

# Working as a Team to Create Goals and Measure Progress

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## Approaches to Working as a Team

- **Multi**-disciplinary
- **Inter**-disciplinary
- **Trans**-disciplinary

## Multidisciplinary Teams

- Professionals from two or more disciplines working independently of each other toward the same purpose.
- Assessment multidisciplinary teams usually evaluate children separately, write their reports separately, and make recommendations separately.
- Treatment is provided separately, and is dictated by the professional's report and recommendations.
- Data are collected by each team member on his/her own goals for the child.
- There is typically limited communication, if any, between team members from different disciplines.

## Multidisciplinary Team

Multiple Professionals	Independent Assessments	Independent Reports	Independent Treatment	Independent Data Collection
Teacher		Report		
BCBA		Report		
OT		Report		
PT		Report		
SLP		Report		

## Challenges of Multidisciplinary Teams

- Evaluation, goal setting, and interventions may be fragmented
- Team members may have overlapping goals, or conflicting goals
- Strategies are often implemented only during that team member's treatment sessions
- Team members may be using strategies that conflict
- Families may be stressed or overwhelmed with trying to understand and carry over multiple treatment plans

## Interdisciplinary Teams

- Multiple professionals and family members working toward common goals
- Separately assess the student
- Jointly discuss results of an assessment (IEP or IFSP meeting)
- Individually write own sections of a common report
- More communication occurs, but treatment sessions are still separate and distinct, and carry-over may be limited



## Interdisciplinary Team

Multiple Professionals	Independent Assessments	Independent Reports	Independent Treatment	Independent Data Collection
Teacher		I N T E G R A T E D  R E P O R T		
BCBA				
OT				
PT				
SLP				

## Transdisciplinary Teams

- Work together to conduct shared assessments
- Work together to develop goals & implement plans
- Team members are willing to share their expertise and teach other team members.
- Team members are open to learning from other team members and receiving constructive feedback.
- Involves role release & role sharing.
- There are no longer separate “ABA goals”, “OT goals”, “speech goals,” etc. Professionals work together to implement shared goals and monitor progress.

## Transdisciplinary Team

Multiple Professionals	Collaborative Assessments	Collaborative Report	Overlaps in Treatment	Shared Data Collection
Teacher BCBA OT PT SLP	S H A R E D  A S S E S M E N T	I N T E G R A T E D  R E P O R T		

## Working Together to Write Goals

- All therapeutic goals should be written in simple, concrete terms
- Goals should be measurable.
- Goals should be meaningful and functional within the context of the learner's daily life.
- All team members should understand the goal.

## Tips for Writing Goals

- Specify level of independence
- If applicable:
  - Specify accuracy (percentage or number of trials)
  - Specify latency
  - Specify duration
- Specify criteria for mastery

## Tips for Writing Goals

- Performance skill domains can be mentioned within the goal, but should not be the behavior targeted for change
  - “Joey will demonstrate increased fine motor skills by holding his pencil with a functional grasp pattern across 9/10 opportunities.”
  - “Joey will demonstrate improved fine motor skills.”

## Tips for Writing Goals

- Avoid combining multiple behaviors together in a single goal
  - “Joey will demonstrate increased self care skills by washing his hands, feeding himself with utensils, and putting on his shoes.”
  - “When told to wash his hands, Joey will complete all steps of washing and drying his hands independently across 3 consecutive opportunities.”

## Tips for Writing Goals

- Avoid the use of flowery language or hypothetical constructs:
  - “Beth will increase her self esteem.”
  - “Mark will increase the depth and width of his circles of communication.”
  - “Sara will take ownership of her own locus of control.”

## Tips for Writing Goals

- Avoid passive goals
  - “Katie will be exposed to 3 new toys.”
  - “Joey will tolerate sitting in a chair”
  - “David will be taught to write his name”
  - “TJ will be prompted to complete morning routines”

## Example of a Measurable Goal

- “Ian will independently cut a cm-thick vertical line on a piece of construction paper or computer paper, deviating no more than  $\frac{1}{2}$  cm from the line across 3 consecutive opportunities.”
  - Independence
  - Materials
  - Accuracy
  - Measurement / mastery



## Importance of Data Collection

- Data allow you to make objective decisions regarding progress
- Gives you something tangible to show parents and professionals
- Facilitates graphing and visual inspection of progress so that you can conduct a “mini study” of each client

## Types of Data Collection

- Trial by Trial data: Allows you to assess performance across each trial of a skill
  - Frequency versus prompt level
  - Can be converted to percent correct
- Initial Trial data (Cold probe): Assesses performance of the skill the first time the skill is performed that session/day. Allows you to see if the skill is being retained.
- Duration
- Latency

# Frequency Data Collection

- Frequency data
  - Tally marks
  - Frequency apps
  - “Clickers”

# Cold Probe Data Collection

Student \_\_\_\_\_ Program \_\_\_\_\_

Target																			
	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V
	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V
	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V
	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V
	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V	N	V

## Duration & Latency

- Use timer or stopwatch
- Phone screenshot

## Using Data to Create Graphs

- Graphing provides a 'picture' for you and others to view the progress
- Facilitates objective programming changes
- Allows both progress and lack of progress to be identified quickly
- Graphs allow us to see if the changes in behavior are socially significant

# Assessments That May Be Helpful on Transdisciplinary Teams



## Creating Goals to Improve Functional Communication Skills

- For learners whose language is below the level of a neurotypically developing four-year-old, the VB-MAPP can be an excellent tool for guiding verbal behavior programming
  - Criterion-referenced
  - Thorough and detailed assessment looking at language skills across the operants
  - Multiple team members can participate in the assessment process
  - Assessment can lay the foundation for creating functional communication goals

## ALL PICS

- When multiple team members participate in administering the VB-MAPP, it may be helpful to utilize a tool such as ALL PICS to make testing more efficient and accurate.
- ALL PICS consists of 3 spiral bound books containing pre-arranged fields that correspond with the VB-MAPP Milestones



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## ALL PICS



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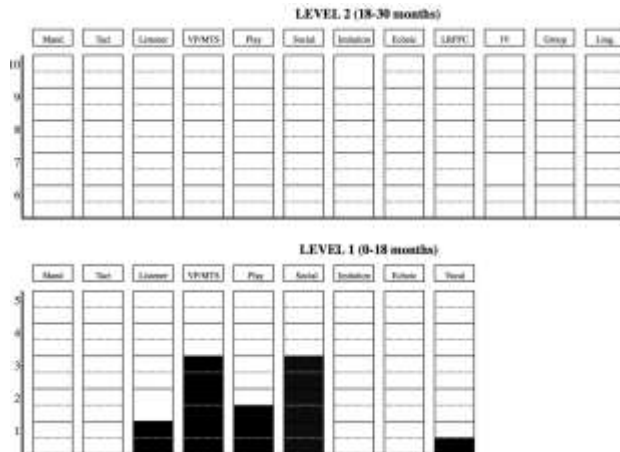
## Ratio of ITT: NET Determined By Learner's Skill Set

1. NET > ITT – Focus on early manding, pairing, compliance, stimulus control
2. NET = ITT – Focus on mand, tact, receptive, imitation, echoic, and intraverbal
3. ITT > NET – Focus on academic activities and specific skill development
4. NET > ITT – Focus on learning from group instruction, socialization skills, naturalistic learning contexts
5. ITT > NET – Focus on advanced academic skills (Sundberg & Partington, 1998)

## Level 1 Profile (Early Learner)

- Requests a limited number of items/actions
- Typically low frequency of mands per day (e.g. less than 200)
- Intraverbal responses (if any) typically limited to a few fill-ins to songs or phrases
- Often poor mimetic/echoic skills
- Few tacts of items
- Responds to minimal number of directions

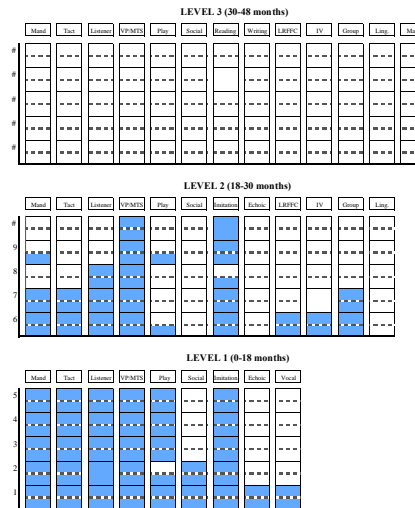
## Example of Level 1 Profile



## Level 2 Profile (Intermediate Learner)

- Many mands for items, some mands for actions
- Emerging mands for assistance, removal of aversives, and attention
- Mands several hundred times per day
- Developing tact repertoire (actions, adjectives, multi-word tacts, etc.)
- Developing intraverbal repertoire (answering familiar What, Where, Who questions)
- Follows many 1-step and some multi-step instructions

## Examples of Level 2 Profile

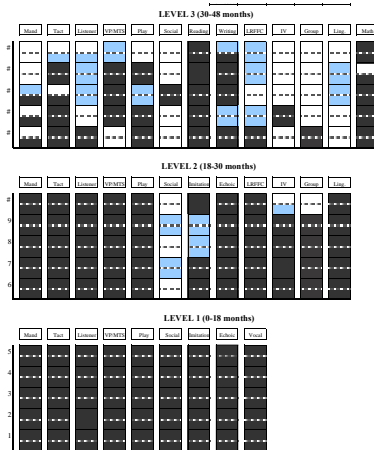


## Level 3 Profile (Advanced Learner)

- Mand for information (asking questions)
- Answers novel WH- questions about ongoing, past, and future events
- Begins to initiate and maintain conversation
- Learning complex tacts
- Tells stories
- Describes steps of activities
- Follows many multi-step directions



## Examples of Level 3 Profiles



## Working Together to Assess Mands

- All team members can assist in contriving opportunities for the student to mand in different contexts
- It may be helpful for one person to contrive motivation by playing with the learner, while a second person observes and records the mands that are emitted. These responses can then be used to score the VB-MAPP, and if necessary, other related assessments such as the ALFS or Essential for Living.

## Example of Mand Tracking

Reinforcer	Prompt Level	Topography
9:19am 1. Duh-di-duh (puzzle)	Physical Echoic Gestural	Device Picture Sign <u>Vocal</u> Point to obj
9:23am 2. To-si-ter (computer)	Physical Echoic Gestural	Device Picture Sign <u>Vocal</u> Point to obj
9:27am 3. Vileo (video)	Physical Echoic Gestural	Device Picture Sign <u>Vocal</u> Point to obj
9:28am 4. Scrp (scroll)	Physical Echoic Gestural	Device Picture Sign <u>Vocal</u> Point to obj
9:28am 5. Fiz -it (fix it)	Physical Echoic Gestural	Device Picture Sign <u>Vocal</u> Point to obj

## Developing Manding Goals

- Mands are a high priority in programming for many learners with autism
- Utilize the VB-MAPP Milestones and Task Analysis (as needed) to identify important manding goals
- Consider:
  - Learner's motivation
  - Problem behavior
  - Social interaction deficits
  - Opportunities across educational environments
  - Current frequency, variation, and prompt level of mands

## Examples of Potential Level 1 Manding Goals

- Learner will independently emit mands for 10 different items per day across # consecutive days.
- Learner will independently emit at least 100 mands per day across # consecutive days.

## Examples of Potential Level 2 Manding Goals

- Learner will independently emit mands for 20 different items that are out of sight across # consecutive days.
- Learner will independent mand for 15 different actions across # consecutive days.
- Learner will independently emit 50 different verb-noun or noun-verb combinations across # consecutive days.

## Examples of Potential Level 3 Manding Goals

- Learner will spontaneously mand for information by asking # what questions, # where questions, # who questions, # when questions, and # why questions per day across # consecutive days.
- Learner will independently mand for others to attend to his/her verbal behavior when s/he tells a story or describes a past/future event # times per day across # consecutive days.
- Learner will spontaneously mand at least # times per day by telling others how to complete an activity across # consecutive days.

## Working Together To Teach Mand

- Teaching mands takes a village!
- All members of a student's team should play a role in teaching mands to generality across settings.
- Collaborate to identify a list of target mands and generate a list of current targets
  - For signers, photos or videos may be helpful
- SLP may have helpful recommendations for shaping vocal approximations, and OT may have recommendations for shaping manual signs
- Plan to incorporate mands across activities & related services

## Manding Programming Considerations

- Teach to generality
- Prompt mands only when the appropriate motivation is present
- Avoid asking, “What do you want?” too early in programming
- Probe for generalization across exemplars, listeners and environments

## Assessing Vocal & Motor Imitation

- Any team member may assess echoics using EESA, but it may be helpful to have SLP conduct this portion of the assessment when possible
- Any team member can assess motor imitation using the VB-MAPP, but OT may be particularly skilled in assessing imitation of signs for learners with poor echoic repertoires
- Some teams may develop specific echoic and mimetic IEP goals; others write goals for other operants (e.g. mands, tacts) and provide echoic / mimetic training to support the development of those responses.

## Assessing Listener Skills

- When assessing listener responding using the VB-MAPP, pay close attention to the instructions regarding the types of discrimination required (e.g. similar distracters in field; neat or “messy” field; multi-step instructions, etc.)
- Be sure to avoid unintended prompts (e.g. positional prompts, assessor looking at correct response)
- Watch for other sources of defective stimulus control (e.g. student responds to the instruction “Clap your hands” only when someone sings, “If You’re Happy and You Know it”)

## Developing Listener Goals

- Consider which goals are most critical for independent and safe participation in daily routines
- Consider functional latency
- Assess responding across different speakers and settings

## Examples of Potential Level 1 Listener Goals

- Learner will independently look in response to an adult calling his/her name within 3 seconds in 90% of opportunities across # consecutive days.
- In response to a spoken 1-step direction, the learner will independently demonstrate the targeted action for 10 different motor responses across # consecutive days.
- Learner will independently respond when told “no” or “stop” within 3 seconds in 100% of opportunities across # consecutive days.
- Learner will independently receptively identify 20 familiar pictures in a field of 4 across # consecutive days.

## Examples of Potential Level 2 Listener Goals

- Learner will independently identify 3 exemplars of 50 common items in a field of 8 across # consecutive days.
- In response to a 1-step command, the learner will independently emit the specified motor response for 20 different actions across # consecutive days.
- Learner will independently comply with # directions to go to a familiar person or location across # consecutive days.
- Learner will independently respond to 50 different verb-noun or noun-verb instructions (e.g. “Roll the ball”, “Kick the ball”, etc.) across # consecutive days.

## Examples of Potential Level 3 Listener Goals

- Learner will independently follow novel instructions involving 6 different prepositions (e.g. “Stand next to Jane.”) and 4 different pronouns (e.g. “Put your pencil in the cup.” “Put my pencil in the cup”) across # consecutive days.
- Learner will independently follow novel 2-step instructions involving going to a person or location (e.g. “Go to Tom and give him a high-five”, “Go to your desk and get a marker.” etc.) across # consecutive days.
- Learner will independently follow novel 3-step instructions across # consecutive days.

## Working Together to Teach Listener Skills

- All team members issue instructions throughout the day that require listener skills. It is important to reinforce good responding.
- Initially, team members may need to limit the number of demands that they place when working with early learners
- Follow through with demands
- Incorporate listener training across activities and related services
- OT and PT may have unique opportunities to issue novel multi-step instructions



## Assessing Tacts

- All team members can play a role in assessing tacts
  - Obtain tact list from parents
  - SLP, BCBA, teacher, and paraprofessional may take the lead in testing

## Examples of Potential Level 1 Tact Goals

- Learner will independently tact # reinforcers across # consecutive days.
- Learner will independently tact # common objects across # consecutive days.
- Learner will independently tact # pictures of common items across # consecutive days.
- **\*\*Note:** spontaneous tacting (Tact 4-M) typically requires a strong MO for attention; some learners with autism may develop extensive tact repertoires before they begin to spontaneously tact

## Examples of Potential Level 2 Tact Goals

- Learner will independently tact 3 examples of # common items across # consecutive days.
- Learner will independently tact 20 ongoing actions across # consecutive days.
- Learner will independently tact # colors and # shapes across # consecutive days.
- Learner will independently tact 50 two-component verb-noun or noun-verb combinations across # consecutive days.

## Examples of Potential Level 3 Tact Goals

- Learner will independently tact # familiar people by name across # consecutive days.
- Learner will independently tact # familiar locations across # consecutive days.
- Learner will independently tact # relative adjectives across # consecutive days.
- Learner will independently tact # parts of objects across # consecutive days.
- Learner will independently tact with novel, complete sentences containing 4 or more words across # consecutive probes.

## Working Together to Teach Tacts

- Across environments, include opportunities to teach tacts to generality.
- For example, a child who is learning to tact "ball" can practice this tact in OT, PT, physical education class, recess, etc. A child who is learning to tact colors could practice this skill in art class, in the general education classroom, etc.

## Assessing Intraverbal Skills

- Watch for hidden, defective sources of stimulus control (e.g. responds to the question, "What's something you can eat?" only when hungry or only in cafeteria)
- Watch for rote responses, especially when assessing Level 3
- Watch for conditional discrimination errors (e.g. "What can you cut?" versus "What do you use to cut?")

## Developing Intraverbal Goals

- Consider the learner's overall skill repertoire. Teaching intraverbal skills too early can lead to defective sources of stimulus control and rote responding. Be sure that the learner has a strong tact repertoire.
- Initial intraverbal goals often include fun, basic fill-ins and answering personal information questions
- Program to address conditional discrimination errors, rather than avoiding conditional discrimination
- Aim for varied and novel intraverbal responses

## Examples of Potential Level 2 Intraverbal Goals

- Learner will independently answer # personal information questions across # consecutive days.
- Learner will independently complete 25 fill-in-the-blank phrases across # consecutive days.
- Learner will independently answer 10 what, 10 where, and 10 who questions across # consecutive days.

## Examples of Potential Level 3 Intraverbal Goals

- Learner will independently intraverbally name 3 members of 10 classes across # consecutive days.
- Learner will independently intraverbally name 10 classes when several members are named across # consecutive days.
- Learner will answer 4 different Wh- questions about a topic for 25 different topics across # consecutive days.
- Learner will intraverbally answer 5 different Wh- questions about a past event 24-hours after the event occurred across # consecutive days.
- Learner will engage in # novel, 3-exchange conversations per day across # consecutive days.

## Working Together to Teach Intraverbals

- For Level 2 learners, integrate opportunities to fill-in words and answer simple questions across activities and related services
- For Level 3 learners:
  - Include opportunities to answer novel questions about current, past and future events
    - Take pictures or write down questions that other team members can ask later

## Assessing Visual Perception Skills

- VB-MAPP includes visual perception / visual motor skills such as:
  - Matching
  - Sorting by color, shape, category
  - Block design
  - Patterns
  - Puzzles
  - Coloring
  - Gluing
  - Seriation
  - Constructing a scene with a feltboard or similar materials
  - Replicating an art project
- Occupational therapists may conduct additional visual assessments that yield valuable information beyond the scope of the VB-MAPP

## Developing Visual Goals

- Many visual perception / visual motor goals need to be taught until generalization occurs in order to be functional (e.g. matching novel materials)
- Consider what is both age-appropriate and functional for the learner.
- Some students have visual repertoires that are far more advanced than their functional communication skills.
- Some skills such as coloring may become less important as students age.

## Examples of Potential Level 1 Visual Goals

- Learner will independently complete an inset puzzle with # pieces across # consecutive days.
- Learner will independently match novel identical objects in a field of # across # consecutive days.
- Learner will independently match novel identical pictures in a field of # across # consecutive days.

## Examples of Potential Level 2 Visual Goals

- Learner will independently match similar colors and shapes for 10 different colors or shapes when presented with a visual model in a field of # across # consecutive days.
- Learner will independently assemble 5 parts of 5 connecting toys across # consecutive days.
- Learner will independently match non-identical objects to pictures and pictures to objects in a messy field of 10 containing 3 similar distracters for 25 items across # consecutive days.

## Examples of Potential Level 3 Visual Goals

- Learner will independently complete 5 different 12-piece interlocking puzzles across # consecutive days.
- Learner will independently imitate building novel #-block structures across # consecutive days.
- Learner will independently place 3 pictures depicting familiar routines in sequential order for # routines across # consecutive days.
- Learner will independently complete novel #-step patterns across # consecutive days.

## Assessing Play & Leisure Skills

- Independent play & leisure skills should be assessed by observation during free time with access to a variety of toys and activities
- Independent play occurs independently and is under the control of automatic reinforcement
  - Complying with demands to perform actions with toys is not independent play
  - Complying with demands to imitate actions with toys is not independent play
  - Activities with toys that are maintained by unrelated reinforcers (e.g. breaks, candy, iPad, etc.) are not independent play
  - Accepting an invitation to play from a peer is not independent play



## Developing Play & Leisure Goals

- Consider how the learner currently spends his/her free time
- Consider play / leisure activities that are both age-appropriate and developmentally appropriate
- Consider which activities the learner will be able to independently access and use

## Examples of Potential Level 1 Play Goals

- Learner will spontaneously engage in cause and effect play for at least # minutes during a #-minute period across # consecutive sessions.
- Learner will independently engage in movement play such as swinging, jumping, or dancing for # minutes across # consecutive days.

## Examples of Potential Level 2 Play Goals

- During a #-minute free play period, Learner will spontaneously select at least # toys/activities and independently play with each toy/activity according to its intended function for # minutes per toy/activity across # consecutive sessions.
- Learner will independently engage in play on playground equipment for 5 consecutive minutes in a 30-minute period across # consecutive days.
- Learner will spontaneously assemble toys that have at least 5 parts (e.g. Mr. Potato Head, marble run, train tracks, etc.) for 5 different toys across # consecutive days.

## Examples of Potential Level 3 Play Goals

- Learner will independently engage in arts and crafts activities for # minutes without the delivery of unrelated reinforcers across # consecutive days.
- Learner will independently engage in sustained independent play for # minutes without adult prompts or adult-mediated reinforcement across # consecutive days.

## Working Together to Teach Independent Play

- Pair toys with established reinforcers
- Explore matched stimulation
- Demonstrate new ways to play with familiar toys and activities
- Video modeling

## Assessing Social Skills

- Assess social skills in loosely structured contexts with peers who have age-appropriate social skills
- Consider deficits in other areas that may contribute to social skill deficits:
  - Weak motivation / peer attention is not a reinforcer
  - Atypical interests
  - Weak mand, listener, or intraverbal repertoires

## Examples of Potential Level 1 Social Goals

- Learner will spontaneously approach a peer to accept a preferred item # times in a # minute period across # consecutive days.
- Learner will spontaneously engage in parallel play near other children for a total of # minutes in a # minute period across # consecutive sessions.

## Examples of Potential Level 2 Social Goals

- Learner will spontaneously mand to peers # times in a #-minute period across # consecutive days.
- Learner will spontaneously respond to mands from peers # times in a #-minute period across # consecutive days.
- Learner will engage in a preferred activity with peers for # minutes without adult prompts or adult-mediated reinforcement in a #-minute period across # consecutive days.

## Examples of Potential Level 3 Social Goals

- During free play with peers, period across # consecutive days.
- Learner will independently engage in # different social games directed by a peer such as Hide-and-Go-Seek, Red Light Green Light, etc. without adult prompts or adult-mediated reinforcement across # consecutive opportunities.

## Assessing Group Participation & Routines

- Group participation and classroom routines should be assessed in a structured, adult-led environment such as a classroom.
- For children who are not in school, these skills can often be assessed in a day care, camp, community-based group activity such as music class, etc.

## Examples of Potential Level 2 Group Goals

- When the teacher issues a demand to the class to transition from one activity to the next, Learner will independently comply within 5 seconds across # consecutive days.
- Learner will independently sit in a group of # students for # minutes and respond to # demands issued by the teacher across # consecutive days.

## Examples of Potential Level 3 Group Goals

- Learner will demonstrate 100% independence in using the bathroom and washing his/her hands as measured by a task analysis across # consecutive days.
- Learner will work independently for # minutes in a group setting to complete familiar tasks across # consecutive days.

## Working Together to Teach Group Responding

- One team member (e.g. teacher) may lead a group while another team member prompts the learner to comply with the teacher's instructions. The teacher leading the activity and issuing instructions should be the one to deliver reinforcement, when possible.
- Work on group responding goals during any pull-out small group related services such as speech therapy, occupational therapy, or physical therapy.

## Reading & Math Skills

- Special education teachers often take the lead in assessing reading and math skills, and may use assessments in addition to the VB-MAPP.
- The VB-MAPP includes reading, math and writing skills up to the developmental age of 48 months.
- Related services can incorporate opportunities to practice reading and math goals such as attending to a story, identifying letters by name/sound, sight words, number identification and counting.

## Assessing Handwriting

- VB-MAPP includes a writing sub-test
- Includes several pre-writing skills (e.g. copying drawings, coloring, tracing) as well as printing letters
- Based upon skills displayed by typically developing 4-year-olds
- Appropriate for pre-writers and novice writers

Download for free test booklet from [amymcginnis.com](http://amymcginnis.com)

## Developmental Sequence of Drawing Skills

- Vertical line
- Horizontal line
- Circle
- Cross +
- Square
- Triangle
- Complex representational drawing
- Imitate
- Copy
- Dictation / Spontaneous



## Developing Handwriting Goals

- When developing handwriting goals, a high level of specification is often necessary for progress monitoring.
- Anyone who reads the goal should be able to understand what is being targeted.

## Developing Goals

### Size

- Letters 2", 1", 1/2" ?
- Extensions (cross hatching)  
no more than 1/4", 1/8", ?

### Formation

- Legible to an unfamiliar reader?
- Correct use of angles / curves?
- Extensions?
- Incomplete approximations?
- Consider a rubric with visual examples, such as the THS-R rubric

## Developing Handwriting Goals

### Alignment / Orientation

- Slanting no more than 20 degrees?
- Where do letters start and end? On the line? Within  $\frac{1}{4}$ " or  $\frac{1}{8}$ " of the line?

### Spacing

- How much space between letters and words?

## Developing Handwriting Goals

### Type of Writing

- Imitation
- Copying
- Dictation
- Composition

### Setting

- 1:1 therapy instruction
- Familiar worksheets?
- Classroom routines?
- Across persons and settings?

## Examples of Potential Handwriting Goals

- Learner will independently copy a cross, circle and square across # consecutive sessions.
- Learner will independently imitate printing numbers 0-10 within ¼" of 1-inch wide 3-lined paper legibly enough to be recognized by an unfamiliar reader across # consecutive days.
- When asked to print his/her name on a blank piece of paper, Learner will independently print his/her name using correct capitalization legibly enough to be recognized by an unfamiliar reader across # consecutive days.

## Working Together to Teach Handwriting

- Collaborate to choose a handwriting curriculum and ensure that all team members are teaching the same letter formation patterns.
- Initially, class assignments may need to be modified to accommodate students with limited writing skills (e.g. tracing, stamps, typing).
- Probe for generalization across tasks and materials (e.g. lined paper, blank paper, worksheets, art projects, writing on the board, etc.)



### SnapType

A simple way to complete any school worksheet on your iPad or Tablet.



# Working Together to Assess Activities of Daily Living



## DRESSING – IT ABOUT 18 MONTHS

- \_\_\_ Pulls a hat off
- \_\_\_ Pulls socks off
- \_\_\_ Pulls mittens off
- \_\_\_ Pulls shoes off (may need help with laces, buckles and velcro straps)
- \_\_\_ Pulls coat off (may need assistance unbuttoning and unzipping)
- \_\_\_ Pulls pants down (may need assistance unbuttoning and unzipping)
- \_\_\_ Pulls pants up (but may need help getting pants over a diaper, and with buttoning, snapping and zipping)

## DRESSING – IT ABOUT 24 MONTHS

- \_\_\_ Unlites shoe laces
- \_\_\_ Unbuttons front buttons
- \_\_\_ Unlaces
- \_\_\_ Fastens and unfastens velcro
- \_\_\_ Unzips front zippers (smaller zippers may be difficult)
- \_\_\_ Removes shirt (suits shirts may require assistance)
- \_\_\_ Removes pants or skirts (may need help unzipping and unbuttoning)
- \_\_\_ Pulls on shoes (needs help discriminating right from left and lacing)
- \_\_\_ Pulls on pants (may need help zipping and buttoning up)
- \_\_\_ Adjusts clothing
- \_\_\_ Matches own socks
- \_\_\_ Matches own shoes
- \_\_\_ Pulls dry clothes in a hanger

## DRESSING – IT ABOUT 48 MONTHS

- \_\_\_ Undresses (but may need help with tight pulsed clothes)
- \_\_\_ Dresses (may need help with back buttons and zippers such as on a dress)
- \_\_\_ Pulls on coat
- \_\_\_ Pulls on socks
- \_\_\_ Pulls on pants
- \_\_\_ Buckles and unbuckles shoes (buckles same may be more difficult)
- \_\_\_ Zips and unzips front zippers
- \_\_\_ Buttons and unbuttons front buttons
- \_\_\_ Snaps and unsnaps front snaps
- \_\_\_ Attempts to lace shoes
- \_\_\_ Pulls on shoes (discriminating right from left with a stimulus prompt)
- \_\_\_ Attempts to tie shoes
- \_\_\_ Hangs up own clothes on a hook
- \_\_\_ Hangs up own clothes on a hanger (with assistance)
- \_\_\_ Folds own clothes
- \_\_\_ Pulls clothes in drawer

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# Essential for Living (McGreevy, Fry & Cornwall)

- Criterion-referenced assessment & curriculum for learners with moderate to severe disabilities



## Assessment of Functional Living Skills (AFLS) (Partington & Mueller)

- Criterion-referenced assessment, similar in format to the ABLLS
- Separate modules for basic, home, community, and school skills



## Identifying Potential ADL Goals

- What is critical for independence and safety?
- What is most socially significant for the student and his/her family?
- Often high priorities in programming:
  - Independent use of toilet
  - Handwashing
  - Brushing teeth
  - Independent dressing
  - Independent bathing / showering

## Working Together to Analyze the ADL

- Is the behavior discrete or chained?
- Discrete – individually distinctive, typically 1-step
  - Typically cold probe data will be suitable
- Chained – involves a sequences of discrete behaviors (multi-step)
- Chained behaviors will require a task analysis

## Task Analysis

- Process of breaking down routines into sequential steps
- To conduct a task analysis:
  - Observe the learner and/or others performing the task
  - Ask others for their input regarding the best approach
  - Field-test by making a list of steps and trying them yourself
  - Remember that there is often more than one “right” way to complete a task. Occupational therapists may be particularly helpful in developing task analyses that match a student’s strengths

## Task Analysis

- Use steps of fairly even size
- Be sure that each step is observable
- Use simple language that any staff member or caregiver would likely understand

## Murdoch Center Program Library



- Collection of almost 1,000 task analyses of specific skills which were designed to be used when teaching individuals with disabilities, including intellectual disabilities

## Working Together to Teach ADL's

- Total-task presentation – simultaneously teaching all steps of a stimulus-response chain
- Graduated guidance - combined use of physical guidance and fading, resulting in a systematic gradual reduction of the intensity of physical guidance.

## Working Together to Teach ADL's

- Combining several smaller behaviors to form a single complex behavior
- Forward chaining – teach 1<sup>st</sup> step, then 2<sup>nd</sup> step, etc.
- Backwards chaining – teach the last step first, then the 2<sup>nd</sup> to the last step, etc.



# Task Analysis Data Sheet

Setting: Bathroom sink	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Sk: "Wash your hands"	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:	Initial:
Turn on water															
Get soap															
Rub palms together 5x															
Rub back of one hand with palm of opposite hand 5x															
Rub back of other hand with palm of opposite hand 5x															
Rinse palms by rubbing together 5x															
Rinse back of one hand with palm of opposite hand 5x															
Rinse back of other hand with palm of opposite hand 5x															
Rinse hands until all soap is removed															
Turn off water															
Dry hands with towel															
# of steps completed independently?															
% correct															