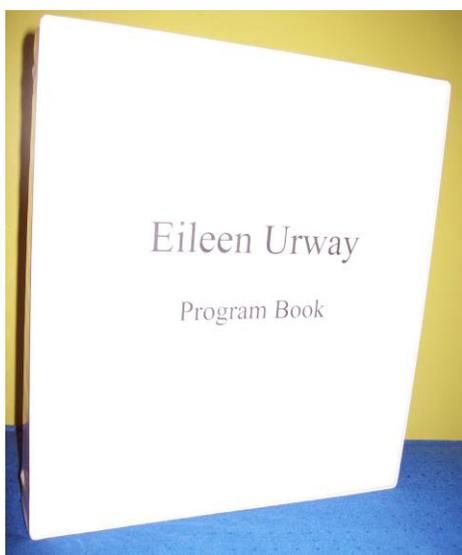


Program Book: the purpose of the program book is to effectively and efficiently organize each learner's educational documents. Some documents are used on a daily basis to guide instructional decisions, such as skills tracking sheet, graphs, data collection forms, cold probes, etc. and some documents are used for reference toward meeting goals, such as individualized educational plans (IEP) functional behavioral assessments (FBA), preference assessments, VB-MAPP grid, etc. All of these documents provide valuable information in meeting the educational goals and promoting successful outcomes for each student. Keeping these documents organized and assembled in one location, in the program book, increases productivity for the teacher and staff.

Putting a program book together

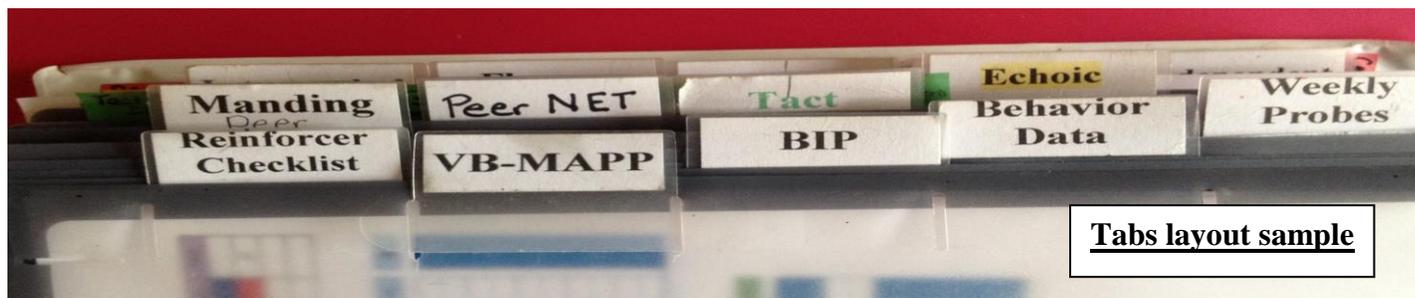


You will need:

1. One 2-3 inch binder – One binder per student labeled with each student's name.
2. Tabbed separators - Tabbed separators will be labeled with each operant and skill area following the VB-MAPP/ABLLS domains as well as other relevant sections.
 - Visual Discrimination
 - Listener Responding (Receptive)
 - Imitation
 - Echoic
 - Manding
 - Tacting (Labeling)
 - Intraverbals
 - FFC – (optional) separate section for tracking feature, function, and class skills.

• Other tabs can be labeled, **IEP** (goals), **Behavior** (FBA, behavior plan), **VB-MAPP** and/or **ABLLS** (assessment grid), **Cold Probe**, **Reading**, **Math**, as per what is being kept in the binder. Each school district has its own policy as to what documents may be available for staff review (those individuals directly involved with a specific student's education). Check with your district's policy if you are not sure. IEP documents in the program book can consist of goals only, as that is the most frequently referred to portion.

Tabs (pictured below) can be created from manila folders by cutting them in half, hole-punching the non-tabbed end, and using the tabbed portion as the divider. This can cut costs as compared to purchased tabs shown below.



Tab layout sample

3. Cumulative graphs – A graph is an immediate picture of the facts and a major component in our instructional decision making process. It shows change over time. We commonly use line graph formats to display our data.

One type of line graph format you will use is called a cumulative graph. With the cumulative graph, the number of responses recorded during each session is added to the total number of response recorded during all previous sessions. This means the steeper the slope on the graph, the greater the number of mastered responses. Data either stay at the same level or increase. It would be rare to record a decrease on a cumulative graph. This would signify that retention of mastered skills is not occurring.

You will need one cumulative graph for each active program. Add graphs to each section as need, usually monthly.

To save time, you can make one master cumulative graph for each month in school. Place the dates for each day of the month on the graph on the X or horizontal axis starting with the second vertical line from the left. Write on the vertical line of a date if it is a weekend, mark off blocks for school holidays, in-services, etc. As the month proceeds, write in student absences as they occur, or mark “No Data” if unable to collected data that for that day.

Coding the graph aids in the analysis of student progress. For example, if a student is not progressing, viewing the graph can help us determine if teaching opportunities are happening at high enough rates for learning to occur. Several absences in a row, long breaks and/or a combination of both can signal lack of opportunity to practice the skill, though this is not the only determining factor to be considered. Keeping graphs current will enable the instructor to notice unstable or halted learning patterns, which can immediately be remediated.

4. Frequency Graph - ***Special note:** TABBED SECTION F - MANDING – This section will require one cumulative graph to record mastered mands and one frequency graph to measure the frequency or rate of mands per day. The frequency graph is similar to the cumulative graph only the data recorded is **NOT** cumulative, therefore it can increase and/or decrease daily. You will only record the rate for that specific day and **WILL NOT** add it to the previous day. A detail explanation of the data collection and graphing procedures for mand data will be covered separately.

In summary, place one line graph and one cumulative graph in each section tabbed F-Manding in **all** student binders. It is rare for a student not to have a program for manding.

You will also need a frequency graph to keep track of the occurrences of problem behavior.

5. VB-MAPP and/or ABLLS assessment recording forms. (**OPTIONAL**) Your consultant will provide you with this tool. These forms correspond to each ABLLS section and should be inserted accordingly. Your consultant will instruct you on the use of the forms if you choose to use them.
6. Skills Tracking sheet – This sheet is used to record target skills (skills waiting to be taught) and to record mastered skills. Once the ABLLS assessment is complete, an analysis of the results will be conducted and programming will be developed by the team. (The team can include any of the following: VB staff, teacher, speech pathologist, occupational therapist, hearing specialist, etc.). Program targets are listed on the skills tracking sheets, and systematically taught over time. The date targets are introduced and mastered are recorded on this form. Mastered target data is graphed daily, biweekly, or weekly according to the programming guidelines. This skill tracking system allows the team to keep a record of newly acquired skills for progress monitoring and for use in expanding on more advanced programming for the learner. Thorough recording procedures here leads to the learner’s continued progress.

Each section of the program binder that has an active program will require a Skills Tracking sheet. For example, if you are not teaching any intraverbals skills, tab H, you will not yet need a Skills Tracking sheet. If you are teaching imitation skills, tabbed I, you will have active programs, i.e. targets, in that section and will need one or possibly more skills tracking sheet.

7. Cold Probes – Cold probes are conducted daily to monitor progress on target skills being taught. Probed results are recorded on the Cold Probe form. This information guides the team in making daily instructional decisions. Mastery of probed skills can be three consecutive “yeses” of a specific targeted skill. (mastery is learner specific). When three consecutive “yeses” occur on the cold probe, the three “yeses” and targeted skill are highlighted on the cold probe, the date of mastery is recorded on the skills tracking sheet, and the mastered data is graphed. A new target is added to the cold probe from the Skills Tracking sheet to continue progress in that specific program. Once criteria is met for a specific program, a new program will begin that will advance the learner’s skills. The team consults regularly to monitor each student’s programming goals. *It is recommended that you keep the past weekly cold probes in the student’s binder, as they have been helpful in conducting analysis.*

8. Current Mand List – The Current Mand List is located in the manding or F section of the student’s binder. You will record all mands that the student has mastered, as well as target mands on this form. The mastered mands recorded on this list can then be used to expand on functional language skills. If the learner has very advanced manding skills, this form may not be required. Other specific manding programs will be utilized and other data collection forms will be used in correlation with the specific data being collected. *(To be determined by the VB-MAPP/ABLLS assessment scores).*

9. Mand Rate and Probe Sheet– This form will be located in the manding or F section of the student’s binder. This data is collected to plot the rate of mand progress per day, to record the target mands being taught, and the quality of mand responses. The data corresponds to the graphs described above in #3 and #4. The Mand Rate and Probe sheet has its own directions. Please review them for more details.

Quick Summary of Supplies

Program book set-up materials per Student

- One 2-3 inch binder
- Tabbed separators
- One cumulative graph for each active domain/per month
- One frequency graph for the Mand domain/per month
- One frequency graph for problem behavior (if needed)
- One Mand Rate and Probe sheet/per week
- One Current Mand List
- One Skills Tracking sheet for each active domain/per month
- One Weekly Probe Sheet

