

SPR.007 Samonas International Quality Standards

10 CRITERIA ANY LISTENING PLAN NEEDS TO COMPLY WITH

Samonas International Quality Standards

What to expect from a Samonas Listening Plan guided by a trained professional

Check your Samonas Listening Plan for 10 criterias

5 criterias before you start

4 criteria for every segment of the listening plan

1 criteria after completion of the listening plan

1. EVALUATE

Client assessment: Collect available information - intake form -

Parents:

Articulate areas of concern

Other:

Collect teacher/educator input if possible

Professional:

See client, review information/assessment brought in

Determine & run assessments as needed

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2. PLAN

- a. Correlate input data to child development and/or skill development plan
- b. Prioritize and sequence
- c. Determine areas to work on
- d. Set (global) goals, plan for 4 - 6 segment (more if needed)

3. CREATE A.R.T. - LISTENING PROFILE

- a. Level of intensity - Activation as required
- b. initial daily listening time
- c. Preferred time of the day to listen
- d. Amount of daily listening sessions
- e. Estimated time of a segment, transition to next segment

4. DEVELOP PLAN OF ACTION - CREATE SLP

- a. Selection of music based on effective elements and categories
- b. Relate goals to music selections
- c. Plan implementation, when to start, when to see professional for review

5. USER BRIEFING - present your plan to the client/parents

- a. Explain plan of action with target areas and (global) listening goals
- b. Implementation, integration in daily schedule
- c. Do's and Don't during listening - observations, adjustments, activities during listening
- d. Equipment needed - player, headphones, internet access
- di.

PER SEGMENT

6. SEGMENT BRIEFING

- a. Target areas of this segment
- b. Listening goals
- c. changes to watch for - related to listening goals, in other areas
- d. Observations needed, documentation required

7. LISTENING INSTRUCTIONS

- a. Explain the need for optimal personal listening time and the adjustment of daily listening time based on observations made by the parents
- b. Determine initial listening time
- c. Adjustment of listening time, criteria
 - to increase listening time
 - to stay on the same listening time
 - to decrease listening time
- d. Signs of overload

8. SUPPORT ARRANGEMENTS

- a. When to contact supervising professional
- b. How to contact supervising professional
- c. Information needed on contacting
- d. Technical support

9. REVIEW OF LISTENING RESULTS

- a. Parents provide input
- b. Professional, confirms or modifies the initial planning of the next segment, adjusting goals and/or music selections if needed
- c. Start of next segment - repeat steps 6 - 9 for next segment

AFTER COMPLETION

10. FINAL REVIEW

- a. Goal achievement
- b. Report, documentation