

Working with Letters and Sounds (students who know less than 50% of alphabet) 

Student: _____ Staff Member: _____ Date: _____

Letters targeted in this session: Letters of the week ☐ Specify letters _____. Whole alphabet ☐

Resources used: (e.g. playdough and stamps): _____

Communication by student (frequency): ☐ Initiate (number) ☐ Question (number) ☐ Respond (number)

Completed I do / We do tasks (Mon & Wed): ☐ Completed You do tasks ☐ (Thursday & Friday)

Student Engagement (circle relevant descriptors):

☐ Level 1: looking away, walking away, not attending to book, not attending to AAC

☐ Level 2: showing some attention to book, attending to some AAC modelling, showing some stillness or listening behaviour

☐ Level 3: attending to story, attending to AAC modelling, initiating communication, looking at book, participating in AIR

Check this box if you focused on letters of the week

Specify the letter(s) used in the activity

Check this box if you did an activity with the whole alphabet

This is the number of times during the activity that the student initiated communication with speech or AAC

This is the number of times during the activity that the student asked a question with speech or AAC

This is the number of times during the activity that the student responded with speech or AAC

“I do” tasks are ones where you show a student how to do something (e.g. paint dabbing a letter). “We do” tasks are ones that you do them with the student, or where you show the student how to do them and then the student copies you (e.g. you roll a playdough snake and make a b and the student does it too, copying yours or with some help from you)

“You do” tasks are ones where the student completes the activity as independently as possible. You can still model for them before they have a go, but (if needed) you would take your model away so they don’t copy it e.g. I would put the b’s in the b container and the t’s in the t container - and show them. Then say “now it’s your turn”. If they are getting a number incorrect, return to “we do” tasks.