# Session Two:

# Evidence Based Practices and the Instructional Process

# 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 2:

Evidence Based Practices and the Instructional Process

### Alt Text:

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

Slide Notes: In this session you will begin to explore the processes needed to select and teach Evidence Based Practices (EBP).

## Slide 2: Components of the Instructional Process

* Evidence Based Practices
* Instructional strategies based on research
* IDEA 2004- teachers must use EBP
* Implement with Fidelity
* Know your target
* Define criteria to determine if the target is achieved
* Assure Instruction is Systematic
* Carefully planned sequence for instruction
* Prompts and task analysis are key components, as well as reinforcement
* Begin with Task Analysis
* Key to systematic instruction
* Essential to most EBP, e.g. chaining, prompting

Slide Notes: Introduce this slide and the different elements or components needed to develop a plan to teach EBP. Then review slides 3, 4, and 5 with the examples of fidelity and protocol. Discuss how a protocol is similar to systematic instruction. Finally take a look at a completed task analysis. Discuss how the participants are using these elements with their own student planning.

## Slide 3: Elements Must Work Together

Slide Notes: This slide is intended to show how the elements discussed on the previous slide must work together. Evidence Based Practices and Fidelity along with task analysis and systematic instruction work together to assure a successful outcome for students.

### Alt Text:

1. Pie Chart of Elements-

One element is placed in each quarter of the circle. Arrows show a continual cyclic process.

**Detailed Description:** The Four Elements: Evidence Based Practices- (EBP)- Instructional strategies based on research, IDEA 2004- teachers must use EBP. Systematic Instructions- Carefully planned sequence for instruction, prompts and task analysis are key components rewards may be too. Fidelity- know your target, define criteria to determine if the target is achieved. Task analysis-Key to systematic instruction, essential to most EBP, e.g. chaining, prompting. The four elements from the previous slide are represented in the circle. This represents that all 4 elements must work together when implementing EBP.

## Slide 4: Fidelity Considerations

**Protocol**

* The accepted or established code of procedure or behavior in any group, organization, or situation.
* In science and medicine, a formal set of rules and procedures to be followed during a particular research experiment, course of treatment, etc.

**Fidelity**

* Fidelity assessment is defined as indicators of doing what is intended. This definition requires a) knowing what is intended, and b) having some way of knowing the extent to which a person did what was intended.

### Alt Text:

1. Two old men at a chalkboard with caption-

“I think you should be more explicit here in step two,” while two old men are looking at a math equation on the chalkboard.

1. Cover of a record-

On record shows the words obey and hi fidelity.

Slide Notes: Discussion about both of Fidelity and Protocol. Pose questions:

Why are we being so detailed? In the research articles you will read some studies were successful right away! Did they have a protocol? And what about fidelity? Is it really a team effort? Implementing strategies involves team. Ask participants, “How do they decide and measure what they have accomplished? Discuss Fidelity – what is it? Ask participants, “How do they maintain fidelity in a practical manner in the classroom?” What is the acceptable error rate? Is it ever perfect in the real world?

## Slide 5: Handout #06: Task Analysis

* This is a blank task analysis form.
* This type of form can be used to record the steps to the task or skill that will be taught
* Can also be used to record the data for baseline and progress data.

### Alt Text:

Task analysis form-

breakdown steps for a specific task with data collection on dates and how task was completed.

Slide Notes: This is the Blank Task Analysis form – review the key on the top and then show the partially completed example on the next slide. If a teacher was getting baseline data on a student performing this task they may have them attempt to do a step and mark it as independent or needing a verbal prompt and the date the data was collected.

## Slide 6: Example

* This example and the blank form are from the National Professional Development Center for Autism
* Additional examples of task analysis available in the Task Analysis Supplement (Handout #06)

### Alt Text:

Task Analysis Form-

Completed worksheet for setting the table with description of steps on worksheet.

Slide Notes: Review the handout with many more examples. Teacher don’t always need to reinvent the wheel, some of these examples could be used and modified for their students when instructing a skill. They have not gotten to the chaining practice but this practice is often a part of task analysis. Each step builds on the next, student who need additional support can have a picture schedule or an outline on the table (a template) to follow to help them remember the steps. how many teachers use this support?

## Slide 7: Research Articles: Evidence for the Practices

* Review an article that was part of the research basis for a practice. (Handout #34,5,7 - choose one article)
* Think of a student you have worked with who may have been similar.
* Who was target group?
* Did the research do what was intended, i.e. meet the original goal of the study (fidelity)?
* What was the protocol?
* What were the outcomes?

Slide Notes: Activity. Research articles for this activity are available in the downloads. Several links to research articles are also included as an option for the activity.

Assign one research article to a group of 4-5 and ask them to read and then discuss these questions. Allow 15-20 minutes then ask for each group to have a spokesperson to report on their conclusions. When groups begin to discuss the articles and their conclusions, bring up slide 4 and reference it as needed.

Research articles reflect some of the basis for the evidence-based practices that may be used in this series. Ask participants to consider a student that they have worked with that may be similar to the target population of the research study referenced in the article. Use the following questions to guide a discussion about the validity of Evidence Based Research:

* Who was the target group?
* Did the research do what was intended, i.e. meet the original goal of the study (fidelity)?
* What was the protocol?
* What were the outcomes?

## Slides 8: General Protocol to Implement EBP (1)

1. **Select Student and EBP**. What EBP will be used to teach a targeted goal/skill for a student?
2. **Enough Knowledge?** Do you know enough about the practice to implement correctly?
3. **Do a Task Analysis.** To identify the necessary steps of the skill.
4. **Try It.** Have someone else try steps to see if they are accurate and complete. Revise if needed.
5. **Collect Baseline Data.** What information about the goal does data collection and task analysis give you?

Slide Notes: A general overview of the protocol framework needed to select and implement EBP to teach a skill. Ask the group, “Do you have written steps for your instructional plan?” “Could a person who knows nothing about this goal, give the procedures the team has developed, use the protocol to implement the instructional plan?”

## Slide 9: General Protocol to Implement EBP (2)

1. **Develop a Prompt and Reinforcement Plan.** To motivate student and fade prompts.
2. **Teach the EBP to the student**. Modify based on student response
3. **Share and practice** protocol with team. Discuss challenges, fidelity, knowledge of practice. Practice the protocol with triad (teacher, student, observer – gives feedback).
4. **Ongoing implementation, progress monitoring and data collection.**

Slide Notes: A general overview of the protocol framework needed to select and implement EBP to teach a skill. Ask the group, “Do you have written steps for your instructional plan?” “Could a person who knows nothing about this goal, give the procedures the team has developed, use the protocol to implement the instructional plan?”

## Slide 10: Examples of Student Goals using EBP

1. Student V. will communicate career choices through self-advocacy training.
2. Student A. will accurately complete work tasks within one hour through the use of mobile technology and self-monitoring supports.
3. Student S. will select and explore 10 career options through the use of visual supports, self-advocacy and computer assisted instruction.
4. Student G. will increase his independence when performing job tasks by 25% (without the support of an aide) through the use of chaining and a visual schedule.

### Alt Text:

1. Bullseye-

Small picture with pencil pointing to center of bullseye.

Slide Notes: These are example goals from teams who were in the project over the past few years.

## Slides 11: Example of a Protocol to Implement EBP (1)

1. Select Student and EBP
2. *Student G. will increase his independence when performing job tasks by 25% (without the support of an aide) through the use of chaining and a visual schedule. The job is filling pots with soil.*
3. Enough Knowledge? – Do you know enough about chaining and a visual schedule to implement?
4. Complete a Task Analysis of the steps needed for the student to fill trays of pots with soil.
5. Try it. Have someone else try steps to see if they are accurate and complete. Revise if needed.
6. Collect Baseline Data. Have the student try the tasks and record how much assistance he needs to complete one tray.

Slide Notes: Example of how a team approached teaching a skill (taken from the example goals on Slide 10). Then Facilitate discussion:

Do you have written steps for your instructional plan? Could a person who knows nothing about this goal, given the procedures the team has developed, use the protocol to implement the instructional plan? How can you use your team and an educational assistant or job coach to implement this plan? What do you think about the time needed to complete these plans?

## Slide 12: Example of a Protocol to Implement EBP (2):

1. Develop a Prompt and Reinforcement Plan.

* Identify steps that cause the student to need assistance. Create a visual schedule highlighting these steps to reduce needs for assistance.
* Identify motivators for student. Create a reinforcement system for increasing independence of the task. Fade prompts systemically.

1. Teach the EBP to the student. Teach the student the steps of the task and how to use the visual schedule.
2. Share and practice protocol with team, discuss challenges, fidelity, knowledge of practice. Practice the protocol with triad (teacher, student, observer/gives feedback).
3. Ongoing implementation, progress monitoring and data collection.

Slide Notes: Example of how a team approached teaching a skill (taken from the example goals on Slide 10).

Then Facilitate discussion:

Do you have written steps for your instructional plan? Could a person who knows nothing about this goal, given the procedures the team has developed, use the protocol to implement the instructional plan? How can you use your team and an educational assistant or job coach to implement this plan? What do you think about the time needed to complete these plans?

## Slide 13: Collecting and Using Data

* All protocols will require collecting and recording baseline data so the team knows where to begin
* Ongoing data must be collected so the team can measure and report progress
* The resource on the following slide offers an overview of the types of data that can be collected and how to collect the data
* Recording forms and examples are also available

## Slide 14: Resources for Collecting and Using Data

[Collecting and Analyzing Youth Performance Data](https://ohioemploymentfirst.org/view.php?nav_id=469)

* [Download Document](https://ohioemploymentfirst.org/view.php?nav_id=469)
* [Watch Video](https://ohioemploymentfirst.org/view.php?nav_id=469)

**Alt Text: for image:**

Cover for Collecting and Analyzing Youth Performance Data-

Downloadable form at Ohio Employment First website.

**Alt Text: for hyperlinks:**

Employment First Website, view a 6 min. video no audio description, and downloadable materials for collecting & using data.

Slide Notes: This document was developed for the implementation of the Ohio Employment First Transition Framework. Many other resources are available on this website. This document offers step by step guidance to understand student performance data, case study examples and templates. Encourage the use of this information for the project.

Video and Documents are found [here.](https://ohioemploymentfirst.org/view.php?nav_id=469)

## Slide 15: Types of Data Recording Forms

* [Templates provided by Employment First – “ Examples of data Collection Templates”](https://ohioemploymentfirst.org/view.php?nav_id=469)
* Review these data templates
* Discussion: Do you currently use any of these types of recording forms for collecting? What else have you found useful?

**Alt Text: for hyperlinks:**

Goes directly to Employment First Website, access to downloadable materials for collecting & using data.

Slide Notes: This document was developed for the implementation of the Ohio Employment First Transition Framework. Many other resources are available on this website. This document offers step by step guidance to understand student performance data, case study examples and templates. Encourage the use of this information for the project. Hyperlink for Templates provided by employment First: <https://ohioemploymentfirst.org/view.php?nav_id=469>

## Slide 16: Consider the Type of Data Needed

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: Review the types of data that can be collected. If time permits, facilitate a discussion on what types of data the group as collected and used in the past. Prime the participants to start thinking about the type of data they will collect for baseline and progress monitoring for their plan that they will develop.

## Slide 17: Consider the Type of Data Needed

* 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.

1. Frequency of Target goal-

Colorful number grid in the format of phone grid

Slide Notes: Review the types of data that can be collected. If time permits, facilitate a discussion on what types of data the group as collected and used in the past. Prime the participants to start thinking about the type of data they will collect for baseline and progress monitoring for their plan that they will develop.

**Slide 18: Certificate of Completion**

* Please take a few minutes to complete a short [eight-question survey.](https://www.surveymonkey.com/r/JVDMG3P)
* Response to the survey with 75% accuracy allows the learner to download a certificate of completion for the session.