not turn in the old copy:* it will be graded fresh and if anything was missed on the first grading, but found on the next, point loss will be assessed.

4. Live music is always preferable to recorded music. Especially when working with children, use as much live music as you can.

5. When using recorded music, you must be certain that you have a decent system on which to play it. **Playing music from laptops is not allowed – no exceptions.**
6. Relax and let the music do what the music does.

7. Simpler is better.