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: 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).

Table 1: Student PINS

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

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 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 action steps. |
| --- | --- | --- |
| Possibly use the **computer assisted instruction** as a means to introduce the skill since he is very interested in the computer | **Computer assisted instruction:** 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) | List the necessary steps that the team must accomplish to plan, prepare and implement the EBP. Identify current or additional team members that need to be involved with the action steps. |
| **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 | 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 | 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**

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.

1. Recognize that he is beginning to feel overwhelmed.
2. Without leaving the situation totally, navigate to a location within the situation that gives him more personal space
3. Do a recheck. Am I still feeling overwhelmed? If calm, continue to participate
4. If overwhelmed, look at the clock or watch and say, “oops, I better get going. See ya. ”
5. Turn and walk to the nearest quiet room/quiet area.
6. Sit quietly until feeling calm
7. Look at schedule
8. Go to next activity on schedule.

**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. Recognize that he is beginning to feel overwhelmed. | Trial 1. P  Trial 2. NA  Trial 3. P | P |
| 2. Without leaving the situation totally, navigate to a location within the situation that gives him more personal space | Trial 1. P  Trial 2. P  Trial 3. I | P |
| 3. Do a recheck. Am I still feeling overwhelmed? If calm, continue to participate | Trial 1. NA  Trial 2. NA  Trial 3. NA | NA |
| 4. If overwhelmed, look at the clock or watch and say, “oops, I better get going. See ya. ” | Trial 1. NA  Trial 2. NA  Trial 3. NA | NA |
| 5. Turn and walk to the nearest quiet room/quiet area. | Trial 1. NA  Trial 2. NA  Trial 3. P | P |
| 6. Sit quietly until feeling calm | Trial 1. NA  Trial 2. NA  Trial 3. P | NA |
| 7. Look at schedule | Trial 1. P  Trial 2. P  Trial 3. I | P |
| 8. Go to next activity on schedule. | Trial 1. NA  Trial 2. P  Trial 3. P | P |
|  | 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?** |
| Independence  and  Accuracy | Tyrell, Jenkins, Cramer will all need to collect data.  Frequency TBD. Initially, we will collect daily | Task Analysis Record   * Prompts needed with goal of independence * Ability to complete each step correctly |
| After gaining independence, will monitor frequency (%) of success | Tyrell, Jenkins, Cramer will all need to collect data  Frequency TBD | Tally Sheets.  Number of opportunities available vs. # of successful uses of strategy. |
|  |  |  |

**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 | Almost complete. Will only need 1 meeting to review and confirm. | Meet by 10/16/16 | All Team Members |  |
| 1. Reinforcement is a critical piece of the plan. Discuss details | Confirm reinforcement plan | Meet by 10/16/16 | Mr. Jenkins | Use of computer program as 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 |
| 1. Materials and supplies needed | Visual Supports created and reviewed | Create by 10/30/16 | * Smith-Visual Schedule/ Reminders * Tyrell-Review school rules * Smith, Tyrell, Paul- 5-Point Scale | * Visual Schedule and Visual reminders * Review the School Rules program and bring any concerns or questions to team * Create 5 Point Scale |
| 1. Teaching the plan to team members | Instruction of team including cafeteria staff | By 11/4/16 | Mrs. Smith | After all planning is complete, Mrs. Smith will review the plan with the other teachers, paras and cafeteria staff so they are aware |
| 1. Implementation of the plan with the youth | Assure all materials are available, everyone is aware and informed and data collection is understood. | 11/15/16 | Mrs. Tyrrell   * Work with Paul on computer * Develop 5-point scale with Paul   Mr. Jenkins   * Teach the plan to Paul * Work with Paul in simulation   Mrs. Cramer | * Introduce and teach the plan to Paul (he has the best relationship). Will explain computer program and target skill set * Work with Paul on the computer program. * Develop a 5-point scale and a visual support for the scale * Paul uses 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. |
| 1. Planning for progress monitoring. Collect, record, review data. Communicate the information to team | Review and revise data sheets as necessary | Meet by 11/16/16 | Mrs. Tyrrell, Mr. Jenkins, Mrs. Cramer |  |
| 1. Determine effectiveness of plan and/or need for modifications. |  | 11/30/16 and then ongoing meetings | All team members | See “Plan Implementation”. Will communicate throughout each step. If unable to make progress at any step, will meet to revise. Perhaps add additional reinforcement. |
| 1. Ongoing communication to team about the plan elements, implementation process etc. |  | Ongoing schedule | Mrs. Tyrell | Will send team emails 2 times a week to update on progress |
| 1. Other additional tasks or needs for final planning | Need additional Scripts | By 11/10/16 and ongoing | Paul and Mr. Jenkins | 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. |

**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**  **11/16**  **Prompt Used** | **Date**  **11/19 Prompt Used** | **Date**  **11/20 Prompt Used** | **Date**  **11/21 Prompt Used** | **Date**  **11/24 Prompt Used** | **Date**  **11/25**  **Prompt Used** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Recognize that he is beginning to feel overwhelmed. | **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 | **5 Point Scale** | **X** | **5 Point Scale** | **5 Point Scale** | **5 Point Scale** | **5 Point Scale** | **5 Point Scale** |
| 4. If overwhelmed, look at the clock or watch and say, “oops, I better get going. See ya. ” | **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** |