

**SAMPLE
INTERVENTION PLANNING MATRIX**

In the first column, IEP outcomes related to Ohio Dept. of ED - ELCS standards for Devon are entered. Across the top row, 5 typical routines that occur in the classroom are identified. For EACH of these IEP/ODE ECLS outcomes, identify 3 routines during which these target skills can be addressed. A teaching strategy to address these objectives also is entered in this matrix.

| Routine ----- ODE ELCS & Child Learning Outcomes | Arrival | Center (SCIENCE) | Snack | Art | Reading/Circle |
|--|--|--|--|---|--|
| ODE ELCS: Child Learning Outcome: LA(Reading): recognize first name in print across settings Devon will select items and position in classroom labeled with 1 st name. | 1a <ul style="list-style-type: none"> Devon hangs coat in cubby w/ first name label Materials Cue - child's name plate on cubbie has 1st letter of name in RED. | 1b <ul style="list-style-type: none"> | 1c <ul style="list-style-type: none"> Devon will sit at table with nameplate Gestural Prompt - peer will point to appropriate chair if child does not respond to 'where do you sit?' | 1d <ul style="list-style-type: none"> Choose box w/ Devon's name label Limiting Access - child has to point to or seek assistance to secure his box from a # of boxes out of reach. | 1e <ul style="list-style-type: none"> |
| ODE ELCS: Child Learning Outcome: Math (Measurement): begin to use terms to compare the attributes of objects Devon will identify which of two objects is bigger or smaller. | 2a <ul style="list-style-type: none"> | 2b <ul style="list-style-type: none"> Devon will ask for 'bigger' of 2 rocks Insufficient Materials Child needs bigger rock to complete rock project (glue rock to booklet on outline of rock) | 2c <ul style="list-style-type: none"> | 2d <ul style="list-style-type: none"> Devon will request larger ('bigger') marker. Insufficient Materials - provide small marker while peers have large markers | 2e <ul style="list-style-type: none"> When presented w 2 books, Devon will identify smaller book. Unexpected Event – Teacher picks 'small' book and says ' Let's read the BIG book!' |

| Routine <hr/> ODE ELCS & Child Learning Outcomes | Arrival | Center (SCIENCE) | Snack | Art | Reading/Circle |
|--|--|-----------------------------|---|------------|--|
| ODE ELCS: Child Learning Outcome: Soc. Studies (History): begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines Devon will use and respond to “now” and “next” to describe current and future activities. | 3a <ul style="list-style-type: none"> • After hanging up coat, ask Devon “What do you need to do now?” • Progressive Time Delay - wait 5 seconds for child to proceed to next activity area before providing assistance | 3b | 3c <ul style="list-style-type: none"> • Devon verbally responds to “Now it’s time for ...” • Making Choices– Give child 2 choices (e.g., “...snack or for reading?”) for activity options | 3d | 3e <ul style="list-style-type: none"> • Devon responds to “What do we do now?” and “What happens next?” • Shaping/Successive Approximation - Child rewarded for ‘guessing’ activity that will occur <i>after</i> the next activity |