Teaching Skills Using Evidence Based Practices: *A Planning Guide*

The following pages offer guidance through the planning and implementation process to teach new skills to students using evidence based practices.

This document represents a team ***process***.

It includes space for documenting the team's planning discussions, as well a form for recording the student's baseline and ongoing progress data. The data forms included assist to document baseline and monitor the student's performance as it relates to accuracy and independence of the skill being taught.

This document or form is **not** intended to be completed each time a new skill is taught to a student. The effort involved in that type of form completion would not be practical or even possible for most educators or teams.

Instead, the document should be completed for specific purposes.

The document i**s** intended to be used when a team is:

1. Learning the ***process*** of planning and implementation of evidence based practices, and the ***process*** of monitoring student progress of the plan.
2. Concerned about a student's limited progress on important skill development that requires careful attention to planning different or additional instruction and skill development.

In general, a team should use the steps and forms outlined in this process as a GUIDE to planning and implementation and avoid using the form as a PROCEDURE. Teams should tailor the steps and use tools that the team feels are valuable.

HOWEVER, teams should be cautious ***not*** to become so casual in the process that consistency and fidelity are lost. Be aware of the need to maintain a level of planning and implementation that reflects the evidence based practice(s) selected. Always include some form of data collection to monitor skill development and measure progress.

Plan for Teaching Skills Using Evidence Based Practices

Student Name: ***Paul Smith – 15 years old*** Date: *October 1, 2016*

Team Members: *Paul, Mrs. Smith, Mrs. Tyrrell, Mr. Jenkins, Mrs. Cramer*

Section One: Student Profile. Discuss the profile of the student? What is his/her learning style? Record relevant aspects of the student's PINS (Preferences, Needs, Skills, Strengths/Skills).

Preferences	Interests	Strengths/Skills	Needs
• *Prefers routine in his schedule* • *Responds well to hands-on activities and learning instead of a lecture style classroom instruction*	• *Very interested in machine operation.* • *Shows intense interest in use of the computer*	• *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*	• *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.*

Section Two: Skill Development. Identify the important skill that the student needs to develop or improve. Select skills that are important for the student to master for the future demands of employment and other adult life activities. Describe the skills and the environment in which the skill will be used.

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.

CURRENT SKILL ABILITY. What does the team know about the student's current level of performance for the skill? Describe the current level of accuracy and independence. Identify any baseline data that is available.

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.

Section Three: Identify Evidence Based Practices (EBPs) and Plan the Instruction

In the space below, describe the EBPs that align and support:

1) the learner profile/ learning style described in Section One and 2) the skill that is to be taught described in Section Two

In addition, use this section to provide a general description of the plan for using these practices to

1) teach the student the skill, 2) improve accuracy of performance and 3) increase and maintain a high level of independence when performing the skill.

Record in the 'notes and comments' the questions, action steps, or individuals that are identified during the initial planning discussion

Evidence Based Practices Identify the EBPs that 1-Support the learner profile described in Section One and 2-Fit well with the skill to be taught in Section Two	**Use in Student Plan** Describe how will the identified EBP will be used to 1) teach the student the skill, 2) improve accuracy of performance and 3) increase and maintain a high level of independence when performing the skill.	**Notes and Comments** **WHAT:** List the necessary steps that the team must accomplish to plan, prepare and implement the EBP? **WHO: I**dentify current or additional team members that need to be involved with the action steps.
*Possibly use the **computer-assisted instruction** as a means to introduce the skill since he is very interested in the computer.*	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)	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
***Simulation** might be good as he does best with hands-on / participatory type instruction and activities*	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	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.
*As the skill is transferred into the real environment, we may need to use a carefully crafted **prompting** plan if he is not able to independently follow all the steps. To include **visual supports***	Paul will likely need continued prompting as he learns. We will use as few obvious or intrusive prompts in order that Paul does not feel more stress from adult intervention. Plan to start with gestures and visuals. Extra talking or activity when he is trying to remain calm can become another trigger. Use Visual Supports several ways: 1) Visual Schedule 2) Visual reminder of the steps outlined in plan that he is attempting to learn 3)Five Point Scale	1. Need to do Task Analysis of the steps that we want Paul to take 2. Create a visual schedule of his day 3. Outline the 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

Section Four: Task Analysis. What are the **discrete steps**, components or elements of the activity or skill to be taught. 1- Identify the steps as they are to be performed 2 -Perform baseline observations to determine the student's **current level** of performance for each step	**Section Five: Baseline of Student Performance.** What is the student's **baseline** for performing the components, or steps of activity or skill? Record a baseline using the currently available supports or prompts. Do NOT implement plan (i.e. add new supports or EBPs) until **after** the baseline has been completed. **After 3 baseline trials**, determine the average performance for each step. If 'with prompts', note the type of prompt used.	
1. Recognize that he is beginning to feel overwhelmed.	Trial 1. __Ind. _X_With Prompts __Not Able Trial 2. __Ind. __With Prompts _X_Not Able Trial 3. __Ind. _X_With Prompts __Not Able	Baseline Average With Prompts (P)
2. Without leaving the situation totally, navigate to a location within the situation that gives him more personal space	Trial 1. __Ind. _X_With Prompts __Not Able Trial 2. __Ind. _X_With Prompts __Not Able Trial 3. _X_Ind. __With Prompts __Not Able	Baseline Average: P
3. Do a recheck. Am I still feeling overwhelmed? If calm, continue to participate	Trial 1. __Ind. __With Prompts _X_Not Able Trial 2. __Ind. __With Prompts _X_Not Able Trial 3. __Ind. __With Prompts _X_Not Able	Baseline Average: Not Able (NA)
4. If overwhelmed, look at the clock or watch and say, "oops, I better get going. See ya. "	Trial 1. __Ind. __With Prompts _X_Not Able Trial 2. __Ind. __With Prompts _X_Not Able Trial 3. __Ind. _X_With Prompts __Not Able	Baseline Average: NA
5. Turn and walk to the nearest quiet room/quiet area.	Trial 1. __Ind. _X_With Prompts __Not Able Trial 2. __Ind. _X_With Prompts __Not Able Trial 3. X__Ind. __With Prompts __Not Able	Baseline Average: P
6. Sit quietly until feeling calm	Trial 1. __Ind. __With Prompts _X_Not Able Trial 2. __Ind. __With Prompts _X_Not Able Trial 3. __Ind. _X_With Prompts __Not Able	Baseline Average: NA
7. Look at schedule	Trial 1. __Ind. _X_With Prompts __Not Able Trial 2. __Ind. _X_With Prompts __Not Able Trial 3. X__Ind. __With Prompts __Not Able	Baseline Average: P
8. Go to next activity on schedule.	Trial 1. __Ind. __With Prompts _X_Not Able Trial 2. __Ind. _X_With Prompts __Not Able Trial 3. __Ind. _X_With Prompts __Not Able	Baseline Average: P
9.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:
10.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able	Baseline Average:

	Trial 3. __Ind. __With Prompts __Not Able	
Section Four: Task Analysis. What are the **discrete steps**, components or elements of the activity or skill to be taught. 1- Identify the steps as they are to be performed 2 -Perform baseline observations to determine the student's **current level** of performance for each step	**Section Five: Baseline of Student Performance.** What is the student's **baseline** for performing the components, or steps of activity or skill? Take a baseline using the currently available supports or prompts. Do NOT implement plan (i.e. add new supports or EBPs) until after the baseline has been completed. **After 3 baseline trials**, determine the average performance for each step. If 'with prompts', note the type of prompt used.	
11.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:
12.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:
13.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:
14.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:
15.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:
16.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able	Baseline Average:
17.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:
18.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:
19.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:

20.	Trial 1. __Ind. __With Prompts __Not Able Trial 2. __Ind. __With Prompts __Not Able Trial 3. __Ind. __With Prompts __Not Able	Baseline Average:

Section Six: PLAN the PROGRESS MONITORING and DATA COLLECTION

- Identify how the *ongoing* progress will be measured. *(Review baseline data. Must be comparable.)*
- Identify the type of Data Recording Sheets/Methods that will be used to monitor ongoing progress.

Ongoing Progress Monitoring.		**Data Recording Method(s).** What tools will be used to record the progress?	
How will Progress Be Determined? (Level of Accuracy? Independence? Other?)	*Independence and Accuracy* Other: After gaining independence, will monitor frequency (%) of success	*Method or Tool: Task Analysis Record*	*Used to Record: Level of support or prompt required to complete the skill or task. (Independence and Accuracy)*
How often will data be collected and recorded? Who will collect?	Tyrell, Jenkins, Cramer will all need to collect data	Other Method or Tool Will use tally sheet	Used to Record: Number of opportunities available vs. # of successful uses of strategy.
Who will review and communicate the progress to the team? When?	Mr. Tyrell		

Section Seven: FINAL PLANNING DISCUSSION

- **A final discussion will allow the team to identify any additional team members, steps or materials needed prior to beginning the plan.**
- **Record important information below.**

WHAT	WHO	WHEN	Comments/Notes
Complete the Plan Development, if necessary (If reinforcement is a critical piece of the plan, determine who will be involved and when this will be discussed)	All team members	By 10/16/16	We have the plan almost complete. Will only need 1 meeting to review and confirm. Use of computer program is an embedded reinforcement. Working with Mr. Jenkins 1:1 as part of the plan is reinforcing. Will need to evaluate as implementation begins the need for additional reinforcement for success.
Collect Materials or Supplies	Smith and Tyrrell	10/30/16 5-point scale will be later	Smith: Will create the Visual Schedule and Visual reminders Tyrell: Will review the School Rules program and bring any concerns or questions to team Smith, Tyrell, Paul: Create 5 Point Scale

Teach Plan to Others	Mrs. Smith	By 11/4/16	After all planning is complete, Mrs. Smith will review the plan with the other teachers, paras and cafeteria staff so they are aware.

Section Seven: FINAL PLANNING DISCUSSION (continued)

WHAT	WHO	WHEN	Comments/Notes
Implement the Plan with the Student	*Mrs. Tyrrell, Mr. Jenkins, Mrs. Cramer*	11/15/16	• After all materials complete and plans confirmed, Mr. Jenkins will introduce and teach the plan to Paul (he has the best relationship). Will explain computer program and target skill set • Mrs. Tyrell will begin working with Paul on the computer program. • Paul and Tyrell will develop a 5-point scale and a visual support for the scale • Mr. Jenkins will work with Paul on Simulation. • Once Paul shows skill during simulated situation in the cafeteria (**not** during a lunch period), then plan a sabotage during lunch. Review after this point to assure plan is well matched. • Review at each step the need for reinforcement (to complete computer program? To use the skills?) • All will be with Paul throughout the week and will prompt (as necessary) and record data.
Additional Planning for Progress Monitoring. Collect, Record, Review Data. Communicate the information to Team Data	*Mrs. Tyrrell, Mr. Jenkins, Mrs. Cramer*	11/10/16	Need to revise the data sheet
Determine effectiveness of Plan and need for modifications	All Team Members	11/30/16 and ongoing	See "Plan Implementation". Will communicate throughout each step. If unable to make progress at any step, will meet to revise. Perhaps add additional reinforcement.
Communicate to team about Plan, Implementation, etc. as needed	Mrs. Tyrell	Ongoing	Tyrell will send emails 2 times a week to team to update on progress.
Other Additional scripts	Paul and Mr. Jenkins	By 11/10 and Ongoing	Team to evaluate the effectiveness of the script in step 4. May find other ideas, words, or even 'no words' may work better. Paul to help decide the language he will use.
Other			

Other			

SECTION EIGHT: IMPLEMENTATION of TEACHING PLAN and PROGRESS MONITORING

PLAN		PROGRESS MONITORING					
Steps to Teach Skill/Task/Activity • **Record below the steps that will be taught/reinforced to the student to compete task/skill by reviewing the Task Analysis.** • **Group multiple steps from the baseline task analysis into one step as appropriate for the student** • **Identify the type of prompt that will be used for each step in the initial stages of the instruction.**	**Plan: Type of Prompt**	**Date 11/16** **Prompt**	**Date 11/19** **Prompt**	**Date 11/20** **Prompt**	**Date 11/21** **Prompt**	**Date 11/24** **Prompt**	**Date 11/25** **Prompt**
1. Recognize that he is beginning to feel overwhelmed. (May use prompts that remind of work he completed on computer program)	**G**	**G**	**Ind**	**Ind**	**Ind**	**Ind**	**Ind**
2. Without leaving the situation totally, navigate to a location within the situation that gives him more personal space	**G**	**G**	**G**	**Ind**	**Ver**	**Ind**	**Ind**
3. Do a recheck. Am I still feeling overwhelmed? If calm, continue to participate	**5PS**	**X**	**5PS**	**5PS**	**5PS**	**5PS**	**5PS**
4. If overwhelmed, look at the clock or watch and say, "oops, I better get going. See ya. " (or substitute script)	**G** (at clock)	**X**	**Ind**	**G**	**Ind**	**Ind**	**G**
5. Turn and walk to the nearest quiet room/quiet area.	**VS**	**X**	**VS**	**Ind**	**Ind**	**VS**	**Ind**
6. Sit quietly until feeling calm	**Ind**	**X**	**Ind**	**Ind**	**Ind**	**Ind**	**Ind**
7. Look at schedule	**G**	**X**	**G**	**G**	**G**	**Ind**	**Ind**
8. Go to next activity on schedule.	**VS**	**X**	**G**	**Ind**	**G**	**Ind**	**Ind**
9.		*Became anxious.*	*did not finish*				

10.							
11.							

Describe the step and the initial prompt, if needed.
Ind.= Independent (no prompt) Ver. = Verbal G = Gesture VS = Visual Support P = Physical Other__5PS= 5 Point Scale _____

Record Progress. For each step, record the type of prompt PROVIDED/ OBSERVED
Ind.= Independent (no prompt) Ver. = Verbal G = Gesture VS = Visual Support
P = Physical Other ____ X = Unable to Complete _____

IMPLEMENTATION of TEACHING PLAN and PROGRESS MONITORING (continued)

PLAN		PROGRESS MONITORING					
Steps to Teach Skill/Task/Activity	Plan for Prompt	Date	Date	Date	Date	Date	Date
		Prompt	Prompt	Prompt	Prompt	Prompt	Prompt
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							

❒ **Describe the step and the type of prompt or reinforcement DESIRED. Ind.= Independent Ver. = Verbal G = Gesture VS = Visual Support P = Physical Other_____**	❒ **Record Progress. For each step, record the type of prompt or reinforcement OBSERVED: Ind.= Independent (no prompt) Ver. = Verbal G = Gesture VS = Visual Support P = Physical Other _____**