**Session Seven:**

Introduction and Overview of Plan to Teach Skills Using EBP

**Overview**

Session Seven guides the users through a process that incorporates one or more evidence-based practices in a comprehensive instructional plan for a student in order to teach targeted skills and address identified student needs. This detailed process or protocol is intended to help teach the user how to approach implementing evidence-based practices, but is ***not*** intended to suggest the provided forms should be completed for every student in all situations. The forms provided and facilitated in this session are tools to teach a planning process that can then be used as a guide to team planning. Using these forms when learning a process leads teams to understand the value of assessment and planning when selecting and implementing evidence-based practices. Please note: Two versions of the planning document are provided. Each contain the same information and guide the user through the same steps.

Each user should select a version based on personal preference.

**Materials to Enhance Learning and Activities**

1. **Audio Introduction Script.** This document is the script of the audio introduction embedded on Slide 2 of the PowerPoint (Handout #10)
2. **Plan for Teaching Skills - Table Format - Blank**. This document is a blank template of Version One of the planning document. (Handout #04)
3. **Plan for Teaching Skills** **- Table and Text - Blank.** This document is a blank template of Version Two of the planning document. This version is screen-reader friendly. (Handout #05)
4. **Plan for Teaching Skills - Table Format - Example Paul.** This is the completed example of Paul that will be used throughout the session. (Handout #08)
5. **Plan for Teaching Skills - Table and Text - Example Paul.** This is the completed example of Paul that will be used throughout the session. This version is screen-reader friendly. (Handout #09)
6. **Plan for Teaching Skills - Table Format - Example Kristen.** This is the completed example of Kristen that may be used or reviewed during or after the session. This uses different EBP and highlights different skill development than the Paul example. (Handout #06)
7. **Plan for Teaching Skills - Table and Text - Example Kristen.** This is the completed example of Kristen that may be used or reviewed during or after the session. This uses different EBP and highlights different skill development than the Paul example. This version is screen-reader friendly. (Handout #07)

**Activities Overview**

*The entire Session Seven is activity based.* The Plan for Teaching Skills document is the basis for this session. Slides in the PowerPoint walk the user through each section of the plan and provide an example. Users may build their own plan step-by-step as they follow the example making the entire session activity based. Several additional activities are embedded and are highlighted below.

1. **Slide #2**. **LISTEN or READ.** Listen to the audio introduction to this session or read the script of the introduction which can be downloaded from the Session Seven website. It is strongly recommended that this information not be skipped.
2. **Slide #8. INFORMAL DISCUSSION.** The facilitator may wish to briefly ask for feedback from the participants to bring to the surface the variety of skills that they have found to be critical for adult life, especially employment.
3. **Slide #13. FACILITATE DISCUSSION.** 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 that are a good match for the target skill
4. **Slide #13. FACILITATE DISCUSSION.** Engage the group in a brief discussion: “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”?
5. **Slide #36. VIDEO.** Show the brief video as an introduction to the Collecting and Analyzing Youth Performance Data 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​.
6. **Slide #54. REVIEW and DISCUSS.** If prompt hierarchy seems new to some of the participants, encourage the teams to review this information found in the Session on Chaining and Prompting. And/or have each team engage in a 2-minute discussion to define ‘prompt hierarchy’. Each team can then offer one idea about prompt hierarchy to the entire group, thus building a collective definition. ​