**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.

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| **Plan for Teaching Skills Using Evidence Based Practices** | | | |
| Student Name and Age: Date:    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). | | | |
| 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. | | | |

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| **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. |
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| **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. . | Trial 1. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 2. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 3. \_\_Ind. \_\_With Prompts \_\_Not Able | Baseline Average |
|  | Trial 1. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 2. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 3. \_\_Ind. \_\_With Prompts \_\_Not Able | Baseline Average: |
|  | Trial 1. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 2. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 3. \_\_Ind. \_\_With Prompts \_\_Not Able | Baseline Average: |
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|  | Trial 1. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 2. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 3. \_\_Ind. \_\_With Prompts \_\_Not Able | Baseline Average: |
|  | Trial 1. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 2. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 3. \_\_Ind. \_\_With Prompts \_\_Not Able | Baseline Average: |
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|  | Trial 1. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 2. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 3. \_\_Ind. \_\_With Prompts \_\_Not Able | Baseline Average: |
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|  | Trial 1. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 2. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 3. \_\_Ind. \_\_With Prompts \_\_Not Able | Baseline Average: |
|  | Trial 1. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 2. \_\_Ind. \_\_With Prompts \_\_Not Able  Trial 3. \_\_Ind. \_\_With Prompts \_\_Not Able | Baseline Average: |

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| **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 and Independence are suggested measurements for the first plan. You may also wish to measure others.) | Measurement One:  Measurement Two:    Others: | Method or Tool:  (Task Analysis Record is a recommended tool for the first plan. You may also wish to add additional methods or tools to collect/record data.) | Used to Record: |
| How often will data be collected and recorded?  Who will collect? |  | Additional Method or Tool | Used to Record: |
| How often will data be collected and recorded?  Who will collect? |  |

| **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.** | | | |
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| **WHAT** | **WHO** | **WHEN** | **Comments/Notes** |
| 1. Review, complete and refine the Plan Development |  |  |  |
| 1. Reinforcement is a critical piece of the plan, determine who will be involved and when this will be discussed. |  |  |  |
| 1. Collect Materials or Supplies |  |  |  |
| 1. Teach Plan to Others |  |  |  |
| 1. Implement the Plan with the Student |  |  |  |
| 1. Additional Planning for Progress Monitoring.   Collect, Record, Review Data. Communicate the information to Team Data |  |  |  |
| 1. Determine effectiveness of Plan and need for modifications |  |  |  |
| 1. Communicate to team about Plan, Implementation, etc. as needed |  |  |  |
| Other |  |  |  |
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| **SECTION EIGHT: IMPLEMENTATION of TEACHING PLAN and PROGRESS MONITORING** | | | | | | | |
| **Complete the Plan**   * 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)   **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. | | | | | | | |
| **PLAN** | | **PROGRESS MONITORING** | | | | | |
| **Steps to Teach Skill/Task/Activity** | **Plan for Prompting** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| **Prompt** | **Prompt** | **Prompt** | **Prompt** | **Prompt** | **Prompt** |
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| **Describe the step and the initial prompt, if needed.**  **Ind.= Independent (no prompt) Ver. = Verbal G = Gesture VS = Visual Support P = Physical X=Did Not Complete Other\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **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 X= Did NOT Complete Other \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |

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| **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** |
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