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: October 1, 2016

Student Age: 15

Team Members:Mr. and Mrs. Scott, Kristen, Mrs. Temple, Mrs. Wright, Mrs. Crest

**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** | * Learns best when she is able to focus on a single task and see how the task is supposed to be done before doing it.
* Learns best when she knows she is ‘on the right track’ to finish the task.
* Works and learns best with limited verbal direction
* Above is true for academic skills as well as daily living skills or job tasks
 |
| **Interests** | * She has many friends and enjoys socializing.
* Kristen likes to do her best and tried hard to learn new jobs and tasks.
* Not sure of career interests beyond office settings. Need to continue to expand career ex.
 |
| **Strengths/Skills** | * Kristen Scott is a pleasant, well liked 14-year-old student in Medina High School.
* Once Kristen learns the steps of a task and is able to practice it correctly, she has shown the ability to perform the skill with minimal prompting. In some cases, she has become totally independent.
 |
| **Needs** | * Kristen can become very frustrated when she makes a mistake or is unable to complete a task correctly. She will shut down, stop trying and begin to pout.
* She needs to learn some skills for dealing with mistakes and how to problem solve those mistakes and/or how to emotionally regulate
 |

**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.**

 Kristen has an opportunity to do a job experience in a local real estate office. The job requires that she scan stapled documents to a specific folder and then re-stapling the originals and replace in a hard copy file.

* **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.

Kristen was shown the task several times when she visited the office. She was asked if she wanted to try and she was able to remove the staple from the document independently, but even with some extra time and a few verbal prompts, she was not able to follow through. Would like to improve the accuracy and independence of the task.

**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.  |
| **Chaining and Prompting**Kristen’s learning style is well suited to the use of doing the task analysis, developing a prompting plan and backwards chaining. The office task is procedural and does not change, so will also work well for chaining | Chaining is a way to teach each step and teach it correctly. It will allow us to assure that Kristen learns the steps without getting frustrated from too many demands that cause he to shut down and prevent her from learning. It also helps us see just where the breakdowns occur since Kristen often is not able to tell us the specific issue that prevents success of the whole task. We also feel that there are many opportunities to embed the needed prompts, and chaining will help us determine just where she needs prompts and the type that will result in the most independence in the task.  | * Do the task analysis of the steps of the task
* Determine what typical, embedded supports might be available and use those when we take a baseline
* Note is additional reinforcement may be needed
* Develop teaching plan from baseline
* Teach staff the plan and practice to be sure they understand
* Teach staff how to do backwards chaining
* Begin the teaching and take data

Primarily Temple, Wright and Crest will work together to assure the task analysis is done, staff is trained and data is collected accurately  |
| **Visual Supports** Kristen does best with limited verbal input. Visuals could help her remember without someone giving verbal directions and redirections. The task can be represented well with verbal prompts/supports | Visual Supports will be used as a practice for learning the steps and for sustaining the level of independence and accuracy as needed.  | * Note when and where visual supports are used as part of the job.
* Note where additional visual supports could be added for ongoing independence and success
* Prepare additional visuals if needed

Temple, Wright and Crest will work together and will determine later who will take care of visuals |

**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.

* Locate documents to be scanned
* Remove staple from document
* Hold document in right hand
* Place page 2 of stapled document face down on scanner
* Push button that says ‘scan document’
* Remove page 2 and place on desk face up.
* Place page 1 of stapled document face down on scanner
* Push button that says ‘scan document’
* Push button that says ‘document name’
* Look at code on page one document
* Type in 6 digit code from page one
* Press ‘save’
* Press button that says “save to”
* Select folder option that says “2005 Medina Archived”
* Remove page 1 and place on Page 2
* Pick up page 1 and 2 and staple together

**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** |
| 1. Locate documents to be scanned
 | Trial 1.PTrial 2.PTrial 3.I | With Prompt |
| 1. Remove staple from document
 | Trial 1.ITrial 2.I Trial 3.I | Ind. |
| 1. Place page 2 of stapled document face down on scanner
 | Trial 1.NATrial 2. NATrial 3.P | Not Able  |
| 1. Push button that says ‘scan document’
 | Trial 1.NATrial 2.NATrial 3.P | Not Able |
| 1. Remove page 2 and place on desk face up.
 | Trial 1.NATrial 2.NA Trial 3.P | Not Able |
| 1. Place page 1 of stapled document face down on scanner
 | Trial 1.NATrial 2.NA Trial 3.NA | Not Able |
| 1. Push button that says ‘scan document’
 | Trial 1.NATrial 2.P Trial 3.P | With Prompt |
| 1. Push button that says ‘document name’
 | Trial 1.NATrial 2.NATrial 3.NA | Not Able |
| 1. Type in 6 digit code from page one
 | Trial 1.NATrial 2.P Trial 3.P | With Prompt |
| 1. Press ‘save’
 | Trial 1.NATrial 2.PTrial 3.P | With Prompt |
| 1. Press button that says “save to”
 | Trial 1.NATrial 2.NATrial 3.P | Not Able |
| 1. Select folder option that says “2005 Medina Archived”
 | Trial 1.NATrial 2.NATrial 3.P | Not Able |
| 1. Remove page 1 and place on Page 2
 | Trial 1.NATrial 2.PTrial 3.P | With Prompt |
| 1. Pick up page 1 and 2 and staple together
 | Trial 1.NATrial 2.P Trial 3.I | With Prompt |
|  | 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?** |
| Independence    | Mrs. Wright will review data weekly and send email to team to describe progress | Task Analysis Record will be used to record the Level of support or prompt required to complete the skill or task. |
| When she is able to compete the job independently, accuracy will be tracked separately. | TBD after gaining more independence | Once she is independent, will review the final product (items in scanned folder) as a measure of accuracy  |
|  |  |  |

**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
 | Meet to review |  October 16 | Mrs. TempleMrs. Wright | Plan is basically done by using Page 3 of this document |
| 1. Reinforcement is a critical piece of the plan. Discuss details
 | Meet to review | October 16 | Mrs. TempleMrs. Wright | Plan is basically done by using Page 3 of this document |
| 1. Materials and supplies needed
 | Create or identify Teaching plan data sheetsVisuals Supports | By October 16 | Mrs. TempleMrs. Wright | * Create a Visual Support (picture) that shows the location of the code on the documents (step 9)
* Duplicate the data sheets
* Take pictures of other steps that may end up being needed as visual supports.
 |
| 1. Teaching the plan to team members
 | Schedule Meeting | By October 21 | Mrs. Temple | * Need to get date on calendar after all materials are available. October 5, 9, or 12?
 |
| 1. Implementation of the plan with the youth
 |  | By Nov 1 | Temple and Crest | Use plan |
| 1. Planning for progress monitoring. Collect, record, review data. Communicate the information to team
 | Need to review the entire data plan with all staff after baseline is complete, teaching plan ready and data collection tools developed. | By Nov 1 | Temple | Mrs. Temple will collect all the information and put it into an overview page. Will review at a weekly team meeting prior to Nov 1. |
| 1. Determine effectiveness of plan and/or need for modifications.
 |  | Ongoing /Weekly | Temple and Crest and Team | Mrs. Temple and Mrs. Crest will do the initial review of effectiveness and will develop any recommendations for change or additions. Team will review the recommendations and add ideas if necessary.  |
| 1. Ongoing communication to team about the plan elements, implementation process etc.
 | Email Communication established | Ongoing | Temple | Mrs. Temple will review progress and consolidate information to be reviewed at weekly team meetings. Will email important information to team members if necessary between meetings.  |
| 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****11/7****Prompt Used** | **Date****11/8 Prompt Used** | **Date** **11/9****Prompt Used** | **Date****11/10 Prompt Used** | **Date****11/11 Prompt Used** | **Date****11/14** **Prompt Used** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Locate documents to be scanned | G | Ind | G | Ind | Ind | Ind | Ind |
| Remove staple from document | Ind | Ind | Ind | Ind | Ind | Ind | Ind |
| Put page 2 of stapled document face down on scanner | M | M | G | M | G | Ind | G |
| Push button that says ‘scan document’ | G | G | G | G | Ind | Ind | Ind |
| Remove page 2 and place on desk face up.  | M | M | M/G | M/G | M | G | M |
| Place page 1 of stapled document face down on scanner | M | M | M/G | G | G | Ind | Ind |
| Push button that says ‘scan document’ | G | G | G | Ind | G | G | G |
| Push button that says ‘document name’ | G | G | G | Ind | Ind | Ind | Ind |
| Type in 6 digit code from page one | VS | VS/G | VS/G | VS | VS | VS | VS/G |
| Press ‘save’ | G | G | Ind | G | Ind | Ind | Ind |
| Press button that says “save to” | G | G | Ind | Ind | G | Ind | Ind |
| Select folder option that says “2005 Medina Archived” | G | G | G | G | Ind | Ind | Ind |
| Remove page 1 and place on Page 2 | M | M | G | G | Ind | Ind | G |
| Pick up page 1 and 2 and staple together | M | M | G | Ind | Ind | Ind | Ind |
|  |  |  |  |  |  |  | Note: First 5 days were M-F. Then a weekend. Slight drop in performance noted after the weekend break. |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |