Guided Observation

Weight: 15% of final grade
Scored out of 38 marks

The purpose of the guided observation is for you to attend to and readily identify the principles of ABA that are being utilized in your placement setting and to connect the concepts that you have learned in your courses this year to the real-life environment.

You are encouraged to complete three practice observations to ensure that you understand the components of the guided observation.

You should submit ONE completed, TYPED observation to the dropbox on Canvas by the assigned due date.

Guided Observation Template

Guided Observation	
Staff to client ratio (1 pt)	
What type of assessments are used to determine learning and/or programming targets? (2 pts)	
List three *different types* of reinforcers used during the session. If 3 were not used, suggest potential reinforcers (3 pts)	1. 2. 3.
Identify one behaviour/skill and the schedule of reinforcement (2 pts)	Behaviour/Skill: Schedule of Reinforcement:
List and describe three skills you observed being taught: (6 pts)	1. 2. 3.
Identify a behavioural cusp or pivotal behaviour being taught, and explain why it could be considered a behavioural cusp or pivotal behaviour (3 pts)	Behaviour (1 pt): Rationale for being considered a behavioural cusp or pivotal behaviour (2 pts):
Identify the form of functional communication the learner/client uses (1 pt)	
Identify any visual supports being used and their purpose. If none are observed, provide suggestions for visual supports that might be helpful and their purpose (2pts)	Describe:

Describe supports provided to make transitions successful. If none were observed, provide a suggestion for a helpful transition support. (1pt)	
Identify method of prompting and prompt fading procedure used: (4 pts)	Method of Prompting: Prompt Fading Procedure:
Identify methods of data collection used, or provide suggestions for data collection (2 pts)	1. 2.
Operationally define one challenging behaviour you observed (3 pts)	
Identify potential contingencies for once occurrence of the behaviour and possible function (3 pts)	Antecedent: Consequence: Possible Function:
Create a 5 step performance checklist based on your observations of a program being conducted (5 pts)	Program: 1. 2. 3. 4. 5.

Guided Observation- Marking Rubric

Requirements	Unacceptable	Pts	Good–Excellent	Pts
Ratio	Incomplete	0	Complete description	1
Assessments	Incomplete description, or not an actual assessment	0-1	Clear description	2
Reinforcers used during session	Incomplete or same type of items	0 - 2	Three different types of reinforcers identified	3
Schedule of reinforcement	Lacked behavioural terminology	0 -1	Behavioural terminology used	1 - 2
Skill acquisition programs	Less than three identified, no description, program is not skill acquisition	0 – 3	Three programs identified by title and brief description (1 pt. per program)	3 - 6
Behaviour cusp/Pivotal behaviour	Behaviour not a cusp or pivotal behaviour, no rationale provided	0-1	Behaviour identified accurately as a cusp or pivotal behaviour, rationale provided that accurately explains why it could be considered a cusp/pivotal behaviour	2-3
Communication	Not an actual form of communication	0	Clear description	1
Visual Support	Only provides description	0 -1	Included description of support and purpose	2
Transition Supports	Not a transition support	0	Clear description	1
Prompts and fading	Description lacks accurate description of prompt or fading	0 - 2	2 points for description of prompt and 2 points for fading description	2 - 4
Data collection	Lack behavioural language, only one type of data described	0 - 1	Two or more types of data accurately described	1 - 2
Challenging Behaviour	Lacks behavioural language, elements of operational definition absent	0-1	Operational definition provided, behavioural terminology used	2-3
Contingencies/ Function of Bx	Lacks adequate detail	0-1	Antecedent	2-3
Performance checklist	Less than 4 steps provided, elements of performance not relevant to program, elements of performance not stated objectively	0-3	5 steps provided, elements of performance related to program, elements of performance stated objectively	4-5
			TOTAL	/38