# Session Seven:

# Plan for Teaching Using Evidence Based Practices

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work”

Session 7: Creating a Plan for Teaching Skills Using Evidence Based Practices

## Alt Text:

1. Logo for the Ohio Developmental Disabilities Council
2. Logo for the OCALI Lifespan Transitions Center

## Slide 2: Introduction and Overview of Plan to Teach Skills Using EBP

1. Listen to a brief introduction to Session Seven
2. A download of the audio script is available on the [Session Seven website](https://www.ocali.org/project/creating_a_plan_for_teaching_skills_using_evidence_based_practices) (Handout #10).

Slide Notes: It is highly recommended that participants either read the script or listen to the audio file on this slide to better understand the focus and flow of this session

**Slide 3: Key Points for Plan to Teach Skills with EBP**

## It takes more than just knowledge of the evidence based practice to plan for their use with a student.

## For the purposes of learning, it helps to break down and think through each aspect of a plan, which includes selecting, implementing and evaluating.

## In daily practice…. after becoming familiar with practices, and planning processes …a formal, written plan will not be necessary for every youth and every skill.

## When learning how to incorporate new ideas and strategies, it is helpful to slow it down and examine each step.

**Slide Notes:** These key points assist participants to frame this session and the process as a learning method to enhance professional practice and NOT as additional paperwork or procedural requirements.

**Slide 4: Teaching Skills Using EBP: A Planning Guide**

## Version One (Handout #4): Table Format

## Version Two (Handout #5) -Text and Tables Best for Screen Readers

**Alt Text:**

1. Planning Guide for teaching-

Intro page available for download word document with tables

1. Screen reader planning guide-

Intro page available for download word document

**Slide Notes:** This is the introductory page for Teaching Skills Using Evidence Based Practices (EBP): A Planning Guide. There are 2 versions. Version One is formatted completely in a continuous table. Version Two is a combination of text and table. Both versions contain the same information and guidance. Version two is recommended for screen readers. Have participants review and select a version to use as they work through the session. It is highly recommended that the participants use a copy of the plan during the session and not rely entirely on the slides in the PowerPoint. Download both copies from [Session Seven website](https://www.ocali.org/project/creating_a_plan_for_teaching_skills_using_evidence_based_practices).

Handouts #4 and #5.

**Slide 5: Plan for Teaching: Section One and Two**

## Version One. Version Two

## Alt Text:

1. Fillable form for Planning for Teaching skills using Evidence Based Practices-

Fillable table for team to fill out on student/ consumer section one and two.

1. Fillable word document for Planning for Teaching skills using Evidence Based Practices-

Fillable table for team to fill out on student/ consumer section one and two.

**Slide Notes:** This is a page of the Plan for Teaching form. As a reminder, there are 2 versions. Participants should have selected, downloaded or printed a copy to use during the session.

**Slide 6: Section One: Student Profile**

* The plan begins with a focus on the person.
* Teams review, discuss and record the student information available and discuss the youth’s PINS
	+ Preferences
	+ Interests
	+ Needs
	+ Skills/Strengths
* Teams will select EBPs that match the youth’s profile

**Slide Notes**

Facilitators may wish to survey the participant teams to determine how familiar they are with the term ‘PINS’. A brief discussion may be helpful before moving to section two and completing these sections.

**Slide 7: Example: Paul Section One**

## Section One

## Preferences : Prefers routine in his schedule. Responds well to hands-on activities and learning instead of a lecture style classroom instruction

## Interests: Very interested in machine operation. Shows intense interest in use of the computer

## Strengths/Skills: Great with technology. Works well on the computer and attends to computer. Academic strength is math and geography. Demonstrates basic social skills in familiar environments

## Needs: Reading skills are well below grade level. Struggles with unstructured settings and requires 1:1 monitoring and assistance in all unstructured situations as he is prone to becoming upset and will try to lash out verbally at others or run from the building. Paul is unsure how to deal with unpredictable social interactions and how to comfortably get out of the situation when he feels himself getting upset.

## Alt Text:

1. Plan form worksheet-

Completed Planning Guide for teaching skills, section one

**Slide Notes:** Download and/or print the example plan for Paul (Handouts #8 and #9). Paul’s plan is provided as a download in both versions of the Planning Form. Use whichever version is preferred as the same information is included in both versions. The information about Paul is also included on the PowerPoint Slide.

**Slide 8: Section Two: Skill Development**

## After discussing the profile in section one, the focus moves to skill development needed.

## Teams identify a skill that the youth needs to learn or master that will improve outcomes in adult life, including employment outcomes.

## Some targeted skills may be vocational, however, other important skills are social and emotional regulation.

**Slide Notes:** The facilitator may wish to survey the team members to bring to the surface the variety of skills that they have found to be critical for adult life, especially employment. This can help individual teams think more broadly about the skills they may wish to focus on in the plan they will develop.

**Slide 9: Section Two: Current Ability**

## When targeting the skills needed, the team discusses what is known about the youth’s current ability to perform the targeted skill.

## Baseline will be collected in Step Five, however an early discussion helps the team consider the extent of instruction and practice that may be necessary

## If no reasonable estimate of current skill is available, the team should note that in section two.

**Slide 10: Example: Paul Section Two**

Section Two

* Paul needs to learn how to leave a social situation in a calm manner when he starts to feel overwhelmed. If he can do this, we can give him more independence and he will be able to look for more opportunities to participate in the community.
* About 75% of the time Paul can identify when he is starting to get upset, but he never is able to leave a situation independently before he becomes upset or overwhelmed.

## Alt Text:

1. Plan form worksheet-

Completed Planning Guide for teaching skills, section one

**Slide Notes:** Download the example plan for Paul (Handouts #8 and #9). Paul’s plan is provided as a download in both versions of the form. Use whichever version is preferred as the same information is included in both versions. The information about Paul is also included on the PowerPoint Slide.

**Slide 11: Team Time!**

* Review Sections One and Two, in the previous example of Paul
* Complete the student profile for the target student selected.
* Complete the PINS (preferences, interests, needs and strengths) information (the team may wish to collect additional information and to expand the profile
* Complete the skill development area based on the team knowledge of the student’s needs.
* In Section Two, also add available information on the youth’s current ability to perform the needed skills. Baseline data about the target skill will be collected and added in section five.

**Slide Notes:** At this point, the teams are more than ready to get started on the process! Use this summary slide as a reminder of the tasks at hand. Encourage them to review the Paul Example if they need additional reminders of how to use these sections to begin the plan.

**Slide 12: Section Three**

## Version One (Handout #4)

## Version Two (Handout #5)

## Alt Text:

1. Section three: Identify Evidence Based Practices (EBPs) and Plan the instruction-

Fill in table with three columns and four rows. Available for download.

1. Section three: Identify Evidence Based Practices (EBPs) and Plan the instruction-

Fill in table with three columns and four rows. Available for download. Screen reader preferred.

**Slide Notes:** Have the participants find these sections in the version of the plan they have selected to use.

**Slide 13: Section Three: Evidence Based Practices**

## This section is the opportunity for the team to begin selection of specific EBPs to be used in the plan

## Reflect on Sections One and Two and decide:

## What EBPs are a good match to the learning style and the PINS of the youth described in Section One?

## What EBPs would be useful to teach the needed skill(s) identified in Section Two?

**Slide Notes:** The facilitator should emphasize that this section is more than just a random selection of an EBP. Encourage the teams to look through the EBP materials from previous sessions. Discuss what types of EBPs are a good match for the target skill. Is it an academic skill that would be easily taught using a mnemonic? Or is it more likely the type of skill that needs Simulation and community based instruction? What types of prompts will be used? The selection of the EBP also needs to match with the student. Is this a student that learns best through a visual presentation? Would video modeling work? Or is this a student that needs small chunks of information provided at one time? If so, is Chaining the right choice? Do not rush the discussion. Encourage the teams to discuss multiple options.

**Slide 14: Section Three Discussion**

## Use this portion of the process as a *pre-planning* opportunity

## Go beyond the selection of EBP and discuss how the practices will be used in a complete plan

## Brainstorm what will need to be done to put the plan in motion and who might need to be involved

## Begin organizing the people, materials and information needed.

## Before implementation, the team will review and finalize details

**Slide Notes:** Facilitator should emphasize that this is a discussion to determine how the EBPs will be used and identify important steps to consider in order that the plan can be implemented with fidelity. Encourage the teams to capture the discussion in the notes and comments section. Do not rush through this section as it lays the groundwork for a comprehensive plan**.**

**Slide 15: Review Section Three Example**

## Review Section 3 of Paul’s example

## Use the downloaded example of Paul (either version) in combination with the next several slides to review the EBPs Paul’s team selected for his plan, why they seemed to be the best choice and the type of pre-planning the team noted in this section

**Slide 16: Example Paul: Section Three**

* Section Three of the completed example
* For ease of reading, the next three slides will review the information shown in the picture to the left

## Alt Text:

1. Section three: completed Identify EBPs and Plan the instruction-

Filled in table with three columns and four rows. Available for download.

**Slide Notes:** Often more than one EBP is used to teach a skill, e.g. self-management and visual supports and prompting

**Slide 17: Example Paul: Section Three (1)**

* Select EBP: Possibly use the computer assisted instruction as a means to introduce the skill since he is very interested in the computer.
* How Used: Will use the computer program ‘School Rules’ and the volume that focuses on recognizing situations that can cause stress. This volume sets up situations and provides multiple choices options for how to handle the situation. After a choice is made, likely consequences are reviewed (student feedback)
* Additional Notes:1. Locate the Program 2. Explain program to Paul 3. Schedule time in Resource Room for Paul to use program 4. Monitor the data from the program 5. Discuss with Paul his understanding and growth using program Mrs. Tyrell and Mr. Jenkins will help

**Slide 18: Example Paul: Section Three (2)**

* Select EBP: Simulation might be good as he does best with hands on / participatory type instruction and activities
* How Used: Once Paul has worked on the computer program for instruction and shown awareness, set up a situation in the resource room with his peers for him to practice. After that shows growth, plan to ‘sabotage’ a situation in the cafeteria and be ready to prompt Paul through this situation for success
* Additional Notes: 1. Create the resource room situation and share plan with the team, including Paul. 2. Create the sabotage plan and share with the others that will be involved, but not with Paul. Paul and Mr. Jenkins will work on this
* **Slide 19: Example Paul: Section Three (3)**
* Select EBP: May need to use a carefully crafted prompting plan if he is not able to independently follow all the steps. To include visual supports
* How Used: Paul will likely need continued prompting as he learns. Use few obvious or intrusive prompts in order that Paul does not feel more stress from adult intervention. Plan to start with gestures and visuals to eliminate extra talking or activity Use Visual Supports several ways: 1) Visual Schedule 2) Visual reminder of the steps outlined in plan 3)Five Point Scale
* Additional Notes: 1. Need to do Task Analysis of the steps for Paul to learn 2. Create visual schedule of his day 3. Outline steps of the plan in a format that appeals to Paul 4. Create 5-point scale based on selected strategies and awareness from computer program. Ms. Smith and Mrs. Tyrell with work together

**Slide 20: Complete Section Three**

1. Complete the first column of Section 3 by identifying the Evidence Based Practices (EBP) that will be used to teach the skill identified previously and one that aligns with the student’s preferences and interests and strengths.
2. Next, brainstorm how the team might use each EBP to teach this skill, improve the student performance and increase independence. Put this information in the second column.
3. Finally, record notes on what else is needed to complete this plan and who will be involved with the plan in column three.

**Slide 21: Section Four: Task Analysis**

## Version One. Version Two

## Alt Text:

1. Task Analysis Worksheet, section four-

Planning for instruction, task analysis to be completed to teach a task. Table has 3 columns and 8 rows. Can be downloaded.

1. Task Analysis Word document, section four-

Planning for instruction, task analysis to be completed to teach a task. Table has 3 columns and 8 rows. Can be downloaded.

**Slide Notes:** Section Four. Task Analysis, a list of steps to complete a task. Note that in Version One, Section Four and Five are on the same page. Direct participants to only focus on Section Four at this time.

**Slide 22: Section Four Considerations**

## As a team, discuss the steps that must be accomplished in order to successfully complete the entire targeted task.

## If needed, review the session on “Chaining” for a refresher on Task Analysis.

## Consider all aspects of the task. Some steps may be discrete, such as pushing a button or counting 10 items. Other steps may incorporate more than one small step that the person is able to perform

## Slide Notes: The facilitator should survey the participants to determine that they understand what is included in a Task Analysis . If teams are hesitant to ask for more information, but there is a concern that this is new information for some participants, the facilitator should briefly review the process of task analysis. One method would be to have the teams each write a definition of task analysis on poster paper and post it on the wall. The facilitator can then summarize the main points from the teams as a way to assure there is common understanding among the group.

**Slide 23 :Example: “Gather Supplies”**

1. Walk to cabinet
2. Open cabinet
3. Pick up: Pens, Paper, Stapler, Post-It Notes, Large Paper Clips and Folders
4. Place supplies in rolling cart
5. Close Cabinet
6. Place hands on cart to push
7. Walk pushing cart to the meeting room
* These seven actions are the steps that could be included in a single step (“Gather Supplies”) of a task analysis for a job to prepare a meeting room.
* One person may be able to do each of these steps and will only need the instructions to indicate “gather supplies”
* Others may need each of the seven individual steps included and taught specifically.

**Slide Notes:** Use this slide to emphasize that a task analysis can be very detailed. A single step could actually need it’s own task analysis (i.e. ‘gather supplies’). “Gather Supplies” may be the first step of a task analysis for the task of “Preparing a Meeting Room”. If a person is unable to do this first step independently, they will never be able to complete the entire task independently. In other situations, a person may be able to gather supplies with a single direction, “Gather supplies”, but may have no idea how to actually prepare the room with the supplies. It is best to err on the side of being too detailed in the task analysis. Break down the steps at this point. Then after the baseline data has been collected, the team can decide to group the small steps together that the youth is able to complete and focus instruction on steps that are difficult for the student to accomplish.

**Slide 24:Review Section Four Example**

## Use the following slide or the downloaded documents to review the task analysis draft for Paul’s plan

## Note: In Version One, the Task Analysis steps are placed within a table alongside Section 5 . Version Two allows separate space to draft steps during team discussions. The steps are then moved to the table for Step 5.

## Teams use whichever version is preferred.

**Slide 25: Example: Section Four**

## Steps Identified for Paul’s Plan

## Recognize he is beginning to feel overwhelmed

## Without leaving the situation totally, navigate to a location within the situation with more personal space

## Do a recheck. Am I still feeling overwhelmed? If calm, continue to participate

## If overwhelmed, look at the clock or watch and say ’Oops, I better get going. See ya”

## Turn and walk to the nearest quiet room/quiet area

## Sit quietly until feeling calm

## Look at schedule

## Go to next activity

## Alt Text:

1. Task Analysis Worksheet, section four-

Completed Planning Guide for task analysis

**Slide Notes:** Completed example of Section Four and Five

**Slide 26: Complete Section Four: Task Analysis**

* Identify the steps for the targeted task or skill by completing a task analysis. Draft and refine the list of steps needed to complete the targeted task for the youth.
* Consider which small steps can be combined to one step and which need to be taught separately.
* Consider the youth’s learning style, skills and experience when chunking together or separating steps

**Slide 27: Section 5: Baseline Data**

## Version One. Version Two

## Alt Text:

1. Section Five: Baseline data of student performance-

Fill-in table to collect baseline data on task being taught. Available for download.

1. Section Five: Baseline data of student performance-

Fill-in table on word document to collect baseline data on task being taught. Available for download.

**Slide Notes:** Section 5. Baseline of Student Performance with results of trials and prompts. This section cannot be completed during a training. However, a brief review of what needs to be done is recommended

 **Slide 28: Baseline Data Overview (1)**

* Defines a beginning point
* Purpose
	+ To provide measurable data that can be compared to ongoing data to determine progress towards skill mastery

**Slide Notes:** Baseline data is important if a team wishes to accurately measure success. Facilitator may engage the group in a brief discussion using this question. “Have you ever been part of a situation where there is disagreement about student progress? Was baseline data available in those situations? If not, how might baseline data have helped there be a common understanding?”

**Slide 29: Baseline Data Overview (2)**

Baseline data

* Measures level of success on each step of the task or skill
	+ Independently Completed? Completed With currently available Prompts? Unable to Complete with available support?
	+ Collected PRIOR to intervention
	+ Includes only currently available supports or prompts
		- New supports or EBPs are NOT to be added during baseline
		- Should be the average of 3-5 observations

**Slide Notes:** Emphasize that baseline is what is happening with no plan, no new supports, and no new instruction. Basically, it is when the person is provided the opportunity to demonstrate the targeted task or skill before the plan is implemented. In many cases the baseline may show the person is not able to begin or complete the skill or task because there is no support. This only emphasizes the need for the intervention.

**Slide 30: Review Section Five Example**

## Use the following slide and the downloaded documents to review Section Five of Paul’s plan.

## The baseline data is coded as:

## I = Independent

## P= Prompted

## NA= Not Able to Complete

## The final baseline is the average of the three opportunities observed

**Slide 31: Example: Section 5**

| **Steps** | **Level of Prompt** | **Baseline** |
| --- | --- | --- |
| 1. Recognize that he is beginning to feel overwhelmed.  | Trial 1. PTrial 2. NATrial 3. P | P |
| 2. Without leaving the situation totally, navigate to a location within the situation that gives him more personal space  | Trial 1. PTrial 2. PTrial 3. I | P |
| 3. Do a recheck. Am I still feeling overwhelmed? If calm, continue to participate  | Trial 1. NATrial 2. NATrial 3. NA | NA |
| 4. If overwhelmed, look at the clock or watch and say, “oops, I better get going. See ya. ”  | Trial 1. NATrial 2. NATrial 3. NA | NA |
| 5. Turn and walk to the nearest quiet room/quiet area.  | Trial 1. NATrial 2. NATrial 3. P | P |
| 6. Sit quietly until feeling calm  | Trial 1. NATrial 2. NATrial 3. P | NA |
| 7. Look at schedule  | Trial 1. PTrial 2. PTrial 3. I | P |
| 8. Go to next activity on schedule.  | Trial 1. NATrial 2. PTrial 3. P | P |

## Alt Text:

1. Section Five: Baseline data of student performance-

Completed table to collect data on task being taught. Available for download.

##  Slide Notes: Both images include the same information. The larger image is included for ease of reading.

**Slide 32:Complete Section Five: Baseline Data**

## Review, and if necessary, make final edits to the steps of the task or skill

## Complete Section five by observing the student in the target environment.

## Plan at least three opportunities for the youth to engage in the target task in the target environment.

## Record the success of each step of task in Section Five (independent, with prompts or not able)

## Add the type of prompt used in prompts were necessary. Average the results of the three opportunities or trial.

## This is the baseline

**Slide Notes:** Have teams review and refine the Steps in the Task Analysis section. They will not be able to complete Section five until observation opportunities for the specific skill/task are available. Emphasize again that they are *NOT* to implement the plan, new instruction or new supports until *AFTER* baseline data is completed.

**Slide 33:Section Six: Progress Monitoring Data & Tools**

## Version One. Version Two

## Alt Text:

1. Section six- Planning Guide Worksheet-

Chart with four columns and five rows with space to fill in discussion questions about task being learned.

1. Section six- Planning Guide Word Document-

Table with three rows and three columns answering question about progress monitoring data and tools.

##  Slide Notes: Section 6 Plan the progress monitoring. How to measure progress, with which tools and who will be responsible.

**Slide 34: Progress Monitoring and Data Collection**

## The focus of Section Six is to define the ongoing progress monitoring

## Determine how progress will be measured?

## *For the initial plan, it is recommended that both level of independence and accuracy be used as measures of progress monitoring*.

## Select data recording tools/methods to monitor ongoing progress.

## *It is recommended that the Task Analysis Record be used as one data recording method when determining level of independence and accuracy.*

## Identify who will collect the data

## Remember, baseline data and ongoing data must be comparable

**Slide 35: Decisions About Ongoing Data**

## Progress may be measured in many ways

## Task Analysis will allow teams to follow the level of independence demonstrated when performing the skill accurately.

## Multiple tools may be used to gather data

## The Task Analysis record is one tool that can be used to capture progress monitoring data

## Other tools will be needed for additional information

**Slide Notes:** Teams will use the task analysis record as one tool and method to record progress data. However, in many cases, other types of data will be needed. Use the resources on the next slide to explore additional types of data and data tools/methods.

**Slide 36: Resource to Assist Teams in Progress Monitoring**

## [Watch a video about this data resource and download the document](https://ohioemploymentfirst.org/view.php?nav_id=469)

##  Alt Text:

1. Collecting and Analyzing Youth Performance Data manual-

A cover of the document, includes Resources for a Basic Approach to Collecting Data About Youth Performance

**Slide Notes:** Facilitators should show the brief video as an introduction to the tool. The document may then be downloaded and reviewed by teams. As time permits, allow teams the opportunity to review the document and discuss additional data that may be useful to collect.

Video link: https://ohioemploymentfirst.org/view.php?nav\_id=197

Document link: https://ohioemploymentfirst.org/view.php?nav\_id=193#block\_323

**Slide 37: Plan the Type of Data Needed**

* Templates from “[Employment First Collecting and Analyzing](https://ohioemploymentfirst.org/view.php?nav_id=469)”
* Review these data templates
* The following two slides identify the types of data and data tools reviewed in the tool

 **Slide Notes:** If teams need other data collection tools, have them review and download these simple tools from the Ohio EF website. Employment First Collecting and Analyzing link: https://ohioemploymentfirst.org/view.php?nav\_id=193#block\_323

**Slide 38: Consider the Type of Data Needed (1)**

## What Measures Will You Use For Your plan?

## Duration

## Time. How long does it take to do the task?

## Intensity (of target or issue of concern)

## *May need to develop an intensity scale for objective measures*

## Accuracy

## How accurately is the task performed?

## Alt Text:

1. Duration-

Shift punch in clock

rectangle shaped analog clock

1. Intensity-

Two people, holding hands with arms extended making the "T" shape spelling the word intensity within text as well.

1. Accuracy-

small picture with pencil pointing to center of bullseye

**Slide Notes:** Direct participants to use the document provided on slide 36, “Collecting and Analyzing Youth Performance Data” if they need additional information. As time permits, ask groups to give examples of when they may have used each type of data represented.

## Slide 39: Consider the Type of Data Needed (2)

## Level of Independence

## What level of support is needed to perform task?

## It is recommended that *independence* be one target of the plan

## Frequency of target goal

## How often is the task done or how often is assistance needed?

## Alt Text:

1. Level of Independence- street sign-

Arrow signs going in opposite directions. Signs say from top to bottom: Independence, autonomy, freedom, self-reliance.

119

1. Frequency of Target goal-

Colorful number grid in the format of phone grid

**Slide Notes:** Direct participants to use the document provided on slide 36, “Collecting and Analyzing Youth Performance Data” if they need additional information. As time permits, ask groups to give examples of when they may have used each type of data represented.

**Slide 40: Review Section Six Example**

Use the following slide and the downloaded documents to review how the team determined they would measure progress and collect data for Paul’s plan

**Slide 41: Example Section Six**

## Several types if data may be useful to collect (Ex: Level of Independence and Accuracy)

## Identify who will collect the data

## Identify the type of data recording tools or methods that will be used to monitor ongoing progress.

| What type of data will be used to determine progress?  | How often collected and by whom? | What tool or method will be used to record the data? |
| --- | --- | --- |
| Independence and Accuracy  | Tyrell, Jenkins, Cramer will all need to collect data. Frequency TBD. Initially, we will collect daily | Task Analysis Record* Prompts needed with goal of independence
* Ability to complete each step correctly
 |
| After gaining independence, will monitor frequency (%) of success | Tyrell, Jenkins, Cramer will all need to collect dataFrequency TBD | Tally Sheets. Number of opportunities available vs. # of successful uses of strategy. |

**Slide Notes:** This is a completed example of section 6 from Version Two of the example

**Slide 42: Team Discussion: Determine the Data Plan**

## Review the previous slides with examples and resources.

## Study the information in the resource provided

## Discuss the type of data that would best monitor the target student and choose a data template(s) to be used to collect that type of data.

## Complete the remaining information for Section Six, such as, who will collect the data and how often.

**Slide Notes:** Time for the team to complete section six. Encourage the team to identify one additional data type (other than accuracy and independence) that would assist in measuring progress of the plan**.**

**Slide 43: Section Seven: Final Planning**

## Version One. Version Two

## Alt Text:

1. Section Seven: Final Planning Discussion-

Worksheet with four columns and eight rows, complete questions about progressing towards goal. Available for download.

1. Section Seven: Final Planning Discussion-

Word Document with five columns and ten rows, complete questions about progressing towards goal. Available for download.

**Slide Notes:** This is section seven, final planning discussion with notes on who will have specific roles and any other needed material or comments.

**Slide 44: Final Planning?**

## “The Devil in in the Details!”

* Although much has been discussed, it is recommended that the team engage in a final discussion surrounding the plan elements, tools, responsibilities and communication.
* Guidance for this discussion is included in the Section Seven questions.

**Slide 45: Review Section Seven Example**

* Locate Section Seven in the plan example and review the items discussed in this section of Paul’s plan.
	+ *Note: While the following slide offers an image of section seven, it is recommended to use one of the example versions as the content may not be easily read from the slide.*

**Slide 46: Modify Section Seven to Meet Team Needs**

## Teams may use this portion of the Planning Template to assure the details of gathering materials, communicating plans, assuring feasibility and confirming follow up are in place.

## Although there are labeled columns and prompting questions included, the team should use this space and time in a manner that works best for final team preparations.

## Alt Text:

1. Section Seven: Final Planning Discussion-

Completed worksheet for part seven, two fillable tables to aid in group discussion with questions. Available for download.

## Slide 47: Complete Section 7: Final Planning Discussion

## After review of the blank and completed example for section 7

## Meet with the team to fill in the additional information needed for the plan

## Add dates for the start of implementation, progress monitoring

## Discuss when and who will review the data collected

## Make final changes to the plan. Revise steps, add additional prompts or supports or eliminate steps or prompts based on team input

**Slide Notes:** The team can begin the discussion for section seven during the training, however, they will need to review the final details after collecting baseline data and making any final edits to the plan.

**Slide 48: Step Eight: Implementation of Teaching Plan**

## Version One. Version Two.

## Alt Text:

1. Implementation of the teaching plan and progress monitoring –

Blank table available for download. eight columns and fifteen rows.

1. Implementation of the teaching plan and progress monitoring-

Word document with blank table eight columns and fifteen rows. Available for download.

##  Slide Notes: Section Eight, Implementation of the teaching plan and progress monitoring. Since the baseline data has been collected through the three trials you can now begin instruction. Based on the trial data you may need to change, add or eliminate some steps. You should have an idea about the type of prompt you will use for each step (column two) and you are ready for the designated team members to begin instruction and record the results in the progress monitoring section on the right side of the form.

**Slide 49: Section Eight Elements**

* Section Eight captures the steps of implementing the teaching plan for the targeted skill or task.
* Section Eight includes several elements:
	1. Steps to complete skill or task
	2. Prompts planned to be used for teaching each step
	3. Space to record the data for each trial or opportunity observed as progress monitoring data
	4. Key for coding the prompts used

**Slide Notes:** This section is very similar to Section Five when the team collected baseline data. They may have made edits to the teaching plan after collecting and reviewing baseline data. Encourage the teams not to simply transfer the information from Section Five and instead discuss the need for changes first.

**Slide 50: Overview of Section Eight**

## Use Paul’s completed example of Section Eight to overview the various components and to understand how to develop and use this section

## The following slides will provide guidance for Section Eight by utilizing Paul’s example

## Alt Text:

1. Completed Table with examples-

Worksheet with teaching plan and dated results of data collection. Available for download.

**Slide Notes:** Section Eight, completed example for teaching plan and dated results of data collection. There is a large amount of valuable information on this slide. The next four slides explain in more detail how to complete the information needed for prompting and progress monitoring and also give examples that will show how the prompts may change over the progress monitoring teaching sessions and how to record the data for each teaching session.

**Slide 51: Review: “Steps”**

## Alt Text:

1. Steps to complete skill or task-

Call out to section 1 on table of completed section 8 based on Paul's case study

##

**Slide 52: Task Analysis Identifies Steps**

## Use the steps identified in Section Five task analysis for the baseline.

## Document these as the Plan Steps in the Section Eight table to be taught to the youth to complete the task/skill after reviewing the task analysis.

## In some cases, several individual steps may be grouped together as one step *if* appropriate for the youth’s skills (see slide 23).

**Slide 53: Example: Prompt Plan**

## Alt Text:

1. Callout for plan for prompt:

Highlight prompt used on worksheet. From baseline data, suggests initial prompt.

**Slide 54: Review” Prompt Plan”**

* Column Two on Section Eight
* Using baseline data, develop a prompt plan based on student baseline response
* Consider the effectiveness of the prompt used during the baseline data collection
	+ Did the youth complete the step accurately using the prompt?
* Use a prompt hierarchy. Steps that were less accurate during baseline will require “most” prompts and those easily and accurately completed will require “least” or none.
	+ Example: Increase gesture to a verbal or visual support or decrease prompt to gesture instead of a model

## Alt Text:

1. Prompting Hierarchy-

Pyramid of prompts with 7 levels, most intrusive prompt at base of pyramid to least intrusive prompt at top of pyramid.

**Detailed description**

Prompting Hierarchy -

Picture of Pyramid with types of prompts stacked. Bottom to Top: Full Physical, Physical, Model, Visual/Picture, Verbal, Gesture, Natural Cue. Arrow pointing from bottom to top says "Most to Least". Arrow Pointing Top to Bottom says, "Least to Most".

##  Slide Notes: If the idea of the prompt hierarchy seems new to some of the participants, encourage the teams to review this information found in the Session on Chaining and Prompting. Another activity could be to have each team to have a 2 minutes discussion to define ‘prompt hierarchy’. Each team can then offer one idea about prompt hierarchy to the entire group, thus building a collective definition.

## Slide 55: Prompt Codes

## Note the codes used for recoding the prompts

## A team may choose to use these or create additional or different codes

## Ind= Independent (no prompt)

## Ver= Verbal

## G= Gesture

## VS= Visual Support

## P= Physical

## O= Other (identify)

## X= Did not complete

## Slide 56: Prompts to Support Difficult Steps

## Some steps Paul was ‘not able’ to do when baseline data was collected as he had had no previous support or instruction in those skills

## However, we learned in Section Three that Paul’s plan begins with computer instruction and development of visual supports (5 point scale). Therefore, the team is predicting that Paul will be able to respond to a minimal prompt or perhaps no prompt after this initial instruction.

**Alt Text:**

1. Steps 3 & 4 to teach skill/task/activity-

Data table completed on task for learned skill by Paul. Available for download.

**Slide 57: Review: Progress Monitoring**

## Record skill development using the Progress Monitoring portion of Section Eight

## For each observed opportunity, record the type of prompt provided, no prompt (Ind.), or not completed (NA)

## Prompts used in the first opportunities should begin with the planned prompts and gradually move to a different type of prompt as needed.

**Slide Notes:** Section Eight is completed following the group session.

**Slide 58: Example: Progress Monitoring**

## Record the date for each teaching opportunity at the top of the column

## In the same column, record the type of prompt used to complete each step and the progress.

## Prompts should change as the student receives more instruction and becomes independent or when prompts such as a visual support may become long term support.

## Alt Text:

1. Completed worksheet for progress monitoring-

Completed Worksheet with data collected at baseline and six trails recorded with date and prompt.

**Slide 59: Fading Prompts Remember to think long term about fading prompts**

## Review Session on Chaining and Prompting

## Consider the use of technology to support the youth

## Example: a timer and picture sequence on a phone to move through the steps correctly.

## Alt Text:

1. Completed worksheet for progress monitoring-

Completed Worksheet with data collected at baseline and six trails recorded with date and prompt.

##  Slide Notes: This slide is just to remind teams that fading the prompts is part of the goal and is necessary to reach independence. However, when the data indicates that the youth continue to need prompting, discuss how the prompt may be turned into a support that the youth learns to self-manage, thus increasing independence.

**Slide 60: Brief Notes**

## Adding a few words to explain the situation can assist in review and modifications.

## In Paul’s example he was unable to complete many steps during his first opportunity with the plan.

## It is noted that he, “Became anxious and started to pace, left the area. Did not complete.”

## Alt Text:

1. Completed worksheet for progress monitoring-

Completed Worksheet with data collected at baseline and six trails recorded with date and prompt

**Slide Notes:** This is section 8, implementation of teaching plan and progress monitoring. Attention is being directed to the bottom of the form where there is space to write notes that may be helpful when looking at the student’s progress.

**Slide 61: Complete Section Eight and Begin Teaching**

## After the baseline data is reviewed, the plan may require changes, additions or reduction of steps.

## Determine the type of initial prompt for each step and record in column two

## Designated team members(s) use the plan to begin instruction and record the results in the progress monitoring section on the right side of the form.

## Team members confirm meeting date to review progress

**Slide 62: Follow Up for Share Out of Teams**

## Teams now continue to implement the plan, provide instruction using the selected evidence-based practices and collect data.

## Teams will meet on the following date to share progress on the result of plan implementation:

**Slide Notes:** Facilitators should add the date for the follow up session to this slide and assure each team member notes and records the date. Should there be a significant amount of team members with conflicts for the selected date, it is recommended that the group attempt to find an alternate date.

**Slide 63: Team Presentation Guidelines**

## Teams plan a ten-minute presentation to share results of plan development and implementation

## Develop a 6-slide PowerPoint presentation to share highlights of plan implementation

## Presentation to cover the bulleted items.

## Identified skill to be developed/goal

## Current skill level/baseline

## EBP practice(s) used

## Steps used/task analysis (section 4)

## Progress monitoring, data collection including prompting and reinforcement

## Outcomes/results from use of evidence-based practice

## Revisions to the plan based on your data

## Reflections: What would you do differently, how to continue to use plan/EBP

**Slide Notes:** This final slide can be used by a facilitator who is working with teams plan to complete and implement the teaching plan and use it with a target student and collect data on the student’s progress. After a reasonable length of time, teams should reconvene for a follow up session (suggest the minimum of a month). Teams should plan to share the team results guided by the bullet points on this slide. Individual users can also use this slide to reflect on their own experience implementing the Plan to Teach Skills using Evidence Base Practices.

**Slide 64: Additional Plan Example**

* An additional completed case study example is available to assist teams through the process of developing a plan
* This case study of **Kristen** reflects a plan to build a specific vocational skill.
* The steps of the process are the same, however the content of the plan is very different from Paul’s plan
* Download this example from the session webpage

**Slide Notes:** The Kristen example may be helpful to those teams that plan to teach a task with specific , distinct steps rather than a social/emotional skill such as the one that is highlighted in the Paul example. The planning process for either is the same however, the EBP used to teach the skills are different.

**Slide 65: Certificate of Completion**

* Please take a few minutes to complete a short [eight-question survey.](https://www.surveymonkey.com/r/JCTY2YJ)
* Response to the survey with 75% accuracy allows the learner to download a certificate of completion for the session.