Teaching Functional Skills in a Classroom Setting
Teaching Functional Skills
Rationale
Toileting Rationale

- Competent toileting is a critical skill (Cocchiola, p. 608)
- May not be able to attend certain programs if not toilet trained (Leaf & McEachin, p. 87)
- Life changing when achieved (Cicero, p. 1)
- Increase in Independent living (Cicero, p. 1)
- Increased opportunities in community activities (Cicero p. 1)
- Complex operant and social learning process (Azrin and Foxx p. 89)
Toilet Training Participants

- 5 year old male
- Kindergarten student in Life Skills Support classroom
- Came into school setting using diapers/pull ups
- No initiations for toileting needs
- Diagnosed with ID
- School: Title I in a Pittsburgh Suburb
- Nonverbal
- Response form: Sign language with vocal approximations
Toilet Training Participant
Toileting Readiness

- Sit appropriately on toilet for at least 3 minutes
- Can independently lower pants
- Understands general contingencies between behavior and rewards
- No severe problem behavior that may interfere with training
- Pairing environment

Referenced from Cicero
Toileting Preparation

- Reinforce independently entering bathroom
- Can independently lower pants
- Understands general contingencies between behavior and rewards
- No severe problem behavior that may interfere with training
- Pairing environment

Referenced from Cicero
Toileting Procedures

By Azrin and Foxx

1. Remove diapers/pull ups
   - Only to be worn at night
2. Bladder full and no salty food
3. Go to the bathroom every ___ min and sit for ___ min.
   - boys sit
   - if no void, child puts back on clothes with minimal prompts
   - If void: Praise immediately with tangible
Toileting Procedures

By Azrin and Foxx

4. Dry checks every 5 minutes
   - if dry, provide reinforcement and praise

5. Wet during dry check:
   - instruct where one urinates
   - take to bathroom, sit on toilet, pull back up wet garments, go back to spot urination occurred. Repeat 5 times
   - Change clothes
   - have student clean the spot
   - no attention during this portion
Toileting Procedures

By Azrin and

6. After second self-initiation, stop the scheduled bathroom times.
7. No mands required
8. Stop forcing fluids after 20 consecutive self-initiations

*Resist temptation for diapers
* After 1 month of accident free self-initiations, may start mand training for bathroom.
Toileting Procedures

In the Classroom

1. Assess time can sit appropriately on toilet
2. Assess time student stays dry for several trials
3. Use the average length of time for starting scheduled bathroom breaks
4. Have student drink a lot of fluids
5. Sit child on the toilet every _____ min for _____ min
Toileting Procedures

In the Classroom

6. If student voids, provide immediate reinforcement and praise
7. If student does not void, have the student pull up pants and go back to instruction.
8. Record on data collection sheet.
9. When an accident occurs, student must change own clothes with minimal prompts/help
10. After initiation is made, stop the scheduled time
Toileting Procedures

In the Classroom:
- Student began 30 min schedule
  - increased to 40 minutes after 3 consecutive days of no accidents
  - increased to 60 min
- Highly preferred edibles were kept up high in a basket in the bathroom
- Highly preferred edibles were only given when voids occurred
Data Collection Forms

Name ______________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
<th>Time</th>
<th>Accident</th>
<th>Schedule</th>
<th>Self Initiation</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Date</td>
<td>7/5</td>
<td>7/6</td>
<td>7/7</td>
<td>7/8</td>
<td>7/9</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td># of accidents in a day</td>
<td>NG SCHOOL</td>
<td>NG SCHOOL</td>
<td>100 HRS ON</td>
<td>100 HRS ON</td>
<td>NO SCHOOL</td>
</tr>
</tbody>
</table>
Graph for toilet training
Parent Training

- Explained procedures prior to implementation
- Kept parents informed of time schedules to keep consistent at home
- Implemented schedules once mastered in school
- Parent Communication folders/emails
- Weekly conversations
- Sent home data sheets

Future Implementation

- Send home form to continue data collection
- Train parents in meeting vs. over phone
- Continue consistent communication
Hand Washing
Task Analysis

**Task Analysis:** Complex skills are broken into smaller, teachable units creating a series of sequentially ordered steps.

**Conducting a Task Analysis:** Determine the sequence of behaviors that are necessary to complete the given task efficiently. It should be individualized based on the age, skill level, and prior experience of the participant. The components of the analysis can be identified by observing, consulting with experts, or by performing the behavior.
Prompting

Most to Least Prompting: participant is physically guided through the entire performance sequence, then the amount is gradually reduced from trial to trial. Physical prompting is then moved to visual and verbal prompts, and finally to natural stimulus without prompts.

Least to Most Prompting: participant is given the opportunity to perform the response with the least amount of prompting. Greater prompting is used with each successful trial without a correct response.
Hand Washing Participant

- 10 year old boy in Autistic Support Classroom
- Diagnosed with Autism, ID, and Cystic Fibrosis
- Low Income family, Dependency Struggles
Hand Washing Participant

- Non-verbal
- Response Form: Device and Sign
- Problem Behavior
- Lack of Instructional Control
- Early Learner
Participant VB-MAPP
Hand Washing Rationale

• Necessary to maintain student’s health and cleanliness
• Maintain community’s health and cleanliness
• Gain independence
• Likely to become part of the student’s everyday routine if started early (Regan, T.)
Hand Washing Procedures

• Create Task-Analysis for specific environment
  • Forward/Backwards Chaining
  • Forward was used for this particular child
• Baseline Data- determine which step will be targeted
• “Go wash your hands.”
• Run intervention for 3 days with prompting on target step and following steps
• On day 3, probe for mastery of targeted step (no prompting)
• Based on probe, continue with targeted step for 3 additional days or being targeting next step
• Generalize across different stimuli (sinks, soap dispensers, forms of hand drying)
Hand Washing Task Analysis

I=Independent  V=Vocal Prompt  P=Physical Prompt

“Go wash your hands” → Goes to sink

Turn on water
Wet hands
Put hands under soap dispenser
Rub hands together for 10 seconds
Rinse hands
Turn water off
Get paper towel
Dry hands
Throw away paper towel

19/10

100% of Steps Completed Independently
Hand Washing Graph

Percentage of Independent Handwashing Steps

Date: 04/14, 04/16, 04/17, 04/20, 04/23, 04/27, 04/28, 04/29, 04/30, 05/01, 05/03, 05/04, 05/05, 05/07, 05/08, 05/10, 05/11, 05/12, 05/13, 05/14, 05/15, 05/16, 05/17, 05/18, 05/19, 05/20, 05/21, 05/23, 05/25, 05/26, 05/27, 05/28, 05/29, 05/30, 05/31
Hand Washing Video

https://youtu.be/ZXyPF6AnruA
Hand Washing Complications

- Lack of consistent staff
- Student’s health throughout the school year
- Differences in sinks around the school building
- Lack of participation at home
Chaining

**Forward Chaining:** The behaviors are taught in their naturally occurring order.

**Total Task Chaining:** A variation of forward chaining in which the learner receives training on every step in every session.

**Backwards Chaining:** All behaviors are initially completed by the trainer, except for the final behavior in the chain.

**Which chain to use?** Comparisons proving one to be more effective have not been established. (Cooper, Heron, Heward)
Chaining Rationale

Rationale for Using Chaining:
Chaining links specific sequences of stimuli and responses to form new performances. Teaching behavior chains is important to increase independent skills. Chains can also be linked together to form more complex repertoires. (Cooper, Heron, Heward)
Independent Work

Forward Chain
- Task analysis was created
- Student was assessed on which steps can be completed independently

Backward Chain
- Task analysis was created
- assessed on independent steps
- instructor completed with prompting until the teaching step/independent
Independent Work Participants

**BACKWARD CHAIN**
- 2 students in Life Skills Support Classroom
- 1 diagnosed with Autism and 1 diagnosed with ID
- 1 student in Autistic Support Classroom diagnosed with Autism
- Title I School
- Nonverbal

**FORWARD CHAIN**
- 1 Student in Autistic Support Classroom
- Diagnosed with Autism, ID, and Cystic Fibrosis
- Nonverbal, Respond form device and sign
- Title I School
Forward Chain Procedures

Independent Work
- Task oriented
- Collect Baseline - Find easy tasks for the learner to gain instructional control
- Use unknowns as future targets taught errorlessly
- 3 drawer system - tasks in drawers 1 and 2 and reinforcer in drawer 3
- Began with 3 easy tasks, and large reinforcer - full prompting for each step
- Run intervention for 3 days with prompting on target step and following steps
- Probe for mastery of targeted step (no prompting)
- Based on probe, continue with targeted step or being targeting next step
- When student is able to complete 3 tasks independently, add additional tasks until student is completing the targeted number of tasks.
Forward Chain Procedures

Academic Independent Work

- Academic oriented
- Collect Baseline- Find easy tasks for the learner to gain instructional control
- Use unknowns as future targets taught errorlessly
- Folder system- task in each folder, with reinforcer in last folder. Begin with 3 easy folders.
- Run intervention for 3 days with prompting on target step and following steps
- Probe for mastery of targeted step (no prompting)
- Based on probe, continue with targeted step or being targeting next step
- When student is able to complete 3 tasks independently, add additional tasks until student is completing the targeted number of tasks.
Forward Chain Data - Independent Work Task Analysis

Independent Work Task Analysis

- Opens Drawer 1
- Gets Task 1
- Completes task 1
- Puts task 1 in completion bin
- Opens Drawer 1
- Gets Task 2
- Completes task 2
- Puts task 2 in completion bin
- Opens Drawer 1
- Gets Task 3
- Completes 3
- Puts task 3 in completion bin
- Opens Drawer 3
- Gets Task 4
- Completes 4
- Puts task 4 in completion bin
- Opens Drawer 2
- Gets Task 5
- Completes task 5
- Puts task 5 in completion bin
- Opens Drawer 2
- Gets Task 6
- Completes task 6
- Puts task 6 in completion bin
- Opens Drawer 3
- Gets Task 7
- Completes task 7
- Gets task 7
- Puts task 7 in completion bin
- Opens Drawer 3
- Gets Task 8
- Completes task 8
- Puts task 8 in completion bin
- Stops task 8
- Raises hand, I'm finished

% of steps completed independently: 100
Forward Chain Data - Independent Tasks
Forward Chain Data- Academic Independent Work Task Analysis

Date: January 6, 2017

Academic Independent Work Task Analysis

I=Independent V=Vocal Prompt P=Physical Prompt

Pulls out folder #1
Opens folder #1
Completes task in folder #1
Puts folder #1 in completion bin.
Pulls out folder #2
Opens folder #2
Completes task in folder #2
Puts folder #2 in completion bin.
Pulls out folder #3
Opens folder #3
Completes task in folder #3
Puts folder #3 in completion bin.
Pulls out folder #4
Opens folder #4
Completes task in folder #4
Puts folder #4 in completion bin.
Pulls out folder #5
Opens folder #5
Completes task in folder #5
Puts folder #5 in completion bin.
Pulls out folder #6
Opens folder #6
Completes task in folder #6
Puts folder #6 in completion bin.
Pulls out folder #7
Opens folder #7
Completes task in folder #7
Puts folder #7 in completion bin.
Pulls out folder #8
Opens folder #8
Completes task in folder #8
Puts folder #8 in completion bin.
_raises hand, I'm finished.

100% of Steps Completed Independently
Forward Chain Data - Academic Independent Work
Data After Skills are Mastered

<table>
<thead>
<tr>
<th></th>
<th>Monday 24</th>
<th>Tuesday 25</th>
<th>Wednesday 26</th>
<th>Thursday 27</th>
<th>Friday 28</th>
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<td>Independent Minimal Prompting Full Prompt</td>
<td>Independent Minimal Prompting Full Prompt</td>
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<td>Independent Minimal Prompting Full Prompt</td>
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<td>Independent Minimal Prompting Full Prompt</td>
<td>Independent Minimal Prompting Full Prompt</td>
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</table>
Backward Chain Procedures

- Assessment was conducted
- Student had zero skills
- Began teaching in a backward fashion
  - “Time to do your work”
  - Hand over hand to raise hand
  - Reinforcement delivered
- As student mastered skills, steps were considered independent
- 3 Bins with mastered tasks
- Label bins 1, 2, 3
- Can also be done with drawers
Backward Chain Procedures
<table>
<thead>
<tr>
<th>Step#</th>
<th>$S^D$/Consequence</th>
<th>Response</th>
<th>FP</th>
<th>PP</th>
<th>IND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$S^D$: Go do your work, C: In front bins</td>
<td>Orient to bins</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>2</td>
<td>$S^D$: Facing bin, C: touch bin 1</td>
<td>Reach bin 1</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>3</td>
<td>$S^D$: touching bin 1, C: bin 1 on table</td>
<td>take bin 1 to table</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>4</td>
<td>$S^D$: bin 1 on table, C: in chair with bin in front of learner</td>
<td>Sit in chair</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>5</td>
<td>$S^D$: in chair w/ bin, see materials, C: Materials on table</td>
<td>Put materials on table</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>6</td>
<td>$S^D$: in Chair, materials on table, C: Materials set up</td>
<td>Set up materials to complete task 1</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>7</td>
<td>$S^D$: Materials set up, C: Task 1 completed</td>
<td>Complete task 1</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
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<tr>
<td>8</td>
<td>$S^D$: Task 1 completed, materials on table, C: Materials in hand</td>
<td>Pick up materials</td>
<td>FP</td>
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<td>IND</td>
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<tr>
<td>9</td>
<td>$S^D$: Materials in hand, C: in done bin, empty container on table</td>
<td>put in done bin</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
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<tr>
<td>10</td>
<td>$S^D$: empty container on table, C: oriented towards bins</td>
<td>Face bins</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
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<tr>
<td>11</td>
<td>$S^D$: orienting towards bin, C: oriented towards bin</td>
<td>Put empty bin back</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>Step #</td>
<td>$S^D$/Consequence</td>
<td>Response</td>
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<td>12</td>
<td>$S^D$: Facing bin, C: touch bin 2</td>
<td>Reach bin 2</td>
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<td>13</td>
<td>$S^D$: touching bin 2, C: bin 2 on table</td>
<td>take bin 2 to table</td>
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<tr>
<td>14</td>
<td>$S^D$: bin 2 on table, C: in chair with bin in front of learner</td>
<td>Sit in chair</td>
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<td>15</td>
<td>$S^D$: in chair w/ bin, see materials, C: Materials on table</td>
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<td>16</td>
<td>$S^D$: in Chair, materials on table, C: Materials set up</td>
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<td>$S^D$: Materials set up, C: Task 2 completed</td>
<td>Complete task 2</td>
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<tr>
<td>18</td>
<td>$S^D$: Task 2 completed, materials on table, C: Materials in hand</td>
<td>Pick up materials</td>
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<td></td>
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<tr>
<td>19</td>
<td>$S^D$: Materials in hand, C: in done bin, empty container on table</td>
<td>put in done bin</td>
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<tr>
<td>20</td>
<td>$S^D$: empty container on table, C: oriented towards bins</td>
<td>Face bins</td>
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<tr>
<td>21</td>
<td>$S^D$: orienting towards bin, C: oriented towards bin</td>
<td>Put empty bin back</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>22</td>
<td>$S^D$: Facing bin, C: touch bin 3</td>
<td>Reach bin 3</td>
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<td>23</td>
<td>$S^D$: touching bin 3, C: bin 3 on table</td>
<td>take bin 3 to table</td>
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<tr>
<td>24</td>
<td>$S^D$: bin 3 on table, C: in chair with bin in front of learner</td>
<td>Sit in chair</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>25</td>
<td>$S^D$: in chair w/ bin, see materials, C: Materials on table</td>
<td>Put materials on table</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>26</td>
<td>$S^D$: in Chair, materials on table, C: Materials set up</td>
<td>Set up materials to complete task 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step #</td>
<td>S^D/Consequence</td>
<td>Response</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
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<tr>
<td>-------</td>
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<td>S^D: Materials set up C: Task 3 completed</td>
<td>Complete task 3</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>28</td>
<td>S^D: Task 3 completed, materials on table C: Materials in hand</td>
<td>Pick up materials</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>29</td>
<td>S^D: Materials in hand, C: in done bin, empty container on table</td>
<td>put in done bin</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>30</td>
<td>S^D: empty container on table C: oriented towards bins</td>
<td>Face bins</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>31</td>
<td>S^D: orienting towards bin C: oriented towards bin</td>
<td>Put empty bin back</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>32</td>
<td>S^D: orienting towards bin C: sitting in chair</td>
<td>Sit back in chair</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
</tr>
<tr>
<td>33</td>
<td>S^D: sitting in chair C: hand raised, teacher approaches</td>
<td>Raise hand</td>
<td>FP</td>
<td>PP</td>
<td>IND</td>
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</tbody>
</table>

Percent Prompted Steps: total prompted =
Percent Independent Steps: total independent =
Independent Work Training Video

Academic Independent Work
https://youtu.be/0Vpe86jJah8

Independent Work
https://youtu.be/MG0hXKa3Wdc
Independent Work...What's next?

- Transfer to functional skills (sorting socks, sorting silverware)
- Transfer skills to inclusion in the general education classroom
- Mands for missing items
### Inclusion Data

<table>
<thead>
<tr>
<th>Student: Brayden M.</th>
<th>Week 2: 12/5/18 - 12/9/18</th>
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<tbody>
<tr>
<td></td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>Independent</td>
</tr>
<tr>
<td>Enters classroom appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>Locates seat, sits down</td>
<td>✓</td>
</tr>
<tr>
<td>Organizes materials appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>Completes tasks 1-4</td>
<td>✓</td>
</tr>
<tr>
<td>Completes tasks 5-8</td>
<td>✓</td>
</tr>
<tr>
<td>Cleans up/gathers materials appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>Leaves classroom appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>4/7 % of classroom routines completed independently</td>
<td>86%</td>
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<tr>
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<td>Tuesday</td>
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<tr>
<td></td>
<td>Independent</td>
</tr>
<tr>
<td>Enters classroom appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>Locates seat, sits down</td>
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</tr>
<tr>
<td>Organizes materials appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>Completes tasks 1-4</td>
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</tr>
<tr>
<td>Completes tasks 5-8</td>
<td>✓</td>
</tr>
<tr>
<td>Cleans up/gathers materials appropriately</td>
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</tr>
<tr>
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<tr>
<td>7/7 % of classroom routines completed independently</td>
<td>100%</td>
</tr>
<tr>
<td></td>
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<tr>
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<tr>
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</tr>
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<tr>
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<tr>
<td>Leaves classroom appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>7/7 % of classroom routines completed independently</td>
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References

