

MEPI Model of Student Need Analysis

Key questions related to each area of the model. The key is to target as many learning situations as possible.

Maturation			
1. Is this a need or skill that will be influenced by biological maturation and 'natural' opportunities to practice?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2. Is the target behavior/skill likely to improve as a result of development and experience without significant teacher or peer involvement?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Environmental Mediation (Include technology)			
1. Is the target behavior/skill likely to improve as a result of the child having access to learning materials or intentional arrangement or expectations of the learning (or home) environment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2. Is the target behavior/skill likely to improve as a result of changes to the environment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
3. Is the target behavior/skill likely to improve with increased distributed learning opportunities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Peer Mediation			
1. Is the target behavior/skill likely to improve as a result of predictable or planned interactions with competent peers?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2. Is the target behavior/skill likely to improve as a result of increased reinforcement from peers?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Intensive Intervention (Immediate, intentional, intensive)			
1. Will target behavior/skill require immediate intervention?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
2. With direct and consistent intervention student would make substantial progress?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	