

Key Questions

re: Speech/Language Intervention Planning

1. What will the student learn/do this session?

(target behaviors)

Consider: Current level of performance, stage of learning and/or mode of communication, observable S/L behaviors, criterion levels/frequency of the behavior

2. How will you get the student to accomplish this?

(intervention strategies)

Consider: Multiple communication partners and environments, verbal vs. nonverbal prompt levels, questioning strategies, sabotage techniques, AAC access

3. What supporting materials are needed?

Consider: Materials adaptations, environmental accommodations, layers of support/icon levels – concrete, picture displays, scripted text, etc.

4. Was the student able to learn/perform the task/skill?

(student outcomes)

Consider: Data collection/progress monitoring strategies – use of graphs, discrete trial check lists, pre-/post-test set-ups, rubrics, rating scales, etc.

5. What is the next step?

(task analysis)

Consider: “Task Analysis Worksheet & Questions” sheet, next intervention goal, modify intervention variables, etc.