

Support	Who will develop the support?	Date support needed	Who will teach support use?	When to evaluate effectiveness	How to evaluate effectiveness

Intervention Planning Guide
 Based on
The Comprehensive Autism Planning System (CAPS)
 Integrating Best Practices
 Throughout the Student's Day
 by Shawn Henry and
 Brenda Smith Myles

Student _____
 Date _____

Team Members

High Functioning / Asperger Syndrome Version

Targeted Skills to Teach Observable and measurable goals <input type="checkbox"/> Social skills <input type="checkbox"/> Language skills <input type="checkbox"/> Functional symbolic communication <input type="checkbox"/> Engagement and flexibility <input type="checkbox"/> Fine and gross motor <input type="checkbox"/> Cognitive and academic <input type="checkbox"/> Replacement behaviors <input type="checkbox"/> Organizational skills <input type="checkbox"/> Independent Living skills	<input type="checkbox"/> Classroom Layout <input type="checkbox"/> Home Base <input type="checkbox"/> Visual Schedule * <input type="checkbox"/> Lists/Task Cards* <input type="checkbox"/> Signals Cues* <input type="checkbox"/> Choice Boards <input type="checkbox"/> Boundary Markers <input type="checkbox"/> Early?Late Release <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Assignment and Test Modifications <input type="checkbox"/> Note Taking Strategies <input type="checkbox"/> Priming* <input type="checkbox"/> Help with Organization <input type="checkbox"/> Assignment notebook	<input type="checkbox"/> Social <input type="checkbox"/> Activity <input type="checkbox"/> Sensory <input type="checkbox"/> Tangible <input type="checkbox"/> Generalized <input type="checkbox"/> Token	<input type="checkbox"/> Adjusted scheduling <input type="checkbox"/> Alternative seating <input type="checkbox"/> Fidget toys and "chewies" <input type="checkbox"/> Exercise * <input type="checkbox"/> Handwriting alternatives
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Time	Activity	Targeted Skills to Teach	Structure / Modifications	Reinforcement*	Sensory Strategies

* Evidence Based Practice

<input type="checkbox"/> Stress Thermometer <input type="checkbox"/> Incredible 5 Point Scale <input type="checkbox"/> Self-Calming routine <input type="checkbox"/> Social Narratives * <input type="checkbox"/> Social Scripts * <input type="checkbox"/> Power Cards * <input type="checkbox"/> Conversation Strips* <input type="checkbox"/> Special Interests <input type="checkbox"/> Self-management * <input type="checkbox"/> Social Skills Group <input type="checkbox"/> Teach hidden curriculum <input type="checkbox"/> Video Modeling*	<input type="checkbox"/> Comprehension strategies <input type="checkbox"/> Story problem strategies <input type="checkbox"/> Lecture strategies <input type="checkbox"/> SOCCSS <input type="checkbox"/> SODA <input type="checkbox"/> Attribution Retraining <input type="checkbox"/> Homework Accommodations <input type="checkbox"/> Circle of Friends <input type="checkbox"/> Cartooning <input type="checkbox"/> Mind Reading	<input type="checkbox"/> Frequency <input type="checkbox"/> Interval <input type="checkbox"/> Duration	Generalize <input type="checkbox"/> Setting <input type="checkbox"/> People <input type="checkbox"/> Responses	Determine staff responsible for this activity. State the exact role of the staff member in supporting the student during this activity
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Communication and Social Skills	Other Strategies	Data Collection	Generalize	Staff Actions

* Evidence Based Practice