

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

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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