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 is 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.

Date:

Student Age:

Team Members:

**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).

Table 1: Student PINS

|  |  |
| --- | --- |
| **Preferences** |  |
| **Interests** |  |
| **Strengths/Skills** |  |
| **Needs** |  |

**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.**

* **Current Skill Level:** 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.

**Section Three:**

**Identify Evidence Based Practices (EBPs) and Plan the Instruction**

In the Initial Planning segment below, describe the EBPs that align and support:

* the learner profile/ learning style described in Section One and
* the skill that is to be taught described in Section Two.

In addition, use the Initial Planning segment to record a general description of the plan for using these practices to

* 1) teach the youth the identify needed skill
* 2) improve accuracy of performance and
* 3) increase and maintain a high level of independence when performing the skill.

Record questions, potential action steps, or possible team members to include when discussing the initial planning segment. Space below allows for identification of up to three EBPs that can be planned to use.

**Initial Planning**

Table 2:Evidence Based Practices selected for plan and how to use

|  |  |  |
| --- | --- | --- |
| ***Evidence Based Practices***Identify the EBPs that do both: Support the learner profile described in Section One and Fit well with the skill to be taught in Section Two | ***Use in Student Plan***Describe how the identified EBP will be used to 1) teach the student the skill, 2) improve accuracy of performance and 3) increase/maintain a high level of independence when performing the skill. | ***Notes and Comments.***List the necessary actions that the team must take to plan, prepare and implement the EBP. Identify current or additional team members that need to be involved with the action steps.  |
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**Section Four: Task Analysis**

Identify the discrete steps, components or elements of the activity or skill to be taught. Perform the baseline observations to determine the youth’s current level of performance for each step.

**Discuss and Draft** the specific steps of the activity or skill below after discussion with the team. Some steps may be combined as the final task analysis for teaching is recorded in Step Five.

**Section Five: Baseline of Student Performance.**

Identify the student’s baseline for performing the components/steps of activity or skill.

* Refine and Record in the table below the steps of the skill drafted in Section 4.
* Record a baseline using the currently available supports or prompts.
* Do NOT add new supports or EBPs until after the baseline has been completed.
* After 3 baseline trials, determine the average performance for each step. Use coding “I” for Independent completion of step, “P” if a prompt is needed, and “NA” if not able to complete step even if prompted. When possible, note the type of prompt used.

Table 3:Task Analysis Steps for Recording Baseline Data of Youth Performance

|  |  |  |
| --- | --- | --- |
| **Step of Task / Skill** | **Level of Prompt Needed**Independent (I), With Prompt (P), Not Able (NA) | **Baseline: Average Prompt** |
|  | Trial 1.Trial 2. Trial 3.  |  |
|  | Trial 1.Trial 2. Trial 3 |  |
|  | Trial 1.Trial 2. Trial 3 |  |
|  | Trial 1.Trial 2. Trial 3 |  |
|  | Trial 1.Trial 2. Trial 3 |  |
|  | Trial 1.Trial 2. Trial 3 |  |
|  | Trial 1.Trial 2. Trial 3 |  |
|  | Trial 1.Trial 2. Trial 3 |  |
|  | Trial 1.Trial 2. Trial 3 |  |
|  | Trial 1.Trial 2. Trial 3 |  |

**Section Six: Plan the Progress Monitoring and Data Collection**

Identify how the ongoing progress will be measured.

* Review baseline data. Baseline and ongoing data must be comparable or similar.
* Several types if data may be useful to collect
* How will progress be determined? Determine the type of data needed. (Level of Accuracy? Independence? Other?) *NOTE: For the first activity, it is recommended that level of independence and accuracy be used as a measure of progress monitoring*.
* Identify who will collect the data
* Identify the type of data recording tools or methods that will be used to monitor ongoing progress. *Note: It is recommended for the initial activity that the Task Analysis Record be used as one data recording method when determining level of independence and accuracy.*

Table 4: Progress Monitoring Plan

|  |  |  |
| --- | --- | --- |
| **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?** |
|  |  |  |
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**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.

Table 5: Final Discussion for Plan Details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Discussion Items***(Mark “C” if completed)* | **What Needs to Happen.**  | **When Discussion or Item Occurs** | **Who Involved and Responsible** | **How Will Item be Accomplished** |
| 1. Review, complete and refine the plan development
 |  |   |  |  |
| 1. Reinforcement is a critical piece of the plan. Discuss details
 |  |  |  |  |
| 1. Materials and supplies needed
 |  |  |  |  |
| 1. Teaching the plan to team members
 |  |  |  |  |
| 1. Implementation of the plan with the youth
 |  |  |  |  |
| 1. Planning for progress monitoring. Collect, record, review data. Communicate the information to team
 |  |  |  |  |
| 1. Determine effectiveness of plan and/or need for modifications.
 |  |  |  |  |
| 1. Ongoing communication to team about the plan elements, implementation process etc.
 |  |  |  |  |
| 1. Other additional tasks or needs for final planning
 |  |  |  |  |

**Section Eight: Implementation of Teaching Plan and Progress Monitoring**

* Review the Task Analysis completed in Section Five.
* Document the Plan Steps in the table below that will be taught to the youth to complete the task/skill after reviewing the task analysis.
* Multiple steps identified in the baseline task analysis may be grouped together as appropriate for the youth’s skills identified in the baseline data.
* Identify the type of prompt that will be used for each step in the initial stages of the instruction (Prompt Plan).
* Prompt Codes:
	+ Ind= Independent (no prompt)
	+ Ver= Verbal
	+ G= Gesture
	+ VS= Visual Support
	+ P= Physical
	+ O= Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ X= Did not complete
* Record Progress. For each observed opportunity, record the type of prompt provided. Prompts used in the initial opportunities should begin with the planned prompts and gradually move to a different type of prompt as needed.

Table 6: Plan Steps and Data Recording Form for Teaching New Skill

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Plan Steps** | **Prompt Planned** | **Date****Prompt Used** | **Date** **Prompt Used** | **Date** **Prompt Used** | **Date** **Prompt Used** | **Date** **Prompt Used** | **Date****Prompt Used** |
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